

**TERMS OF REFERENCE***Study of Children Affected by Migration*Regional  
RG-T3966*Technical Cooperation Number]**[Web link to approved document]**Children affected by migration in the Northern Triangle***1. Background and Justification**

The impact on development outcomes for migrant or left-behind-children is an understudied topic in Latin America and the factors affecting these children have not previously been systematically documented. The available evidence on the effect of parental migration on the human capital of children who stay at home is mixed. On one hand, some studies carried out in Egypt and Peru find that remittances sent by parents have a positive effect on the probability of children enrolling in private schools ([Koska et al., 2013](#); [Salas et al., 2014](#)), and on the delay in children's entry into the labor market ([Koska et al., 2013](#)). On the other hand, studies in Peru find negative effects of parental migration on the continuity of children's education ([Oropesa and Frisancho Robles, 2011](#)), while another study in Ethiopia, India, Vietnam, and also Peru, suggests that the effect of parental migration on children's cognitive skills may vary by country and by reason for migration ([Nguyen, 2016](#)).

In general, the literature on the effect of migration on early childhood development (ECD) is very limited, and in the case of the Northern Triangle, a region with a high level of migration and high prevalence of children whose parents migrate (Näslund-Hadley et al., 2020), it is practically nonexistent. Household survey data indicate that between a fifth and a quarter of children in the 3 to 6-year age-group are raised by grandparents in the Northern Triangle; and that a proportion of these households are skipped-generation households, that is, households in which children are raised by their grandparents. In contrast to three-generation households – that often have a positive effect on child development (DeLeire & Kalil, 2002; Pong & Chen, 2010) – children in skipped-generation households more often display developmental and cognitive delays. Näslund-Hadley et al. (2020) found that children in skipped-generation households in El Salvador reach fewer developmental milestones and have significantly lower levels of overall development than children who grow up with their parents. The gap is wider for socioemotional than cognitive skills, highlighting the need for policy responses to help caregivers create home environments that promote children's social and emotional development. Additionally, when considering the effect of remittances in reducing financial hardship and impact on children's education in Salvadoran households, Rubio (2020) found that these do not fully compensate for the adverse consequences of parental absence due to migration.

The cognitive and behavioral impact on left-behind-children by migrating parents may have widened as the COVID-19 pandemic has reduced the access and quality of the educational services, tutoring, and counseling support, particularly for most vulnerable groups. Also, there is little evidence on the effect that the migration process has on the child when migrating accompanied or alone. The events that can occur during the migration process can be traumatic, causing long-term psychological damage to children. On the other hand, children lose the opportunity to continue their education and other routine processes such as medical care, which can have important effects on their cognitive and socio-emotional development.

There are also no clear policies on how to prevent, protect and assist in the reintegration of these minors after their return, so a deeper understanding of the phenomenon would allow the design of intervention strategies.

The long history of political turmoil, violence, and uneven and unstable economic development continues to fuel emigration from Central America. Every day, children are either left behind by their parents or leave with them from El Salvador, Guatemala, and Honduras to set off on the perilous journey northward, compromising their wellbeing and experiencing emotional and psychological processes that pose a threat to their long-term development. A recent study by Näslund-Hadley et al. (2020) shows that only in El Salvador, more than 100,000 children are raised without their parents, being migration the main reason for their absence. The results from this study have highlighted the development challenges and effects (cognitive and behavioral) of left-behind- children and the urgent need to support this group of children and their caregivers. Expanding this study to Guatemala and Honduras, two countries whose migrants represent 7.3% and 8.2% of the total population, respectively, and that have similar socioeconomic characteristics and prevalence of left behind children is of great importance to improve policy design.

It is of great importance to understand the cognitive and behavioral effects of returned or left behind children by migrating parents in these countries, as this phenomenon continues to grow in this region.

## **2. Objectives**

The aim of this consultancy is to analyze the effect on social and emotional development of children affected by migration.

## **3. Scope of Services**

The selected firm will develop and implement a series of instruments to collect data on household characteristics and a sample of socioemotional and cognitive tests to measure children's early development. After the survey, they will provide the databases, the data analysis and final report.

## **4. Key Activities**

The consulting firm will carry out the following activities:

**Work Plan.** Create a work plan for the consultancy. The plan must include detailed survey design and implementation plans.

**IRB.** The approval of a certified institutional Review Board (IRB) for Human subject research.

**Data collection.** The firm will collect data through a household survey that will help identify households with children of eligible age whose parents have migrated or been affected by migration, as well as to obtain information on outcome indicators and household conditions. Once the target households have been identified, a set of cognitive and social-emotional tests will be used to measure the children's abilities in both math and language, as well as their socioemotional development. The data collection and management will be conducted following the [IDB Data Privacy Policy](#).

The survey will include a battery of instruments to be applied among migrant and left-behind children. The instruments will include measurements of perceptions towards education, remote schooling, gender stereotypes, self-esteem, personality, parental support, early unions, life plans, information on aspects that may be worsening due to the pandemic such as "cyberbullying" or teenage pregnancy (this is also collected in the instruments of the teacher and parents) and migration, within others.

To obtain as much representation of all populations affected by migration as possible, ethnic and language diversity will be considered during design of instruments and the possibility of conducting surveys in different indigenous languages will be explored.

## 5. **Expected Outcome and Deliverables**

Deliverable 1: Work plan  
Deliverable 2: IRB for data collection  
Deliverable 3: Survey instruments validated  
Deliverable 4: Data collection database  
Deliverable 5: Final report with a data analysis

## 6. **Reporting Requirements**

Reports must be submitted in electronic files. The databases should be submitted in Excel or STATA and must include code books. The firm will be required to provide biweekly email updates on the progress of the work. All materials produced during and for this consultancy will:

- (i) Be delivered in electronic copies (Zip files won't be accepted as final reports);
  - (ii) Be owned by the IDB (copyright), including the right to produce, distribute, disseminate, and publish.
- Reports must be submitted in electronic files.

## 7. **Acceptance Criteria**

The firm will be required to send progress reports every 30 days with progress or products and plans for the remainder of the project.

## 8. **Other Requirements**

The selected firm should have at least 7 years of experience in collecting data and qualitative and quantitative analysis.  
Experience working in Latin America, specifically the Guatemala and Honduras, on child development data will be an advantage.

## 9. **Supervision and Reporting**

The consultancy firm will report to Alison Elias Gonzalez ([alisone@iadb.org](mailto:alisone@iadb.org))

## 10. **Schedule of Payments**

<b>Payment Schedule</b>	
<b><i>Deliverable</i></b>	<b>%</b>
1. Deliverable 1	10%
2. Deliverable 2	20%
3. Deliverable 3	20%

4. Deliverable 4	20%
5. Deliverable 5	30%
<b>TOTAL</b>	100%

## HRD Terms of Reference For PEC consultancies

**Job Title:** Graphic Designer Consultant

**Background of this search:**

The Migration Unit of the IDB (SCL/MIG) is looking for a graphic designer.

**The team's mission:**

The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

The impact on development outcomes for migrant or left-behind-children is an understudied topic in Latin America and the factors affecting these children have not previously been systematically documented. The available evidence on the effect of parental migration on the human capital of children who stay at home is mixed. On one hand, some studies carried out in Egypt and Peru find that remittances sent by parents have a positive effect on the probability of children enrolling in private schools ([Koska et al., 2013](#); [Salas et al., 2014](#)), and on the delay in children's entry into the labor market ([Koska et al., 2013](#)). On the other hand, studies in Peru find negative effects of parental migration on the continuity of children's education ([Oropesa and Frisancho Robles, 2011](#)), while another study in Ethiopia, India, Vietnam, and also Peru, suggests that the effect of parental migration on children's cognitive skills may vary by country and by reason for migration ([Nguyen, 2016](#)).

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The cognitive and behavioral impact on left-behind-children by migrating parents may have widened as the COVID-19 pandemic has reduced the access and quality of the educational services, tutoring, and counseling support, particularly for most vulnerable groups. Also, there is little evidence on the effect that the migration process has on the child when migrating accompanied or alone. The events that can occur during the migration process can be traumatic, causing long-term psychological damage to children. On the other hand, children lose the opportunity to continue their education and other routine processes such

as medical care, which can have important effects on their cognitive and socio-emotional development. There are also no clear policies on how to prevent, protect and assist in the reintegration of these minors after their return, so a deeper understanding of the phenomenon would allow the design of intervention strategies.

It is of great importance to understand the cognitive and behavioral effects of returned or left behind children by migrating parents in these countries, as this phenomenon continues to grow in this region. This consultancy looks for a consultant to work on graphic designs.

**What you'll do:**

The consultant will:

- Work closely with the IDB team to deliver strategic design works including designing of graphic identity for project, IDB publication, social media pieces and presentations.

**Deliverables and Payments timeline:**

- Deliverable 1. Design of graphic identity for project
- Deliverable 2. IDB publication design
- Deliverable 3: Social media pieces
- Deliverable 4: Power point presentations

Expected Deliverable	% Total of Contract
Deliverable 1	25%
Deliverable 2	25%
Deliverable 3	25%
Deliverable 4	25%

**What you'll need:****Citizenship:**

- You are a citizen of one of our 48-member countries.

**Consanguinity:** You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

**Education:** Bachelor's degree in graphic arts, communication, or other related fields

**Experience:** 4-5 years of professional experience in graphic design. Experience in Photoshop, Illustrator, PowerPoint, Adobe Pro, Flash is required. -Functional expertise shall be an advantage, specifically in Web animation and graphics and hands-on knowledge of XML, HTML, CSS, and Flash and other design tools for use in creating graphics optimized for the Web.

**Languages:** The consultant must be fully fluent in English and Spanish

**Core and Technical Competencies:**

- **Areas of Expertise:** Graphic design, strategic communication
- **Skills:** Ability to transmit knowledge in visual format and work with multidisciplinary and multicultural team.

**Opportunity Summary:**

- Type of contract and modality: Products and External services Consultant (PEC), Lump Sums
- Length of contract: 18 consultancy days over a period of 6 months
- Starting date: Nov 2022
- Location: Place of residence of Consultant

- Responsible person: Alison Elias Gonzalez, IDB Sector Specialist, MIG/EDU [alisone@iadb.org](mailto:alisone@iadb.org)
- Requirements: You must be a citizen of one of the [IDB's 48 member countries](#) and have no family members currently working at the IDB Group.

**Our culture:** Our people are committed and passionate about improving lives in Latin-America and the Caribbean, and they get to do what they love in a diverse, collaborative and stimulating work environment. We are the first Latin American and Caribbean development institution to be awarded the EDGE certification, recognizing our strong commitment to gender equality. As an employee you can be part of internal resource groups that connect our diverse community around common interests.

Because we are committed to providing equal opportunities in employment, we embrace all diversity and encourage women, LGBTQ+, persons with disabilities, afro-descendants, and indigenous people to apply.

**About us:** At the IDB, we're committed to improving lives. Since 1959, we've been a leading source of long-term financing for economic, social, and institutional development in Latin America and the Caribbean. We do more than lending though. We partner with our 48-member countries to provide Latin America and the Caribbean with cutting-edge research about relevant development issues, policy advice to inform their decisions, and technical assistance to improve on the planning and execution of projects. For this, we need people who not only have the right skills, but also are passionate about improving lives.

**Our team in Human Resources carefully reviews all applications.**