TC Document

I. Basic Information for TC

▪ Country/Region:	MEXICO
▪ TC Name:	Generating Digital Cloud Computing Skills in Mexico
▪ TC Number:	ME-T1504
▪ Team Leader/Members:	Pavon, Fernando Yitzack (SCL/LMK) Team Leader; Rosas Shady, G. David (SCL/LMK) Alternate Team Leader; Barragan Crespo, Enrique Ignacio (LEG/SGO); Barrios Nunez, Uriel (CID/CME); Casco, Mario A. (ITE/IPS); Gaston Ferrin (SCL/LMK); Gonzalez Herrera, Beatriz Maria (SCL/LMK); Jose Hernandez (SCL/LMK); Libertad Siccha (SCL/LMK); Naslund-Hadley, Emma Ingrid (SCL/EDU)
▪ Taxonomy:	Research and Dissemination
▪ Operation Supported by the TC:	.N/A
▪ Date of TC Abstract authorization:	05 Jan 2023.
▪ Beneficiary:	Mexico (Southern States)
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	Multi-Donor Fund for the Transformation of Technical and Vocational Education and Training(TVT)
▪ IDB Funding Requested:	US$500,000.00
▪ Local counterpart funding, if any:	US$435,000.00 (In-Kind)[1]
▪ Disbursement period (which includes Execution period):	24 months (including Execution period)
▪ Required start date:	May 2023
▪ Types of consultants:	Firms
▪ Prepared by Unit:	SCL/LMK-Labor Markets
▪ Unit of Disbursement Responsibility:	CID/CME-Country Office Mexico
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Gender equality; Productivity and innovation; Social inclusion and equality

II. Objectives and Justification of the TC

2.1 The objective of this TC is to support the design and implementation of a pilot initiative aimed at transforming skills training through the implementation of new models and disruptive methods that endow Mexican youth with necessary *digital cloud computing skills.* This initiative will promote Mexican youth engagement in digital economy and support southern states' economic development. It will provide strategic knowledge by enabling an impact evaluation of the new training model, generate an awareness-raising campaign of the model and a technical note to disseminate best-practices and lessons learned for digital skills training.

2.2 Youth in Mexico face numerous barriers, including a high unemployment rate, which represented 8.13% in 2021 according to the World Bank calculations made with ILO

[1] Google Cloud will make an in-kind contribution based on the number of students that will benefit from the program times the monthly subscription of Google Cloud Skills Boost Platform.

estimations, 7.48% for young men and 8.56% for young women. These numbers are significantly higher than the total unemployment rate which is 4.38%; 4.49% for men and 4.21% for women. Part of this phenomenon can be explained from the skills mismatch presented in the Mexican labor market. For example, according to Manpower (2022), in 2022, 65% of employers reported difficulty finding the talent they need[2].

2.3 **The limited opportunities in the labor market of the southern states[3] present a challenge to reduce the economic gaps in that region.** Southern Mexico suffers from wide lags in economic matters, specifically in the labor market since labor informality rates are higher than the national average of 51.5%. Specifically, Oaxaca reflects a rate of 74.9%, Chiapas 64.9%, Tabasco 60.8%, and Veracruz 60.4%. Establishing a wide gap with 7 states that currently face rates between 30 and 40% (IMCO, 2021). Labor informality is especially acute for young people, since for the first quarter of 2022 the proportion of people between the ages of 15 and 24 working informally at the national level was 66%, while for people between the ages of 25 and 44 it was almost 50% (49.9%), whereas for people aged 45 to 64 it was 55%[4]. Southern Mexico has shown levels of labor informality and living conditions comparable to the Northern Triangle, characterized by high poverty rates. On the other hand, the Mexican Institute for Competitiveness (IMCO) analyzed the States #ConLupaDeGénero 2022[5] and found that the federal entities fail to grant optimal working conditions, and that each of them lives a different reality. These disparities hold back the country's economic potential and limit the economic autonomy of women. In states like Colima, the female economic participation rate is almost 56%, comparable to the United States. However, there are entities such as Chiapas, with 31% rate of female economic participation.

2.4 Mexico has an urgency to build relevant skills for several types of work, and needs to correctly prepare the youth for their insertion into the formal labor market. The lag on digital abilities creates implications for employability. Science, Technology, Engineering and Mathematics (STEM) careers have a particularly high employability rate (Movimiento STEM, 2022). Stemming from the Coronavirus pandemic, advanced digital skills such as programming and data analysis have had an increase in demand, since work positions related to these abilities are not limited to the IT (Information Technology) sector but are also required for other industries' digital transformation (IDB, 2022). Furthermore, women remain underrepresented in STEM. IDB research finds that women are significantly underrepresented among engineering, IT, industry, and construction graduates in every Latin American country.

2.5 Companies in Mexico are going through their digital transformation phase and digital businesses are in the need of workforce with the skills required to implement and operate innovative technologies. In Mexico, 48% of firms have accelerated their digitalization processes and 91% plan to increase or maintain their hiring levels (Experis, 2021). Work positions related to technology currently represent around half the most demanded skills. Specifically, Mexico faces an increase of 22% in lack of talent since 2019 (raising from 52% to 74%), which stems from technology developing faster than the capabilities of developing specialized professionals in the country. Among other technologies, **the demand for digital skills in Mexico will surpass the availability of professionals with such qualifications.[6]**

---

2 Manpower Group. Mexico's 2022 Talent Shortage.

3 Oaxaca, Chiapas, Tabasco, Veracruz.

4 Instituto Nacional de Estadística y Geografía (INEGI), Encuesta Nacional de Ocupación y Empleo, primer trimestre de 2022.

5 #ConLupaDeGénero 2022 is a study that measures the conditions faced by women at different stages of their professional career through 18 indicators within three pillars: entry, permanence, and growth in the labor market.

6 Stack it Up: Crece la demanda de habilidades tecnológicas en México. Experis Insights, 2021.

2.6 **Cloud computing is one of the technologies which are shaping current technological trends in business, and the future of work.** *Cloud computing work requires technical skills to perform migrations and ability to negotiate terms with cloud service providers, ensuring data security and implementing best practices through the business process.* According to Indeed[7], cloud computing is the number one skill demanded by companies and according to LinkedIn, cloud computing was the second most demanded hard skill, below knowledge on blockchain technology in 2020. Cloud computing presents new possibilities of accessing infrastructure, software, and platform services on remote servers, which enable companies to pay for storage, software, and solutions according to their use, instead of having to acquire their own infrastructure and provision of services. These capabilities are attracting more companies to move their business functions to the cloud.

2.7 Among cloud computing firms, Google LLC offers training programs on cloud computing skills for Google Cloud Platform (GCP) through their platform Google Cloud Skills Boost. On this platform, people can access training courses and certifications with the option to take on a career pathway towards building a professional profile for working on cloud computing. The aim is to leverage on the existing platform to: (i) increase wider audiences; (ii) raise current programs completion rates, aiming to widespread the demand of professional skills required by the private sector in Mexico.

2.8 **Google Skills Boost** organizes sequences of practical activities or "Quests" that build cloud skills by allowing real time access to the Google Cloud Platform environment where users can test and deploy the same tools and resources used by cloud engineers and data analysts in professional settings, that would not be available on other platforms. After training, Google Cloud Learning works to match qualified candidates with jobs within the Google Cloud client and partner network, through job boards, certification processes and virtual events.

2.9 **Local Partners.** For implementations purposes, Google Cloud Training team works together with local partners that take on certain tasks that enable a more personalized experience for trainees: (i) Student recruitment: through partnerships and lead generation marketing campaigns, the partner reaches specific student audiences and filters candidates based on training requirements. Specific segmentations and requirements are defined by Google Cloud Skills Boost program prerequisites, and interest in concrete regions, subregions and other demographics; (ii) Student enrollment: the partner is in charge of ensuring that the eligible students enroll to the Google Cloud Skills Boost Platform with the allocated scholarship provided by Google Cloud for this TC; (iii) Student support system: to ensure completions and engagement, the local partner invites the students, sends e-mails and creates online communities in a variety of platforms such as communications apps and social media, for questions and official communication; (iv) They also create, as needed, special mentorship direct-to-student programs and dedicated communication channels with the students open in business hours; and (v) Student Assessment: through the Google Cloud Skills Boost public profile URL monitoring, the local partner monitors the student progress in the program and reports to Google. The goal is to create specific communications to follow up and encourage completion in the different training stages.

2.10 Google Cloud Computing Foundations (GCCF) Academy has a completion rate of 11%, meanwhile using a local partner has as its goal reaching a 40% completion rate with a wider reach (6,000 vs. 1,500 maximum). It assures more engagement and thus higher completion rates. INROADS de México is the non-profit organization (NGO) as the suggested partner to run this campaign. They have a 27 year presence in Mexico. Its mission is to promote job

[7] https://www.indeed.com/career-advice/finding-a-job/in-demand-skills

opportunities for committed and resourceful low-income young people. This is achieved by recruiting, training in technical and soft skills and bringing them closer to allied companies, institutions, and associations. The INROADS model is based on a vision of equity, diversity, inclusion, and equality of opportunities, promoting social mobility for the development of the leaders of the future and the transformation of new generations. The NGO has a strong network of strategic allies, such as universities, student groups, government, and companies to bring education programs through all the country. It has been collaborating with Google Cloud Learning Programs for High-Ed since 2020, managing Career Readiness Programs and GCCF Programs for different groups and accomplishing between 30% and 60% of completion rate in students' groups of 500 participants.

2.11 A Gallup study from 2022, made with participants from the Americas, Asia-Pacific (APAC) and Europe, Middle East and Africa (EME) pointed out that skill badges increase skills and employability; 86% help build cloud competencies and 87% provide real world experience. However, the evidence on the effectiveness of how programs that aim to improve advanced digital skills of young people increase labor insertion and/or income are scarce, particularly in Latin America and the Caribbean (LAC). IDB and Google will collaborate in the design, creation, implementation, and impact evaluation of a pilot program which will disseminate digital cloud computing skills training offer throughout Mexico. The TC will provide a special emphasis in southern states (but will have a national scope) and will consider a strategy to reduce dropout rates, which are commonly high in similar programs, and labor intermediation activities to broaden cloud computing digital training to decrease the digital skills gap. The IDB has extensive experience supporting the transformation of human capital in Mexico and recognizes the significant impact that COVID-19 has left on the labor market. As part of support provided to southern states, emphasis is being placed to support the empowering of youth for better employment in the digital economy. To deploy this support, there is a need to generate: a) Digital skills so young people can join sectors of high demand through digital platforms; b) Intermediation to ensure that these efforts improve the employability conditions (for example, formal employment rates and income levels). Addressing this impact could be crucial for new generations as the Fourth Industrial Revolution could be an opportunity (Bosch, Pages and Ripani, 2018).

2.12 On the other hand, it is important to **link workers from the southern states of Mexico to remote employment opportunities in the digital economy**. Along these lines, according to the World Economic Forum, 70% of the new value created in the economy over the next decade will be based on digitally enabled technologies. Digital platforms and financial services provide opportunities to earn income, pay for essential needs, save, invest, borrow, secure, and send/receive financial support. As more people have access to digital technology, they have access to a gateway to better livelihoods. Given that only 1 in 4 *freelancers* globally are women, it is important to put a strong focus on identifying and addressing the barriers that prevent women from being successful in this market. However, there is very little data on digital capability within the working-age population in the southern states of Mexico. Even low-level transferable skills requirements for digital technology are low. In this context, more analysis is required to understand how to link workers from the southern states of Mexico to remote employment opportunities to be a part of the digital economy. Given the rapid development of online recruitment platforms (such as Freelancer, Workana, Upwork, among others), technology could help people in Latin America to connect with remote job opportunities (*e-lancing*).

2.13 **Strategic alignment.** This TC is aligned with the Second Update to the Institutional Strategy (2020-2023) (AB-3190-2) to the development challenges of: (i) Productivity and Innovation through reducing the skills shortage among firms by: providing fundamental knowledge to support the development of work-relevant skills throughout the lifecycle of workers; and (ii)

social inclusion and equality, by promoting inclusive services for access to the labor market. Additionally, this TC is consistent with the cross-cutting issue of Gender Equity by focusing on young people and women. This TC is aligned with the Gender and Diversity Action Framework (GN-2800-13) addressing challenges such as gender stereotypes that influence decisions and choices, such as areas of study and occupation that contribute to women's under-representation in highly remunerated fields like computer science and engineering and contribute to gender gaps in earnings.[8] The TC is aligned with the IDB Group Country Strategy with Mexico (2019-2024) strategic objective to strengthen labor market (increasing labor participation). The TC is also aligned with the priorities of the sector strategy, "Social Policy for Equity and Productivity" (GN-2588-4) as it contributes towards efforts to promote higher labor market productivity among vulnerable persons. Additionally, this TC is aligned with the Transformation of Technical and Vocational Education and Training (TVET) Fund in its purpose to support the design and implementation of a training mechanism endowing people with the necessary skills to develop successful lifelong learning labor trajectories and boost the country's economic development; and by allowing the adoption of training models that are new in a particular context, such as the use of technologies and/or platforms, as well as models of personalized learning that cater to individual learner differences

III. Description of activities/components and budget

3.1 **Component 1: Pilot program for Digital Cloud Computing Skills in Mexico (US$275,000).** Google LLC offers training programs on cloud computing skills for Google Cloud Platform (GCP) through their platform Google Cloud Skills Boost. On this platform, people can access training courses and certifications with the option to take on a career pathway towards building a professional profile for working on cloud computing. This component will finance a pilot program on cloud computing and coordinated in collaboration with Google under the Google Cloud Skills Boost program. Specifically, IDB funds will secure additional support from Inroads Mexico, with the aims of enhancing the current selection protocol and delivery of training to raise completion rates of digital training programs based on previous lessons learned (*based on Google's previous cohort experiences*). Google will provide in-kind contribution equivalent to the monthly subscription per student (benefiting 15,000 persons) to use the Google Cloud Skills Boost Platform. The main activities to be financed will be:

3.2 *Student selection protocol*:Successful training programs have a robust selection process and establish required pre-existing qualifications and how they are assessed given that it increases student completion rates. To this end, a beneficiary selection protocol for student registration, recruitment & monitoring will be created by INROADS in collaboration with the Bank to guide registration and provide guidance for better success rate of the beneficiaries. This will be complemented with the establish ment of a repository for general information on the courses, providing technical support and granting credits for taking courses on Google Cloud Skills Boost. This protocol will also enable the evaluation of results and measurement of their impact (*further described in component 3*), since it will register data of the participants (*following data protection protocols*), their performance within the course and future trajectories.

3.3 *Access to the Google platform:* Google Cloud will contribute access to Google Cloud Skills Boost Training Platform to benefit 15,000 Mexican High-Ed Students in its different Learning Paths over two years . Google Cloud Learning Team will provide Inroads with an URL code to redeem either credits, tokens or a free monthly subscription on their Google Cloud Skills Boost Profile and adhere to the program terms upon redemption. INROADS will hand over this URL

[8] The earnings benefits to STEM, and particularly hard sciences, are well-documented but women are least represented in these career paths.

to the students. This activity has as its objective to strengthen the pilot program's structure in terms of increasing certification for registered beneficiaries, and to gather information to disseminate best practices and new lessons learned. It will seek to register 15,000 beneficiaries to be trained in digital cloud computing Fundamental skills in 4 to 6 iterations (groups/cohorts).

3.4 *Intermediation services*. Women-specific cohorts will be registered to support women in STEM in Mexico. To this end, this TC will fund the contracting of services of Inroads Mexico to manage the process from recruiting to completion given its previous experiences in similar cohorts, guaranteeing 6,000 students of 15,000 enrolled complete the full four-course sequence, achieving completion rates above 40%.

3.5 *Career readiness workshops:* The implementation of workshops where current industry experts can share their experiences of the different career pathways established within Google´s cloud computing training offer will be supported. These exchanges seek to motivate participants to identify and chart career pathways of their choosing based on industry experiences. This activity links the training provided in specific areas in high demand with opportunities in industries using cloud computing.

3.6 *Support in the expansion of digital cloud computing skills offer:* Aiming to expand the digital skills offer in Mexico, an awareness raising campaign for the pilot program will be launched to enable a broader reach throughout Mexico, to attract a higher number of youths to enroll to the courses offered by the pilot and acquire digital skills for their insertion in the labor market. This outcome aims to reach a higher number of beneficiaries to have access and fulfill the digital skills demand from the industry.

3.7 *Coaching and Mentoring services:* in addition to the program's standard student engagement a coaching and mentoring process for 25% of the course's beneficiaries located in Oaxaca, will be established. To this end, this activity will be complemented by actions entailed in Component 2. This will open the possibility of joining value chains through e-lancing activities. This component will consist of strong direct student engagement mechanisms to increase completion rates. This outcome has the aim of outlining best practices to reduce attrition rates. The student engagement actions focus on online community creation to resolve operational and knowledge questions, tutorial creation to facilitate processes, e-mail segmented communication based on the students' progress and deadlines to meet.

3.8 **Innovation.** Google Cloud Skills Boost is an innovative platform because its methodology was designed to give practical experience to learners and test their knowledge with real world applications of cloud skills. Users who complete the assigned quests can complete "Skill Badge Quests", where they are given open-ended challenges and must solve them according to specific criteria. Skill Badges, therefore, are a robust measure of job-ready competence. This is reinforced by results from a Gallup survey that found that 87% of users agreed skill badges provided real-world, hands-on cloud experience.

3.9 **Component 2: Pilot program for enhancing income opportunities for young people from the southern zone of Mexico on digital e-lancing platforms (US$125,000).** This component will finance training aimed at developing the necessary skills to work as a freelancer on online platforms, aimed at talents with previously developed digital skills. Specifically, a scalability study and proposal will be carried out as well as the implementation of a pilot to train and mentor 100 young people from the southern part of Mexico on how to engage as *freelancers* and connect them to jobs/projects on digital e-lancing platforms. The objective is to provide the states of Chiapas, Oaxaca, Veracruz, and Tabasco with key perspectives on the opportunities and challenges related to remote work through digital means and how this training on skills and job placement pilot can be scaled to benefit citizens in southern Mexico as an inclusive training

solution for a disadvantaged area. The freelancing model provides coaching/mentoring to participants providing a robust structure that could benefit students pursuing job opportunities beyond freelancing as a new training model.

3.10 **Component 3: Evaluation (US$100,000).** Stemming from the information held and generated by the registration (¶*3.2*) and monitoring platform in both components, the TC will fund the design and implementation of an impact evaluation analysis on the employability of beneficiaries to the program. This TC will provide strategic knowledge to identify if people with digital cloud computing skills and freelance coaching/mentoring have better prospect in either a) freelancing activities or b) better job options. The main output from this intervention will provide best practices and lessons learned as to what type of selection process protocol and student engagement is best suited for Latin America context for enhanced completion rates.

3.11 **Beneficiaries.** The beneficiaries of the program will be young people aged 23 to 29 across the nation with an emphasis on southern states of Mexico. 15.000 young people will benefit from training on GCCF program on Google Cloud Skills Boost platform; and connect 100 youth from southern states of Mexico to jobs/projects in digital e-lancing platforms.

3.12 **Results.** This TC will improve the employability of young people in Mexico. It will also provide strategic knowledge to identify if people with digital cloud computing skills and freelance coaching/mentoring have better prospect in either a) freelancing activities or b) better job options. The main output from this intervention will provide best practices and lessons learned as to what type of selection process protocol and student engagement is best suited for Latin America context for enhanced completion rates.

3.13 **Budget:** The total budget of the project will be US$935,000, where **US$500,000** will be financed through the Multidonor Fund for the Transformation of Technical and Vocational Education and Training (TVT) and Google will provide in-kind contribution equivalent to the monthly subscription per student (benefiting 15,000 persons) to use the Google Cloud Skills Boost Platform.

Indicative Budget

Activity/Component	Description	IDB/Fund Funding (US$)	Counterpart Funding (US$)	Total Funding (US$)
Component 1. Pilot program for Digital Cloud Computing Skills in Mexico.	Outcome. % of people trained with learning packages reflecting skills demanded	**$275,000**	**$435,000**	**$710,000**
1.1 Student selection and support	An enhanced training model designed and implemented (pilot) : A registration (assessment) and monitoring tool to track beneficiaries' progress	$250,000	$0	$250,000
1.2 Google Cloud training Platform of Google Cloud Skills Boost	15,000 Mexican High-Ed Studentssubscriptions to allow access to Google LLC´s Platform (*Google Cloud Skills Boost*)	$0	**$435,000**[1]	**$435,000**
1.3 Support in the expansion of digital cloud computing skills offer	*Dissemination events carried out (awareness raising campaigns).*	$27,500	$0	$27,500
Component 2. Pilot program for enhancing income opportunities on digital e-lancing platforms	100 young people from the southern zone of Mexico trained to connect jobs/projects on digital e-lancing platforms.	**$125,000**	$0	**$125,000**

Activity/Component	Description	IDB/Fund Funding (US$)	Counterpart Funding (US$)	Total Funding (US$)
Component 3. Evaluation	One impact evaluation designed/implemented	**$100,000**	**$0**	**$100,000**
Total		**$500,000**	**$435,000**	**$935,000**

IV. Executing agency and execution structure

4.1 The TC will be executed by the Bank. The Executing Agency will be the Inter-American Development Bank (IDB), in accordance with the guidelines and requirements established in the Technical Cooperation Policy (GN-2470-2) and in the guidelines established in OP- 619-4, through the Division of Labor Markets (SCL/LMK). This procedure is justified by the Bank's experience in developing the operational and technical instruments proposed for this type of operation, by knowledge of the scope of work of this operational support and by the orientation of the TC towards the labor training sector and labor intermediation.

4.2 Likewise, and based on previous experiences, it is estimated that the execution of the TC by the Bank can contribute to the exchange of information at the regional level, promoting knowledge and implementation of best practices by the countries that participate in the deployment of advanced digital skills. Google will collaborate by identifying countries where the model can be replicated according to best practices and lessons learned from this initiative. Furthermore, the products from this TC will lay ground to replicate the initiative in other countries such as Ecuador, Peru & Colombia.

4.3 **Procurement and financial process.** The Bank will hire the services of individual consultants and consulting firms, in accordance with the Bank's policies and procedures in effect. All activities within this TC have been included in the Procurement Plan and will be contracted in accordance with the following Bank policies: (i) AM-650 for individual consultants; (ii) GN 2765-4 and the OP-1155-4 Guides for consulting firms and services of an intellectual nature; and (iii) GN-2303-28 for logistics and other related services.

4.4 Direct contracting of Consulting Firms will be carried out following the guidelines established for Operational Work Executed by the Bank GN-2765-4, section IV, paragraph A 4.1. 3.a. For **Component 1**, the direct contracting of Inroads Mexico given its previous experience implementing Google training cohorts (*Súbete a la nube 2021, Career Readiness 2021 and Súbete a la nube 2022*, among others) and is consistent with the Policy for the Selection and Contracting of Consulting Firms since they respond to point (d) as it has experience or exceptional value for the project given its experience in development of these training cohorts and deployment in similar contexts. For **Component 2**, the direct contracting of Wisar is foreseen and is consistent with the Policy for the Selection and Contracting of Consulting Firms since they respond to point (a) as Wisar has previously carried out work implementing a Freelancers pilot in Oaxaca in a satisfactory manner and this phase would provide inputs for its scalability; (d) it also has exceptional experience or value for the project given its experience developing these platforms in similar contexts.

V. Major issues

5.1 The TC presents a risk of being affected by low connectivity rates in the south of Mexico. Because of the material conditions which characterize the southern states of Mexico, there is a risk that the population (25% target as a pilot for Freelancing) in those states does not have the tools needed to access this course or have little knowledge that these skills are demanded, which would affect the outreach and completion rates. To mitigate this risk, the following actions have been planned: (i) studies on the demand for skills in the south of Mexico, developed

previously by People 1st International, will serve as base to define the possibility of implementing the pilot program in southern states[Error! Bookmark not defined.], by assuring that a demand for such skills exists in those regions. (ii) A collaboration agreement will be established with *Wisar*, firm developing a Freelancing pilot under ME-T1474 to draft actionable recommendations that enable Oaxaca citizens to participate on digital platform training.

VI. Exceptions to Bank policy

6.1 There are no exceptions to Bank policy under this TC.

VII. Environmental and Social Strategy

7.1 This TC is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Banks Environmental and Social Policy Framework (ESPF).

Required Annexes:

Request from the Client - ME-T1504

Results Matrix - ME-T1504

Terms of Reference - ME-T1504

Procurement Plan - ME-T1504