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MULTILATERAL INVESTMENT FUND

PANAMA, BRASIL

IT CAREERS FOR YOUTH

(PN-T1236, BR-T1424)

DONORS MEMORANDUM

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**PROJECT SUMMARY
IT CAREERS FOR YOUTH
(PN-T1236, BR-T1424)**

Latin America has a skills challenge. Around 50% of companies in Latin America cannot find candidates with the skills they need, compared to 36% of firms in OECD countries. In Panama and Brazil, IT-related jobs and skills are the 6th and 7th most in demand by employers, respectively, with particular shortages in cybersecurity experts, network administrators, and technical support. Many of these jobs require post-secondary training, but not always a university degree, and international evidence suggest that these often serve as “door-openers” into other higher-level jobs. This makes entry-level jobs in IT a potential entry point into better quality jobs for those that have not or cannot complete traditional university degrees. For young people, however, unemployment in both Panama and Brazil has been increasing and accessing jobs in the knowledge economy (like IT) is a challenge, especially for women and afro descendants. Both countries, and the region overall, have high numbers of youth that are neets (neither in education, employment or training)—who are most often female, and from low-income and vulnerable populations. In fact, Brazil has one of the highest percentages of neets in the region at over 20% of youth, while in Panama neets represent 17% of youth. Employers often cite a lack of technical (or job-specific) skills as one of the main limitations to find employees and, most critically, a shortage of youth with strong soft or job-readiness skills that allow them to successfully perform as well as continue learning on the job.

When Google encountered challenges finding qualified IT Support applicants, they decided to create a course that taught IT support fundamentals. With this internal experience they found out that IT was a very teachable skill that didn’t require a university degree, and that by prioritizing skills-based trainings over traditional degree requirements, Google could create real paths to jobs. To benefit people outside of Google, in 2018 they launched an innovative online industry skills certification hosted in Coursera’s educational platform to prepare people with no prior experience or college degree for an entry-level role in IT Support (not necessarily for Google itself, but for the whole industry)—the Google IT Support Professional Certificate (IT Cert).

The proposed program seeks to increase the employability of 2,340 vulnerable youth, especially neets, women, and afro descendants, who are at risk of becoming socially excluded, in IT careers. It’s a joint collaboration between Google.org, the IDB Lab and the Social Sector of the IDB and two high-impact NGOs to co-create a gender-inclusive, sustainable and effective blended training model that combines the online IT Cert, with an additional component of in-person and online soft skills curriculum, and wraparound support services for job placement. The IDBG experience in youth training programs shows the importance of adding the soft skills and job placement services for vulnerable youth groups to succeed in vocational training programs. Similarly, the results emerging from the implementation of the IT Cert when complemented by additional support and/or training to underrepresented and/or vulnerable groups, show a much higher completion rate (50-60%) that when it is done purely online (16%).

In Panama, the project will be implemented by Glasswing International a NGO that specializes in working with at-risk women, children and youth, providing girls and women, empowerment, preventing violence and supporting employability programs. The Panama project will benefit 340 unemployed and out-of-school youth, prioritizing women and poor populations. In Brazil, the project will be implemented by Junior Achievement Brazil, which has a 36-year presence working in the country in entrepreneurship and work-readiness initiatives and has affiliates working in all Brazilian States. The project in Brazil will benefit 2,000 unemployed and out-of-school youth, prioritizing women and afro-descendants, as well as youth from IDB funded *Centros da Juventude* that are at high-risk of social exclusion.

The pilot interventions will benefit from a rigorous and in-depth evaluation plan developed by the Social Sector and supported by the Development Effectiveness Division at IDB Invest. The evaluation will allow to understand the cost-effectiveness of these innovative blended models for this population of youth, and to capture implementation lessons for future replication and scale.

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Draft Resolution

AVAILABLE IN THE TECHNICAL DOCUMENTS SECTION OF MIF PROJECT INFORMATION SYSTEM

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ACRONYMS AND ABBREVIATIONS

| | |
|------------------|---|
| AIP | Public Interest Association |
| AIG | National Authority for Government Innovation |
| CAPATEC | Panamanian Chamber of Information Technology and Telecommunications |
| CNC | National Competitiveness Center |
| COSPAE | Sector Council for Educational Assistance |
| CTI | Competitiveness Technology and Innovation |
| DNA | Diagnostic of Executing Agency Needs |
| Glasswing | Fundación Crisálida Internacional |
| ICS | Citizen Security |
| IDB | Inter-American Development Bank |
| IDB Lab | Multilateral Investment Fund / IDB Lab |
| IT | Information Technology |
| IT Cert | Google IT Support Professional Certificate |
| ILO | International Labor Organization |
| JA BR | Junior Achievement Brazil |
| LMK | Labor Markets and Social Security |
| MEDUCA | Ministry of Education |
| MITRADEL | Ministry of Labor and Labor Development |
| NEET's | Not in Education, Employment or Training |
| OECD | Organization for Economic Co-operation and Development |
| SENACYT | National Secretariat of Sciences and Technologies |
| UTP | Technology University of Panama |

PROJECT INFORMATION
PANAMA, BRAZIL
IT CAREERS FOR YOUTH
(PN-T1236, BR-T1424)

| | | | |
|--|---|-----------------------|-------------|
| Countries and Geographic Location: | <p><u>Panama</u>: in the provinces of Chiriqui and Panama Oeste. Expected program sites in the cities of David and Chorrera.</p> <p><u>Brasil</u>: in the States of Pernambuco, Sao Paulo, Santa Catarina, Rio Grande do Sul, Minas Gerais, Rio de Janeiro, Federal District, Amazonas, Paraná, Espírito Santo, Ceará.</p> | | |
| Executing Agencies: | <p><u>Panama</u>: Fundación Crisálida Internacional known as Glasswing International</p> <p><u>Brazil</u>: Junior Achievement Brazil</p> | | |
| Focus Area: | Knowledge Economy | | |
| Coordination with Other Donors/Bank Operations: | <p>This project is co-financed with Google.org as well as co-designed with Google.org and with the Labor Markets and Education Divisions of the Social Sector of the IDB.</p> <p><u>In Panama</u>, the project complements the Support Program for Productive Development through Human Capital in Panama (PN-L1153) of LMK; and the Program for The Promotion of Competitiveness and Economic Diversification (PN-L1149) of CTI.</p> <p><u>In Brazil</u>, the project complements the Program of Opportunities and Rights in the State of Rio Grande do Sul (BR-L1343), and the Paraná Secure Program (BR-L1331), both of ICS.</p> | | |
| Project Beneficiaries: | <p><u>Direct Beneficiaries in Panamá</u>:</p> <p>340 vulnerable youth, unemployed and out of school, with high school degree and an interest in pursuing a career in the IT sector or related field.</p> <p><u>Direct Beneficiaries in Brazil</u>:</p> <p>2,000 vulnerable youth, unemployed and out of school, at-risk of social exclusion, with high school completed. Priority will be given to underrepresented minorities in the IT sector such as women and afro-descendants.</p> | | |
| Financing: | Technical Cooperation Panama: | US\$ 650,000 | 20% |
| | Technical Cooperation Brazil: | US\$ 850,000 | 26% |
| | TOTAL IDB Lab FUNDING: | US\$ 1,500,000 | 46% |
| | Counterpart Google.org -Panama: | US\$250,000 | 8% |
| | Counterpart Google.org- Brazil: | US\$ 1,150,000 | 35% |
| | TOTAL Counterpart Google.org: | US\$1,400,000 | 43% |
| | Counterpart Panama: Fundación Crisálida Internacional | US\$ 250,000 | 8% |
| | Counterpart Brazil: JA Brazil | US\$ 140,000 | 4% |
| | TOTAL PROJECT BUDGET: | US\$3,290,000 | 100% |
| Execution and Disbursement Period: | 36 months of execution and 42 months of disbursement. | | |
| Special Contractual Conditions: | Selection of the country Coordinator in Panama. No special conditions for Brazil. | | |
| Environmental and Social Impact Review | This operation was screened and classified as required by the IDB's safeguard policy (OP-703) on August 29, 2019. Given the limited impacts and risks, the proposed category for the project is C. | | |
| Unit responsible for disbursements | LAB/CBR and LAB/CPN | | |

I. The Problem

A. Problem Description

- 1.1 Latin America has a skills challenge. Around 50% of formal Latin American firms cannot find candidates with the skills they need, compared to 36% of firms in OECD countries.¹ IT-related jobs and skills—like cybersecurity experts, network administrators, and technical support, among others—are 6th most in demand by employers worldwide and one of the most difficult categories of jobs to fill according to employers because of a lack of available skills and experience. Across LAC, IT and digitally intensive skills and jobs are similarly increasing in demand.^{2 3} In Panama and Brazil, this category is 6th and 7th most in demand, respectively and with particular shortages in cybersecurity experts, network administrators, technical support.⁴
- 1.2 At the same time, youth unemployment has been increasing and accessing jobs in the knowledge economy (like IT) is a challenge. In Brazil, unemployment for those 15-24 years old has increased from 15% in 2013 to 31.6% in 2019. In Panama it has also increased from 11% in 2013 to 14.7% in 2018. These figures are more acute for certain populations. In both countries, the rates of female youth unemployment are higher overall, having grown from 18.8% to 38.8% and 14.5% to 19.3% in Brazil and Panama, respectively, over the same periods. In Brazil, youth unemployment is higher among afro descendants -according to PNAD in 2018, 64,6% of the unemployed population were afro descendants- and other traditionally marginalized and/or vulnerable populations. Both countries, and the region overall, have high numbers of youth that are *neets* (neither in education, employment or training)—who are most often female, and from low-income and vulnerable populations.^{5 6} In fact, Brazil has one of the

¹ Talent Shortage Survey (2018). Manpower Group. <https://insights.manpowergroupsolutions.com/2018-talent-shortage-survey/>

² Amaral, N., Eng, N., Ospino, C., Pagés, C., Rucci, G. y Williams, N. (2018). ¿Hasta dónde pueden llevarte tus habilidades? Cómo utilizar los datos masivos para entender los cambios en el mercado laboral. Washington, DC: BID. <https://publications.iadb.org/es/hasta-donde-pueden-llevarte-tus-habilidades-como-utilizar-los-datos-masivos-para-entender-los>; BID (2018).

³ BID (2019). El futuro del trabajo en América Latina y el Caribe. ¿Cuáles son las ocupaciones y las habilidades emergentes más demandadas en la región? <https://www.iadb.org/es/trabajo-y-pensiones/ocupaciones-y-habilidades-emergentes-mas-demandadas-en-la-region>

⁴ Manpower (2018). For Brazil: https://cdn2.hubspot.net/hubfs/2942250/Local%20Infographics/2018_TSS_Infographics-Brazil.pdf; For Panama: https://www.manpowergroup.com.mx/wps/wcm/connect/manpowergroup/4430dc7b-8606-450c-a352-eea4662609b6/MG_EscasezdeTalentoPanama2018.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=4430dc7b-8606-450c-a352-eea4662609b6

⁵ Novella, R., Repetto, A., Robino, C. y Rucci, G. (2018). Millennials en América Latina y el Caribe: ¿trabajar o estudiar? Washington, DC: BID. Disponible en: <https://publications.iadb.org/es/millennials-en-america-latina-y-el-caribe-trabajar-o-estudiar>

⁶ Los NiNis en Panamá: Un aporte a la comprensión de la situación de las personas jóvenes que ni estudian ni trabajan (2019). Ministerio de Trabajo y Desarrollo Laboral (<https://www.mitradel.gob.pa/los-ninis-en-panama-un-aporte-a-la-comprension-de-la-situacion-de-las-personas-jovenes-que-ni-estudian-ni-trabajan/>

highest percentage of *neets* in the region at over 20% of youth,⁷ while in Panama *neets* represent 17% of youth.⁸

- 1.3 Several studies and employer surveys indicate that these young people generally lack the necessary skills to enter the labor market and to find and sustain good quality jobs, especially in knowledge economy sectors like IT. Low quality education and high levels of drop out mean many lack fundamental skills: nearly 40% of youth in the region is not able to correctly perform basic mathematical calculations, and about three quarters are not proficient in English⁹. Employers also cite a lack of technical (or job-specific) skills and, most critically, a shortage of youth with strong soft or job-readiness skills that allow them to successfully perform as well as continue learning on the job.¹⁰
- 1.4 Finding mechanisms to provide vulnerable youth from underrepresented contexts (e.g, low-income youth without university degrees, *neets*, women and afro-descendants) to the technology sector has the potential to contribute to closing the skills gap. It provides companies with the talent they need and young people with jobs in a growing and promising field. Many of these jobs require post-secondary training, but not always a university degree¹¹, and international evidence suggest that these often serve as “door-openers”¹² into other higher-level jobs. Therefore, entry-level jobs in IT have the potential to increase access to better quality jobs for those that have not or cannot complete traditional university degrees.
- 1.5 The causes that contribute to this skills gap and keep the target population from accessing entry-level jobs in this field are the following:
- 1.6 There are few adequate and effective training alternatives to university degrees for the technology sector that are designed with this population in mind. Traditional education and vocational programs have difficulties to quickly change and adapt to the needs of this sector and offer limited and outdated training in both digital and soft/job readiness skills.¹³ As a result, many disruptive instructional methods such as bootcamps and digital learning platforms have emerged to accelerate skills development and expand learning outside of the traditional classroom. However, bootcamps, even when targeting vulnerable populations, have focused primarily on building higher-end skills like coding, data science, cybersecurity, and web design¹⁴, and few on more entry-level skills like IT support that are also in demand.
- 1.7 Online courses and digital learning platforms – such as Google’s IT support Certification through Coursera--offer a flexible alternative that also promises cheaper training at scale, but few have been designed with vulnerable populations in mind.

⁷ Novella et al (2018).

⁸ Los NiNis en Panamá (2019)- Ministerio de Trabajo y Desarrollo Laboral <https://www.mitradel.gob.pa/los-ninis-en-panama-un-aporte-a-la-comprension-de-la-situacion-de-las-personas-jovenes-que-ni-estudian-ni-trabajan/>

⁹ Novella et al (2018).

¹⁰ Bassi, M., Busso, M., Urzúa, S. y Vargas, J. (2012). Desconectados: habilidades, educación y empleo en América Latina. Washington, DC: BID.

¹¹ Navarro et al (2019)

¹² Burning Glass (2017). The Digital Edge: Middle-Skill Workers and Careers. https://www.burning-glass.com/wp-content/uploads/Digital_Edge_report_2017_final.pdf

¹³ Busso et al (2017) Learning Better: Public Policy for Skills Development. Inter American Development Bank.

¹⁴ Navarro et al (2019).

Evidence about the effectiveness of purely online courses and digital learning platforms for these populations is mixed, with some evidence suggesting existing formulations of online courses can produce worse outcomes for these learners than in person training, but achieve similar results with a blended approach that mixes online and in-person components.^{15 16} However, there is virtually no evidence regarding the most cost-effective blended learning models for this population that address both technical and soft skills, especially in LAC.

- 1.8 For vulnerable and/or underrepresented populations, several social and economic factors present additional barriers that compound the challenge of completing education or training and entering the labor market. These include, but are not limited to, childcare and domestic responsibilities especially for young women, domestic and/or societal violence that may require psychological supports, lack of educational career guidance and job placement support, lack of connectivity or access to digital devices or access to online materials, and lack of monetary resources not only for training but also for food and transport, among other needs.¹⁷ Training programs need to ensure a holistic approach that carefully assess and address these needs to ensure these young people can not only access and complete training, but can also connect to employers, identify job vacancies and be placed in jobs.
- 1.9 As a result, new and cost-effective training solutions and public-private partnerships are needed that provide these youth with the flexibility, access and specialized support they need to acquire new skills and access available jobs in this sector.

B. Project Beneficiaries

- 1.10 The project direct beneficiaries will be 2,340 vulnerable youth that are *neets*, this means they are neither studying nor working, thus they are at high risk of becoming socially excluded. Among the neets population, the project will prioritize women, afro descendants, and poor populations.
- 1.11 **Panama.** Glasswing will target 340 unemployed youth ages 18-22 (221 males and 119 females) that have completed high school from Panama Oeste and Chiriquí. At least 20% of the youth will be poor¹⁸, and 100% will be neets. These provinces are two of the three provinces with the largest population of neets and are strategic and international hubs that attract companies from different sectors¹⁹. Most of the neets in Panama are females (69%), and many must take on informal jobs or household obligations. The neet population is one of the most vulnerable in the country and suffer

¹⁵ Bettinger et al (2017). Promises and pitfalls of online education. Brookings.

¹⁶ J-PAL (2019). "Upgrading Education with Technology: Insights from Experimental Research". <https://www.povertyactionlab.org/sites/default/files/documents/education-technology-evidence-review.pdf>

¹⁷ Novella et al (2018).

¹⁸ Poverty status will be defined either by living below the national poverty line or below national median income or using a multidimensional poverty criterion as followed by the Ministry of Economy and Finance since 2017.

¹⁹ Panama Pacifico located in Panama Oeste and denominated as a Special Economic Area attracts large multinational companies, logistic services, commerce and industry and creates jobs in Panama. Chiriquí has a strategic location bordering Costa Rica, and it offers jobs in logistics, tourism, trade and construction.

great disadvantages when looking for and accessing jobs. Other studies that measure Panama's Multidimensional Poverty Index²⁰ also shows that young people ages 18-29 are the most affected by poverty (7 out of 10 people living in poverty are under the age of 29). Aware of the difficulties of overcoming cultural stereotypes and gender biases in the recruitment and hiring of females for the IT sector, Glasswing will conduct a gender analysis to understand the context and barriers for the participation of women in the IT sector and will aim to enroll 119 women (35%) in the program. Additionally, youth will need to have high school completed and an interest in the IT sector to participate in the program.

- 1.12 **Brazil.** JA Brazil will target 2,000 neet youth ages 18-24, with high school completed, prioritizing women and afro descendants in 11 states that were selected because of the high demand for IT support positions as well as the concentration of neets, among other factors²¹. JA Brazil will partner with Centros da Juventude/Youth Centers in the cities of Porto Alegre and Curitiba that target afro descendants, living in slums or low-income neighborhoods, with low schooling, high dropout rates, low job training, and access to low quality jobs. These youth are at high-risk of social exclusion and live in the municipalities with the highest violence rates. The Centers provide a range of social, educational, psychological, mentoring and recreational services aimed to give a second chance to youth that barely had a "first" chance in their lives. The Centros da Juventude are being supported by the IDB through the Citizen Security Division and future alliances will be sought in other states where the IDB is designing new programs such as Ceara and Espirito Santo. Also to encourage the participation of more women interested in the IT Cert²²²³, JA Brazil will partner with other NGOs that work with women to develop careers in tech, such as Laboratorio²⁴ and Reprograma²⁵, to better understand the barriers and needs of women to participate in IT training programs, as well as to potentially refer women that apply to these bootcamps but are not selected, to apply to the IT Cert program.

II. The Solution

A. Project Description

- 2.1 The objective of the program is to increase the employability of 2,340 vulnerable youth that are neets, especially women, afro descendants and poor populations, in IT careers in Panama and Brazil. For this, the program will contribute to the creation of a

²⁰ Multidimensional Poverty Index, Ministry of the Economy and Finance. July 2017.

²¹ Based on the IT demand and market size, youth unemployment rate, social vulnerability index in each state, the history of partnerships between JA offices with government and NGOs, synergies with IDB funded programs, and regional diversity, JA Brazil proposed the following states to work with: Pernambuco, Sao Paulo, Santa Catarina, Rio Grande do Sul, Minas Gerais, Rio de Janeiro, Federal District, Amazonas, Paraná, Espirito Santo, Ceará.

²² Only 1 in 10 candidates for IT-related positions are women. Digital Skills Index. The digital maturity of Brazilians. Google and McKinsey. March 2019.

²³ IT Cert is described in par. 2.2.

²⁴ <https://www.laboratoria.la/br>

²⁵ <https://reprograma.com.br/>

gender-inclusive, sustainable and effective blended training model that combines the online IT Cert, with an in-person and online soft skills curriculum, and wraparound support services for job placement.

- 2.2 The Google IT Support Professional Certificate (IT Cert) is a program from Grow with Google²⁶. It is an industry skills certification that was launched in 2018 in the US and Canada to help people from underrepresented backgrounds train for middle-skill IT jobs. The IT Cert trains people with no prior experience or university degree in the fundamentals of IT support-- trouble shooting and customer service, networking, operating systems, system administration, automation, and security. The Certificate is unique and different from other online curricula as it includes more than 64 hours of video lessons and a mix of hands-on labs and assessments. The course is hosted on the Coursera online learning platform and can be completed in less than a year by dedicating 8-10 hours per week.
- 2.3 The results emerging from the one year implementation of the Google IT Cert show that of the 60,000 total learners, overall completion rate is 16%. The IT Cert is available in Coursera to the general public, but Google.org is working with 13 NGOs and community colleges in the US and Canada to fulfill the social mission of the IT Cert. However, for those with NGO support, completion rates go up to 50-60%. These results reflect the important role played by NGOs to tailor training and support services to the specific needs of different vulnerable and/or underrepresented groups.
- 2.4 For the proposed program, Google has financed the translation of the content of the course to Spanish and Portuguese and the IDBG and Google.org have negotiated with Coursera a license/fee that is US\$140 per student, 50% lower than the license for the US and Canada for an estimate of a 6 month training course. Google.org will fund the scholarships for vulnerable youth to benefit from this program and will also help create Hiring Consortiums in both countries. Companies in this consortium commit to interview the youth that complete the IT Cert. With IDB Lab funding, Glasswing and JA Brazil, will develop a soft skills curriculum and wraparound job placement services. In the case of Brazil the soft skills training will be delivered in the classroom, whereas in the case of Panama, Glasswing will test two modalities to deliver the soft skills component, model A that is 100% in classroom, and model B that is 50% in classroom and 50% online. Both executing agencies will focus on needs and prioritize women to be part of the program with gender-inclusive communication and enrollment strategies. In the case of Brazil, it will also prioritize afro-descendants and at-risk youth living in high-crime areas and participating in *Centros da Juventude* that are being funded through IDB programs.
- 2.5 The program's innovation is based on: (i) a collaborative alliance between Google.org, IDB Group – with IDB Lab and SCL-, and two high-impact youth-serving NGOs- Glasswing International in Panama, and Junior Achievement in Brazil²⁷, which will

²⁶ Grow with Google is a global initiative to help everyone access the best Google training and tools to grow their skills and careers. <https://grow.google/programs/it-support/>

²⁷ Google.org is also financing the International Youth Foundation in Mexico to implement the IT Cert. They are not part of this program though they will also be part of the global learning community around the IT Cert. The IDB Lab has funded youth employability programs in the LAC region with IYF, the most recent NEO (RG-M1210).

introduce and test the effectiveness for the first time in Latin America of the IT Cert, together with a soft skills curriculum and job placement support tailor-made for vulnerable youth; (ii) inclusion is the core of the program, as the main beneficiaries will be vulnerable youth and other minorities that are *neets* and are underrepresented in the IT Sector, such as women, afro descendants and poor populations, and it will provide additional soft skills, job placement support and mentorship to help them start a successful IT career; (iii) it will follow gender inclusive communication strategies when reaching and working with the participants to strive for gender equality and increase female participation; (iv) it will include intersectoral collaboration with other NGOs, government and local programs and private companies to strengthen the support network able to enhance and sustain the initiative; (v) the pilots will benefit from a rigorous in-depth evaluation plan to understand the cost-effectiveness of these innovative blended models for this population of youth, and to capture implementation lessons for future replication and scale.

B. Components

Component 1: Selection and Training of Vulnerable Youth (Panama. BID Lab US\$ 220,158; Co-financing US\$53,780; Local Counterpart US\$126,729. Brazil. BID Lab US\$ 653,500; Co-financing US\$540,000; Local Counterpart US\$ 94,722).

- 2.6 The objective of this component is to design, promote, and implement the training program. It will include the selection of participants and key stakeholders in both countries needed to identify the prioritized target beneficiaries and deliver of the online and the blended training model. The technical component of the training model will be financed by Google.org and offered through Coursera's educational platform where students upon completion will be certified with the IT Cert. IDB Lab will finance the soft skills curriculum offered to participants by Glasswing and JA Brazil. IDB Lab will also refer to and build synergies with other programs of the Bank in order to improve targeting to vulnerable populations. In Brazil the youth at high-risk of social exclusion that attend the Community Youth Centers/*Centros da Juventude* in the States of Rio Grande do Sul and Paraná, will be able to be selected as participants of this program. These states have IDB programs in the area of Citizen Security - Programs of opportunities and Rights in the State of Rio Grande do Sul (BR-L1343), Paraná Secure Program (BR-L1331). Further synergies will be sought in other states where the IDB is in the process of designing new programs such as Ceara and Espirito Santo. In Panama synergies will be made with the Program to support the Productive Development through Human Capital (PN-L1153), with the LMK Division, that will begin implementation in Chiriquí, Panama, from 2019-2020.
- 2.7 **Panama.** Glasswing will work with Panama's Infoplazas²⁸ (Community Information Centers) in the provinces of Chiriquí and Panama Oeste²⁹ and will build on their existing infrastructure and community outreach capacity to identify project participants. Glasswing will implement innovative and gender inclusive strategies to identify and screen participants that are low-income and unemployed. To select the vulnerable youth, Glasswing will launch a TECH community contest to test potential participants'

²⁸ <https://www.infoplazas.org.pa/>

²⁹ These locations were selected because of the high numbers of *neets* in these areas, as well as large numbers of companies.

IT interest and level of English language skills. Subsequently a “Mental Toughness” strategy will be implemented to help select participants that demonstrate the commitment, perseverance and self-efficacy needed to complete the program. The eligible vulnerable youth will qualify to receive the IT Cert training.

- 2.8 Glasswing will test two training models: (A) a full-time in-person “life skills and job-readiness curriculum” (72 hours) model, and (B) a blended on-line (36 hours)/in-person (36 hours) “life skills and job-readiness curriculum”. Both models also have the IT Cert content that together with the soft skills component will last for 6 months. Though English is not a filter for the program, participants will also have access to an eight-month subscription to an online English language course (English is preferred by most Panamanian companies recruiting for new positions.)
- 2.9 A “life skills and job-readiness” consultancy will be carried out in order to adapt the soft skills curriculum to the participant’s profile and programs’ components such as its intervention period, IT component, and IT job placement. Also, an online version will be developed for the participants of model B. The implementing team will also be trained on the “life skills and job-readiness” curriculum. A project specific gender inclusive strategy will be designed to ensure the success of female participation in the program and placement in an IT related job.
- 2.10 For Panama, the key activities financed by this component will be: (i) program launch; (ii) redesign of soft skills curriculum for the two training models to be tested; (iii) materials for recruitment, outreach and communication strategy; (iv) training of trainers to teach the IT Cert and soft skills curricula; (v) subscription to an English language on-line course; and (vi) implementation of case management services provided by a team of specialists to meet the participant’s needs and career goals. Participants will also receive economic incentives that will be distributed based on individual needs; like transport tickets, meals or childcare. The expected outputs are: i) life skills and job-readiness curriculum (in-person and blended) completed; ii) communications strategy and recruitment materials produced; iii) 15 instructors trained to facilitate the IT Cert and soft skills.
- 2.11 **Brazil.** JA Brazil will first conduct a pre-pilot in three to five states: Sao Paulo, Pernambuco, Rio Grande do Sul, Parana, and Santa Catarina.³⁰ The pilot will offer insights on how well the outreach, selection, content and training are being delivered, extract lessons learned, and make the necessary adjustments before the roll out to other states and locations. To select the vulnerable youth for the pilot, JA will partner with other NGOs as well as with local and state government agencies. For instance, the Community Youth Centers/*Centros da Juventude* supported by the IDB, which are in high-violence neighborhoods of high-violence municipalities, target youth at most risk of engaging in violence. To achieve gender equality and increase female participation, JA Brazil will use gender-inclusive communication and develop partnerships with other NGOs who specialize in working with women in tech. Through these partnerships and social media outreach, JA BR will prioritize vulnerable groups of beneficiaries to register in the website of the program, complete a logical problem, pass a comprehension test and an interview.

³⁰ These states were selected because of their high demand for IT talent [Manpower and e-Talent], JA’s more active presence in these states, access to public, private and NGO partners, synergies with IDB funded *Centros de Juventude* and demand from vulnerable youth.

- 2.12 The soft skills curriculum will be validated with companies to include the skills that are most difficult to find in candidates. Currently, partnerships are being sought with the local government of Recife, the University of Sao Paulo and the Community Youth Centers in Paraná and Rio Grande do Sul to conduct the training at their locations. These locations have the space, computers, and internet connection needed to take the course. Transportation and other stipends to allow youth to attend and complete the training will be offered based on a socioeconomic assessment to those coming from low-income families. JA will also train instructors to deliver the IT Cert as well as the soft skills curriculum. The expected duration for the IT Cert and soft skills training will be five months.
- 2.13 The activities financed in Brazil will be: (i) mapping of key stakeholders and establishment of partnerships; (ii) design of soft skills component; (iii) program website and communications strategy to select prioritized groups; (iv) development of materials to recruit participants; (v) training of trainers; (vi) implementation of pilot program; (v) lessons learned and adjustments to the model; (vi) roll out implementation and delivery of training in different states. The expected outputs are: i) 10 partnerships formalized; ii) program website and communications strategy developed; iii) 200 instructors trained; iv) lessons learned systematized from the pilot.

Component 2: Job Placement and Hiring Consortium (Panama. BID Lab US\$ 84,895; Co-financing US\$67,500; Local Counterpart US\$15,880. Brazil. BID Lab US\$ 0; Co-financing US\$165,000; Local Counterpart US\$ 34,301).

- 2.14 The objective of this component is to prepare youth with different techniques and workshops for their job search and placement by mobilizing companies and private sector entities to offer job opportunities to the graduated youth. Google.org has a global Hiring Consortium with companies such as Walmart, Intel, Infosys, and will be activating country-specific Hiring Consortia with Glasswing and JA Brazil. Companies that agree to be part of these country-specific hiring consortium will commit to interview the youth that complete the IT Cert. Google also uses these Hiring Consortia to advocate for the inclusion of non-traditional talent for IT support roles and to prioritize industry skills certification over traditional degree requirements.
- 2.15 **Panama.** Prior to the rollout and training, Glasswing will conduct an IT market assessment to: (i) identify sectors in demand for an IT entry level support and other sectors where IT skills are transferable; (ii) identify which soft skills are the most valued and demanded by the market in order to place youth in IT related careers; and (iii) conduct a gender analysis to identify gender barriers in the identified IT (and IT-related) sectors in demand and strategies to ensure integration.
- 2.16 A youth placement specialist will visit companies, meet with potential employers, and provide career and academic counseling to the youth participants to ensure a successful job placement. An IT consultant will assist with research, updated content or complementary sessions for youth to reinforce the IT training sessions and will advise the staff on new trends in the IT job sector. Participants will have the opportunity to visit and meet potential employers and participate in networking events such as job fairs and/or youth leadership forums. Glasswing will also engage volunteers to conduct simulated job interviews with program participants. These activities will provide

participants with experience in dealing with scenarios they will find in real work environments.

- 2.17 The activities financed in Panama will be: i) mapping and selection of key actors and partners; ii) innovative and gender inclusive workshops and/or focus groups with key stakeholders; iii) IT market assessment; iv) networking events and collaboration with potential employers to consolidate a Hiring Consortium. The expected outputs are: i) one IT market assessment completed, ii) five networking events organized.
- 2.18 **Brazil.** JA BR will build a network of private and public sector organizations committed to helping youth graduates from the program with their job search for up to six months. For instance, Manpower will provide market intelligence on the demand for IT skills and vacancies, helping JA BR select locations with considerable job opportunities in the IT support field, and also helping identify trends and requirements that JA staff in Brazil and volunteers could take into account while preparing youth for job searches and interviews. JA Brazil and its affiliates will provide the youth with career guidance regarding the behaviors required in the job market, the importance of feedback, planning, networking and ethics. Pulling from the extensive partner network in the country, JA BR and its affiliates will engage employers to serve as volunteers and prepare graduates for job interviews, attend job fairs, meet ups, and also counsel them on how to build a professional career in the IT or other relevant sectors. Also, in partnership with Google Brazil, JA BR will identify companies to be part of the Hiring Consortium.
- 2.19 The activities financed will be: (i) build alliances with organizations to be part of the Hiring Consortium, and (ii) develop a network of volunteer mentors to support job placement of youth graduated. The expected output is: i) 300 volunteers trained to support vulnerable youth in achieving their first job.

Component 3: Strengthening of the Job Market's Ecosystem and Building Evidence to Scale up (Panama. BID Lab US\$31,925; Co-financing US\$2,000; Local Counterpart US\$35,326. Brazil. BID Lab US\$76,500; Co-financing US\$95,000; Local Counterpart US\$10,976).

- 2.20 The objective of this component is to generate a scalable model and to promote best practices and evidence. Given that it is the first time that the IT Cert with the soft skills and job placement support will be implemented for vulnerable youth in Latin America, the IDB Lab and the Social Sector of the IDB are interested in learning how this blended model works, the results on different groups of participants, its cost-effectiveness, and the potential adoption and replication from the organizations implementing it. In addition, Google.org is financing a learning partner called JFF, a US education and workforce nonprofit to collect best practices on the implementation of the IT Cert at the global level. The role of JFF in this program will be to provide technical assistance on an ongoing basis to the LAC implementing organizations. JFF, with Google.org's funding, collects data, manages a learning community, maintains a portal with implementation resources, and offers one-on-one coaching. In June 2019, the IDB Lab and Google.org hosted a workshop where JFF shared best practices with Glasswing and JA Brazil emerging from the first experiences of NGOs in different countries implementing the IT Cert with disadvantaged groups.

- 2.21 **Panama.** The following activities will be implemented: i) meetings and networking events to actively integrate private companies, public decision makers and other NGOs who are working with youth employability and IT entrepreneurs; these events will serve as sources of co-creation, where new trends, knowledge and good practices can be shared to influence public policies; ii) organization of a Youth Event to share success stories and best practices with key actors. ii) Comprehensive workshops for *Infoplazas*'s key personnel with the "train the trainee" methodology to ensure there is installed local capacity for long-term sustainability of the program; iv) documentation of all the elements and processes developed as part of the model, best practices with evidence of results and impact measured through the monitoring and evaluation instruments. The expected outputs are: i) one monitoring and evaluation system developed; ii) six youth stories documented; iv) two impact studies conducted; v) 70 instructors trained to facilitate the life skills and job readiness curriculum; vi) three sharing knowledge events organized.
- 2.22 **Brazil.** The main activities for this component are: i) monitoring and evaluation tools developed by JFF adjusted to the context of Brazil; ii) best practices and success factors identified and disseminated to key audiences; iii) events with NGO, private and public sector partners to disseminate results, "what works" and strategies for replication and scale-up. The expected outputs are: i) one monitoring and evaluation system developed; ii) six youth stories documented; iii) one interactive publication with best practices and results; iv) three knowledge sharing events organized.

C. Project Results, Measurement, Monitoring and Evaluation

- 2.23 The main outcomes of the program will be for vulnerable youth to achieve at least 60% completion rate of the training course in both Panama and Brazil. Of the total youth that complete the training course at least 40% will be placed in jobs (see results matrix disaggregated by country in Annex I). Based on JA's consultations with local employers, youth in Brazil that complete the program and are placed in jobs are expected to earn the minimum wage or more. In Panama and Brazil, the expected female participation as enrolled participants will be 35%.
- 2.24 Google.org with JFF and Coursera have developed different instruments to track and measure participants outcomes. With the collaboration of the LMK/EDU, these instruments will be translated and adjusted to the Panamanian and Brazilian contexts. They include a learners' survey delivered at program start, at completion and at 6-months post-completion of the IT Cert that will measure participants profiles, motivations, level of education, and employment outcomes. Coursera will also provide access to a real-time progress dashboard that will provide more detailed information on learners progress (how many hours they spend in the online platform, lessons completed, inactivity, etc.) that can be used to better identify implementation challenges, identify students who are potential drop-outs, as well as better understand the learner's experience and interaction with digital learning platforms. The IDB Lab and Social sector are also in conversations to integrate additional instruments as part of a larger evaluation plan, such as employer satisfaction surveys. An impact or in-depth evaluation is also being planned to determine the cost-effectiveness of the

blended training models on employability and labor market outcomes of the target population in one of the two countries³¹.

- 2.25 The output and outcome indicators established in the results matrix for this program will guide the monitoring and evaluation efforts. Data will be periodically collected, registered, and analyzed by the technical staff in Glasswing's online system, as well as by JA Brazil staff, and will be used in the biannual performance reports of indicators via the PSRs, or in the period where information is required.

III. Alignment with IDB Group, Scalability, and Risks

A. Alignment with IDB Group

- 3.1 **Knowledge Economy Strategy of the IDB Lab:** The program will prepare vulnerable youth, including women, for the future of work to address the high demand for a better prepared workforce for the knowledge economy and the gender gap in the IT sector. It explores how effective a gender-sensitive blended training model can benefit vulnerable populations and how skills certification can jumpstart a successful career in the IT sector. The Program is related to other projects in the IDB Lab portfolio that are fostering digital and soft skills in women and vulnerable youth including the NEO Brazil initiative in Pernambuco, (BR-M1139), the regional program with Forge Foundation (RG-T3351), Valentina in Guatemala (GU-T1268), and Plan Ceibal in Uruguay (ATN/ME-16123-UR). It is different from these projects in that the technical component is 100% online and in the case of Panama, the soft skills component will also be partly online, which is very new as most programs deliver it in person.
- 3.2 **IDB Social Sector:** This operation aligns with the Future of Work and 21st Century Skills initiatives that: 1) explore strategies to transition youth from unemployed or underemployed to work that provides better earnings; and 2) examine the use of technologies to deploy education/training and strengthen the provision of 21st century skills.
- 3.3 **Country Strategy Alignment:** In Brazil, the program aligns with the country strategy's 2019-2022 (GN-2973) and the strategic objective of improving the management and quality of spending and infrastructure in the education sector. More specifically, it supports the objective by preparing young people for the job market by developing technical education and ongoing support for inclusion and employment of vulnerable populations, through two operations with the ICS Division: Program of Opportunities and Rights in the State of Rio Grande do Sul (BR-L1343) and Paraná Secure Program (BR-L1331). In Panama, it aligns with the current country strategy's 2015-2019 (GN-2838) and the strategic objective of strengthening the educational profile of the

³¹ Depending on a careful examination of the criteria of selection of program beneficiaries and the sample size, the evaluation could consider an experimental or quasi-experimental design that allows to quantify the causal effects of the program. Otherwise, it would consider detailed before and after measures of beneficiaries to capture their learning process and job placement taking advantage of surveys already being collected by Coursera and JFF.

population.³² It also complements two existing loans of LMK and CTI sectors, to promote a more sustainable and competitive economic development by: i) reducing the talent gap in the western region of the country where this project will also be implemented -Support Program for Productive Development through Human Capital in Panama (PN-L1153); ii) facilitate emerging economic sectors including digital businesses - Program for the Promotion of Competitiveness and Economic Diversification (PN-L1149).

- 3.4 **Sustainable Development Goals.** The program is aligned with several of the SDGs. More specifically, it is aligned with SDG 8 of decent work and economic growth, by providing youth with the necessary tools and support to increase their opportunities to access the job market, while also increasing the supply of talented IT skill-based workforce in Panama and Brazil. It is also aligned with SDG 4 of quality of education, by promoting inclusive and equitable training for vulnerable youth. Finally, it is aligned with SDG 5 of gender equality by taking specific actions to encourage women's participation in training offered and taking into account the barriers they confront in the design of the curriculum.

B. Scalability

- 3.5 **In Panama**, the proposed pathway to scale is for the Infoplazas to adopt and replicate the innovative and gender-inclusive blended digital and soft skills model that will certify participants with the IT Cert. Glasswing will test out this model with 2 of the 304 Infoplazas in the country and will train 15 Infoplazas staff members in both the IT Google Certificate and "life skills and job-readiness" methodology. The main purpose of the Infoplazas is to reduce the digital, economic and social divide in the country by providing a space to foster Information and Information Communication Technologies (ICT) development at a national level. The goal of the Infoplazas is to become a 'live-training center'. The project will complement the services provided by Infoplazas by offering digital and "life skills and job-readiness" trainings to its users. Infoplaza is legally structured as a Public Interest Association and it is mandated by a Board of Directors comprised of key stakeholders such as the National Secretariat of Sciences and Technologies (SENACYT), the National Authority for Government Innovation (AIG), the National Competitiveness Center (CNC), Panamanian Chamber of Information Technology and Telecommunications (CAPATEC), the Ministry of Education (MEDUCA) and the Technology University of Panama (UTP). In 2018, Infoplazas reported a total of 1,500,193 visits (54% male and 46% female) and an average of 125,000 users per month.
- 3.6 Glasswing's strategy for expanding the impact of this project, beyond its direct footprint as an organization, consists of the following mechanisms:
- (a) develop a strong methodology that leverages existing community *assets* (people/volunteers, public infrastructure, and materials, surrounding youth employment and technology) to implement within public systems;

³² In the Country Development Challenges for Panama (March 2019), and in the next Country Strategy (2020-2025), Education is confirmed as one of the biggest Challenge of Panama.

- (b) evaluate the impact to generate evidence - that is relevant to governments to identify which components of the program if not all can be scaled and institutionalize;
 - (c) assess the cost per participant, and cost-effectiveness; and
 - (d) systematize the methodology to enable replicability and scale by government, other organizations, and/or civil society, while maintaining enough flexibility to adapt to unique community and country contexts.
- 3.7 Additionally, the multi-sectoral support and investment (central government, municipal, multilateral, private) is key to further scaling of this program, not only throughout Panama, but also regionally. Throughout several years of operation, Glasswing Panama has cultivated relationships and alliances with national, state or municipal governments. These existing relationships will help Glasswing leverage assets and continue developing successful experiences, including soft skills, digital education systems and integrating these work agreements within public policy. Key stakeholders will be:
- Ministry of Education to obtain their endorsement of the skills and training model, MITRADEL to build upon their youth employment -ProJoven- program
 - Infoplazas and their Board of Directors
 - Partnership with CAPATEC to link program to PanamaHub initiative
 - Partnership with the Private Sector Council for Educational Assistance (COSPAE) to build upon their existing youth employability platform, current employer consortium and online individual skills and capacity assessment³³.
- 3.8 **In Brazil**, one of the pathways to scale will be for the Community Youth Centers/*Centros da Juventude*, funded by the IDB, to adopt and replicate the innovative and inclusive blended model with soft skills content that will certify participants with the IT Cert. The project will complement the content provided by the *Centros da Juventude* by offering IT, soft skills and job readiness workshops to its users. Other possible approaches are the partnership with the public sector, such as municipal governments, and other NGOs or corporate foundations.
- 3.9 To engage more organizations with the project, JA Brazil will a) monitor the students to generate evidence of impact, b) develop and organize a methodology to enable replicability, c) develop a study about cost-effectiveness and wraparound support, and d) map, establish and develop strategies to local and national initiatives to scale in different contexts.
- 3.10 Throughout 36 years of operation in Brazil, Junior Achievement has developed partnership with several stakeholders in the country (government, other NGOs, civil society and private sector). Some of the stakeholders for this project will be:
- Community Youth Centers, which are public facilities specialized in caring for vulnerable young people in the cities. Several services are provided through them, such as professional qualification, digital inclusion, culture, sports, leisure, entrepreneurship training, social assistance, prevention of illicit drug use, social and community action.

³³ CoSPAe executed successfully IDB Lab's NEO Initiative in Panama and developed a career guidance and youth employment platform www.marcaturumbo.com.pa.

- Partnership with Manpower to develop studies about the IT market, map the professional profile needed by the IT market and design the application form.
- Partnership with E-talent to use their tool to make students profile assessments.

C. Project and Institutional Risks

- 3.11 The main risks associated with the program are: 1) Project participant drop-out due to lack of interest, ability to fulfill requirements, opportunity cost due to the duration of the program, 2) lack of engagement with the online courses, 3) lack of political will to sustain the certification. To mitigate the first risk, both agencies will place strong emphasis on recruitment and retention of vulnerable youth via contests and tests to filter participant's motivation and IT/logical skills. During the events, qualified experts in the field will be invited as speakers to explain the expectation of the profession, the good and the bad of everyday work activities, salary expectations, etc. To mitigate the second risk, Glasswing and JA Brazil will closely monitor participant's performance and adjust the blended learning models as needed, reinforcing basic and IT skills or the soft skills component. For the third risk, the agencies will prioritize public training institutions that have the mandate and track record to work with the private sector to have more aligned curricula and are also open to innovation. The private sector, through the Hiring Consortiums, will also play a critical role in creating demand for graduates from the program, thus putting pressure for uptake of the skills certification in training institutes, as well as changing their own hiring practices to include groups from diverse socioeconomic backgrounds and ages. In Panama there will be a multi sectorial advisory board, with public and private institutions, in order to reinforce the commitment with the project.

IV. Instrument and Budget Proposal

- 4.1 The project has a total cost of US\$ 2,3289,949, of which US\$ 1,500,000 will be provided as a non-reimbursable technical cooperation by the IDB Lab (46%), US\$ 1,400,000 will be provided as a grant by Google.org (43%), and US\$ 250,000 and US\$ 139,949 will be local counterpart from Glasswing International (8%) and Junior Achievement Brazil (4%), respectively. In Panama the IDB Lab will provide a non-reimbursable technical cooperation of US\$ 650,000; US\$ 250,000.00 will be provided by Google.org, and US \$250,000.00 from the counterpart, Glasswing International. In Brazil the IDB Lab will contribute with a non-reimbursable technical cooperation of US\$ 850,000, Google.org will provide US\$1,150,000, and JA Brazil will contribute with US\$ 140,000.

| PANAMA (PN-T1236) | IDB Lab (US\$) | Google.org (US\$) | Local Counterpart (US\$) | Total (US\$) |
|---|----------------|-------------------|--------------------------|--------------|
| Component 1: Selection and Training of Vulnerable Youth | 220,158 | 53,780 | 126,729 | 400,667 |
| Component 2: Job Placement and Hiring Consortium | 84,895 | 67,500 | 15,880 | 168,275 |
| Component 3: Strengthening of the Job Market's Ecosystem and Evidence to Scale up | 31,925 | 2,000 | 35,326 | 69,251 |
| Executing Unit | 163,022 | 126,720 | 68,910 | 358,652 |

| | | | | |
|-----------------------|----------------|----------------|----------------|------------------|
| External audits | - | - | 3,155 | 3,155 |
| Total | 500,000 | 250,000 | 250,000 | 1,000,000 |
| Impact Evaluation | 150,000 | - | - | 150,000 |
| Gran Total | 650,000 | 250,000 | 250,000 | 1,150,000 |
| % of Financing | 57% | 22% | 22% | 100% |

| BRAZIL (BR-T1424) | IDB Lab (US\$) | Google.org (US\$) | JA Brazil (US\$) | Total |
|--|-----------------------|--------------------------|-------------------------|------------------|
| Componente 1 - Selection and Training of Vulnerable Youth | 653,500 | 540,000 | 94,722 | 1,288,222 |
| Componente 2 - Job Placement and Hiring Consortium | - | 165,000 | 34,301 | 199,301 |
| Componente 3 -Strengthening of the Job Market's Ecosystem and Evidence to Scale up | 76,500 | 95,000 | 10,976 | 182,476 |
| Executing Unit | 90,000 | 346,000 | - | 436,000 |
| Contingency | 15,000 | 4,000 | - | 19,000 |
| External Audit | 15,000 | - | - | 15,000 |
| Total | 850,000 | 1,150,000 | 140,000 | 2,140,000 |
| % of Financing | 40% | 54% | 7% | 100% |

V. Executing Agency (EA) and Implementation Structure

A. Executing Agency(s) Description

- 5.1 **Panama.** Fundación Crisálida Internacional (also known as Glasswing International) is a development entity based in San Salvador with an institutional presence throughout Latin America, including Panama, Central America and Mexico. Since 2007, it has mobilized over USD\$75 Million, with a small percentage going to overhead. Regionally Glasswing has impacted over a million lives through its programming, mobilized over 129,542 community volunteers and created over one hundred successful partnerships. Glasswing currently has approximately 8,500 students who participate in at least one after-school Club each week, year-round.
- 5.2 Glasswing possesses the expertise and experience to successfully implement this proposed project (PN-T1236) in partnership with IDB and Google.org in Panama. Glasswing Panama has over five years of experience implementing youth violence revention and youth-led programs such as “Jóvenes Constructores Program” in alliance with Youthbuild International that benefited 200 disenfranchised youth (ages 17-25), who are neither in school nor employed³⁴. Glasswing Panama managed for four years in a row the Samsung Electronics programs of IT for education, including online curricula development and learning methodologies using technological tools,

³⁴ Results from this program show that 12% of graduated youth were able to get a formal job and more than 75% went back to school.

therefore they gather local experience both in IT training and job placement for youth. The program's main strategic partners in Panama will be the Infoplazas AIP, CAPATEC which is the entity that brings together Panama's IT companies, and CoSPAe a private sector organization with a long track record and experience in youth employment and skills development.

- 5.3 Glasswing has successfully worked with the IDB Healing Wounds Program for Violence Prevention in El Salvador (ES-T1240). Currently Glasswing El Salvador is implementing satisfactorily a social innovation program with IDB Lab "Innovación Inclusiva, Participación Cívica y Emprendimiento Social Juvenil" (ES-M1053). Glasswing has also received the IDB JK Visionary Award.
- 5.4 **Brazil.** Junior Achievement Brazil will be the Executing Agency of this project and will sign the agreement with the Bank. JA Brazil is part of Junior Achievement, a 100 year-old NGO that has been operating in the Latin America and Caribbean region since 1970. Currently, JA Americas is working in 30 countries managing 19 regional projects in entrepreneurship, workforce readiness and financial literacy skills in young people. JA Americas has managed funding from US\$10k to US\$3 million multiyear projects. In 2018 JA Americas overall region budget was of US\$29 million.
- 5.5 JA Brazil has the experience and expertise to successfully implement the project (BR-T1424) in partnership with IDB and Google.org. JA Brazil has 36 years of experience in Brazil preparing the youth for the job market through work readiness and entrepreneurship programs that have already benefited more than 5 million young Brazilians to thrive in a global economy. Junior Achievement in Brazil has partnerships with the public sector, Secretary of Innovation, Secretary of Education, Social Service of Industry (SESI), and with the private sector with companies like IBM, Dell, Gerdau, Avanade and KPMG. Currently JA Brazil, has programs in the whole country, manages funding of US\$3.7 million and has a steady level of funding and support. It has affiliates or chapters in the capitals of all the states of Brazil. They operate independently of each other, have strong and multiple bonds with civil society organizations and have already engaged more than 150,000 volunteers in its programs.
- 5.6 Junior Achievement Americas will be involved in the project as administrative and operational support of the project, given its experience with other initiatives in conjunction with the IDBG. Currently, JA Americas is executing satisfactorily EmpleaTECH (RG-T2940) in the Dominican Republic, Guatemala and El Salvador a program that is helping vulnerable youth acquire digital skills for the digital economy.

B. Implementation Structure and Mechanism

- 5.7 **Panama.** Glasswing will establish an executing unit composed of a program manager and auxiliary accountant. The program manager will oversee the day-to-day activities and will be based in Panama.
- 5.8 Glasswing will convene a multi-sector round table to actively integrate private companies, public decision makers and other NGOs who are working with youth employability and IT entrepreneurs and start-ups. This roundtable will be a space to discuss new trends, knowledge and good practices that are coming out of the program

implemented by Glasswing as well as other programs implemented by its members, so that some common good practices can be shared to influence public policies.

- 5.9 **Brazil.** Junior Achievement will establish an executing unit composed of a program manager and an accountant. The program manager has already been selected and will oversee the day-to-day activities and will be based in São Paulo, SP, Brazil.
- 5.10 Junior Achievement will build a committee with its affiliates in each state where the program will be implemented. The responsibilities of the members of the committee are related to identifying partners, sites and centers to host the course, selection of participants, and on-site supervision, among others. The affiliates will report monthly to JA Brazil. JA Brazil, will be in charge of the overall implementation strategy, hiring and training facilitators, communications strategy and website, budget, monitoring and evaluation relationship with Coursera, JFF, Google and IDBG, among other activities.

VI. Compliance with Milestones and Special Fiduciary Arrangements

- 6.1 **Disbursement by Results, Fiduciary Arrangements.** The Executing Agency in Panama, Glasswing International, will adhere to the standard IDB Lab disbursement by results procurement and financial management policies³⁵ applicable to the private sector, consistent with the provisions of the Financial Management Guide for Projects Financed by the IDB (OP-273-12) version 12 June 2019 and what is specified in the “Milestone Management and Financial Supervision Guide for Technical Cooperation of the IDB Lab and the PES”. The IDB Lab make allowance for an amount of resources for auditing (or ex post reviews), to use depending on specific needs of project supervision.
- 6.2 The foregoing is consistent with the result of the Needs Assessment of the Executing Agency (DNA), which demonstrates that Glasswing International has previous experience and good performance in MIF resource management at regional headquarters, and management of resources from other international development organizations in Panama. It also has an acceptable financial management system for the IDB Lab with annual external audits and has a monitoring and accountability structure for the presentation of its Institutional Financial Statements to the Bank.
- 6.3 The Executing Agency in Brazil, Junior Achievement, will adhere to the standard IDB Lab disbursement by results procurement and financial management policies³⁶ applicable to the private sector, consistent with the provisions of the Financial Management Guide for Projects Financed by the IDB (OP-273-12) version 12 June

³⁵ Link to the document [Financial Management Guide for Projects Financed by the IDB \(OP-273-12\) version 12 June 2019](https://secwebapps.iadb.org/SecForms/api/docs/f/17463/gu%C3%ADa_de_gesti%C3%B3n_financiera_op-273-12_july2019_vf.pdf)
https://secwebapps.iadb.org/SecForms/api/docs/f/17463/gu%C3%ADa_de_gesti%C3%B3n_financiera_op-273-12_july2019_vf.pdf

³⁶ Link to the document [Financial Management Guide for Projects Financed by the IDB \(OP-273-12\) version 12 June 2019](#)

2019 and what is specified in the “Milestone Management and Financial Supervision Guide for Technical Cooperation of the IDB Lab and the PES”. IDB Lab will make allowance for an amount of resources for auditing (or ex post reviews), to use depending on specific needs of project supervision.

- 6.4 The foregoing is consistent with the result of the Needs Assessment of the Executing Agency (DNA) which demonstrates that Junior Achievement in Brazil has previous experience with resource management of different international institutions. Junior Achievement also has a financial management system acceptable to the IDB Lab and has a monitoring and accountability structure for the presentation of its Institutional Financial Statements to the Bank.

VII. Information Disclosure and Intellectual Property

- 7.1 **Information Disclosure.** Under the Bank’s Access to Information Policy, this document is subject to public disclosure.
- 7.2 **Intellectual Property.** The Bank will hold or have a license to the intellectual property rights developed with funds of the technical cooperation, related to reports, research on results, methodologies, trends and other such research studies or knowledge products.