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DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK
MULTILATERAL INVESTMENT FUND

URUGUAY

YOUTH PROGRAMMERS

(UR-T1168)

DONORS MEMORANDUM

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CONTENTS

PROJECT SUMMARY PROJECT INFORMATION

I.	THE PROBLEM	1
II.	THE INNOVATION PROPOSAL	2
III.	ALIGNMENT WITH THE IDB GROUP, SCALABILITY, AND PROJECT RISKS	6
IV.	INSTRUMENT AND PROPOSED BUDGET	7
V.	EXECUTING AGENCY AND IMPLEMENTATION STRUCTURE	7
VI.	FULFILLMENT OF MILESTONES AND SPECIAL FIDUCIARY ARRANGEMENTS	8
VII.	ACCESS TO INFORMATION AND INTELLECTUAL PROPERTY**	9

PROJECT SUMMARY

YOUTH PROGRAMMERS

(UR-T1168)

The information and communication technologies (ICT) industry has grown significantly in terms of revenue and international positioning, with the objective of expanding its international market. However, the lack of a qualified workforce enabling it to reach this objective is concerning: Only 300 people graduate with technical degrees and join the labor market annually.

To meet the export target, an additional 10,150 workers would need to be added to the labor force within four years, including engineers, as well as testers, programmers, designers, and business analysts. The existing labor supply is limited and suffers from low productivity, with weaknesses in: (i) technical skills; (ii) language skills (poor command of English); (iii) soft skills; and (iv) limited participation of women.

The project's objective is to support the Centro Ceibal para el Apoyo a la Educación en la Niñez y Adolescencia [Ceibal Center for the Support of Childhood and Adolescent Education] (Plan Ceibal) in the implementation of a comprehensive, effective, and scalable solution to increase the supply of qualified human capital for the ICT sector and facilitate the transition of young people from training to the labor market.

The model, to be executed in conjunction with the public sector and the industry, plans to remotely reach more than 5,000 young people throughout Uruguay, not only catalyzing opportunities for employment but creating incentives to continue studying, both formally and informally. During the project and once it has concluded, partnerships will be sought with the education system to scale up the model further by introducing the content and other activities suited to its field of activity.

The project is innovative not only for its use of technology to provide blended training but for the tools it will use to strengthen language and soft skills. It will also use learning analytics¹ to connect socioeconomic indicators with teaching and learning patterns and the career progressions of young people (time spent finding a job, wage, time employed, training), in order to assess the model's effectiveness and build tools to increase inclusion of more disadvantaged sectors.

This initiative will be executed jointly with the Bank through the Education Division (EDU), the Competitiveness, Technology and Innovation Division (CTI), and the Integration and Trade Sector (INT). It is aligned with the Bank's country strategy with Uruguay, especially regarding human capital development to improve productivity and the need to advance the technological frontier for the country's external positioning.

¹ Learning analytics involves systematic measurement, compilation, analysis, and presentation of data on students and teachers, to better understand learning and offer relevant information that can be used to support and improve educational processes.

ANNEXES

Annex I	Results Matrix
Annex II	Summary Budget

APPENDICES

Proposed resolution

AVAILABLE IN THE TECHNICAL DOCUMENTS SECTION OF THE MIF PROJECT INFORMATION SYSTEM

Annex III	Itemized budget
Annex IV	Diagnostic needs assessment (DNA) of the executing agency
Annex V	Project status reports (PSRs), fulfillment of milestones, and fiduciary agreements
Annex VI	Procurement plan

ABBREVIATIONS

ANII	Agencia Nacional de Investigación e Innovación [National Research and Innovation Agency]
CUTI	Cámara Uruguaya de Tecnologías de Información y Comunicación [Uruguayan Chamber of Information and Communication Technologies]
FORGE	Fundación Forge
ICT	Information and communications technologies
Plan Ceibal	Centro Ceibal para el Apoyo a la Educación en la Niñez y la Adolescencia [Ceibal Center for the Support of Childhood and Adolescent Education]
PSR	Project status report
UTEC	Universidad Tecnológica del Uruguay

PROJECT INFORMATION**YOUTH PROGRAMMERS
(UR-T1168)**

Country and geographic location:	Uruguay, in at least 20 locations throughout the country		
Executing agency:	Centro Ceibal para el Apoyo a la Educación en la Niñez y Adolescencia [Ceibal Center for the Support of Childhood and Adolescent Education]		
Focus area:	Knowledge Economy		
Coordination with other donors/Bank operations:	This project is coordinated with the Competitiveness, Technology and Innovation Division (CTI), Integration and Trade Sector (INT), and Education Division (EDU) programs.		
Project beneficiaries:	The program will benefit 5,000 vulnerable young people (quintiles 2 and (3) ages 17 to 26 throughout the country, who have completed at least the basic cycle of secondary education. Half are expected to be women. Training will also be provided for at least 150 instructors and employment counselors.		
Financing:	Technical cooperation:	US\$1,000,000	11%
	Investment:	US\$ 000,000	
	Loan:	US\$ 000,000	
	Other (explain):	US\$ 000,000	
	Total MIF contribution:	US\$1,000,000	
	Counterpart:	US\$6,377,985	69%
	Cofinancing (if any; include a separate line for IDB cofinancing, if any)	US\$1,794,000	20%
	Total project budget:	US\$9,171,985	100%
Execution and disbursement periods:	36 months for execution, and 42 months for disbursement.		
Special contractual conditions:	Conditions precedent to the first disbursement: (i) contracting of the project leader; and (ii) submission of the annual work plan, to the Bank's satisfaction.		
Environmental and social impact review:	This operation was pre-evaluated on 2 March 2017 and classified in accordance with the requirements of the IDB's Environment and Safeguards Compliance Policy (Operational Policy OP-703). Since the		

impacts and risks are limited, the proposed classification for the project is category "C."

**Unit
responsible for
disbursements:**

The Bank's Country Office in Uruguay (COF/CUR).

I. THE PROBLEM

A. Description of the problem

- 1.1 In Uruguay, the information and communication technologies (ICT) industry has grown significantly in terms of revenue and international positioning. The sector invoiced more than US\$1.068 billion in 2015. Uruguay is the leading exporter of software and information technology services in Latin America in per capita terms, and third in absolute terms, with US\$400 million exported in 2014. The country has made a commitment to development and internationalization of the ICT industry, with the MIF and the IDB Group helping to catalyze this process.²
- 1.2 The industry's objective is to expand its international market to reach US\$1 billion in exports by 2020, but the Uruguayan Chamber of Information and Communication Technologies (CUTI) is concerned about the lack of a qualified workforce enabling it to reach this objective. The sector has "zero" unemployment, and each year only 300 additional workers join the labor force after graduating with technology degrees from the higher education system. To meet the export target, an additional 10,150 workers with a variety of profiles would need to be added to the labor force within four years.³
- 1.3 The CUTI's concerns coincide with the OECD's 2014 opinion⁴ that Uruguay's growth was constrained by a lack of qualified human resources.
- 1.4 Specifically in the ICT sector, the existing labor supply is limited and suffers from low productivity, with weaknesses in: (i) technical skills; (ii) language skills (poor command of English); (iii) soft skills such as teamwork, effective communication, creativity and innovation, drive to excel, conflict resolution, and others; and (iv) limited participation of women.⁵ These human capital shortcomings lead to high turnover, employment of workers in positions for which they are overqualified, and payroll cost overruns. Among the causes identified for these problems are: (a) limited educational offerings and trained instructors, especially outside the capital city; (b) mixed quality of existing educational offerings; (c) in terms of formal education, there is not enough information and outreach on nonuniversity technical institute and university training programs; (d) enrollment in science, technology, engineering, and mathematics (STEM) programs of study is low at both public and private universities, and even lower among women, who account for only 22% of enrollment; (e) little private sector involvement in designing training curricula to meet the sector's needs; (f) still undeveloped networking among training centers,

² The IDB has support this area through a number of operations: loan UR-L1071 (2775/OC-UR): Program to Support Future Entrepreneurs; loan UR-L1096 (3315/OC-UR, 3316/CH-UR): Innovation Program for Productive Development; loan UR-L1060: Program to Support Global Export Services; loan UR-L1142: Program for Entrepreneurial Innovation and Entrepreneurship (design phase); UR-L1058 (2260/OC-UR): Support Program for the Consolidation and Expansion of Plan Ceibal; loan UR-L1093 (3225/OC-UR): Support for Primary and Secondary Math and English Education; operation UR-T1084 (ATN/KP-14301-UR): Validation of Korea's Home Learning Model in Uruguay; operation ATN/ME-10146-UR: Program to Support Future Entrepreneurs, Subprogram II; and operation ATN/ME-7424-UR: Software Industry Business Development Program.

³ According to the CUTI's 2015 annual report.

⁴ Development Pathways, Multidimensional Review of Uruguay, 2014.

⁵ According to the CUTI, only 20% of the women employed by sector businesses hold management positions.

employment services, research organizations, regulators, and companies in the sector; and (g) little knowledge of good practices and effective training methods to smooth the school-to-work transition in the sector that could aid application of public policies on a broader scale.

- 1.5 Some responses to these problems have been through in-house training programs provided by many companies and the lines of support provided by the National Research and Innovation Agency (ANII) specifically for innovation.
- 1.6 Target population. This project's target population is 5,000 young people ages 17 to 26 throughout the country, who have completed at least the basic cycle of secondary education (nine years of formal education).

II. THE INNOVATION PROPOSAL

A. Project description

- 2.1 The project objective is to implement a comprehensive, effective, and scalable solution to increase the supply of qualified human capital for the software sector and facilitate the transition of young people from training to the labor market.
- 2.2 The proposed solution, called "Youth Programmers," would use blended learning methodologies to train young people in technical areas (programming and testing) and in building soft skills and improving their English, reflecting the needs identified by the private sector.⁶ The training phase will last an estimated eight months (144 hours of technical content, English, and soft skills), depending on the programming language. After this, the young people who complete the process can receive a joint certification from Plan Ceibal, the CUTI, and the company that provided the course.
- 2.3 The young people invited to participate through a public competition must be between the ages of 17 and 26. To be admitted, they must have completed secondary school (nine years of formal education)⁷ and passed an admissions test assessing reading and verbal comprehension, understanding of mathematical problems and concepts, tolerance of monotony, logical reasoning, resolve, and procedure analysis. Once admitted, applicants will be given an aptitude test to determine the work plan for building their soft skills.
- 2.4 The training will be based on a blended learning model, in which the classes will initially be offered throughout the country via videoconferencing, using the communications network available at both Plan Ceibal and Universidad Tecnológica del Uruguay (UTEC). It will also use remote desktop software for hands-on activities, which will be supplemented by the Schoology platform.⁸ Each group will be made up of about 24 students. Geographic locations will be prioritized based on a survey of the students and the information technology (IT) companies, reflecting such

⁶ Based on a survey of 9 out of the 11 active technology companies and a random sampling of 107 passive companies.

⁷ A survey conducted as part of a preliminary call for applications showed that the young people belong to middle and low socioeconomic segments (population quintiles 2 and 3).

⁸ Schoology is a learning management system for primary schools, higher education institutions, and corporations that enables users to create, manage, and share content and resources. It is a cloud-based platform that can be used both in the classroom and in "blended learning" environments.

criteria as: (a) labor demand; (b) existence of basic videoconferencing infrastructure; (c) availability of group leaders; and (d) potential for developing a formal educational program.

- 2.5 **Technical competencies.** A number of courses will be given on programming languages in highest demand, as well as on testing. Classes will be delivered in the form of: (a) theory classes, in which a technical instructor from a company teaches the class remotely via videoconferencing to three or four groups of students simultaneously (up to 100 students); and (b) hands-on classes/workshops, in which two instructors teach a class to a single group using remote access software to connect to the students' computers, to facilitate supervision. In both types of classes, the young people will have onsite support from group leaders.
- 2.6 Regarding English language training, a placement test will be given to assign each young person to the corresponding course. The Plan Ceibal modules designed for middle school can be used,⁹ supplemented with units on technical English.
- 2.7 **Soft skills.** Plan Ceibal is part of an international initiative called "New Pedagogies for Deep Learning"¹⁰ that seeks to strengthen six soft skills: character, citizenship, collaboration, communication, creativity, and critical thinking. These competencies will be validated or others added during the program, in agreement with the sector businesses, and the pedagogical methodologies will be adapted according to the age group and specific challenges of the participants.
- 2.8 **Job placement.** The model puts the CUTI in charge of the labor intermediation process. The counselors will assist the young people as they enter the labor market and support them as they continue their training within the companies that hire them or in the formal education system, to further their development. The CUTI will also organize meetings with the companies for the young people to learn about the industry. In addition, sector leaders are expected to be involved in several youth motivational workshops. The professional development of the young people participating in the program will be tracked using tools such as LinkedIn Alumni. This information will be used both by the sector in recruitment and by Plan Ceibal to study their career progression. The young people and businesses will also have access to the "Smart Talent" marketplace,¹¹ available through the Program to Support Global Export Services.
- 2.9 The working group supporting this teaching modality is multidisciplinary and will be formed of technical instructors (employees of the companies), English teachers, and leaders of the group in charge of providing face-to-face assistance to the young people in each location and building their soft skills. Counselors will be provided, to assist in job placement. Additionally, regional coordinators will be responsible for providing training to group leaders, especially on innovative learning techniques.
- 2.10 **Innovation.** This proposal's value-add is that it is designed to be scaled up from the start, utilizing: (a) a dynamic, interactive methodology that can be applied remotely

⁹ "Conversation classes," supported under operation UR-T1143.

¹⁰ [NPDL Global Report](#).

¹¹ [Smart Talent](#) is an initiative of the Uruguay XXI Program to Support Global Export Services, financed by loan UR-L1060 (Program to Support Global Export Services), which seeks to contribute to positioning Uruguay as a strategic destination for the hiring of global services.

(videoconferencing, remote desktop software, and the Schoology platform) and is scalable to provide comprehensive training for young people, including languages; (b) the use of learning analytics for continuous improvement in training and analysis of teaching and learning patterns to improve the progression of the young people through the program; (c) strengthening of soft skills through technological devices and applications that incorporate “gamification” and the use of video games.

- 2.11 This project will coordinate with program UR-T1143, “Implementation of a Learning Analytics and Distance Tutoring Monitoring System for Learning English,” which will be applied to basic education. These tools will enable systematic measurement, compilation, analysis, and presentation of data on students and teachers, to better understand learning and offer relevant information that can be used to support and improve ICT training processes and job placement.

**Component I. Development of the model and training offerings
(MIF: US\$750,636; Local counterpart: US\$4,222,218)**

- 2.12 The objective of this component is to design and teach the training modules for creation of the “Youth Programmers” model, which includes technical content (programming and testing), English language, and soft skills, for the participating young people. To do so, the model’s curriculum will be designed or adapted, and the technical material taught by instructors from the 11 leading companies that are project partners. The students admitted to the program will be loaned a laptop computer so that they can access the hands-on content of the classes remotely via the Schoology platform. The hands-on classes will be supervised using remote-access software that enables the technical instructors to access the young people’s computers and interact with them.
- 2.13 Under this component, agreements are expected to be reached between the executing partner and the formal and informal technical educational institutions for recognition of the curricular content of the “Youth Programmers” model. The expectation for formal education is that validation of the courses will encourage the young people to continue their formal education in the sector.
- 2.14 The expected outcome of this component is that 4,560 out of 6,000 young people enrolled will complete the training (declining dropout rates are expected), and 90% of these (4,104 young people) are expected to be certified.

**Component II. Institutional training and employment networks
(MIF: US\$117,678; Local counterpart: US\$1,501,932).**

- 2.15 The objective of this component is to strengthen the institutional linkage between the education system and the business sector, so as to narrow the gap between them. To do so, the program seeks to build and strengthen institutional networks for the competitive process to select young people, especially for job placement. A labor intermediation service will be established as part of this program, led by the CUTI with advisory support from Fundación Forge (operation RG-M1256), given its successful experience in the subject area. The service will provide employment counselors to assist the young people as they find and start new jobs and during the first few months, to monitor their performance and their ongoing training. Activities will be conducted to inform the companies about the program, and the young people about job opportunities, dissemination events, company visits, coffee with business leaders, etc.

- 2.16 The employment counselors will play a key role in reviewing and improving the curriculum to meet the needs of employers. Platforms such as LinkedIn Alumni and Smart Talent marketplace (Uruguay XXI) will be used to monitor the career progression of the young people and ease their integration.
- 2.17 The expected outcomes of this component are that 50% (2,280) of the young people trained will find jobs, and at least 80% will remain in the job market for at least six months; and 20% will continue their studies. Half of the young people trained are expected to be women.

Component III. Strategic knowledge for public policy and the private sector (MIF: US\$36,500; Local counterpart: US\$76,760).

- 2.18 This component seeks to make a substantive contribution to public policy decision-makers through studies on the effectiveness of blended learning models for job training in IT or similar fields. The learning analytics tools being implemented with Bank support (operation UR-T1146) are expected to be used for this.¹² This software will be operating in 2017, and is being developed by Plan Ceibal and administered by its technical team. The learning analytics to be used in program UR-T1146 to monitor primary and secondary school students can also be used by “Youth Programmers” to determine learning patterns and link them to subsequent career progression. These patterns will make it possible to fine-tune pedagogical content and methodologies for different groups according to socioeconomic, educational attainment, age, and other variables, as well as to determine the basic content in programming and core competencies (technical, language, and soft skills) that young people graduating secondary school must have to ease their transition to the labor market and generate solutions for groups facing greater vulnerability in entering the workforce.
- 2.19 The expected outcomes of this component are that, by project-end, a study will be done on learning patterns and career progression following the “Youth Programmers” program. A deep-dive analysis will also be done of the skills needed to enter the program (admissions test) and how they correlate with the skills of young people graduating secondary school, providing input to generate pedagogical and support solutions for more vulnerable youth.

B. Project outcomes, measurement, monitoring, and evaluation

- 2.20 The expectation is that the effectiveness of a scalable model for comprehensive training and job placement to be known as “Jóvenes a Programar” [“Youth Programmers”] will have been proved by the end of the project. The model will be implemented throughout the country. At least 5,000 young people will receive training, 4,560 of whom will be certified. Of these, 50% will enter the job market, creating 1,700 new jobs. The share of women is expected to rise by 10 percentage points, to 35% of the total number of young people hired.
- 2.21 A study will be conducted to connect socioeconomic indicators with teaching and learning patterns and the career progressions of young people (time spent finding a job, wage, time employed, training), in order to assess the model’s effectiveness and build tools to increase inclusion of more disadvantaged sectors. To do this: (a) a baseline will be set, identifying technical and nontechnical (soft) skills and knowledge

¹² “Implementation of a Learning Analytics and Distance Tutoring Monitoring System for Learning English.”

- and socioeconomic indicators; (b) the use of the online platforms (Schoology) will be analyzed, to identify student learning patterns and instructor teaching patterns, with the information obtained from both structured and nonstructured data sources; (c) the LinkedIn Alumni tool will be used to identify student/graduate career progression according to their job description, skills, educational profile, type of company where they work, and links to other members of their cohort; and (d) graduates will be tracked, which includes contacting the companies that hire the program's graduates to collect information, and may include comparison with a control group. These four sources will be integrated to compile information for the aforementioned study and answer such questions as: Who participates in the program? How do they develop their skills? What and how do they learn? What and how do their instructors teach? How long does it take them to find a job or get promoted? Are the career progressions of men and women different? What is the profile of the companies hiring? How can the existing gap be narrowed between the skills of secondary school graduates and the requirements of the labor market or the program, so that training can be provided?
- 2.22 This project is part of the MIF's Knowledge Economy pillar and aligned with the Workforce Development strategy. With the projects already approved for the Dominican Republic, Guatemala, and Costa Rica, as well as another in preparation for Argentina, a subset of operations is being created to document and disseminate knowledge as feedback for new operations, providing specific information on methodologies, technical aspects, and scale processes.

III. ALIGNMENT WITH THE IDB GROUP, SCALABILITY, AND PROJECT RISKS

A. Alignment with the IDB Group

- 3.1 The project is aligned with the Bank's country strategy with Uruguay, especially regarding human capital development to improve productivity and the need to advance the technological frontier for the country's external positioning. Also now in execution in the Bank's portfolio are the Program to Support Global Export Services, executed by Uruguay XXI, and the Innovation Program for Productive Development of the National Research and Innovation Agency (ANII).

B. Scalability

- 3.2 The project has been conceived from the start as a demonstration model, distributed and coordinated by the public and private sectors. Once the model's effectiveness has been proved, it can be easily scaled up in the training phase, since it is envisioned as a cost-effective and self-sustaining process. It will later be included among Plan Ceibal's lines of activity and publicly funded, whereas the technical instructors will be financed by the companies.
- 3.3 During the project and once it has concluded, partnerships will be sought with the formal education system to scale up the model further by introducing the content and other activities suited to its field of activity.
- 3.4 The interaction between the public sector and private sector, with the two aligned to meet development and human capital objectives, is also scalable. This strategy should be institutionalized to help drive the sector's growth and can carry over to other sectors with expanding human resources needs.

C. Project and institutional risks

- 3.5 **External project risks.** The identified risk is that the selection process may exclude the most vulnerable young people. The ability to analyze skills, learning patterns, and training patterns of the most disadvantaged population in detail will enable the necessary measures to be taken to promote continuous learning tracks among this population and improve the inclusiveness of this type of educational programs.

IV. INSTRUMENT AND PROPOSED BUDGET

- 4.1 The total cost of the project is US\$9,125,798. Of that amount, US\$1,000,000 (11%) will be contributed by the MIF in the form of nonreimbursable technical cooperation funding; US\$6,377,985 (69%) will be contributed by Plan Ceibal as the local counterpart; and US\$1,794,000 (20%) will be contributed by the companies providing technical instructors.
- 4.2 **Retroactive recognition of counterpart funds.** Counterpart funds may be recognized as of the project eligibility date, 16 December 2016.

Project categories	MIF	Counterpart	Cofinancing	Total
Component 1: Development of the model and training offerings	750,636	4,222,218	1,794,000	6,766,854
Component 2: Institutional training and employment networks	117,678	1,501,932	—	1,619,610
Component 3: Strategic knowledge for public policy and the private sector	36,500	76,760		113,260
Coordination and administration	85,186	512,074		597,260
Ex post reviews and audits ¹³	10,000	5,000		15,000
Contingencies		60,000		60,000
Grand total	1,000,000	6,377,985	1,794,000	9,171,985
% Financing	11%	69%	20%	100%

V. EXECUTING AGENCY AND IMPLEMENTATION STRUCTURE

A. Description of the executing agency

- 5.1 Centro Ceibal para el Apoyo a la Educación en la Niñez y Adolescencia [Ceibal Center for the Support of Childhood and Adolescent Education] (Plan Ceibal) will be the project executing agency and sign the agreement with the Bank. Plan Ceibal is a public agency organized and operating under private law with the mission of technological inclusion of children and youth. Established by law in 2010, Plan Ceibal seeks to narrow the technology gap and improve learning through both education and the adoption of technology. Plan Ceibal was the MIF's executing partner for a technical cooperation project to develop educational content, and for two Education Division (EDU) loans, the outcomes of which have been evaluated positively by the MIF and the IDB. This project expands Plan Ceibal's area of action to young people over the age of 17, bringing the lessons learned to post-school

¹³ The ex post reviews will be commissioned by the MIF (MIF/CUR).

education, making it possible, over time, to eliminate the disconnect between the education sector and the working world.

- 5.2 The Uruguayan Chamber of Information and Communication Technologies (CUTI) is the strategic partner for this project. It represents the interests of more than 350 software companies, including sector leaders like Microsoft, TCS Consulting, Globant, Infocorp, Genexus, De la Robla y Asociados, Mercado Libre, Abstracta, and Centro de Ensayos del Software (Universidad de la República and the CUTI).

B. Structure and implementation mechanism

- 5.3 Plan Ceibal will establish an execution unit and the necessary structure to execute the project activities and effectively and efficiently manage the project resources. A team will be formed that includes a project leader, a pedagogy director, and an operations director. The Plan Ceibal team will be responsible for project management, monitoring, and evaluation.
- 5.4 The execution unit will be responsible for program operation, administration, and preparation of the six-monthly project status reports (PSRs) required by the IDB, as indicated in Annex V to this document.
- 5.5 The program will also have a Steering Committee comprised of Plan Ceibal and CUTI authorities. It will make binding decisions on: (a) strategic, planning; (b) approval of annual work plans; (c) contributions from key project partners; (d) project scalability; and other matters. The Steering Committee may make changes to the program, which must be duly approved by the Bank.
- 5.6 The program will also have an External Advisory Committee comprised of industry leaders and formal educational institutions that meets once every six months. Its opinions on the program's progress and planning will be binding. The External Advisory Committee will be invited to provide an opinion on the studies conducted under Component 3.

VI. FULFILLMENT OF MILESTONES AND SPECIAL FIDUCIARY ARRANGEMENTS

- 6.1 **Results-based disbursements and fiduciary arrangements.** The executing agency will agree to the MIF's standard arrangements concerning results-based disbursements, the Bank's procurement policies,¹⁴ and financial management,¹⁵ as specified in Annexes V and VI. The following special arrangements specific to this project have also been included:
- Ex post supervision modality: Annual review of disbursements and procurement. The ex post reviews will be commissioned by the MIF and chargeable to the contribution resources.
 - Audited financial statements: Deliverable within three months after the end of the disbursement period of the operation.

¹⁴ Link to [Policies for the Procurement of Goods and Works Financed by the IDB](#).

¹⁵ Link to [Financial Management Guidelines for IDB-financed Projects](#).

- 6.2 Agreement has been reached to engage Fundación Forge¹⁶ for execution of the activities under Components 1 and 2, as indicated in the IDB Procurement Plan. This selection method is considered appropriate based on Forge's unique experience in building soft skills and in job placement, particularly to support young people, which is deemed to be of exceptional worth for the project.¹⁷ The project leader will also be engaged through single-source selection, as a natural continuation of the services currently provided to Plan Ceibal.¹⁸

VII. ACCESS TO INFORMATION AND INTELLECTUAL PROPERTY**

- 7.1 **Intellectual property.** The Bank will grant Plan Ceibal nonexclusive, free-of-charge intellectual property rights for noncommercial purposes to the products developed and studies conducted under the project.

¹⁶ Fundación Forge is a nonprofit dedicated to helping low-income youth in Latin America gain access to high-quality work opportunities. It was founded in 2005 and is based in Switzerland.

¹⁷ As provided in GN-2350-9, paragraph 3.10(d).

¹⁸ As provided in GN-2350-9, paragraph 5.4.