

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK
MULTILATERAL INVESTMENT FUND

REGIONAL

SPORT AS AN INSTRUMENT FOR YOUTH EMPLOYMENT

(RG-M1168)

DONORS MEMORANDUM

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EXECUTION

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ABBREVIATIONS

ILO	International Labour Organization
MIF	Multilateral Investment Fund
NGO	Nongovernmental organization
PEU	Program execution unit
VRC	Virreyes Rugby Club

**SPORT AS AN INSTRUMENT FOR YOUTH EMPLOYMENT
(RG-M1168)**

I. EXECUTIVE SUMMARY

Executing agencies:	Partners of the Americas (Partners) and the Virreyes Rugby Club of Argentina (VRC)	
Beneficiaries:	The beneficiaries will be 5,400 low-income or at-risk youth aged 16 to 24 in Argentina, Brazil, Colombia, the Dominican Republic, Ecuador, Haiti, Jamaica, Mexico, and Uruguay. Partners will benefit by improving the “A Ganar” model and expanding its activities to several countries; the VRC will benefit by strengthening its institutional structure and diversifying the training offered to the young people it serves.	
Financing:	Modality:	Nonreimbursable
	MIF (44%):	US\$3,643,713
	Partners (56%):	US\$3,949,044
	VRC:	US\$629,860
	Total (100%):	US\$8,222,617
Objectives:	The general objective of the program is to improve the socioeconomic situation of young people in the region. The specific objective is to increase job placement opportunities for low-income youth by expanding and improving the “A Ganar” model.	
Execution schedule:	Execution: 36 months Disbursement: 42 months	
Special contractual clauses:	As conditions precedent to the first disbursement for Partners: (i) the international program director will be hired; (ii) the Operating Regulations will enter into effect; and an agreement with the VRC will be signed (see paragraph 5.2). The conditions for the VRC will be: (i) the project director will be hired; (ii) the agreement with Partners will be signed (see paragraph 5.2); and (ii) the Operating Regulations will enter into effect.	
Exceptions to Bank policies:	None.	
Coordination with other official development finance institutions:	Program activities will be coordinated with the United States Agency for International Development, which, along with the Multilateral Investment Fund (MIF), will finance most of the projects in two of the participating countries, the Dominican Republic and Jamaica.	

**Social and
environmental
review:**

The ESR reviewed and approved the program on 28 September 2009 (agenda 39-09). It was classified as a category “C” operation.

II. BACKGROUND

- 2.1 **Youth unemployment.** The report prepared by the International Labour Organization (ILO) for the American Regional Meeting indicates that in Latin America, 9.5 million young people aged 15 to 24 do not have jobs. People born between 1980 and 1990 are victims of the “lost decade” and account for 42% of unemployment in the region. Worse still, 21% of young people in the region do not work or go to school. Millions of young people are trapped in informal or temporary jobs with no social protection or prospects for advancement. The ILO also reports that there is a clearly established link between youth unemployment and social exclusion and that the inability to find employment creates a sense of vulnerability, uselessness, and idleness among young people and can induce them to get involved in illegal activities.
- 2.2 For many young people, not having a job means not having the opportunity to escape poverty. Unemployment is only part of the challenge because even among young people who find a job, working conditions are substandard. In industrialized and developing countries alike, young people generally work intermittently without benefits, in many cases in the informal economy, with limited labor protections.¹
- 2.3 According to a World Bank study on World Development Indicators, unemployment can destroy a young person’s productive potential and future employment opportunities. Furthermore, the lack of formal employment increases the vulnerability of youth, who may find themselves reliant on poorly paid or exploitative work. Unemployment engenders low self-esteem, which leads to a sense of despair among young people.
- 2.4 A number of studies and evidence obtained from interviews with human resources specialists in the first “A Ganar” pilot project show that employers look for young people who possess basic workplace skills such as teamwork, communication, discipline, and respect. Young people must have the ability to communicate efficiently and work in a team. Developing these skills awakens an interest in youth and gives them the opportunity to continue their education while creating a positive, more productive environment.
- 2.5 The economic benefits for young people who receive job training range from an increase in the number of jobs to better wages and noneconomic benefits such as the labor rights and protections that come with formal employment. At-risk youth

¹ ILO, “Unemployment, informality and inactivity menace young people in Latin America and the Caribbean,” September 2007.

- obtain valuable social benefits such as higher self-esteem, better relationships with their families, and leadership development. Employment or self-employment is often described as “the passport to real citizenship” because employed youth get involved in their communities.
- 2.6 The reality of young people’s lives reflects not only technological, political, and economic transformations but also those related to social conditions such as the institutional deficit, lack of affection, changing role of authority, and lack of identity, which produce various behaviors typical of this generation such as mistrust, frustration, and a search for their own place of belonging. Given this situation, efforts to reach this group must be innovative and comprehensive, with different initiatives directly contributing to the consolidation of results in terms of labor and productivity.
- 2.7 **Sport as a development tool.** Over the past four years, the idea of using sports as a vehicle for creating different types of capital has gained steam. Sports are recognized for their potential catalytic role in promoting community cohesion and regeneration and for their potential to address behavioral problems and social exclusion.²
- 2.8 **“A Ganar” model.** The “A Ganar” regional program, which has been implemented successfully in Brazil, Ecuador, and Uruguay by Partners of the Americas, a nongovernmental organization (NGO), was conceived on the premise that soccer could be used to attract low-income youth and teach them job skills, which would improve their employment prospects. Partners sought to mobilize multiple sectors such as sports, the private sector, business, NGOs, and the public sector, in order to raise funds and find sponsors to meet the counterpart commitment for program execution.
- 2.9 This program has three training phases. Phase I is directly related to the “A Ganar” methodology, in which a sport, specifically soccer, is used in the classroom and on the field to impart skills and values such as teamwork, communication, respect, discipline, personal development, and focus on results, with the support of certified facilitators. To execute this phase, certification workshops are held with partner training entities to guarantee the quality of training. These skills can be transferred from the field to the workplace. The role of the partner training entities subcontracted by Partners is to identify labor demand in the program area, decide on the training courses that should be offered based on that demand, and use their relationships with companies to arrange internships for their young clientele.
- 2.10 In Phase II, technical courses are offered in fields such as mechanics, sewing, hotel and restaurant services (wait staff, housekeeping, etc.), refereeing, and telemarketing. The courses are selected based on market demand and the realities of each country.

² Spaaij, Ramón. “Sport as a Vehicle for Social Mobility and Regulation of Disadvantaged Urban Youth,” *International Review for the Sociology of Sport*, Vol. 44, 2009.

- 2.11 In Phase III, young people have the opportunity to participate in job internships through contracts with universities and NGOs that partner with the private sector.
- 2.12 **Proposed program.** The program will continue to operate in the original countries (Brazil, Ecuador, and Uruguay) and will expand into six new countries (Argentina, Colombia, the Dominican Republic, Haiti, Jamaica, and Mexico). It will use various sports as a tool to motivate low-income youth and teach them basic job skills such as teamwork, discipline, communication, respect, personal development, and focus on results. Technical training will be provided based on the productive demand in each country, and then during the internships (or supervised work experience), the participating youth will receive support, with proper follow-up, to ensure that they have better opportunities for finding a job, starting a business, or returning to school as part of their individual economic development plans.
- 2.13 In Argentina, the operation will be executed as a pilot project because a sports club known as the Virreyes Rugby Club (VRC) will serve as the executing agency, with the participation of large private companies, and the “A Ganar” model will be expanded to include two new sports, rugby and hockey. The VRC has previous experience working with the beneficiary group, which will strengthen execution of the “A Ganar” model. The club’s association with Partners will open another door for young people supported by the VRC who fail to win scholarships to continue their university studies, who will instead have the opportunity to get the training they need to enter the job market and improve their economic situation and that of their families.
- 2.14 The target group will be at-risk youth from the Colegio Madre Teresa school and the neighborhoods adjacent to the club. Both the club and the school build character (respect, discipline, responsibility) in young people and offer comprehensive support through social workers and psychologists, which is a benefit for the program in Argentina since the young people will be better prepared emotionally to participate in technical training. The school has suitable facilities and equipment for holding courses in subjects such as sewing and baking. The VRC and the school have the financial support of companies including: Fate Aluar, Farmacity S.A., Cadbury, Fargo, Ahumada Ferrando Asociados S.A., Transfarmaco, Merrill Lynch, Semillera Don Mario, Fundación Telefónica de España, Banco Francés, Deutsche Bank, and Asociación Empresaria Agrícola. The companies, with an emphasis on corporate social responsibility, not only will support the VRC financially but will offer internships and jobs to the young people.
- 2.15 The regional program uses various sports to attract young people so it can teach them job skills and support them as they receive training in the vocations in demand in each country. The program targets low-income and at-risk youth, helping to reduce poverty among young people and their families, since many of them, upon getting a job, become provider in their families, instead of burdens.

III. OBJECTIVES AND COMPONENTS

- 3.1 The goal of the program is to improve the socioeconomic situation of low-income youth in the participating countries. Its purpose is to increase job placement opportunities for young people by expanding and improving the “A Ganar” model. To achieve these objectives, financing will be provided for the following components: (i) adaptation of the “A Ganar” model; (ii) youth training; (iii) internships and job placement; and (iv) monitoring and dissemination of outcomes.

Component 1: Adaptation of the “A Ganar” model

- 3.2 The purpose of this component is to adapt the model that has been used for soccer to other sports, such as rugby, baseball, and field hockey. In addition, the model will be improved taking into account the lessons learned during the past four years of execution. Activities include: (i) selecting partner entities in each country; (ii) developing phase I materials for new sports; (iii) transferring know-how and supervising organizations for effective implementation of the model; (iv) building new elements into the model; and (v) drafting manuals.
- 3.3 Partners of the Americas will provide ongoing support to the entities through visits to ensure effective implementation of the model. The entities will be selected based on their experience implementing youth-oriented projects and their ability to contribute funds. Educators or experts will be hired to adapt phase I materials for the new sports. For the transfer of know-how, staff from the new countries will team up with certified facilitators for one week to develop activities on the playing field, so they can internalize the importance and the effect of these sports activities on young people. Service learning modules will be included.
- 3.4 In order to bring the new countries up to speed, the implementation leader of each country will visit the Partners offices in Brazil, Ecuador, and/or Uruguay to receive orientation, observe in person the field and classroom training offered to young people as part of phase I, and meet with business leaders and mentors. In addition, staff from these offices will travel to the new countries to hold training workshops for the instructors and certify them as “A Ganar” instructors. Partners will supervise the adaptation of materials and the model for the new sports to guarantee quality. In addition to the workshops, Partners will oversee progress in each country, making visits every six months, also to ensure quality.
- 3.5 The expected outcome is an improved “A Ganar” model that is applicable to other team sports. The model should be based on experiences at different levels in the international arena, should target beneficiaries with different profiles (low-income and at-risk youth), and should be executed through entities that have diverse strengths and expertise but focus on youth development.

Component 2: Youth training

- 3.6 The purpose of this component is to train the instructors and young people in phases I and II of training. Activities include: (i) providing or subcontracting training courses based on labor demand; (ii) providing job skills training for young people; (iii) providing technical skills training for young people; (iv) providing transportation and/or refreshments for young people; (v) identifying mentors in the private sector; and (vi) coordinating the training entities.
- 3.7 During phase I, 50% of the time will be spent on the playing field and 50% will be spent in the classroom, where youth will receive training in math, reading, writing, and computer skills in order to fill in gaps in their education and build their skills. For phase II, the type of vocational training that young people will receive will vary from country to country depending on demand within companies and the realities in each place. Some of the vocations for which courses may be offered are: administrative assistant, restaurant and hotel worker, telemarketer, computer services assistant, mechanic, welder/blacksmith, etc. Companies will be asked to support certain groups of young people by participating in the development of technical materials and also by recruiting their employees to serve as trainers.
- 3.8 An entrepreneurship module will be included at the end of phase II since it will be linked to each vocation. Participating youth will learn the basics about: business plans, microcredit, money management, how to open a bank account, etc.
- 3.9 The executing agency will hire facilitators and educators for phase I and II training and/or will subcontract partner training entities by issuing a call for proposals. Some of the **criteria for selecting partner training entities** will be their experience working with young people, the viability of physical infrastructure for classroom and field activities and technical workshops, and their partnerships with the private sector for arranging internships and/or jobs.
- 3.10 As an expected outcome of this component, technical staff in the new countries in the “A Ganar” Alliance and/or the lead organizations will received adequate training to meet the target of training 5,600 young people, of whom at least 75% are expected to complete all phases of training.

Component 3: Internships and job placement

- 3.11 The purpose of this component is to form partnerships with the private and public sectors to identify the existing labor demand and arrange for internships (phase III) and follow-up and jobs (phase IV) for participating youth. Activities include: (i) training youth through internships and/or work experience; (ii) implementing a program to follow up with graduates; and (iii) measuring the rates at which young people find jobs, start businesses, and/or return to school.
- 3.12 Partnerships will be established with companies, trade unions, universities, associations, local governments, and other groups to identify: where job opportunities exist, which companies are willing to hire young people, the specific needs of the companies, which companies are willing to host interns, and whether

- and how they are willing to cofinance youth training for specific trades. A combination of individual and group meetings led by the Partners offices and the partner training entities will be held to make these determinations. Direct connections between the partner training entities and the companies are important for ensuring that training actually addresses the needs of the market.
- 3.13 Internships and/or work experience will be supervised by the partner training entities, and if necessary, cofinancing will be provided for transportation and learning materials for the first job. The partner training entities will meet with the companies hosting the young people to evaluate the experience of both the company and the young person. Surveys will be prepared to determine the satisfaction level of both parties.
- 3.14 A system for following up with “A Ganar” graduates will be established in order to provide job placement support and guidance in creating self-employment and finding educational opportunities. A coordinator will be hired to make regular calls or send emails or text messages. Graduates will have access to job counseling, information on educational opportunities, and group activities such as talks with business leaders or sports figures serving as the role models that many young people do not have at home.
- 3.15 This component is expected to produce the following outcomes: 100 partnerships with companies, the public sector, and universities; 70% of companies rate participating youth as “good or excellent”; 70% of participating youth rate their workplace experience as “good or excellent”; at least 52% of graduates find work, start their own business, or return to school.

Component 4: Monitoring and dissemination of outcomes

- 3.16 The purpose of this component is to set up an efficient program monitoring system at the level of each country and the region and to promote the “A Ganar” model internationally as part of the long-term sustainability strategy. Activities include: (i) conducting outcome evaluations during the program; (ii) publicizing program activities and outcomes; and (iii) preparing promotional material. Another lesson learned is that something as simple as jerseys has proven to be a tremendous promotional tool and instills a sense of identity and pride in the youth.
- 3.17 Partners will develop a system for gathering information to monitor participating youth, based on the Nike Foundation method used to monitor youth participating in the project in Brazil (“Vencedoras”). A software program will be used, and each country will gather information in baseline form, surveys (one at the end of training and another nine months later), and individual and group interviews and will send it to the Partners office in Washington, D.C., so it can be compiled and analyzed at the regional level.
- 3.18 A number of events will be held, including a program launch, visits from sports figures, conferences, and graduations. These events will provide an opportunity for the partner training entities to exchange information and for program outcomes to

be showcased to promote investments in youth-targeted activities. “A Ganar” was invited to present the program experiences in Brazil, Ecuador, and Uruguay at the Sport for Social Development conference in Beijing, China, in April 2008; the Global Youth Enterprise Conference in Washington in September 2008; and the CEDRO Forum in Rio de Janeiro, Brazil, in November 2009. These types of presentations are expected to continue under the proposed program.

IV. COST AND FINANCING

- 4.1 The total estimated cost of the program is US\$8,222,617. Of this amount, the Multilateral Investment Fund (MIF) will contribute US\$3,643,713 in nonreimbursable resources, and Partners of the Americas will contribute US\$3,949,044 and the Virreyes Rugby Club (VRC) will contribute US\$629,860, at least half of which will be in cash. During analysis of the operation, the project team decided that up to US\$120,000 in eligible expenditures incurred on or after 1 October 2009 should be retroactively recognized against the counterpart contribution, in accordance with Bank policy. In the case of Haiti, US\$30,000 will be recognized for refurbishing the l'Athlétique d'Haiti facilities, which were damaged in the earthquake. In the case of the Dominican Republic and Jamaica, US\$15,000 will be recognized for activities related to the selection of lead organizations and the preparation of materials. In the case of Brazil, Colombia, Ecuador, and Uruguay, US\$50,000 will be recognized for activities related to youth training. Lastly, US\$25,000 will be recognized for administrative expenses incurred by the executing agency. The expenditures will be recognized provided they comply with Bank policies. The program is expected to have an execution period of 36 months and a disbursement period of 42 months.

Budget – MIF and VRC Argentina				
	MIF	Local	Total	%
Component I. Adaptation of the model	15,400	7,000	22,400	1.81
Component II. Youth training	380,040	433,760	813,800	65.64
Component III. Internships and job placement	0	51,000	51,000	4.11
Component IV. Monitoring and dissemination of outcomes	90,000	85,000	175,000	14.11
Execution unit	97,200	53,100	150,300	12.12
Audits	17,360		17,360	
SUBTOTAL	600,000		1,229,860	
Institution-strengthening	10,000		10,000	0.81
TOTAL	610,000	629,860	1,239,860	
Percentages	49%	50%	100%	

Budget – MIF and Partners of the Americas				
	MIF	LOCAL	TOTAL	%
Component I. Adaptation of the model	227,500	299,744	527,244	7.55
Component II. Youth training	1,123,500	1,664,000	2,787,500	39.92
Component III. Internships and job placement	620,500	1,114,050	1,734,550	24.84
Component IV. Monitoring and dissemination of outcomes	318,800	582,250	901,050	12.90
Execution unit	248,000	289,000	537,000	7.69
Administration	207,805	0	207,805	2.98
Contingencies	114,515	0	114,515	1.64
Evaluations	81,000	0	81,000	
Audits and ex post reviews	77,000	0	77,000	
SUBTOTAL	3,018,620	3,949,044	6,967,664	
Impact evaluation account (for the entire program)	15,093		15,093	
TOTAL	3,033,713	3,949,044	6,982,757	
TOTAL (VRC & Partners)	3,643,713	4,578,904	8,222,617	
	44%	56%	100%	

- 4.2 **Sustainability.** Program sustainability will be achieved through successful fund-raising based on the results of the “A Ganar” model and the installed capacity in the offices of the entities affiliated with the program. The “A Ganar” model has sparked the interest of several private and public entities who would like to use it because they see its benefits for young people. The participating companies see improved performance among the young people who complete the assigned tasks. This new program is expected to generate even greater interest in the private and public sectors and also among the partner training entities inasmuch as it is a proven sports-based job training and placement model that can be applied in a number of sectors.

V. EXECUTING AGENCY AND EXECUTION MECHANISM

- 5.1 The executing agency for the program will be Partners of the Americas, a non-profit organization registered in the United States that has been in operation for 45 years. Its mandate is to promote social, cultural, and economic development in the Americas through volunteer chapters with 60 partnerships in the region. Partners’ work includes projects on issues such as civil society and governance, agriculture, youth and children, gender, and the environment. For the project in Argentina, the executing agency will be the Virreyes Rugby Club (VRC), which will work under the supervision of Partners in its capacity as the executing agency for the larger operation. The VRC is a nonprofit civil association that was founded in 2002 to promote education, inclusion, and social cohesion through highly competitive team sports. Specifically, it promotes integration, access to social goods, and the physical and mental wellbeing of its members through sports education and values and an educational project designed to keep its members in

the formal education system and provide access to vocational, postsecondary, and university education as a way to improve the technical and professional future of the population.

- 5.2 **Execution mechanism.** The Bank will sign an agreement with Partners and an agreement with the VRC, and both will sign an agreement with each other describing their respective responsibilities. Partners will supervise the VRC to ensure effective adaptation and implementation of the model, and the VRC will carry out the same activities as the entities in the other countries but will be responsible for its counterpart funds. A program execution unit (PEU) will be created in the Washington, D.C., headquarters of Partners. The PEU will have a director, a coordinator, a financial advisor, and an administrative assistant, who will be responsible for regional administrative, technical, and financial activities under the operation. The VRC will have a PEU consisting of a project coordinator and a financial administrative specialist in Buenos Aires. The entities affiliated with Partners are as follows: Instituto Companheiros das Américas in Brazil, Colombianos Apoyando Colombianos in Colombia, Fundación para el Desarrollo de las Américas in Ecuador, and Fundación A Ganar in Uruguay. All have experience with the “A Ganar” model. They will be in charge of transferring their knowledge to new countries in which Partners has no affiliates. In some of these countries, entities have already been selected for program execution, such as Fondation Espoir on l'Athlétique d'Haïti in Haiti and the Municipio de Juárez in Mexico. In others, such as the Dominican Republic and Jamaica, entities will be selected. Partners has signed a cooperation agreement with the United States Agency for International Development for the financing in both countries. In addition, Partners will sign subcontracts with the entities responsible for providing training in each country.
- 5.3 **Results-based disbursements.** The disbursement of program resources will be contingent on achievement of the milestones agreed upon by the executing agencies and the MIF, along with their means of verification. Achievement of milestones does not exempt the executing agency from the responsibility of fulfilling the program objectives or reporting expenditures to the Bank. Under the risk- and performance-based project management model, program resources will be disbursed in accordance with mechanism 1 corresponding to results-based disbursements, established in the April 2008 MIF operational guidelines for technical cooperation operations. Accordingly, the first disbursement will be for the amount required to meet the first program milestone. Subsequent disbursements will be processed upon fulfillment of the milestones agreed upon during the annual planning exercise³ (see Operating Regulations).
- 5.4 **Procurement.** All procurements will be carried out in accordance with the procurement plan that the executing agency will prepare at program startup and

³ The milestones will be reviewed jointly by the executing agency and the IDB/MIF upon presentation of the first annual work plan at program startup.

update semiannually, which must have the approval of the Bank. Items financed against the counterpart contribution will be procured in accordance with the “Policies for the procurement of goods and works financed by the Inter-American Development Bank” (document GN-2349-7, as amended), the “Policies for the selection and contracting of consultants financed by the Inter-American Development Bank” (document GN-2350-7, as amended), and the April 2008 MIF procurement guidelines based on these policies. Because the level of institutional risk in the area of procurement of services and goods was assessed as “high,” procurements under the program will be reviewed ex ante. Furthermore, using program resources, the VRC will hire a consulting firm to provide training in financial management and procurements.

- 5.5 **Financial monitoring.** Partners of the Americas and the VRC will establish and maintain adequate financial accounts, internal control mechanisms, and record-keeping systems for the operation, in accordance with the Bank’s financial administration policies. Based on the institutional risk rating of “high” for financial management aspects, program financial statements will be audited annually and at the end of program execution. Supporting documents for disbursement requests will be reviewed ex ante and on a semiannual basis.
- 5.6 Application of the ex ante modality for reviews of procurements and supporting documents for disbursement requests may be modified by the MIF based on the results of reviews and/or institutional assessments performed during program execution.
- 5.7 **Program readiness.** The program objectives, components, activities, and budget, including counterpart commitments, have been agreed upon with the Partners of the Americas and the VRC. Draft versions of the Operating Regulations are available.

VI. MONITORING AND EVALUATION

- 6.1 Both the MIF team in Argentina and the Office of the MIF at Bank headquarters will be responsible, respectively, for supervising the execution of program activities and the achievement of results, ensuring compliance with contractual clauses and procurement and milestones, processing project disbursement requests, and reviewing the audited financial statements.
- 6.2 Partners and VRC will deliver semiannual project status reports (PSR) within 30 days after the end of each six-month period and by the deadlines set by the MIF, for which the executing agency will be given at least 60 days advance notice. These reports will follow a format previously agreed upon with the MIF and will describe the status of project execution, the fulfillment of milestones, the results achieved, and their contribution to project objectives, as stated in the logical framework and other operative planning instruments. They will also describe problems encountered during execution and outline possible solutions. Within 90 days after the execution period, Partners will deliver a final PSR to the MIF highlighting the results achieved, the sustainability plan, and lessons learned.

- 6.3 Drawing on the MIF contribution, the Bank will hire independent consultants to perform two evaluations. A midterm evaluation will be conducted when 50% of program resources have been disbursed or halfway through the execution period, whichever occurs first. Based on the indicators in the logical framework and the project reports, the midterm evaluation will review completed and pending activities and recommend corrective measures, including the consideration of sustainability issues to identify the measures needed to ensure that activities continue once program resources have been exhausted. The final evaluation will be conducted within three months after the end of the execution period and will focus on the results, lessons learned, and the effectiveness of the services provided to fulfill program objectives.
- 6.4 One year after the execution period for the project in Argentina, a sustainability workshop will be held to evaluate the results achieved, the actions needed to amplify the impact of the project, and the scope of the ex post evaluation that will be done to assess the impact of the project two or three years after completion.

VII. BENEFITS AND RISKS

- 7.1 **Benefits.** The program will benefit low-income youth aged 16 to 22 who are interested in receiving training that combines sports, job and intellectual skills, and a work experience. It will also benefit the training entities that will become certified in the “A Ganar” methodology and the firms that will employ young people who are better prepared to participate responsibly in either an internship or a job. The families and communities of the participating youth stand to gain from the effect this comprehensive program will have on household dynamics and involvement in community activities.
- 7.2 **Risks.** There is a risk that participating youth will drop out of the program, which will be mitigated by hiring not only training personnel, but also psychologists and/or social workers to provide ongoing support to the young people. Another mechanism for keeping the participants interested will be job counseling workshops and talks on topics of interest to them. There is also the risk that it will be hard to arrange for internships and/or jobs at firms. To mitigate this risk, agreements will be negotiated with institutions that have contacts with the private sector, public sector, and universities, which will facilitate this task.

VIII. SPECIAL CONTRACTUAL CLAUSES

- 8.1 As conditions precedent to the first disbursement for Partners: (i) an international coordinator will be appointed to the program execution unit; (ii) the Operating Regulations will enter into effect; and (iii) an agreement with the VRC will be signed. The conditions for the VRC will be: (i) a project director will be hired; (ii) the agreement with Partners will be signed; and (ii) the Operating Regulations will enter into effect.

IX. ENVIRONMENTAL AND SOCIAL IMPACT

- 9.1 The program, classified as a category “C” operation, was reviewed by the ESR on 28 September 2009. No negative environmental or social impacts are expected. On the contrary, it is expected to produce positive social impacts inasmuch as it will help low-income or at-risk youth develop the personal and technical skills they need to find jobs or return to school.

SPORT AS AN INSTRUMENT FOR YOUTH EMPLOYMENT (RG-M1168)
LOGICAL FRAMEWORK

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
GOAL			
To improve the economic situation of low-income youth	<u>At 2 years after project completion:</u> <ul style="list-style-type: none"> 70% of project graduates earn more income. 	<ul style="list-style-type: none"> Baseline Youth monitoring system 	Economic conditions in the participating countries remain stable and do not deteriorate.
PURPOSE			
To increase job placement opportunities for low-income youth by expanding and improving the “A Ganar” model	<u>At project completion (36 months):</u> <ul style="list-style-type: none"> 4,050 young people complete the 3 phases of the program (75% of the 5,400 participants). 2,835 young people have found a job, started a business, or returned to school (70% of the 4,050 graduates). <u>At 24 months:</u> <ul style="list-style-type: none"> 3,000 young people complete the 3 phases of the program. 1,470 young people have found a job, started a business, or returned to school. <u>At 18 months:</u> <ul style="list-style-type: none"> 1,500 young people complete the 3 phases of the program. 	<ul style="list-style-type: none"> Youth monitoring system 	
COMPONENTS			
1. Adaptation of the “A Ganar” model. Prepare phase I manual based on soccer documents.	<u>At 18 months:</u> <ul style="list-style-type: none"> The “A Ganar” model is used by at least 14 NGOs (including the organizations affiliated with Partners of the Americas) in the region as one of their training and job placement models. <u>At 6 months:</u> <ul style="list-style-type: none"> The model is adapted to the new countries, with one implementation manual per country that includes the relevant sports and has been translated into the appropriate language (Spanish, Creole, Portuguese, or English). A new entrepreneurship model is developed and included in the implementation manuals according to the context and the local needs of the country. 	<ul style="list-style-type: none"> Manuals Training reports Contracts signed with the lead organizations in each participating country 	There are sufficient people with the skills to adapt the methodology.

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	<ul style="list-style-type: none"> A new service learning model is included as a standard component of local curricula. 		
2. Youth training	<p><u>At project completion:</u></p> <ul style="list-style-type: none"> Approximately 5,400 young people have enrolled in the program (Argentina, Brazil (Río, Minas, Ceara), Colombia, Dominican Republic, Ecuador, Haiti, Jamaica, Mexico, and Uruguay). At least 4,050 (75%) of the participating youth complete the first 2 phases of training (employability and technical skills). 	<ul style="list-style-type: none"> Training reports Data bank 	The young people remain interested in participating in training, getting internships and jobs, starting a business, and/or returning to school.
3. Internships and job placement	<p><u>At 9 months after training:</u></p> <ul style="list-style-type: none"> 4,050 young people gain on-the-job experience through internships or apprenticeships at local firms. 9 graduate programs are established to provide motivation and facilitate the transition to the job market. 	<ul style="list-style-type: none"> Training reports Data bank 	Firms see the value of the methodology and the effect on job skills for forming partnerships with the executing agencies.
4. Monitoring and dissemination of results	<p><u>At project completion:</u></p> <ul style="list-style-type: none"> One monitoring system provides data on all the participating countries. Two additional donors and/or organizations are interested in cofinancing and/or adopting the new “A Ganar” model. One strategy is prepared for validating the importance and potential of sports for improving the job opportunities for young people. 	<ul style="list-style-type: none"> System database Methodology requests from NGOs 	Participating youth maintain ties with the executing agencies after they have completed their internships.
COMPONENT 1 – ADAPTATION OF THE “A GANAR” MODEL			
ACTIVITIES			
<p>1.1 Select entities in each country.</p> <p>1.1.1 Form advisory committees.</p> <p>1.2 Develop phase I material for new sports (baseball, rugby, and field hockey).</p> <p>1.2.1 Translate soccer-based material into English.</p> <p>1.2.2 Prepare materials for the new</p>	<p><u>Within the first 3 months:</u></p> <ul style="list-style-type: none"> A lead organization capable of implementing the “A Ganar” model and training other organizations to implement the program is identified in each country. An advisory committee is established in each country. An international committee is established by 	<ul style="list-style-type: none"> Contracts signed with lead organizations Meeting agendas Instruction material for baseball Instruction material for rugby Instruction material for field hockey Agenda from the visits 	

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>1.2.3 Spanish-speaking countries Prepare materials for each new sport.</p>	<p>Partners of the Americas volunteers.</p> <p><u>Within the first 6 months:</u></p> <ul style="list-style-type: none"> • Instructional material for baseball, rugby, and field hockey is prepared. • Methodological and instructional material (soccer) is prepared in English (for Jamaica). • Implementation manuals are prepared. <p><u>Within the first 3 months:</u></p> <ul style="list-style-type: none"> • A visit is made by the person will who lead the adaptation of the “A Ganar” soccer model for baseball and rugby, so he or she can experience phase I training. 	<ul style="list-style-type: none"> • Report on visits for the transfer of know-how 	
<p>1.3 Transfer know-how and supervise effective implementation of the “A Ganar” model.</p> <p>1.3.1 Staff from new countries visit Brazil, Ecuador, and Uruguay.</p> <p>1.3.2 Staff from Brazil, Ecuador, and Uruguay travel to train the new countries.</p> <p>1.3.3 Staff from Brazil, Uruguay, and/or Ecuador travel semiannually to supervise new countries.</p>	<p><u>Within the first 6 months:</u></p> <ul style="list-style-type: none"> • New curriculum is approved by the international director of “A Ganar.” <p><u>Within the first 8 months:</u></p> <ul style="list-style-type: none"> • Staff from new countries travel to observe implementation of phase I. • New countries received training from staff from Uruguay, Ecuador, and Brazil. • A workshop for methodology certification is held with each organization implementing the “A Ganar” model. • Staff from Partners and/or affiliate organizations (Instituto Companheiros das Américas, Fundación A Ganar, Fundación para el Desarrollo de las Américas) make one semiannual visit to each new country. 	<ul style="list-style-type: none"> • Curriculum for new countries • Tickets • Trip agendas • Training materials • Workshop agendas 	
<p>1.4 Add new elements into the curriculum.</p> <p>1.4.1 Add service learning activities (20 hours).</p> <p>1.4.2 Add entrepreneurship methodology and activities.</p>	<p><u>Within the first 6 months:</u></p> <ul style="list-style-type: none"> • Activities are included in the manuals. • Inputs for service are delivered to the participants (who learn to value service and manage a budget). • Staff from the partner training entities receive training in entrepreneurship methodology. 	<ul style="list-style-type: none"> • Reports from youth groups 	
<p>1.5 Prepare manuals: Implementation of the 4 phases of the “A Ganar” program.</p>	<p><u>Within the first 6 months:</u></p> <ul style="list-style-type: none"> • Manuals are drafted in English, Spanish, and Portuguese. 		

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
COMPONENT 2 – YOUTH TRAINING			
ACTIVITIES			
2.1 Develop or subcontract training courses based on market demand and interest among young people.	<u>Within the first 8 months:</u> <ul style="list-style-type: none"> 16 partner training entities are contracted (including Partners affiliates) in 9 countries. The partner training entities are certified to implement the program. 	<ul style="list-style-type: none"> Signed contracts 	
2.2 Provide job skills training to young people (phase I). 2.2.1 Implement activities on the playing field. 2.2.2 Implement activities in the classroom.	<u>At 8 months after project startup:</u> <ul style="list-style-type: none"> 5,400 young people begin phase I (600 in Argentina, 1000 in Brazil, 600 in Colombia, 500 in the Dominican Republic, 600 in Ecuador, 400 in Haiti, 500 in Jamaica, 900 in Mexico, and 400 in Uruguay). In the training plans, between 30% and 50% of time is allocated to activities on the playing field. Classroom activities focus on the six “A Ganar” skills, technology skills, and other basic job-related skills. All participating youth who complete phase I demonstrate competency in at least 12 of the 18 areas related to the 6 skills. At least 405 mentors are trained and participating in the project (1 per 10 youth). At least 4,050 youth offer 20 hours of leadership and service. 	<ul style="list-style-type: none"> Youth participant records Training plans Individual youth participant records Mentor records Mentor training plans Reports on service activities 	Six skills transfer from sports to the workplace: discipline, respect, teamwork, focus on results, effective communication, and personal development.
2.3 Provide technical skills training to young people.	<ul style="list-style-type: none"> At least 4,050 young people complete the training in technical skills in trades in demand (baker, seamstress, welder, mechanic, restaurant and hotel worker, referee, salesperson, information technology specialist, archivist, etc.). At least 4,050 young people receive training in entrepreneurship. 	<ul style="list-style-type: none"> Training records 	

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
2.4 Provide transportation and/or refreshments to support young people in their practice and studies.	<ul style="list-style-type: none"> Participating youth receive support in the form of transportation and/or refreshments so they can perform on the field and in the classroom (according to the country, community, and situation of the young people). 	<ul style="list-style-type: none"> Vouchers Program records 	
2.5 Identify mentors in the private sector.	<u>Within the first 6 months:</u> <ul style="list-style-type: none"> Each mentor works with 10 participants, providing support and counseling. 	<ul style="list-style-type: none"> Database of mentors Records prepared by mentors 	
2.6 Coordinate the partner training entities (to share experiences and lessons learned).	<ul style="list-style-type: none"> Meetings are held every 3 months with representatives of the partner training entities involved in the training in each country. 	<ul style="list-style-type: none"> Meeting agendas Meeting reports Documentation of lessons learned 	
COMPONENT 3 – INTERNSHIPS AND JOB PLACEMENT			
ACTIVITIES			
3.1 Train young people through internships and/or on-the-job practice. 3.1.1 Form partnerships with firms and/or institutions. 3.1.2 Place participants in internships (beginning). 3.1.3 Hold regular meetings with participating firms. 3.1.4 Young people complete internships (end).	<ul style="list-style-type: none"> Young people have completed at least 40 hours in internships or on-the-job experience. At least 100 partnerships have been established. Firms or institutions have rated 70% of the participating youth as “good” or “excellent.” 70% of the participating youth have rated the internships as good or excellent. 	<ul style="list-style-type: none"> Youth participant records Agreements with firms Surveys of firms Surveys of youth Monitoring and evaluation documents 	
3.2 Implement a follow-on system to actively help graduates find jobs, start businesses, and/or return to school. 3.2.1 Hire a follow-on coordinator. 3.2.2 Call all of the graduates regularly. 3.2.3 Offer group activities for graduates. 3.2.4 Establish an alumni association.	<u>Within the first cycle:</u> <ul style="list-style-type: none"> A person is appointed in each country to provide follow-on support. <u>After project completion:</u> <ul style="list-style-type: none"> Every graduate receives one call or contact every 3 months. Formal activities are offered to the graduates at least every 3 months. <u>6 months after the project internship:</u> <ul style="list-style-type: none"> An “A Ganar” alumni association is created. 	<ul style="list-style-type: none"> Terms of reference for follow-on coordinator List of calls and/or messages Activity agendas 	
3.3 Measure the rates at which graduates find jobs, start businesses, or return to school.	<u>At 12 months after the end of phase III:</u> <ul style="list-style-type: none"> 70% of graduates have found a job, started their own business, or returned to school. 	<ul style="list-style-type: none"> Youth participant records Follow-on system 	

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
COMPONENT 4 – MONITORING AND DISSEMINATION OF RESULTS			
ACTIVITIES			
4.1 Evaluate results during the program. 4.1.1 Prepare the evaluation including the pre and post reports. 4.1.2 Conduct evaluations according to the plan. 4.1.3 Gather and analyze the information in the reports. 4.1.4 Report to sponsors and partners on the results of the reports.	<u>At 3 months after project approval:</u> An evaluation system is developed (based on the Nike Foundation). <u>At 8 months later:</u> <ul style="list-style-type: none"> Program website/social network is up and running. 	<ul style="list-style-type: none"> Follow-on system Database of participating youth 	
4.2. Publicize activities and disseminate program results via events or in the press. 4.2.1 Publicize the program at “A Ganar” events. 4.2.2 Publicize the program via the press. 4.2.3 Publicize the program at other organizations’ events. 4.2.4 Publicize the program through academic research and projects.	<ul style="list-style-type: none"> At least 5 public activities are held in each country every year. At least 2 events are held in each country. 	<ul style="list-style-type: none"> Activity agendas Press articles List of people invited to events 	
4.3 Prepare promotional material 4.3.1 Prepare and distribute written promotional material. 4.3.2 Prepare a promotional video with the Bank. 4.3.3 Prepare and distribute promotional material on the “A Ganar” program 4.3.4 Prepare and distribute promotional articles.	<ul style="list-style-type: none"> One video on the life of the project. 10 testimonials from successful youth participants per country per year One shirt for each participating young person. Folders, brochures, posters, soccer balls. 	<ul style="list-style-type: none"> Articles Video Documents 	

ANEXO II

	TOTAL	IDB/MIF	Cash	IN-KIND
SUMMARY OF 8 COUNTRIES				
Component 1 - Adapt the Model	527,244	227,500	185,102	114,642
<i>1.1 Choose Lead Organizations</i>				
1.1.1 Travel to new countries to choose lead organizations	24,000	12,500	9,250	2,250
1.1.2. Form and Engage Advisory Committee	42,500	7,000	0	35,500
<i>1.2 Develop Materials for Phase 1</i>				
1.2.1. Translate materials into English	27,000	14,000	7,500	5,500
1.2.2. Prepare soccer materials for new Spanish speaking countries	40,000	18,000	12,000	10,000
1.2.3. Prepare materials for new sports (baseball, rugby, field hockey)	4,000	2,000	2,000	0
<i>1.3. Transfer the Know-How and Supervise Implementation</i>				
1.3.1 Travel from new countries to existing countries for orientation	16,700	10,000	4,550	2,150
1.3.2 Travel from existing countries to new countries for training	20,900	10,000	8,550	2,350
1.3.3. Travel to monitor progress in new countries	88,144	15,000	58,502	14,642
1.3.4 Train and supervise local implementors	156,000	109,000	40,000	7,000
<i>1.4. Add new critical elements to the curriculum design</i>				
1.4.1. Add service learning component	40,000	9,000	18,500	12,500
1.4.2. Add entrepreneurship component	23,000	8,500	9,750	4,750
<i>1.5. Preparation of Manuals</i>	45,000	12,500	14,500	18,000
Component 2 - Training of Youth	2,787,500	1,123,500	1,116,850	547,150
<i>2.1 Develop and/or contract training courses</i>	20,000	13,000	4,000	3,000
<i>2.2 Train youth in Employability Skills</i>				
2.2.1. Implement Activities on the Sports Field	682,500	245,000	285,800	151,700
2.2.2 Implement Activities in the Classroom	635,000	265,000	285,800	84,200
<i>2.3. Train youth in technical skills including entrepreneurship</i>	650,000	223,000	308,500	118,500
<i>2.4 Give support to youth that permits adequate participation</i>	650,000	308,000	216,000	126,000
<i>2.5 Engage private sector mentors</i>	72,000	21,500	6,250	44,250
<i>2.6. Coordination of ECAs to improve local models</i>	78,000	48,000	10,500	19,500
Component 3 - Practical Experiences for Youth, Direct Links to Job, Follow-On Activities	1,734,550	620,500	701,675	412,375
<i>3.1. Train youth through internships or practical experiences</i>				
3.1.1. Establish alliances with businesses	42,000	15,000	6,000	21,000
3.1.2. Place and co-finance internships for youth	461,000	153,000	181,500	126,500
3.1.3. Youth complete internships or supervised experience	448,500	160,500	181,500	106,500
3.1.4. Periodic meetings with internship hosts	127,000	40,500	48,750	37,750
<i>3.2 Implement Follow-On Program</i>				
3.2.1. Contract Follow-On Coordinator	229,600	91,000	121,800	16,800
3.2.2. Periodic Calls to A Ganar graduates	133,750	45,000	46,375	42,375
3.2.3. Offer Group and Individual Activities to graduates	90,000	32,500	38,750	18,750
3.2.4. Establish an A Ganar Alumni Association	96,700	36,500	38,750	21,450
<i>3.3. Measure rate of job placement, business start-up or return to school</i>	106,000	46,500	38,250	21,250
Component 4 - Monitoring plus Dissemination of Program Results	901,050	318,800	360,625	221,625
<i>4.1 Implement a monitoring and evaluation system</i>				
4.1.1. Prepare the M&E plan including the baseline and end line surveys	86,500	15,500	58,500	12,500
4.1.2. Administer surveys according to the M&E plan	64,500	19,000	38,000	7,500
4.1.3. Compile and analyze data and lessons learned	66,500	18,000	38,000	10,500
4.1.4 Coordination of Activities	274,550	133,550	120,000	21,000
<i>4.2. Share program activities, lessons and results</i>				
4.2.1. Share through program-coordinated events	32,500	10,000	13,500	9,000
4.2.2. Share program information via the press	54,500	8,500	7,000	39,000
4.2.3. Share through events coordinated by others	22,000	1,250	125	20,625
4.2.4. Case studies	29,000	2,500	750	25,750
<i>4.3. Prepare program promotional materials</i>				
4.3.1 Prepare and distribute written materials	129,500	50,000	36,750	42,750
4.3.2. Prepare and distribute a MIF coordinated video	54,000	33,000	10,500	10,500
4.3.3. Prepare and distribute promotional items	87,500	27,500	37,500	22,500
Subtotal 1	5,950,344	2,290,300	2,364,252	1,295,792
Project Management	744,805	455,805	289,000	0
Director	260,000	108,000	152,000	0
Program Coordinators	122,000	70,000	52,000	0
Financial Official	90,000	40,000	50,000	0
Administrative Official	65,000	30,000	35,000	0
Administrative Costs	207,805	207,805	0	0
Evaluations	81,000	81,000	0	0
Audits	77,000	77,000	0	0
Contingencies	114,515	114,515	0	
Impact Evaluation	15,093	15,093	0	
Total	6,982,757	3,033,713	2,653,252	1,295,792

SPORT AS AN INSTRUMENT FOR YOUTH EMPLOYMENT (RG-M1168)
BUDGET SUMMARY

Budget categories	MIF	Local contribution (cash)	Local contribution (kind)	Total	%
Component I. Adaptation of the "A Ganar" model	15.400	6.000	1.000	22.400	1,8%
1.1 Develop phase I materials for new sports (rugby, hockey, and baseball)	2.800	-	1.000	3.800	0,3%
1.2 Transfer know-how for implementation of "A Ganar"	12.600	-	-	12.600	1,0%
1.3 Include service learning activities (20 hours)	-	6.000	-	6.000	0,5%
Component II. Youth training	380.040	142.760	291.000	813.800	66,2%
2.1 Phase I and II training courses	380.040	142.760	291.000	813.800	66,2%
Component III. Internships and job placement	-	45.000	6.000	51.000	4,1%
3.1 Build partnerships with the private or public sector to arrange for internships and jobs for participating youth	-	45.000	-	45.000	3,7%
3.2 Meetings with partner firms for program monitoring			6.000	6.000	0,5%
Component IV. Monitoring and dissemination of results	90.000	73.000	12.000	175.000	14,2%
4.1 Monitor participating youth during project	90.000	35.000	10.000	135.000	
4.2 Document lessons learned	0	6.000	0	6.000	
4.3 Program events	0	2.000	2.000	4.000	
4.4 Prepare promotional material	0	30.000	0	30.000	
5. Administration	97.200	53.100	-	150.300	12,2%
5.1. Execution unit	97.200	53.100	-	150.300	
6. Audits	17.360	-	-	17.360	1,4%
Subtotal	600.000	319.860	310.000	1.229.860	100%
	49%	26%	25%	100%	
7. Impact evaluation account	-	-	-	-	
8. Institutional strengthening	10.000	-	-	10.000	
Total	610.000	319.860	310.000	1.239.860	