

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK  
MULTILATERAL INVESTMENT FUND

**GUATEMALA**

**BUSINESS AND JOB PLACEMENT FOR AT-RISK YOUTH**

**(GU-M1019)**

**DONORS MEMORANDUM**

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## ABBREVIATIONS

CCPVJ	Coalición Centroamericana para la Prevención de la Violencia Juvenil [Central American Coalition for the Prevention of Youth Violence]
CENTERS	Technology and human development training centers
CESI	Committee on Environment and Social Impact
CISS	Cooperazione Italiana Sud Sud
ECLAC	Economic Commission for Latin America and the Caribbean
GRUCE	Asociación Grupo Ceiba
NGO	Nongovernmental organization
OSALE	Oficina de Servicios de Apoyo y Orientación Laboral y Empresarial [Office of Business and Job Placement Support Services]
SEP	Social Entrepreneurship Program

# BUSINESS AND JOB PLACEMENT FOR AT-RISK YOUTH

(GU-M1019)

## EXECUTIVE SUMMARY

<b>Beneficiary:</b>	Guatemala												
<b>Executing agency:</b>	Asociación Grupo Ceiba (GRUCE)												
<b>Beneficiaries:</b>	The project's direct beneficiaries will be some 2,000 young people at high social risk between ages 16 and 29 from low-income families in disadvantaged communities, who are socially stigmatized because they live in violent or gang neighborhoods in Guatemala City or the departments of Chimaltenango, Quetzaltenango, Izabal, Petén, and Escuintla. Asociación Grupo Ceiba will also benefit with new distance-learning offerings, new equipment, and strengthening of its Office of Business and Job Placement Support Services (OSALE).												
<b>Financing:</b>	<table><tr><td>Modality:</td><td></td></tr><tr><td>MIF (nonreimbursable):</td><td>US\$ 1,220,000 (70%)</td></tr><tr><td>Local counterpart:</td><td>US\$ 522,028 (30%)</td></tr><tr><td><b>Subtotal:</b></td><td><b>US\$ 1,742,028 (100%)</b></td></tr><tr><td>Impact evaluation (0.5%)</td><td>6,100</td></tr><tr><td><b>Total:</b></td><td><b>US\$ 1,748,128</b></td></tr></table>	Modality:		MIF (nonreimbursable):	US\$ 1,220,000 (70%)	Local counterpart:	US\$ 522,028 (30%)	<b>Subtotal:</b>	<b>US\$ 1,742,028 (100%)</b>	Impact evaluation (0.5%)	6,100	<b>Total:</b>	<b>US\$ 1,748,128</b>
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<b>Total:</b>	<b>US\$ 1,748,128</b>												
<b>Objectives:</b>	The project's general objective is to facilitate business and/or job training and placement for semirural and urban youth at high social risk. Its specific objective is to develop an information and communication technology training model using face-to-face and blended (online) instruction to strengthen the business skills and employability of youth at high social risk.												
<b>Execution timetable:</b>	<table><tr><td>Execution period:</td><td>36 months</td></tr><tr><td>Disbursement period:</td><td>42 months</td></tr></table>	Execution period:	36 months	Disbursement period:	42 months								
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Disbursement period:	42 months												
<b>Special contractual clauses:</b>	Conditions precedent to the first disbursement of MIF resources: (i) adoption of the Operating Regulations on terms previously agreed upon with the Bank; (ii) selection of the technical assistant for the project execution unit.												

<b>Exceptions to Bank policies:</b>	None.
<b>Environmental and social review:</b>	The Committee on Environment and Social Impact (CESI) reviewed the project on 21 June 2007 and made no comments or recommendations.
<b>Coordination with other development finance institutions:</b>	The project team coordinated with the Italian international cooperation office in Guatemala, which can provide counterpart resources for the project through the NGO, Cooperazione Italiana Sud Sud (CISS).

## **I. BACKGROUND AND RATIONALE**

- 1.1 **Problem to be addressed. Young people in Guatemala: vulnerability and social exclusion.** Guatemala has persistent high levels of inequality, poverty and social exclusion, and such basic services as healthcare and education are very limited or largely inaccessible to the country's most vulnerable groups, especially the young. A few figures will illustrate this: 52% of the population is under age 18, and the Economic Commission for Latin America and the Caribbean (ECLAC) reports that Guatemala has the highest rate of illiteracy in Central America among youth between ages 15 and 19, at 27.2%. Only 60.8% of this population group complete primary education, and just 17% of young people between ages 20 and 24 complete secondary education (ECLAC, 2004). Add to this the fact that young people between ages 15 and 24 are more likely to fall victim to or commit crimes, and one can only conclude that youth are the most at-risk segment of the population in Guatemala.
- 1.2 This high risk and vulnerability are most evident in the recent phenomenon of youth gangs or "maras." Without getting into the cross-border dynamic that gave rise to these gangs, in Guatemala their members tend to come from areas marked by social exclusion and settlements that grew up with migration due to the armed conflict and rural poverty. Colonia El Limón, identified as Guatemala City's District 18, has produced one of the country's leading gangs, Barrio 18.<sup>1</sup> These criminal groups are not solely or even largely responsible for the violence in Guatemala, as National Civil Police statistics show,<sup>2</sup> yet the perceptions of society and the authorities attribute the rising violence and fear of crime to the youth gangs.

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<sup>1</sup> According to a 2006 study by the United States Agency for International Development (USAID), 95% of gang members belong to the Mara Salvatrucha and Barrio 18 gangs.

<sup>2</sup> In 2004, just 2% of gang members were arrested on murder charges, and the areas with the most murders had little or no gang activity. Source: Coalición Centroamericana para la Prevención de la Violencia Juvenil [Central American Coalition for the Prevention of Youth Violence] (CCPVJ). November 2007.

- 1.3 **The government's responses to youth violence.** In Guatemala, as in other Central American countries with high rates of violence and crime, the general tendency has been to institute suppression and containment policies and programs, rather than prevention and reintegration of former gang members into society. For example, Guatemala's 2005 "Plan Escoba" ("Clean Sweep") may have had an initial impact in terms of greater police presence and more gang members arrested, but it has not curtailed rising crime. According to several studies and institutions, far from providing effective solutions for the long term, these initiatives have made matters worse by delaying the development of integrated, preventive responses by the government.
- 1.4 Recent country-led initiatives that take a more integrated, preventive approach include the National Policy for the Prevention of Youth Violence, and the Bank loan for a violence prevention program,<sup>3</sup> which is now before the Legislative Assembly.
- 1.5 **Asociación Grupo Ceiba and its socioeconomic integration experience with at-risk youth.** Asociación Grupo Ceiba (GRUCE) is one of Guatemala's oldest and most experienced civil society organizations working with at-risk children and youth. It fills an important void in government support for this segment of the population. GRUCE grew out of the youth outreach work of Cristo Nuestra Paz Parish in Colonia El Limón, in response to that community's dire poverty, marginality, and violence. The first support program for at-risk children and youth began right out on the street in 1989 with aid from Italy through the Conference of Italian Bishops and Grupo Abele. Since then, Universidad en la Calle [Street University] has been at the heart of CEIBA's work, and two more initiatives have been added: Educación Alternativa, which provides alternative education to finish school, and Empresa Educativa, developed with a grant from the Social Entrepreneurship Program (SEP),<sup>4</sup> which will also sponsor this project.
- 1.6 The SEP project was a big first step for CEIBA as an institution, enabling it to conduct a pilot project in alternative job training and placement whose approach required tapping into the demand of business and the labor market. The project's final evaluation is now in preparation, and conversations with evaluators reveal that it has had considerable impact. Notable achievements include the wisdom of a training focus on information and communication technologies; some 360 young people trained in Colonia El Limón, well above the original target of 220; and nearly 30% of the 360 graduates placed in the labor market. Weaknesses were also found, such as the need to strengthen support strategies for job placement and entrepreneurship, links with employers through the new Office of Business and Job Placement Support Services (OSALE), and GRUCE's ability to continue providing the newly developed job training and placement services over time.

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<sup>3</sup> Document PR-3036, approved in 2006.

<sup>4</sup> "Economic and social integration of at-risk youth in marginal urban areas" (ATN/SF-8569-GU), approved in 2004.

- 1.7 **Project rationale.** The project described here aspires to become a highly visible and relevant program that shows the way to alternative solutions with greater social and economic impact for at-risk youth in disadvantaged communities. GRUCE has the demonstrated institutional capacity to create new services for at-risk youth, partner, and manage resources from multiple donors, businesses, foundations, and government agencies. It is also a member of the Coalición Centroamericana para la Prevención de la Violencia Juvenil [Central American Coalition for the Prevention of Youth Violence] (CCPVJ) and the Regional Youth Parliament, which has enabled it to share its experiences in other forums and magnify their demonstration effect.
- 1.8 This project is innovative in that it adds new features to the methodology used until now, such as: (i) blended distance learning, to train 1,500 young people; and (ii) new business development services, to create a pool of technology services at GRUCE for the development of outsourced technology service cooperatives. Capacity-building will also enable GRUCE to work in new parts of the country, establishing its methodology at the national level; until now, GRUCE has focused on Guatemala City and neighboring departments, where it has six technology and human development training centers (“Centers”). Support therefore will be provided to build three new centers in violent areas of Izabal, Petén, and Escuintla, and a first project with juveniles in detention will be conducted in Escuintla.
- 1.9 This project complements the Bank loan for a violence prevention program, in that the loan operation’s training and youth employment activities can be in any sector and administered directly by government agencies, but not necessarily by nongovernmental agencies (NGOs). If the Legislative Assembly approves the loan, arrangements have been made with its project team for ongoing crossfertilization and enhanced complementarity between the two. The project is also consistent with the MIF’s mandate of poverty reduction, in that it targets a highly vulnerable segment of the population and supports strategies to integrate them into the productive sector of the economy.

## II. OBJECTIVES AND DESCRIPTION

- 2.1 The project’s general objective is to facilitate business and/or job training and placement for semirural and urban youth at high social risk. Its specific objective is to develop an information and communication technology training model using face-to-face and blended (online) instruction to strengthen the business skills and employability of youth at high social risk.<sup>5</sup>
- 2.2 The project will have three components: (1) training of at-risk youth using face-to-face and blended instruction methods; (2) strengthening of the Office of Business

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<sup>5</sup> For purposes of this project, youth at high social risk come from low-income families in disadvantaged communities of Guatemala City or the departments of Chimaltenango, Quetzaltenango, Izabal, Petén, and Escuintla, who are socially stigmatized because they live in violent or gang neighborhoods, or because they have a criminal record.

and Job Placement Support Services (OSALE); and (3) dissemination, monitoring, and evaluation.

- 2.3 **Component 1: Training of at-risk youth (MIF: US\$688,200; Local: US\$409,104).** This component seeks to provide at-risk youth with technology, human development, technical, and integrated training suited to their needs and prospects. The following activities are planned: (i) recruitment events for the target trainees at the start of each training cycle; (ii) curriculum design for training modules; (iii) training of virtual tutors and face-to-face instructors in the training modules, teaching methods, and use of the online platform; (iv) outfitting and operation of the technology and human development training centers; and (v) course instruction.
- 2.4 Recruitment events for the target trainees will be held on the project premises two months before the start of each cycle, which currently lasts six months. To be selected, young people must meet one or more criteria of the definition of youth at high social risk, as stated in the Operating Regulations,<sup>6</sup> and space must be available. An effort will always be made to benefit men and women in equal numbers. Once the young people have been selected, workshops will be held with their family representatives to prevent dropout before course completion.
- 2.5 The courses offered by GRUCE will be reviewed and kept current with employment demand and will be available online for distance learning. Currently, the courses are 480 hours over six months, targeting three strategic areas: graphic design, computer hardware and security, and call center customer service, each with three levels of difficulty. The courses also include three crosscutting subjects: technical English, human development, and business management. Consulting services will be engaged both for design of the curriculum framework and for training of face-to-face instructors and tutors for distance learning.
- 2.6 The face-to-face or classroom courses will be taught only in Colonia El Limón, which has a technology and human development training center with the space and facilities for such training. Blended training will be offered at the other Centers, including the one in Colonia El Limón. Tutors teaching distance-learning courses will hold at least three face-to-face tutoring sessions during each course. Instruction and operation of the centers will require the training of instructors and tutors, and the hiring of nine center staff for equipment maintenance, reception, attendance taking, etc. and nine part-time coordinators whose duties will include the supervision of instructors, tutors and course directors, course evaluation, and community relations. Computer hardware will also have to be purchased, so that the young people can receive training at the centers.

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<sup>6</sup> The definition includes: at risk of joining, or previously belonged to, a gang; poor school attendance or school dropout; extreme poverty; at risk of drug use or abuse, or of involvement in criminal activities; criminal record in certain cases, or in detention (for juveniles at the Canadá Correctional Farm in Escuintla); and employed in seasonal work at the time of selection.

- 2.7 Expected outcomes during three years of project execution will be some 500 young people enrolled in face-to-face training cycles in Colonia El Limón, and some 1,500 in virtual courses. Of the 2,000 total enrolled, 80% are expected to graduate from at least one training cycle.
- 2.8 **Component 2: Strengthening of the Office of Business and Job Placement Support Services (OSALE) (MIF: US\$329,921; Local: US\$24,012).** This component seeks to support young people through technical assistance and job placement or business opportunity identification, in order to position them as future employees or providers of outsourced services. There are two subcomponents: (a) support for employee job placement; and (b) entrepreneurial development through the creation of a pool of technology services.
- 2.9 **Subcomponent A.** The activities to be financed are: (i) business and job placement services; (ii) review and update of OSALE's business and sustainability plan; (iii) annual diagnostic assessments of job market demand; (iv) strategic partnerships, awareness and promotion workshops; and (v) internships.
- 2.10 A special unit will be created at OSALE for graduate job placement strategies and activities with a coordinator, two job placement officers, and an assistant. Among other duties, this team will identify job market demand in order to create and maintain a job bank; promote project graduates to private companies or government agencies; and create and maintain a database of graduate résumés available to potential employers, as well as a database of businesses and organizations whose social entrepreneurship activities are most conducive to the hiring of project graduates.
- 2.11 OSALE will receive technical assistance to implement a business and sustainability plan that will help it institute cofinancing mechanisms with employers and other continuity strategies for its services. Consulting services will also be engaged for annual diagnostic assessments of job demand and advisory support on market trends, job market statistics, employment exchanges, etc. Workshops will also be financed in each of the different project target areas, to raise awareness and promote the project to potential employers.
- 2.12 Lastly, this subcomponent will finance internships targeting those young people whose vulnerability<sup>7</sup> (e.g. gang history, criminal record, ethnic background, or extreme poverty) carry greater social stigma, making it more difficult for them to find employers willing to offer a paid internship. These internships will be a springboard to employability, and will cover the cost of the minimum wage plus health insurance for a period of three months.
- 2.13 **Subcomponent B.** This subcomponent will create a pool of technology services at GRUCE's central offices for project graduates whose backgrounds are a barrier to the job market, but who express interest in forming technology service

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<sup>7</sup> The beneficiary eligibility criteria and a description of the approval and disbursement mechanism for internships are given in the Operating Regulations.

- cooperatives. To get this pool of technology services up and running, the activities to be financed are: (i) design of operating, financial, and legal regulations; and (ii) purchase of equipment necessary to provide the technology services.
- 2.14 This pool of technology services will have the facilities and equipment necessary to provide information technology services. The cooperatives working as part of this pool will receive ongoing advisory support from OSALE on administrative procedures, financial and tax matters, marketing, and proposal submission. Additionally, as these cooperatives earn income, a percentage will be set aside to cover the use and maintenance of GRUCE facilities and equipment, the cost of advisory support, and other costs to be determined during project execution. Initially, three cooperatives are expected to be set up in GRUCE's current areas of training: graphic design, computer hardware and security, and call center customer service.
- 2.15 As expected outcomes of this component, by project end, at least 40% of the graduates of a given training cycle will be placed in jobs, 115 will become involved in three new technology service cooperatives, and OSALE will cover a percentage of its costs, to be determined during review of its business plan.
- 2.16 **Component 3. Dissemination, monitoring and evaluation (MIF: US\$86,850; Local: US\$2,500).** This component seeks to document and disseminate the training model, as well as its outcomes, lessons learned, and impact. The following activities are planned: (i) design and implementation of a monitoring and evaluation system; (ii) study tours by key CEIBA staff to sister organizations; (iii) dissemination workshops; (iv) a manual documenting achievements, experiences, testimonials, the project methodology, and lessons learned; and (v) an annual diagnostic assessment of project sustainability.
- 2.17 Consulting services will be required to design the system of project monitoring and evaluation indicators, and to measure the training's impact on young people along at least the two dimensions of job performance and human capital building. Unlike other job-training projects, the CEIBA methodology is intensive in terms of course duration and skills developed, so it will be important to gauge the impact on job performance of completing just the basic computer course, for example, followed by the first-level graphic design course, versus completing course level 2.
- 2.18 Study tours will also be financed to other countries that have developed face-to-face and distance-learning methodologies, as well as successful job placement strategies, for similar populations. Within Guatemala, workshops with other local organizations working in job training and placement for at-risk youth will be financed, to share experiences and magnify the project's demonstration effect. Financing will also be provided for annual general dissemination workshops.
- 2.19 Lastly, as part of the work to develop a sustainability plan for GRUCE, cofinancing mechanisms will be analyzed and designed for the job training and placement services offered under the project, so as to gradually cover operating costs. Consulting services will be engaged to prepare a cofinancing proposal, which will

be reviewed annually at a workshop attended by the MIF, government agencies, organized labor, academic institutions, and others.

- 2.20 As expected outcomes of this component, by project end, three institutions will be interested in replicating the blended instruction methodology for technology training.

### III. COST AND FINANCING

- 3.1 The total estimated cost of the project is US\$1,742,028.<sup>8</sup> The MIF will contribute US\$1,220,000 of that amount, and GRUCE will contribute US\$522,028 with at least 50% in cash. The local counterpart contribution may include up to US\$400,728 in cash for activities being funded by an Italian international cooperation project with the NGO, Cooperazione Italiana Sud Sud (CISS). These activities include the hiring of tutors for face-to-face courses and their general coordinator, the coordinator of OSALE, the coordinators of the Centers, and consulting services to maintain the online platform.

**Budget**  
(in U.S. dollars)

Components	MIF	Local	Total	%
Component 1. Training of at-risk youth	688,200	409,104	1,097,304	63.0
Component 2. Strengthening of OSALE	329,921	24,012	353,933	20.3
Component 3. Dissemination, monitoring and evaluation	86,850	2,500	89,350	5.1
Project management	30,900	86,412	117,312	6.7
Evaluations	30,000		30,000	1.7
Audits	15,000		15,000	0.9
Contingencies	39,129		39,129	2.2
<b>Subtotal</b>	<b>1,220,000</b>	<b>522,028</b>	<b>1,742,028</b>	<b>100%</b>
Percentages	70%	30%	100%	
Impact Evaluation Account	6,100		6,100	
<b>TOTAL</b>	<b>1,228,100</b>	<b>522,028</b>	<b>1,748,128</b>	

- 3.2 **Sustainability.** The project's sustainability is tied to: (i) installed capacity built at GRUCE to offer blended training at nine Centers, the pool of technology services, and strengthening of OSALE; (ii) financing strategies to cover GRUCE's training and placement services; (iii) the impact of job performance and human capital building on the participating young people, and indirectly on the communities where they live. As expected outcomes by project end, demonstrated experience in information technology training and job placement will attract private-sector interest as potential employers and cofinancers of training and/or internships, as

<sup>8</sup> Subtotal, not including the additional cost of the impact evaluation.

well as public-sector interest. CEIBA's training and placement function for the at-risk population can be seen as a public good, calling for investment by the government to help ensure the continuity of the project services. Consequently, financial sustainability will require a mix of public and private resources to continue operations once the demonstration stage is complete.

#### IV. EXECUTING AGENCY AND EXECUTION MECHANISM

- 4.1 **Asociación Grupo Ceiba** (GRUCE) will be the project executing agency. GRUCE was incorporated as a nonprofit civil association in 1995 to make Guatemalan children, youth, and adults more aware of their circumstances and help them to organize and mend the social fabric of their communities through sustainable development. Since its founding, GRUCE has received support from international and multilateral institutions, bilateral aid agencies, foundations, and chiefly the Inter-American Development Bank under the Social Entrepreneurship Program to develop intervention methods that eschew direct welfare-oriented solutions in order to build community and institutional sustainability. It has 77 employees serving at-risk social groups.
- 4.2 A project execution unit will be formed within GRUCE, comprising GRUCE's current chief executive officer on a part-time basis, a technical assistant, and a finance/accounting specialist. The duties and requirements of these positions are described in the Operating Regulations.
- 4.3 GRUCE will convene an **Advisory Committee** of government agencies, private companies, academic institutions, and civil society organizations to support institutional coordination and recommend actions to ensure the technical, administrative, and political viability of the project in the medium and long term.
- 4.4 The executing agency will procure goods and related services and consulting services for the project, as approved in advance by the Bank through the Procurement Plan. Procurements will be conducted in accordance with the policies of documents GN-2349-7 and GN-2350-7, and such simplified procedures as the MIF may adopt.
- 4.5 The execution period will be 36 months, and the disbursement period 42 months. The Bank will establish a revolving fund of up to 10% of the MIF contribution, to be disbursed and managed through a separate bank account.

#### V. MONITORING AND EVALUATION

- 5.1 The Bank's Country Office in Guatemala will be responsible for supervision and control, monitoring compliance with contractual clauses, processing disbursement requests, and receiving the audited financial statements. The executing agency, acting through the project execution unit, will deliver semiannual status reports to the Bank's Country Office, in accordance with the Bank's/MIF's standard reporting requirements. A **closing workshop** will be scheduled at the end of project

- execution, to evaluate outcomes and determine what actions are needed to enhance project impact.
- 5.2 The Bank will engage consultants to perform a midterm review and a final evaluation. The midterm review will take place once 50% of the resources have been disbursed, or 50% of the execution period has elapsed, whichever occurs first. The final evaluation will take place three months prior to the last disbursement. The midterm evaluation will address, among other points: (i) effectiveness of trainee recruitment events; (ii) use, functionality, and maintenance of the new monitoring and evaluation system; (iii) relevance of the curriculum framework to job demand; (iv) quality of the new educational offerings and methods of delivery; and (v) quality of the support and placement services offered by OSALE. Based on the review findings, necessary adjustments will be recommended for use of the remaining funds. The final evaluation will address: (i) impact on job performance and knowledge gained by project graduates; (ii) satisfaction of employers and young people; (iii) replicability and/or expansion of the project; and (iv) lessons learned. If the Bank finds these evaluations satisfactory, it will authorize the executing agency to continue committing resources. If not, the executing agency will have to make the necessary adjustments for the Bank to authorize resumption of disbursements.
- 5.3 A final audit of the financial statements will be conducted by an independent firm acceptable to the Bank.

## VI. BENEFITS AND RISKS

- 6.1 **Benefits.** The project's ultimate goal in providing job training and placement services to youth in "red" or high-risk areas, is not just to impact their job and educational performance, but to develop an effective solution that may attract the interest of the government and other institutions as a way to improve security, prevent crime, and encourage social integration of youth in these disadvantaged communities.
- 6.2 **Risks.** The project carries two risks: (i) beneficiaries may have difficulty finding a job, even with better technical training and improved attitude, since they come from a disadvantaged area known for its crime, and businesses are unwilling to hire them; (ii) beneficiaries may drop out of the training programs for lack of discipline, time, or incentive; and (iii) resources may not be generated or sourced by project end, to continue or extend the services provided to the beneficiaries.
- 6.3 To mitigate these risks: (i) the project will finance awareness and promotion activities to help GRUCE inform and identify potential employers and explore partnerships with businesses, advocating the social responsibility idea that giving a young person a job or business opportunity is not just an act of hiring, but a contribution to society that helps to reduce crime; (ii) the project includes workshops with family members, to secure their commitment to the opportunity represented by the project, as well as incentives for the young people to stay in,

such as financing for internships to a group of them once training is complete; and (iii) with the technical assistance provided, GRUCE is expected to successfully diversify its sources of income so that it can gradually cover the project operating costs. In addition, interest should be attracted from companies, municipios, and government or international agencies, to continue and expand the services in Guatemala or replicate the project activities in other countries.

## **VII. SOCIAL AND ENVIRONMENTAL CONSIDERATIONS**

- 7.1 The project will have a positive environmental and social impact for the following reasons: (i) it seeks to integrate disadvantaged youth into the productive sector; (ii) it favors low-income groups and the mainstreaming of women; (iii) it includes community outreach activities for environmental protection and waste collection; and (iv) it will instruct young people in the recycling and refurbishing of used computer hardware. The project classification is C.

## BUSINESS AND JOB PLACEMENT FOR AT-RISK YOUTH (GU-M1019)

### LOGICAL FRAMEWORK

Narrative summary	Indicators	Means of verification	Assumptions
<b>GOAL</b>			
Facilitate business and/or job training and placement for semirural and urban youth at high social risk.	<b>By two years after project end:</b> CEIBA's business and job training and placement model becomes a viable alternative for the government to reintegrate youth at high social risk, and public funds are channeled for the project to continue and grow in the future.	Project completion report and ex post evaluation by the executing agency	The macroeconomic and political conditions affecting youth remain stable.
<b>PURPOSE</b>			
Develop an information and communication technology training model using face-to-face and blended instruction to strengthen the business skills and employability of youth at high social risk. <sup>1</sup>	<b>By project end:</b> <ul style="list-style-type: none"> <li>• At least 50% of youths find or keep employment or continue studying.</li> <li>• At least 40% of youths completing any of the training modules are placed in jobs or businesses.</li> <li>• 3 new cooperatives remain in operation and gain more members.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicator baseline and monitoring</li> <li>• Midterm and final evaluations</li> <li>• Cooperatives' reports on operations</li> <li>• Youth employment contracts</li> <li>• Agreements signed with institutions</li> </ul>	A critical mass of businesses, government agencies, and civil society organizations exists to partner with the project.

<sup>1</sup> For purposes of this project, youth at high social risk come from low-income families in disadvantaged communities of Guatemala City or the departments of Chimaltenango, Quetzaltenango, Izabal, Petén, and Escuintla, who are socially stigmatized because they live in violent or gang neighborhoods, or because they have a criminal record.

Narrative summary	Indicators	Means of verification	Assumptions
<b>COMPONENTS</b>			
1. Training of at-risk youth	2,000 enroll and 1,800 complete the program (at least 1 training cycle)	Training course roster Certificates awarded	Demand and interest in the project exist on the part of at-risk youth in the project target area.
2. Strengthening of the Office of Business and Job Placement Support Services (OSALE)	115 young people work in 3 new cooperatives (40 in the hardware refurbishment cooperative, 15 in the design cooperative, 60 in the call center cooperative).  At least 200 companies, government agencies, and civil society organizations join the network of employers for new project graduates.  By project end, OSALE succeeds in covering a percentage of its costs, to be determined during review of its business plan.	Record of employment contracts Database of organizations involved in youth job placement Cooperatives' reports on operations Workshop records Record of young people monitored	OSALE attracts the interest of companies, government agencies, and civil society organizations in hiring project graduates as employees or service providers.
3. Dissemination of the training model, monitoring and evaluation	By project end, 3 institutions are interested in replicating the blended instruction model of technology training.	Records of dissemination and knowledge sharing events  Records of posters, brochures, manuals, videos, and other publications  Project completion report	Stakeholders participate and provide information as planned and on schedule.

Narrative summary	Indicators	Means of verification	Assumptions
<b>COMPONENT 1. TRAINING OF AT-RISK YOUTH</b>			
<b>ACTIVITIES</b>			
1.1 Recruitment events for the target trainees at the start of each training cycle.	<ul style="list-style-type: none"> <li>At least 168 face-to-face students enroll each year in Colonia El Limón (84 per cycle), and at least 500 virtual students enroll each year at the nine Centers (250 per cycle).</li> </ul>	Published materials for recruitment events Attendance records Aptitude test at start of training	
1.2 Curricular redesign of training modules based on business demand, teacher mediation, and adaptation for online training.	<ul style="list-style-type: none"> <li>The new training modules will be ready by the end of month 4, and the courses up on the CEIBA online platform by the end of month 6.</li> </ul>	Surveys of businesses Diagnostic assessment of the job market Curriculum materials published and in digital form	
1.3 Training of virtual tutors and face-to-face instructors in the training modules, teaching methods, and use of the online platform.	<ul style="list-style-type: none"> <li>12 tutors for the blended courses and 12 instructors for the face-to-face courses have been trained in the training modules, teaching methods, and use of the online platform.</li> </ul>	Published training materials in print and digital form Training workshop records	
1.4 Operation of technology and human development training centers.	<ul style="list-style-type: none"> <li>9 information technology managers are hired for the Centers, and maintain the facilities and equipment in good condition.</li> </ul>	Contracts of information technology managers Progress reports	

Narrative summary	Indicators	Means of verification	Assumptions
<b>COMPONENT 2. STRENGTHENING OF THE OFFICE OF BUSINESS AND JOB PLACEMENT SUPPORT SERVICES (OSALE)</b>			
<b>SUBCOMPONENT A. SUPPORT FOR EMPLOYEE JOB PLACEMENT</b>			
<b>ACTIVITIES</b>			
2.1 Business and job placement services.	<ul style="list-style-type: none"> <li>2 job placement officers place at least 800 young people as employees or providers of outsourced services.</li> </ul>	<p>Databases developed</p> <p>Records of interviews with companies, government agencies, and civil society organizations</p> <p>Records of workshops with companies, government agencies, and civil society organizations</p> <p>Contracts with job banks</p> <p>Reports of participating companies and young people</p>	
2.2 Review and update of OSALE's business and sustainability plan.	<ul style="list-style-type: none"> <li>Plan updated and implementing by project month 6.</li> </ul>	Consultant report	
2.3 Diagnostic assessment of the job market, and awareness and promotion workshops	<ul style="list-style-type: none"> <li>Diagnostic assessment of job market completed in project month 1.</li> <li>1 awareness workshop held every 6 months.</li> </ul>	<p>Consultant report</p> <p>Workshop records</p>	
2.4 Internships	<ul style="list-style-type: none"> <li>150 youths receive internship funding.</li> </ul>	Record of interns	

Narrative summary	Indicators	Means of verification	Assumptions
<b>SUBCOMPONENT B. SUPPORT FOR SELF-EMPLOYMENT: TECHNOLOGY SERVICES COOPERATIVES</b>			
<b>ACTIVITIES</b>			
2.1 Creation of a pool of technology services.	<ul style="list-style-type: none"> <li>By the end of year 1, the 3 technology services cooperatives are incorporated, up and running as part of the pool of technology services.</li> </ul>	Incorporation papers	
2.2 Design of operating, financial, and legal regulations for the pool of technology services.	<ul style="list-style-type: none"> <li>By the end of year 1, the operating regulations have been approved by CEIBA and the cooperatives.</li> </ul>	Document approving operating regulations for the cooperatives	
<b>COMPONENT 3. DISSEMINATION, MONITORING AND EVALUATION</b>			
<b>ACTIVITIES</b>			
4.1 Launch workshop, annual workshops to mark progress and share knowledge with sister institutions at the national and international levels, and a project closing workshop.	<ul style="list-style-type: none"> <li>The launch workshop is organized by project month 3.</li> <li>Workshops to mark progress and share knowledge with sister organizations at the national and international levels are held at the end of years 1 and 2.</li> <li>A project closing workshop is held at the end of the year 3.</li> </ul>	<p>Launch workshop records</p> <p>Event report</p> <p>Press clippings</p>	
4.2 Study tours for key CEIBA staff to sister organizations, attendance at knowledge sharing workshops.	<ul style="list-style-type: none"> <li>Key CEIBA staff participate in 6 internships during project years 2 and 3.</li> </ul>	Page in operations	
4.3 Design of a monitoring and evaluation system.	<ul style="list-style-type: none"> <li>The monitoring and evaluation system is introduced within the first six months.</li> </ul>	Indicators, baseline, methodology, and methodology manual agreed upon by the executing agency and consultant	

Narrative summary	Indicators	Means of verification	Assumptions
4.4 A manual documenting achievements, experiences, testimonials, the project methodology, and lessons learned.	<ul style="list-style-type: none"> <li>Manual is completed by project end.</li> </ul>	Manual in print and digital form	
4.5 Annual diagnostic assessment of project sustainability.	<ul style="list-style-type: none"> <li>Annual performance report.</li> </ul>	Consultant reports	

## BUDGET

### BUSINESS AND JOB PLACEMENT FOR AT-RISK YOUTH

(GU-M1019)

	MIF	LOCAL	TOTAL	%
<b>1. TRAINING OF AT-RISK YOUTH</b>	<b>688,200</b>	<b>409,104</b>	<b>1,097,304</b>	<b>63.0</b>
1.1 Recruitment event for target trainees	10,500	0	10,500	
1.2 Curricular redesign of training modules	20,000	0	20,000	
1.3 Training of instructors and tutors	9,000	0	9,000	
1.4 Outfitting and operation of technology and human development training centers	<b>216,700</b>	<b>212,292</b>	<b>428,992</b>	
i. Center coordinators and information technology support	0	212,292	212,292	
ii. Equipment	216,700	0	216,700	
1.5 Course instruction	432,000	196,812	628,812	
<b>2. STRENGTHENING OF OSALE</b>	<b>329,921</b>	<b>24,012</b>	<b>353,933</b>	<b>20.3</b>
<b>A. Support for employee job placement</b>	<b>223,008</b>	<b>24,012</b>	<b>247,020</b>	
i. Consultants for business and job placement	86,808	24,012	110,820	
ii. OSALE business and sustainability plan	6,000	0	6,000	
iii. Diagnostic assessments of job market	15,000	0	15,000	
iv. Funding of internships for at-risk youth	115,200	0	115,200	
<b>B. Entrepreneurial development through the creation of a pool of technology services</b>	<b>106,913</b>	<b>0</b>	<b>106,913</b>	
i. Design of operating, financial, and legal regulations	4,000	0	4,000	
ii. Equipment	102,913	0	102,913	
<b>3. DISSEMINATION, MONITORING AND EVALUATION</b>	<b>86,850</b>	<b>2,500</b>	<b>89,350</b>	<b>5.1</b>
3.1 Dissemination workshops	12,650	0	12,650	
3.2 Study tours, knowledge sharing	33,200	0	33,200	
3.3 Design of monitoring and evaluation system	27,000	0	27,000	
3.4 Manual documenting methodology, outcomes, lessons learned, and best practices	5,000	2,500	7,500	
3.5 Design and update of project sustainability plan	9,000	0	9,000	
<b>4. PROJECT MANAGEMENT</b>	<b>30,900</b>	<b>86,412</b>	<b>117,312</b>	<b>6.7</b>
4.1 Project execution unit	14,400	57,612	72,012	
4.2 Operating expenses	16,500	28,800	45,300	
<b>5. MIDTERM AND FINAL EVALUATIONS</b>	<b>30,000</b>	<b>0</b>	<b>30,000</b>	<b>1.7</b>
<b>6. FINAL AUDIT</b>	<b>15,000</b>	<b>0</b>	<b>15,000</b>	<b>0.9</b>
<b>7. CONTINGENCIES</b>	<b>39,129</b>	<b>0</b>	<b>39,129</b>	<b>2.2</b>
<b>SUBTOTAL</b>	<b>1,220,000</b>	<b>522,028</b>	<b>1,742,028</b>	
<b>Percentages</b>	<b>70 %</b>	<b>30 %</b>	<b>100 %</b>	<b>100</b>
<b>8. Impact Evaluation Account</b>	<b>6,100</b>	<b>0</b>	<b>6,100</b>	
0.5% of total MIF contribution				
<b>TOTAL</b>	<b>1,228,100</b>	<b>522,028</b>	<b>1,748,128</b>	