



Board of Executive Directors

For information

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From: The Secretary
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Basic Information: Executing agency Inter-American Development Bank
Amount up to US\$3,000,000 or its equivalent
Source Fund for Special Operations

Inquiries to: Mr. David Tither (extension 3431)

Remarks: Distributed herewith is the final version of the above-referenced document, which contains the changes approved by the Board of Executive Directors at its meeting on 18 April 2007 (see 3 Minutes DEA/07/11).

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REGIONAL

INDIGENOUS AND AFRO-LATINO SCHOLARSHIP PROGRAM

(RG-T1262)

PLAN OF OPERATIONS

This document was prepared by the project team consisting of: David Tither (INT/RTC) Project Team Leader; Diego Belmonte (IOM); Carlos Viteri (SDS/IND); Sabine Aubourg-Rieble (RE3/SO3), and; Bernadete Buchsbaum (LEG/OPR).

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III	Procurement Plan

APPENDICES

Proposed Resolution

BASIC SOCIOECONOMIC DATA

For basic socioeconomic data, including public debt information, please refer to the following address:

<http://www.iadb.org/RES/index.cfm?fuseaction=externallinks.countrydata>

INFORMATION AVAILABLE IN THE FILES OF INT/RTC

PREPARATION:

Description of CASS program

CASS Alumni Success Stories

CASS Strategy for Student Return Home

Evaluation of the CASS Program

EXECUTION:

Operating Procedures

Indicative Terms of Reference - CIED

ABBREVIATIONS

CASS	Cooperative Association of States for Scholarships
CIED	Center for Intercultural Education and Development, Georgetown University, Washington DC, USA
ESL	English as a Second Language
EU	European Union
GTZ	German Cooperation Agency
IALS	Indigenous and Afro-Latino Scholarship Program
IOM	“Initiative Opportunities for the Majority” of the IDB
LAC	Latin America and the Caribbean

INDIGENOUS AND AFRO-LATINO SCHOLARSHIP PROGRAM (RG-T1262)

I. EXECUTIVE SUMMARY

Requester:	Bank initiative		
Team leader/members	David Tither, Team Leader (INT/RTC); Diego Belmonte (IOM); Carlos Viteri (SDS/IND); Sabine Aubourg-Rieble (RE3/SO3), and; Bernadete Buchsbaum (LEG/OPR)		
Executing agency:	The Bank, through its Integration and Regional Programs Department (INT).		
Target Beneficiaries:	Rural, economically disadvantaged indigenous and Afro-Latino students from Colombia, Ecuador, Bolivia and Peru.		
Financing:	IDB: (net income FSO)	US\$	3,000,000
	Total:	US\$	3,000,000

It should be noted that partner academic institutions are expected to provide US\$586,580 through in-kind contributions as a result of decreased tuition and living expenses

Objectives: The objective of the proposed program is to promote training opportunities for indigenous and Afro-Latino youth from Colombia, Ecuador, Peru and Bolivia, through scholarships for technical training at colleges in the United States, as well as academic institutions identified throughout Latin America, with a view to improving the economic and social opportunities of that population, and fostering intercultural understanding and mutual respect.

To do this, the project will have three components: (i) identification and selection of priority study areas and programs; (ii) promotion of the program, and; (iii) provision of scholarships.

Execution Timetable:	Execution Period:	33 months
	Disbursement Period:	36 months
Special contractual conditions:	None	
Exceptions to Bank policy:	None	
Environmental/social review:	Approved as presented at CESI meeting 07-07 of February 23, 2007.	
Coordination with other Official Development Finance Institutions	A number of programs, such as the "Intercultural Bilingual Education Training Program for Andean Countries" PROEIB-Andes, funded by GTZ and the EU, and the scholarship program of the Hanns Seidel Foundation in Ecuador exist at the regional and national level. In addition the "Fondo Indígena para América Latina y el Caribe", with support from GTZ and the IDB (through the indigenous window of the French Fund for Technical Cooperation), is supporting the network of universities that offer academic programs for indigenous students, know as the Universidad Indígena Intercultural. The Program will take care to coordinate with the activities of these institutions.	

II. BACKGROUND AND JUSTIFICATION

A. Background

- 2.1 Indigenous and Afro-Latino communities in Latin America face complex barriers to access to postsecondary and higher education. This situation has persisted in the last two decades in spite of a widening recognition of the rights of native communities to their identity and culture and the spread of a bilingual and intercultural focus in primary education programs offered in indigenous communities. There is a persistent marginalization and exclusion from the education system beginning in primary and secondary education that results in few indigenous and Afro-Latino individuals reaching universities or having access to postsecondary education.
- 2.2 What little data exists shows the existence of significant deficits in schooling that principally hurt the indigenous population. For example, the average number of years of schooling among indigenous people versus that among non-indigenous people is: Bolivia, 5.9 vs. 9.6; Peru, 6.4 vs. 8.7; and Ecuador, 4.3 vs. 6.9 (IESALC, 2004). In these countries, individuals of indigenous ancestry have minimal participation in postsecondary and higher-level education - in Ecuador, the percentage is 4.7%, while in Colombia it is less than 1%.
- 2.3 Among the principal factors affecting indigenous and Afro-Latino students' access to higher education are: economic, such as the high cost of education; the absence of public policies aimed at overcoming barriers to access; high desertion rates because of the distance to centers of study; prejudices, discrimination, and cultural differences; the geographical isolation of native communities and the lack of institutions of higher learning in the geographical areas of indigenous and Afro-Latino communities; poor coverage and quality in primary and secondary education; little flexibility by universities to receive indigenous students, and little relevancy in the academic curriculums and environment.
- 2.4 In Bolivia, Ecuador, Peru, and Colombia, as in other countries of the region, policies and measures have been taken to promote the access of indigenous and Afro-Latino individuals to higher education. These initiatives are a result of the activism of these population groups, demanding a greater place in the educational system, and a recognition of ethnic and cultural diversity in the perspective of "development with identity". Measures taken include: (a) scholarships, quotas and special admissions; (b) the creation of higher education programs for indigenous and Afro-Latino communities; (c) the creation of indigenous and Afro-Latino universities, and; (d) alliances between universities.
- 2.5 The Bank, since the Eighth Replenishment (AB-1704) has financed diverse projects, especially ones related to educational reforms and to primary education in the region, including projects in Colombia, Ecuador, Bolivia, and Peru. However, support for indigenous and Afro-Latino higher education is still small, in spite of valuable experiences in Colombia and Brazil. The technical cooperation TC9912063CO provided support to the improvement of education in

several Colombian indigenous communities in the Consejo Regional Indígena del Cauca (CRIC) through teacher training at the bachelor's degree level. A similar Bank supported, and internationally acclaimed, program among the Tikuna population of Brazil, TC9905059BR provided socio-culturally appropriate curriculum development, teacher training and national certification of indigenous students. Finally, the project BR-0364, specifically for afrodescendant and indigenous students, promotes equity and diversity in higher education, through innovative culturally sensitive programs.

- 2.6 The Bank's experience and the new interventions in this field are strengthened by the recent approval of the Operational Policy on Indigenous Peoples (OP-765), the Development Strategy for Indigenous Peoples (GN-2387-7), and the Strategy on Education (in preparation). These documents establish mandates and specific orientations for the Bank's interventions, to improve the access, quality, and cultural relevancy of education at all levels.
- 2.7 For more than two decades, Center for Intercultural Education and Development of Georgetown University in Washington DC (CIED) has been implementing, through CASS, a scholarship program for technical training for employment, leadership, and community service in several community colleges in the United States for economically disadvantaged students from rural areas of Mexico, Central America, and the Caribbean. The success of this program, where studies are two years long, is seen in its more than 6,000 past participants, mostly young indigenous and Afro-Latino individuals and in the impact it has had in the employment opportunities of its graduates, the help it has provided their families and communities, and an important support network it has created in each of the participating countries. Currently, CIED directs training programs that benefit people from 33 countries around the world. The key factor in this success is the continual orientation, support, and guidance provided by CIED to the students who are often experiencing a major intercultural exchange for the first time.
- 2.8 Based on CIED's successful CASS program, the Bank proposes to develop the "Indigenous and Afro-Latino Scholarship Program", to be implemented in Colombia, Ecuador, Bolivia and Peru.
- 2.9 This proposal is a response to the urgent need of reducing, if not eliminating, the barriers to access to postsecondary and higher education that still exist for indigenous and Afro-Latino students. At the same time, it can contribute to the strengthening of the mechanisms and policies of access to higher-level education emerging in the beneficiary countries, widening and diversifying educational offerings, assuring a multiplier effect of knowledge, local capabilities, social organization, economics, culture, and self-esteem of indigenous communities as a whole.

B. Coordination with Other Official Development Finance Institutions

- 2.10 A number of programs, such as the “Intercultural Bilingual Education Training Program for Andean Countries” PROEIB-Andes, funded by GTZ and the EU, and the scholarship program of the Hans Seidel Foundation in Ecuador exist at the regional and national level. In addition the “Fondo Indígena para América Latina y el Caribe”, with support from GTZ and the IDB (through the indigenous window of the French Fund for Technical Cooperation), is supporting the network of universities that offer academic programs for indigenous students, know as the Universidad Indigena Intercultural. The internationally highly acclaimed GTZ expertise and experience in intercultural education provides these initiatives with a strong academic foundation in addition to demonstrated good practice. The Program will promote exchange and coordination with the activities of these institutions.

III. PROGRAM DESCRIPTION

A. Program Goal and Purpose

- 3.1 The objective of the proposed program is to promote training opportunities for indigenous and Afro-Latino youth from Colombia, Ecuador, Peru and Bolivia, through scholarships for technical training at colleges in the United States, as well as academic institutions identified throughout Latin America, with a view to improving the economic and social opportunities of that population, and fostering intercultural understanding and mutual respect.

B. Components

- 3.2 The proposed program is modeled, in many respects, upon the very successful Cooperative Association of States for Scholarships (CASS) program which has been carried out for a number of years by CIED, under a Cooperative Agreement between USAID and Georgetown University, whereby disadvantaged students from Mexico, the Caribbean and Central America have received technical and leadership training in the United States. One of the key aspects of the CASS program was also the fostering of intercultural understanding and mutual respect between the students and the people and institutions they interacted with in the USA.
- 3.3 Under the IDB pilot program, it is proposed to provide scholarships, using Bank funding, to a minimum of 80 students, initially from Colombia, Ecuador, Peru and Bolivia. In a similar way to the CASS program, students could attend a training program for two academic years at a community or technical college located in the United States. This Program would also expand this successful training model to partner academic institutions identified in Latin America. Again, as with the CASS program, one of the key aspects of this Program is the fostering of intercultural understanding and mutual respect between the students and the people and institutions they interacted with in the USA and Latin America. At the beginning of the program, the percentage distribution of scholarships per

institution and country will be determined based on technical training needs and corresponding strengths of each partner institution, as well as criteria related to countries of origin and destination, and equitable access of Afro-Latino and indigenous students. It should be noted that this Program is a pilot one of limited scope and resources intended to prove the concept of extending the CASS model to a new geographic area, and of involving partner academic institutions in LAC as well as the USA. Although its primary goal is not to strengthen institutions in the region, partner academic institutions in LAC participating in the Program are expected to be strengthened in their ability to incorporate, and work with indigenous and Afro-Latino students. In addition, potential institutions in LAC that can fulfill the coordination role, especially that of student support, are expected to be identified for future operations.

- 3.4 The Program is funded by US\$3 million from the IDB. Due to the pilot nature of this Program, and to the limited resources available, countries are initially limited to Colombia, Ecuador, Peru and Bolivia. For the same reasons, partner academic institutions will be limited to the USA and LAC. Should complementary or future funding from other sources be forthcoming, this would allow the number of scholarships to be increased, the coverage to be expanded to other countries, and also the potential involvement of partner academic institutions from other countries within and outside the Hemisphere, such as Canada, Japan and the European Union.
- 3.5 To achieve this objective, the program will have the components detailed below. The Bank will hire CIED by contracting with Georgetown University that has the legal representation of CIED for contracting purposes. CIED will serve as Program Coordinator and provide the following consulting services (see para. 5.2):
- 3.6 Component 1A. Selection of areas of study. CIED will identify the fields of study that fulfill regional, country and community development needs. **These will be validated by an expert committee**, which will include representatives from the IDB, CIED, key indigenous and Afro-Latino leaders and public and private sector leaders from the participating countries.
- 3.7 Component 1B. Identification and Selection of Partner Academic Training Institutions. Based on the identified fields of study, CIED will identify appropriate partner academic institutions throughout LAC and in the USA with which they will develop comprehensive group training plans for the Program. **These partner academic institutions and programs will be discussed with, and approved by, the IDB.** In the selection of the partner academic institutions, serious consideration will be given to those in LAC that have experience with the target, or similar, populations and/or are specialized in indigenous and Afro-Latino issues. Once selected, the institutions and CIED will collaborate on the arrangements required to host and manage the IALS Program students.

- 3.8 Component 2. Program promotion. CIED will publicize the availability of the scholarships throughout the four countries mentioned above. This will be done through a variety of means, such as websites, the academic institutions selected, and local institutions, which include indigenous and Afro-Latino directed institutions. In addition, CIED will set up local representations in each of the four countries to work with indigenous and Afro-Latino directed institutions to identify potential candidate pools.
- 3.9 Component 3. Program Implementation. Component 3 will have the following activities:
- 3.10 Candidate recruitment and selection. CIED will recruit and screen youth candidates utilizing four local Country Coordinators through a three step process. Country Coordinators will first review all the first stage applicant files to filter out those who do not meet the criteria that include (full criteria are given in Operating Procedures available in the technical annexes): (a) citizenship in Colombia, Ecuador, Peru or Bolivia; (b) belong to a defined indigenous or Afro-Latino group; (c) have the support of his or her community; (d) economically disadvantaged, and; (e) demonstrated leadership potential.
- 3.11 Qualified candidates will complete an in-depth application, following which they will be interviewed by a committee coordinated by the local Country Coordinator and supported by key NGO and business leaders. **Final scholarship awards will be determined by a selection committee** composed of CIED, the participating college where each scholar will study, and the IDB.
- 3.12 In-country orientation. Pre-departure orientation is critical to prepare students for the many challenges they will face in living in another country. CIED will provide students with a series of orientation sessions that include an introduction to the program and its rules and responsibilities, and preparation for living in another country.
- 3.13 Technical training and enrichment experience. The training will be given by the partner academic institutions in the USA and LAC identified under Component 1B. CIED will provide overall coordination, including ensuring that the students are well supported throughout the training and ensuring that they take full advantage of that training and the intercultural exchange. Neither CIED nor Georgetown University will be involved in direct delivery of the training. As well as providing the training, the partner academic institutions will provide continual support to the students during their training period with regards to the challenges they face in living in a new country and studying in a new environment.
- 3.14 The Bank's contribution will finance scholarships to qualified students. These scholarships will cover travel, tuition, a living allowance, housing, health insurance, and tuition materials. The training received will consist of technical training in the areas identified in Component 1A, supported by leadership development and community service activities and ending with an internship in

their field of study. Those studying in the USA will be provided with ESL training.

- 3.15 Re-entry. Reentry will be the culmination of the training process. CIED will conduct a retreat to prepare the students for re-entry to their home countries, communities and job markets. Students will review what they have learned and how they will apply it when they return home, and how they will share what they have learned with others. CIED will utilize the Program website for posting reentry resources – alumni will also be able to network and continue to share their experiences.
- 3.16 Expected Outcomes. The program is expected to have the following outcomes: (a) Technical Training - prepare and train a minimum of 80 rural indigenous and Afro-Latino youth from the four countries, at least 50% of whom will be women, for career-enhancing jobs in fields that support broad-based economic development and natural resources management (associate degrees and technical certificates); (b) Leadership Training – prepare students to be leaders in their home communities by involving participants in civic and volunteer activities, and (c) Intercultural Exchange – exposure of the students to a major intercultural exchange with a view to exposing them to different ideas, and new ways of doing things. In turn, they will have the opportunity to showcase their own cultures as ambassadors of their peoples.

IV. COST AND FINANCING

A. Summary Cost Table

- 4.1 A program budget summary is shown below (see Annex II for detailed budget).

Category	IDB	Total
1A. Selection of Areas of Study	1,000	1,000
1B. Identification and Selection of Training Institutions	3,500	3,500
2. Program Promotion	28,000	28,000
3. Program Implementation	2,556,000	2,556,000
CIED Program Coordination	333,393	333,393
Evaluation	30,500	30,500
Contingencies	47,607	47,607
TOTAL PROGRAM COSTS	3,000,000	3,000,000

B. Description, Composition and Sources of Funding

- 4.2 The total cost of the program is equivalent to US\$3,000,000, which is to be financed by the Bank from the net income of the Fund for Special Operations (FSO) on a non-reimbursable basis. Individual partner academic institutions are expected to provide US\$586,580 through in-kind contributions as a result of decreased tuition and living expenses. Complementary or future funding from other sources may also be forthcoming, allowing the number of scholarships to be increased, the coverage to be expanded to all the LAC region, and also the

potential involvement of partner academic institutions from other countries within and outside the Hemisphere, such as Canada, Japan and the European Union.

- 4.3 The Bank contribution will finance: (i) the contracting of CIED to act as Program Coordinator, and an individual consultant to evaluate the Program; (ii) expert committee videoconference expenses; (ii) website development and implementation; (iv) development and distribution of promotional materials; (v) promotional events; (vi) the funding of scholarships, which include tuition, travel, installation, insurance, subsistence allowance, and tuition materials, and; (vii) travel of consultants.

C. Sustainability and Lessons Learned

- 4.4 This IALS scholarship program is intended to provide a minimum of 80 two-year scholarships during the period of the agreement. Even though the Program is not intended to be self-sustaining, it is fully expected that the impact of the Program will continue after the scholarship date. First, the newly acquired academic and leadership skills of the scholars will strengthen their communities and institutions and the respective countries. The alumni follow-on website will be utilized for a two year period after the Program completion to enhance and strengthen alumni skills and impact. Secondly, as part of its terms of reference, CIED will work with the participating Latin American partner academic institutions to define lessons learned, with a view to applying these lessons to strengthen future programs offered by these institutions to indigenous and Afro-Latino students.
- 4.5 Also, as part of its terms of reference, CIED will explore possible future funding from potential funding partners, including, but not being limited to, host governments, foundations and funding agencies, to enable continuation of the scholarships on completion of the Program.
- 4.6 Lastly, potential institutions in LAC that can fulfill the coordination role, especially that of student support, are expected to be identified for future operations.

V. EXECUTING AGENCY AND MECHANISM

A. Executing agency

- 5.1 INT/INT will have the technical responsibility for the Program, with INT/RTC having the basic responsibility. Both units will work closely with the Bank's IOM, SDS/IND and RE3/SO3 on the Program implementation. This mechanism is due to the need to liaise closely with CIED. The Bank has a successful track record in the direct execution of scholarship programs, most recently with the Japan Scholarship Program. After the Bank Realignment and the new administrative units are decided upon, a decision will be made on reassignment of technical and basic responsibilities.
- 5.2 The Bank will directly contract Georgetown University, which will act through CIED to coordinate the Program. CIED is an integral unit of Georgetown

University dependant upon The Provost, and has over two decades' worth of experience, through its CASS program, in administering the delivery of technical training for employment, leadership and service to over 6,000 rural youth and leaders from 18 countries in Central America, Mexico, and the Caribbean. In addition, CIED has the necessary infrastructure tailor-made for the successful administration of this Program. CIED's networks will ensure excellent training, required student support, and leveraging of opportunities for the majority. These networks include: educational institutions in the USA and LAC; Georgetown University alumni; civil society partnerships, and; LAC public/private sector institutions. Finally, CIED has access to the wealth of Georgetown University's academic and other resources. Through these, CIED is in a position to further promote alliances with academic institutions in the region and foster the exchange of expertise and experience.

- 5.3 CIED's CASS approach and experience is deeply rooted in partnerships with Latin American countries, U.S. partner institutions and Indigenous/Afro-Latino organizations/citizens of the participating countries. CASS is a recognized leader in building the capacity of underserved people and institutions to foster sustainable progress in their communities, business, institutions and nations. CASS training benefits the individual scholarship recipient, who in turn, impacts local partner institutions, businesses and organizations. Most importantly, CIED has a proven track record in being culturally sensitive and providing continual orientation, support and guidance to indigenous and Afro-Latino students who are being exposed to a major intercultural exchange, most likely for the first time in their lives. Unless this kind of support is provided by an institution coordinating a program such as this, the likelihood of success is greatly diminished. Preliminary research from the Project Team shows that no other organizations have offered such programs to the target population, or have provided such a quality level of support to the target population – something that is a key factor for the success of a program such as this..

B. Execution mechanism

- 5.4 In addition to the contracting of CIED, the Program will involve the use of two committees: (i) an expert committee that will be tasked with the validation of priority study areas, and; (ii) a selection committee that will make the final decision on candidates that will receive the scholarships. The composition of each is given in paragraphs 3.6 and 3.11.
- 5.5 CIED will have an overall program coordination role, and will ensure that the students are well oriented and supported prior to, during, and after the training, and that they take full advantage of that training and the intercultural exchange. Neither it nor Georgetown University will be involved in directly delivering the technical training. The delivery of that training will be the responsibility of the partner academic institutions in the USA and LAC (and potentially other geographic regions should complementary financing be forthcoming) identified in Component 1 B. Those institutions will also be responsible for actively supporting the students during their training periods.

- 5.6 CIED will identify the fields of study that fulfill regional development needs through research, meetings with experts and data analysis. These will be validated by the expert committee. Then, based on the identified fields of study and on established guidelines designed to meet program learning objectives, CIED will identify appropriate partner academic institutions in the USA and Latin America with which they will develop comprehensive group training plans for the Program. These programs will be discussed with, and approved by the IDB.
- 5.7 Once the fields of study and the partner academic institutions are identified, CIED will promote the Program in the four countries and will work with indigenous and Afro-Latino directed institutions to identify potential candidate pools. Working with the local IDB offices and Indigenous/Afro-Latino NGOs, CIED will design and implement a recruitment strategy focusing on two geographic areas in each country.
- 5.8 CIED will administer the candidate recruiting and screening processes. Final scholarship awards will be determined by the selection committee. For the successful candidates, CIED will conduct the pre-departure orientation to prepare students for their experience. CIED will also thoroughly prepare the partner academic institutions to host and support the students. CIED will then monitor their performance continuously throughout the students' training period, providing the close supervision and support necessary to ensure scholar success and intercultural exchange. On an ongoing basis, CIED will review partner institutions' performance to ensure excellent training.
- 5.9 Partner academic institutions, overseen by CIED, will provide the technical training, during which period, they will also provide the necessary environment to ensure the students' support. The Bank will be responsible for disbursing the scholarships to the students selected. On completion of the students' studies, CIED will oversee their return to their respective countries.

C. Program implementation readiness

- 5.10 The Program's Operating Procedures detailing how the program will be executed and administered has been drafted. Similarly indicative terms of reference for contracting CIED have been drafted. Both are available in the technical annexes.

D. Execution period and disbursement schedule

- 5.11 The program will be executed over a period of 33 months, with a disbursement period of 36 months effective from the date of approval of the program. As the Bank will be the executing agency, the disbursements will be made directly as required for the execution of the program.

E. Procurement

- 5.12 The selecting and contracting of consulting services and the procurement of equipment and materials for the project will be governed by Bank policies and procedures. The Bank will directly contract Georgetown University, which will

act through CIED, in accordance with the Bank's policies (GN-2350-7). The direct hiring of Georgetown University/CIED is justified by the comparative knowledge, technical and administrative advantages provided by Georgetown University (see paragraphs 5.2, 5.3 and 5.4).

VI. MONITORING AND EVALUATION

- 6.1 Technical and basic responsibility for the operation during its execution will remain with the Project Team (see paragraph 5.1). Oversight responsibility will be closely coordinated with the *Initiative Opportunities for the Majority* (IOM). This will ensure that the results of the Program remain consistent with the purposes of the operation and achieve the intended benefits.
- 6.2 CIED will prepare semi-annual progress reports detailing the activities of the previous six-months, the problems encountered, and how they were solved. The report will also indicate the activities planned for the upcoming six months. On completion of the execution, CIED will prepare a final report on the activities of the project, its perceived impact and results. The project's logical framework (see Annex I) should serve as a reference for this evaluation.
- 6.3 This report will serve as input for the evaluation by an individual consultant who will be hired by the Bank prior to commencement of project activities to develop benchmarks and a monitoring system for evaluating project outcomes and impact. This consultant will subsequently conduct the final evaluation of the project, once 90% of the resources of the contribution are disbursed, to determine the extent to which its expected results have been achieved.

VII. PROGRAM BENEFITS AND RISKS

A. Benefits and beneficiaries

- 7.1 The benefit and beneficiaries of the Program will be to generate opportunities for a minimum of 80 indigenous and Afro-Latino students around the Region. It is expected that the students will have better access to the job market, will contribute to the development of their communities, and serve as role models for other disadvantaged indigenous and Afro-Latino youth. Beneficiaries will also include partner institutions and the home and destination communities of the students.

B. Risks

- 7.2 There is a risk that the students may not return to their respective countries and communities of origin on completion of their studies. In order to reduce this risk, each student will sign a commitment with the Bank to return to their country for a period at least equal to the period of their studies and also a commitment to repay the scholarship should he or she not do so. It should be noted that in the case of the CASS program, which serves as a model for this Program, over 99% of the students return home directly at the end of their training. In addition, of the more

than 6,000 alumni who have participated in the CASS program over the past two decades, over 95% are currently employed in their home countries (the CASS Strategy for Student Return Home is available in the technical archives).

- 7.3 Another risk is that the students, on their return, may not find productive employment. This risk will be mitigated by providing alumni with the skills to find employment and access to a network of potential employers. Again, in the case of the CASS program, which serves as a model for this Program, at least 94% of alumni are employed at any given time.

VIII. ENVIRONMENTAL AND SOCIAL ASPECTS

- 8.1 The Program was approved as presented at CESI meeting 07-07 of February 23, 2007. Because of the nature of the program, no direct adverse environmental impact is foreseen. The aim of the program is to produce a positive social impact by training indigenous and Afro-Latino peoples in areas of study that are appropriate, and of priority, for the target population. To the extent that some of the students trained will work in the environmental area, a positive indirect environmental impact is also expected.

RG-T1262 – Indigenous and Afro-Latino Scholarship Program

Objectives	Indicators	Verification	Assumptions
Goal Improvement in the economic and social opportunities of indigenous and Afro-Latino populations, and fostering of intercultural understanding and mutual respect.	6 months after completion of studies, evaluation of impact of the newly trained students on their home communities.	Program evaluation questionnaires on changes effected to students trained and other players in the indigenous and Afro-Latino communities.	Officials stay in activities related to their communities.
Purpose Promote training opportunities for indigenous and Afro-Latino youth, initially from Colombia, Ecuador, Peru and Bolivia, through scholarships for technical training at colleges in the United States, as well as academic institutions identified in the Region.	A minimum of 80 rural indigenous and Afro-Latin youth from Colombia, Ecuador, Peru, and Bolivia, at least 50% of whom will be women trained in priority areas and leadership over the 33 months of execution of the program.	Copies of degree certificates and transcripts	Students return to their countries and become leaders in their communities.
Components 1. Identification and selection of areas of study and partner academic training institutions. 2. Program promotion 3. Program Implementation	1. Technical training programs selected in LAC countries and in the USA, with serious consideration given to those in LAC that have experience with the target, or similar, populations and/or are specialized in indigenous and Afro-Latino issues. 2. Website implemented; promotional material distributed; potential candidate pools identified. 3. A minimum of 80 scholarships allocated to candidates from Colombia, Ecuador, Peru and Bolivia over the 33 months of execution of the program	1. Program progress reports 2. Website hits; list of entities to which promotional materials were delivered; program progress reports. 3. Coordination unit records	Interest of academic institutions in participating in the program Support of communities for students participating in the program
Activities <u>Component 1</u> 1.1 Formation of expert committee 1.2 Identification of priority study areas	US\$4,500	Accounting records of the coordination unit	

1.3 Validation by expert committee			
1.4 Identification of partner academic institutions in the USA and LAC			
1.5 Development of comprehensive group training plans.			
<u>Component 2</u>	US\$28,000		
2.1 Design of promotional program			
2.2 Development of promotional materials			
2.3 Development of website			
2.4 Implementation of promotional program			
2.5 Identification of potential candidate pools			
2.6 Design and implementation of a recruitment strategy focusing on two geographic areas in each country.			
<u>Component 3</u>	US\$2,556,000		
3.1 Recruitment, screening and pre-selection of candidates			
3.2 Final selection of candidates by selection committee			
3.3 Conduct in-country orientation			
3.4 Administration and follow-up of scholarships			
3.5 Preparation for re-entry			

Annex II - Detailed Budget

RG-T1262 Indigenous and Afro-Latino Scholarship Program

	No.	Rate	Sub-Total	IDB	Local	Total
Component 1A - Selection of Areas of Study				1,000	0	1,000
General Administration - Staff	1		0		0	
Communication	1		0		0	
Expert Committee Videoconference	1	1,000	1,000	1,000		
Component 1B - Identification and Selection of Training Institutions				3,500	0	3,500
General Administration - Staff	1		0		0	
Communication	1		0		0	
International Tickets	1	1,500	1,500	1,500		
Per-diem	8	250	2,000	2,000		
Component 2 - Program Promotion				28,000	0	28,000
Website development and implementation	1	1,000	1,000	1,000		
Materials	1	5,000	5,000	5,000		
Promotional Events	4	500	2,000	2,000		
International Tickets	4	800	3,200	3,200		
Per-diem	24	250	6,000	6,000		
In-Country Tickets	12	300	3,600	3,600		
Per-diem	36	200	7,200	7,200		
Component 3 - Scholarships				2,556,000	586,580	3,142,580
<u>Candidate Interviews</u>				<u>20,000</u>	<u>0</u>	<u>20,000</u>
Tickets	4	800	3,200	3,200		
Per-diem	24	250	6,000	6,000		
Tickets	12	300	3,600	3,600		
Per-diem	36	200	7,200	7,200		
<u>Candidate Selection</u>						
<u>Participant Costs (1)</u>				<u>2,536,000</u>	<u>586,580</u>	<u>3,122,580</u>
Training	80	15,300	1,224,000	1,224,000	328,860	
Allowance	80	11,300	904,000	904,000	226,800	
Travel	80	2,300	184,000	184,000	10,920	
Health Insurance	80	1,800	144,000	144,000		
Supplemental Activities	80	1,000	80,000	80,000	20,000	
CIED Program Coordination				333,393	0	333,393
Honoraria - Washington	1	75,144	75,144	75,144		
Honoraria - in-Country Offices	4	15,000	60,000	60,000		
General Administration	4	18,000	72,000	72,000		
Equipment Rental	4	3,000	12,000	12,000		
Office Rental	4	6,000	24,000	24,000		
Other Purchased Services	4	6,000	24,000	24,000		
Travel - Campus Visits	4	800	3,200	3,200		
Per Diem	12	200	2,400	2,400		
Indirect Costs @20%	20%	303,244	60,649	60,649		
Evaluation				30,500	0	30,500
Honoraria	2	12,500	25,000	25,000		
Ticket	2	1,500	3,000	3,000		
Per-diem	10	250	2,500	2,500		
Contingencies				47,607	0	47,607
	1.6%	2,952,393	47,607	47,607		
TOTAL				3,000,000	586,580	3,586,580

Notes:

(1) Local Contribution is in-kind contribution as a result of decreased tuition and living expenses

Regional (RG-T1262)
Indigenous and Afro-Latino Scholarship Program
Tentative Procurement Plan

Principal Procurement	Value	Number of packages	IDB	Local	Method	Semester & Year
1. Consultants						
Direct contracting Georgetown University/CIED to coordinate the Program.	333,393	One package	333,393		SSS*	I/07

*SSS = Single Source Selection

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

PROPOSED RESOLUTION DE-___/07

Regional. Nonreimbursable Technical Cooperation ATN/SF-____-RG
Indigenous and Afro-Latino Scholarship Program

The Board of Executive Directors

RESOLVES:

1. That the President of the Inter-American Development Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Bank, to enter into such agreement or agreements as may be necessary with the consulting firm selected to provide the services in connection with the execution of the plan of operations referred to in document AT-____, and to take any other measures which may be pertinent to implement a nonreimbursable technical cooperation to provide support to an Indigenous and Afro-Latino Scholarship Program.

2. That up to the sum of US\$3,000,000, or its equivalent in other convertible currencies, is authorized for the purposes of this resolution, chargeable to the net income of the Fund for Special Operations of the Bank.

3. That the above-mentioned sum is to be provided on a nonreimbursable basis.

LEGIII/RG-906284-07
RG-T1262