DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

REGIONAL

INCREASE THE IMPACT AND EFFECTIVENESS OF THE ACTIVE EDUCATION PORTFOLIO IN LAC

(RG-T4964)

PROJECT DOCUMENT

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PROJECT SUMMARY

Operation Type:	Technical Cooperation
Sector:	EDUCATION
Subsector:	EDUCATIONAL ASSESSMENT
TC Taxonomy:	Research and Dissemination
Project Number under the Operational Support Taxonomy:	N/A
Technical Responsible Unit:	SCL/EDU-Education
Unit with Disbursement Responsibility (UDR):	SCL/EDU-Education
Executing Agency:	Inter-American Development Bank

PROJECT OBJECTIVE

To increase the impact and effectiveness of the active education portfolio in Latin America and the Caribbean)LAC(by deploying a Results-Based Supervision)RBS(model. This model aims to strengthen project execution to ensure the achievement of development results and maintain robust financial and operational performance across the regional portfolio. The specific objectives are:)i(to strengthen results-based strategic supervision by improving the use of theories of change, critical product and critical path analysis, smart monitoring, early-warning mechanisms, and evidence-based decision-making tools; and)ii(to improve results-based execution management by harmonizing planning and procurement instruments, developing standardized supervision tools and templates, and building the capacity of Team Leaders and Project Execution Units to institutionalize RBS practices across the education portfolio..

FINANCIAL INFORMATION

Financing Type	Fund	Amount in US$
TCN - Nonreimbursable	P3E - OC SDP Pillar 3 - Social Protection and Human Capital Development	625,000
	Total IDB Financing	**625,000**
	Counterpart Financing	**0**
	Total Project Budget	**625,000**

Donors:	N/A
Disbursement Period:	36 months
Execution Period:	36 months

ADDITIONAL FINANCIAL INFORMATION

N/A

I. JUSTIFICATION AND OBJECTIVE

1.1 **Diagnostic.** The active education portfolio in Latin America and the Caribbean faces recurrent challenges related to execution, supervision, and results achievement, including delays in critical procurement processes, limited anticipation of implementation risks, weak alignment between operational planning and expected results, and insufficient use of standardized tools for results-based supervision. From the perspective of operation supervision, the determinants of these challenges can be grouped into two main areas. First, supervision has traditionally focused on verifying disbursements, physical progress, and compliance with planned products. While these elements are necessary, they provide only a partial view of whether an operation is on track to achieve its development objectives. In addition, existing supervision instruments, including the Progress Monitoring Report (PMR), are largely retrospective. As a result, they provide limited room for maneuver when delays in critical procurement processes, implementation risks, or weaknesses in the delivery of key products are identified late in the execution cycle.

1.2 This points to the need for a complementary supervision mechanism that allows teams to move from a primarily retrospective and compliance-oriented approach toward a more strategic and results-based model. Such a model would help teams identify the critical implementation paths of each operation, understand which products are essential for achieving results, monitor the risks that could affect those products, and take timely corrective action before development outcomes are compromised.

1.3 Second, there are weaknesses in operational planning tools and administrative systems. Planning instruments are not always sufficiently structured around the vertical logic of operations, creating a disconnect between day-to-day execution and the achievement of results. For example, 50 percent of the Multiannual Execution Plans analyzed were not structured by products. This limits the capacity of team leaders and executing units to connect activities, procurement processes, milestones, outputs, and expected outcomes in a practical management tool. As a result, operational plans may guide execution administratively but not necessarily help teams prioritize the actions that are most critical for achieving development results.

1.4 These challenges justify a regional technical cooperation structured around two complementary areas. First, the TC will support the development of a Results-Based Supervision model to strengthen the strategic use of theories of change, critical path analysis, early-warning tools, and procurement tracking. Second, it will improve results-based execution management by developing standardized planning tools, dashboards, guidelines, and capacity-building activities for team leaders and project execution units.

1.5 Together, these areas aim to increase the impact and effectiveness of the active education portfolio by improving the early detection of implementation risks, strengthening execution planning, and aligning portfolio management with the achievement of development results. This is consistent with the diagnostic logic in the draft, but sharpens the link between the execution gap, supervision limitations, planning weaknesses, and the proposed Results-Based Supervision model.

1.6 **Request.** Based on the diagnostic presented above, this regional technical cooperation responds to the Bank's institutional interest in strengthening the development effectiveness of its education portfolio and improving the supervision of education operations across Latin America and the Caribbean. In particular, the Education Division has identified the need to develop and implement a Results-Based Supervision model to address recurrent bottlenecks in operational management, strengthen execution planning, improve the availability and use of implementation data, and mitigate risks associated with institutional instability and high turnover among counterpart staff.

1.7 The TC will benefit the Bank's 26 borrowing member countries by strengthening the Division's capacity to support active education operations through more strategic, timely, and results-oriented supervision. The Results-Based Supervision model is expected to improve the effectiveness of education projects by shifting the focus from resource execution and compliance alone toward the achievement of development results. It will do so not only through improved supervision practices, but also through capacity building for team leaders and project execution units.

1.8 Given the diversity of institutional, operational, and portfolio contexts across the 26 borrowing member countries, the TC does not assume a uniform implementation model across all operations. Instead, its regional value lies in developing a common Results-Based Supervision framework, standardized tools, and practical methodologies that can be adapted to different country and project contexts. Initial piloting will focus on selected education operations that meet predefined criteria, including implementation status, relevance of execution challenges, availability of operational and results data, diversity of country and project contexts, and potential to generate lessons applicable to the broader portfolio. Lessons from these pilots will be systematized and disseminated across the Education Division through guidelines, dashboards, templates, capacity-building activities, and knowledge-sharing spaces with Team Leaders and Project Execution Units. This approach will allow the TC to translate pilot-level learning into portfolio-wide improvements in supervision practices, operational decision-making, and results-based execution management.

1.9 The operation is therefore recommended given the Bank's interest in strengthening human capital development and improving the effectiveness of education interventions in the region.

1.10 **Objective.** The general objective of this TC is to increase the impact and effectiveness of the active education portfolio in Latin America and the Caribbean (LAC) by deploying a Results-Based Supervision (RBS) model.

1.11 The specific objectives are: Specific Objective 1 (SO1), to strengthen the strategic and results-based orientation of education portfolio supervision by improving the use of theories of change, critical path analysis, procurement tracking, and early-warning tools to identify and address implementation risks; and Specific Objective 2 (SO2), to improve operational management and execution planning by developing standardized tools, dashboards, and guidelines that connect annual execution plans, procurement processes, project activities, outputs, and expected results.

1.12 By the end of the project, the TC is expected to deliver a structured Results-Based Supervision model for the Education Division, including tools and methodologies to identify critical implementation paths, monitor risks, and support timely corrective action during execution. It is also expected to produce standardized planning and monitoring instruments, such as PEP/POA/PA templates, dashboards, guidelines, and capacity-building activities for team leaders and project execution units.

1.13 The expected qualitative outcomes include a stronger results culture within education operations, improved alignment between supervision and each operation's theory of change, greater capacity to anticipate and address operational bottlenecks, and more timely and strategic decision-making during implementation. As a result, the TC is expected to contribute to stronger portfolio management and to improve the effectiveness of the Bank's support to education systems in borrowing member countries.

1.14 **Complementarity.** This project complements the Bank's active education portfolio by strengthening the execution, supervision, and results orientation of education operations across the 26 borrowing member countries. Rather than financing a stand-alone sector intervention, the TC will provide a cross-cutting Results-Based Supervision model to support the full active EDU portfolio, currently comprising more than 30 operations in countries including Argentina, Barbados, Belize, Brazil, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Guyana, Haiti, Honduras, Panama, Peru, Suriname, and Uruguay, among others.

1.15 By providing standardized tools, dashboards, guidelines, and capacity-building activities for results-based supervision and execution management, the TC will support project teams, in coordination with the Development Effectiveness team, in identifying implementation risks, addressing operational bottlenecks, and aligning execution plans with expected development outcomes. In particular, the TC will help connect planning instruments such as PEPs, POAs, and Procurement Plans with each operation's theory of change, critical products, and expected results.

1.16 **Strategic Alignment.** This TC aligns with the IDB Group Institutional Strategy: Transforming for Scale and Impact / IDBStrategy+ (AM-631), particularly with the core objective of reducing poverty and inequality and the operational focus area of social protection and human capital development. It does so by shifting the focus of education supervision from resource execution and compliance toward the improved attainment of development results. This complements the Social Sector's strategic vision of reducing poverty and inequality while increasing productivity by improving the effectiveness of education interventions and their contribution to human capital development. By shifting supervision from a primary focus on disbursement and compliance toward a stronger emphasis on results, timely corrective action, and portfolio learning, the TC will help ensure that education investments are more effectively translated into measurable improvements in education systems.

1.17 The TC is also aligned with the objectives of the Ordinary Capital Strategic Development Program (OC SDP) (GN-2819-25), through its support to core operational and analytical work under Pillar 3, and with the IDBStrategy+

operational focus area of Social Protection and Human Capital Development. By developing results-based supervision tools, critical path dashboards, procurement tracking mechanisms, standardized execution instruments, and capacity-building activities, the TC will strengthen the Education Division's capacity to improve the execution, monitoring, supervision, and effectiveness of education operations across the region. OC SDP resources will be used to finance incremental technical products, analytical work, tools, and capacity-building activities under the TC, and will not finance activities corresponding to the Bank's ordinary administrative functions, in line with the applicable program guidelines. In doing so, the TC contributes to stronger institutional capacity, improved service delivery, and enhanced impact of education investments on human capital development, especially for vulnerable populations.

1.18 Given its regional scope, this TC does not align with a single country strategy. Rather, it reinforces the education components of active operations across all 26 borrowing member countries, directly supporting the human capital development objectives embedded in each country's strategy. No existing Division instrument currently provides a structured, results-based supervision framework applicable across the full active portfolio, making this TC the first systematic effort to address that gap at the regional level.

1.19 The Results-Based Supervision model supported by this TC will contribute to this strategic alignment by using each operation's Theory of Change as a dynamic map for execution planning and supervision. This will help ensure that activities financed through the active education portfolio, such as infrastructure improvements, teacher training, or system-strengthening interventions, remain logically connected to expected results and long-term human capital accumulation. While these expected results are broader than learning outcomes alone, the model will complement other Education Division efforts to strengthen the effectiveness, monitoring, and use of evidence in education operations by helping teams connect implementation progress with the results frameworks of each operation, including learning outcomes where relevant. In addition, the focus on critical products, critical paths, procurement tracking, and proactive risk management will help teams identify bottlenecks early and take corrective action before delays affect the delivery of services to vulnerable populations. In this way, the TC strengthens institutional capacity to deliver high-quality education services, supporting both social protection and sustainable growth objectives.

II. COMPONENTS

2.1 **Component 1. Results-Based Strategic Supervision Frameworks (US$400,000).** This component will strengthen the Education Division's supervision strategy by developing tools and analytical frameworks to anticipate implementation risks, identify bottlenecks, and support timely course correction during project execution. The objective of this component, aligned with SO1, is to strengthen the strategic and results-based orientation of education portfolio supervision through the use of theories of change, critical path analysis, early-warning tools, and procurement tracking.

2.2 The component will finance consulting services to carry out three main activities. First, the consultants will prepare analytical reviews of the Theories of Change of selected active education operations. These reviews will assess the strength of the vertical logic of each operation, identify gaps in the links between activities, outputs, result indicators, and impact indicators, and determine which products are critical for the achievement of expected results.

2.3 Second, building on the ToC reviews and project execution information, the component will support the design and development of integrated Critical Path and Procurement Tracking Dashboards. These dashboards will include two complementary modules: (i) Annual Critical Path Dashboards, which will help project teams identify the sequence of activities, outputs, milestones, and risks that are most relevant for achieving development results during each execution year; and (ii) Critical Procurement Tracking Dashboards, which will consolidate information on procurement processes that are critical for the delivery of key products and expected results, allowing teams to identify delays, risks, and required corrective actions in a timely manner.

2.4 The activities under this component will be carried out through two consultancy packages, in coordination with the Education Division and its Development Effectiveness team. The analytical reviews of the Theories of Change will be conducted by an individual consultant, while the design and development of the integrated Critical Path and Procurement Tracking Dashboards will be carried out by a consulting firm. This structure will allow the ToC reviews to inform the development of the dashboards, while ensuring the technical capacity, methodological coherence, and interoperability required for the digital tools.

2.5 The expected outputs of this component are: (i) analytical review reports of Theories of Change for selected active education operations; (ii) Annual Critical Path Dashboards for selected operations; and (iii) Critical Procurement Tracking Dashboards linked to key products and expected results.

2.6 **Component 2. Results-Based Execution Management (US$225,000).** This component will strengthen the operational management of Education Division operations by aligning execution planning tools with results-based management. The objective of this component, aligned with SO2, is to improve operational management and execution planning by developing standardized tools, dashboards, templates, and guidelines that connect annual execution plans, procurement processes, project activities, critical products, and expected results.

2.7 The component will finance consulting services to carry out two complementary lines of work. First, it will support the development of an integrated package of results-based execution management tools and guidelines. This package will include standardized PEP/POA/PA templates, Results-Based Supervision Guidelines for Team Leaders, and strategic aide-mémoire templates. The standardized PEP/POA/PA templates will help teams structure execution planning around each operation’s vertical logic, ensuring that planned activities, procurement processes, timelines, and responsibilities are explicitly linked to the delivery of critical products and expected outcomes. The Results-Based Supervision Guidelines will provide practical guidance to Team Leaders on how to apply the RBS model during implementation, including how to use theories of change, identify critical products, monitor execution risks, interpret dashboard information, identify gaps in the availability of data on learning and human capital accumulation outcomes, and prioritize corrective actions. The strategic aide-mémoire templates will support supervision missions by helping teams document key implementation priorities, bottlenecks, agreed actions, responsible parties, deadlines, and follow-up measures in a way that is directly connected to the achievement of development results.

2.8 Second, the component will finance the design and implementation of a Capacity Building Program for Team Leaders and Project Execution Units. This program will strengthen the capacity of operational teams to use the standardized templates, dashboards, guidelines, and supervision tools in practice. It will combine training sessions, practical exercises, and technical coaching to support adoption of the Results-Based Supervision model, improve the quality of execution planning, and promote a shared supervision culture focused on results, early risk detection, and timely corrective action.

2.9 The Capacity Building Program will serve as the main mechanism to promote adoption and effective use of the tools developed under the TC. Rather than being disseminated as stand-alone products, the RBS tools, templates, dashboards, guidelines, and aide-mémoire templates will be introduced through practical training, pilot application in selected operations, technical coaching, and feedback sessions with Team Leaders and Project Execution Units. Their effective use will be monitored through the outcome indicators included in the Results Matrix.

2.10 The activities under this component will be carried out through two consultancy packages, in coordination with the Education Division, its Development Effectiveness team, Team Leaders, and selected Project Execution Units. An individual consultant will be hired to develop the results-based execution management tools and guidelines, while a consulting firm will be hired to design and deliver the capacity-building program. The tools, guidelines, templates, and training activities will be developed iteratively and adjusted based on feedback from project teams.

2.11 The expected outputs of this component are:(i) standardized PEP/POA/PA templates aligned with project vertical logic; (ii) Results-Based Supervision Guidelines for Team Leaders; (iii) strategic aide-mémoire templates; and (iv) a Capacity Building Program for Team Leaders and Project Execution Units

2.12 **Expected Results**. As a result of this project, the active education portfolio in LAC is expected to become more effective through the adoption of a Results-Based Supervision (RBS) model. This result will be achieved by: (i) improved capacity to identify and address execution bottlenecks in education operations, particularly those related to procurement delays, fiscal space constraints, and institutional instability; (ii) a reduced gap between disbursed and executed resources; (iii) stronger alignment between project execution and development outcomes, ensuring that activities and procurement processes remain relevant to the vertical logic of each operation and prioritize critical products; (iv) enhanced institutional learning across the portfolio, as bottlenecks, execution risks, and implementation lessons are systematically identified and used to improve future supervision and execution planning; (v) improved development impact of the Education Division's portfolio through strengthened execution and results-oriented supervision; and (vi) improved quality of supervision through the use of tracking dashboards and standardized monitoring tools.

2.13 **Beneficiaries.** The direct beneficiaries are the Project Execution Units, as this TC will improve execution and procurement planning by orienting these processes toward a results-based perspective. The final beneficiaries are students, teachers, schools, and education systems in the borrowing member countries that benefit from better-executed education operations. By improving the effectiveness of education interventions, the TC is expected to contribute to strengthening human capital development and, ultimately, benefit countries as a whole. The indirect beneficiaries are the Education Division of the IDB, especially team leaders and the Development Effectiveness team involved in the supervision and management of education operations. They will benefit from improved supervision tools, guidelines, and capacity-building activities.

III. BUDGET

3.1 The total budget of this TC is $625,000, financed by the IDB through the OC SDP Pillar 3 – Social Protection and Human Capital Development (P3E) fund in accordance with the Ordinary Capital Strategic Development Program (GN-2819-25) and the Bank's Technical Cooperation Policy (GN-2470-2). Resources will be allocated across two components, as detailed in the Indicative Budget table below:

Budget in US$				
Components	**Proc Package**	**Description**	**OC SDP**	**Total**
Component 1: Results-Based Strategic Supervision Frameworks			**400,000**	**400,000**
Analytical Review Reports of Theories of Change (ToC)	Package 1	Consultancy services to review and assess the Theories of Change of active education operations, identifying critical products and implementation pathways to strengthen the results orientation of portfolio supervision	75,000	75,000
Annual Critical Path Dashboards	Package 2	Development of dashboards to map and monitor the critical implementation path of each active operation, enabling early identification of bottlenecks and timely corrective action.	175,000	175,000
Critical Procurement Tracking Dashboard	Package 2	Development of a procurement monitoring tool to track the status of procurement processes across the portfolio, flag delays, and support proactive risk management.	150,000	150,000
Component 2: Results-Based Execution Management			**225,000**	**225,000**

Standardized PEP/POA/PA Templates	Package 3	Design of standardized annual execution plan templates structured around components and products, aligned with each operation's theory of change	60,000	60,000
Results-Based System Guidelines for Team Leaders	Package 3	Development of operational guidelines to support team leaders in applying results-based supervision practices, including theory of change analysis and critical path monitoring.	45,000	45,000
Strategic Aide-Mémoire Templates	Package 3	Design of structured aide-memoire templates that shift supervision reporting from compliance-based documentation toward strategic, results-oriented assessment	45,000	45,000
Capacity Building Program with Team Leaders and Project Execution Units	Package 4	Design and delivery of training and capacity building activities to strengthen the results-based execution and supervision competencies of team leaders and executing unit staff	75,000	75,000
Total			**625,000**	**625,000**

IV. EXECUTION STRUCTURE

4.1 The TC is an initiative promoted by the Inter-American Development Bank (IDB) to strengthen the results-based supervision and operational management of the active education portfolio in Latin America and the Caribbean. Therefore, it will be executed by the Inter-American Development Bank (IDB), through the Education Division (SCL/EDU), in accordance with the Bank's Technical Cooperation Policy (GN-2470-2) and the Procedures for the Processing of Technical Cooperation Operations and Related Matters (OP-619-4), through the Education Division (SCL/EDU)

4.2 **Eligibility Criteria to Select Beneficiaries**. This TC is not an on-demand operation requiring the selection of beneficiary countries. Given its regional scope, it will support the Education Division and active education operations across the Bank's 26 borrowing member countries. Initial operations for piloting the RBS tools will be selected based on transparent operational criteria, including: implementation status; presence of execution challenges or bottlenecks; relevance of procurement or critical path risks; availability of operational, procurement, and results data; willingness of Team Leaders and Project Execution Units to participate; and potential to generate lessons applicable to the broader education portfolio. The selection will also seek, to the extent possible, diversity in country context, project size, stage of execution, and type of intervention, in order to test the tools under different operational conditions. Lessons from the pilot phase will be documented, incorporated into adjusted versions of the tools, and disseminated across the portfolio through guidelines, capacity-building activities, feedback sessions, and knowledge-sharing mechanisms within the Education Division.

4.3 **Procurement.** All procurement to be executed under this Technical Cooperation has been included in the Procurement Plan (Annex IV) and will be carried out in accordance with the applicable Bank policies and regulations. Individual consultants will be hired in accordance with the regulation on Complementary Workforce (AM-650), and services provided by consulting firms will be contracted in accordance with the Corporate Procurement Policy (GN-2303-33) and its Guidelines, as applicable. The Procurement Plan organizes related technical outputs into consultancy packages to promote methodological coherence, reduce transaction costs, and facilitate the integrated delivery of the Results-Based Supervision model.

4.4 The procurement plan will consolidate related technical outputs into four consultancy packages to ensure methodological coherence, reduce transaction costs, and facilitate integrated delivery of the Results-Based Supervision model.

4.5 **Execution and Disbursement Period.** The TC is expected to have an execution and disbursement period of 36 months from the date of approval. This period will cover the full cycle of project activities, including the preparation, technical review, validation, and dissemination of all products under both components, as well as the delivery of capacity building activities.

4.6 Given the regional scope of the TC and the diversity of active education operations across the portfolio, implementation will follow a phased approach that distinguishes between technical analytical work and tools requiring piloting and user feedback. The analytical reviews of Theories of Change and critical implementation paths will begin from the start of execution, as they build on an existing methodology and will be prepared annually for selected active education operations. In parallel, the integrated Annual Critical Path and Procurement Tracking Dashboards will be developed in an initial version and tested with a selection of five operations. Feedback from this pilot will be used to adjust the dashboards, improve usability, and refine the information requirements before expanding their use to additional operations. Similarly, the standardized PEP/POA/PA templates and strategic aide-mémoire templates will be developed in an initial version and tested with three operations per template. The results of these tests will inform adjustments to the templates, guidelines, and capacity-building activities before broader dissemination. This phased approach—combining early analytical production with pilot testing, adjustment, and gradual scale-up of operational tools—is intended to ensure quality, promote adoption by Team Leaders and Project Execution Units, and strengthen the sustainability of the Results-Based Supervision model.

4.7 **Monitoring, Reporting, and Supervision.** The TC will be supervised by the Education Division (SCL/EDU). An Education specialist in the Division will serve as the Sector Specialist responsible for execution, coordinating implementation, supervising consultants and firms, and reviewing deliverables in line with the Results Matrix and Procurement Plan. Monitoring will be carried out through regular follow-up on procurement processes, review of deliverables, and verification of progress against the TC outputs. Sources of verification will include the ToC analytical reviews, critical path and procurement dashboards, standardized PEP/POA/PA templates, RBS guidelines, aide-mémoire templates, and evidence of capacity-building activities. Reporting will be conducted through the Bank's Technical Cooperation Monitoring and Reporting System (TCM), in accordance with applicable Bank procedures.

V. POTENTIAL RISKS

5.1 The main potential risks that may influence the success of this TC and their corresponding mitigation actions are described below.

5.2 Low adoption and use of tools by team leaders and executing units. The effectiveness of the RBS model depends on the willingness and capacity of project executing units to incorporate new execution planning practices and tools into their daily work. Insufficient engagement with the standardized tools, guidelines, and capacity building program could limit the TC's development impact. The impact of this risk on the achievement of results is considered medium-to-high. As a mitigation measure, team leaders will be actively included as key participants in the design and feedback process for the standardized tools and capacity building program, among other activities. Their involvement will allow the TC to identify the specific needs of each project, leaving sufficient room for customization. It will also ensure that the capacity building program is relevant and effective by creating space to discuss and address the different barriers to the adoption and implementation of the tools. Additionally, the TC will establish feedback mechanisms to adjust tools based on user experience during implementation.

5.3 Limited availability of implementation data across the portfolio. The TC's components rely on access to timely and reliable data on the implementation status of active education operations, including financial execution, procurement progress, and results achievement. Weak data availability could delay the development of dashboards and analytical products. The impact of this risk on cost and timing is considered low. As a mitigation measure, the Development Effectiveness team will maintain close communication with team leaders for the timely collection of data from the outset of execution. Additionally, the standardization of guidelines and templates will help guide and unify information across the portfolio. Finally, dashboards will be designed with sufficient flexibility to accommodate varying levels of data availability across countries.

5.4 Coordination complexity across 26 borrowing member countries. Given the regional scope of the TC, coordinating with team leaders and executing units across 26 countries introduces logistical and operational complexity, particularly for the validation of tools and the delivery of the capacity building program. The impact of this risk on timing and scope is considered low. As a mitigation measure, the TC will prioritize virtual and hybrid delivery modalities to reduce travel costs and coordination burden and will leverage existing Division coordination mechanisms.

5.5 The fiduciary risk is considered low, as the Bank will directly administer the resources, conduct procurement, process payments, and monitor the use of funds through its internal systems.

5.6 **Intellectual Property.** All knowledge products generated under this technical cooperation shall be the property of the Bank and may be made available to the public through a Creative Commons license. However, at the specific request of the beneficiaries and in accordance with the provisions of document AM-331, the intellectual property of such products may also be licensed through specific contractual arrangements to be developed with the advice of the Legal Department.

VI. EXCEPTIONS TO BANK POLICIES

6.1 No exceptions to Bank policies are expected under this Technical Cooperation.

VII. ENVIRONMENTAL AND SOCIAL ASPECTS

7.1 This Technical Cooperation is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

REQUIRED ANNEXES:

- Annex I: Request from Client
- Annex II: Results Matrix
- Annex III: Terms of Reference
- Annex IV: Procurement Plan
- Annex V: Gender and Diversity Checklist
