

TC Document

I. Basic Information for TC

▪ Country/Region:	COLOMBIA
▪ TC Name:	Development of 21st Century Skills in Colombian youth
▪ TC Number:	CO-T1559
▪ Team Leader/Members:	Mateo-Berganza Diaz, Maria Mercedes (SCL/EDU) Team Leader, Gonzalez Velosa, Carolina (SCL/LMK), Maragall Juan Ernesto (SCL/EDU), Jimenez Mosquera, Javier (LEG/SGO), Garcia Rincon, Maria Fernanda (ORP/REM), Oglialoro, Claudia (ORP/GCM), Duarte, Catalina (SCL/EDU), Caycedo Duque Juanita (SCL/EDU) Blasco Ivana (SCL/EDU).
▪ Indicate if: Operational Support, Client Support, or Research & Dissemination	Client Support
▪ If Operational Support TC, give number and name of Operation Supported by the TC:	N/A
▪ Date of TC Abstract authorization:	January 2020
▪ Beneficiary:	Colombia
▪ Executing Agency	INTERAMERICAN DEVELOPMENT BANK
▪ Donors providing funding:	JP Morgan Chase Foundation
▪ IDB Funding Requested:	\$ 790.000
▪ Disbursement period (which includes Execution period):	32 months
▪ Required start date:	March 2020
▪ Types of consultants:	Firms and individuals
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	SCL/EDU
▪ TC Included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality Productivity and Innovation

II. Objectives and Justification of the TC

- 2.1** Colombia has experienced an important socioeconomic growth over the past decade. The enrolment rate in higher education double over the same period, reaching almost 50% ([OECD, 2019](#)), and combined with multiple microeconomic policies it provided a fertile ground for the country to achieve a resilient economic growth ([World Bank, 2019](#)).
- 2.2** Despite these achievements, the country still faces the challenge of productive inclusion of some socioeconomic groups ([OECD, 2019](#)). That is the large number of

youths in Colombia largely remains untapped as human capital. In 2019, more than 28% of youth dropout from high school and 18,1% young adults were unemployed ([DANE, 2019](#)). This situation is rising a severe problem of inactivity and increasing the chance of these young people of being recruited by criminal groups.

- 2.3** The reasons for youth to drop out of schools and stay unemployed are twofold: the education system does not equip them with necessary skills to thrive in the labor market, and this is combined with the lack of traditional and transversal skills, which prohibit them from getting employed ([Bassi et al., 2012](#); [Mateo Diaz y Rucci, 2019](#)).
- 2.4** According to the PISA results in 2015, 43% of 15-year-olds do not understand the main idea of a text and 66% of them could not solve basic math problems. Coupled with this, was a deficiency in soft skills: one in seven students (14%) performed low in teamwork and problem-solving. Students found it difficult to collaborate and solve problems including those that were relatively simple and required little collaboration. This tendency is particularly more pronounced among low-income youth ([Bos et al, 2017](#)).
- 2.5** Given the context, the challenge remains for the private sector to recruit and fill in entry-level positions. According to the World Bank Enterprise Survey 2017, 38% of firms in Colombia identified as a major constrain for operation an inadequately educated workforce, a number that was higher than the regional average (32%). The situation is compounding with youth who drop out of school and strive for employment opportunities. Due to the lack of skills, they remain unemployed yet continue to search for jobs, experiencing a high risk of social exclusion. It is estimated that 22% of young people in Colombia between 15 and 28 years of age neither study nor work. And 14% neither study, work nor look for a job (SIMS). This phenomenon is especially pronounced among young women who dedicate their time to childcare and household chores ([Novella et al. Eds., 2018](#)).
- 2.6** The Colombian Government recognized these challenges, and in 2018, included an objective in the National Development Plan 2018-2022 to design a social strategy that aims to discover and develop creativity of young people and ensure their access to better living conditions. As part of the strategy, the Presidential Youth Council (Colombia Joven) convened multiple actors and coordinated actions to design a national youth policy and implement the flagship program, SACUDETE.
- 2.7** SACUDETE seeks to close the economic and information gaps through a disruptive training methodology and support youth to build a legal and sustainable life trajectory. The program intends to provide knowledge and access to information and support the development of 21st century skills, demanded by the emergence of the fourth industrial revolution. Through SACUDETE, young people can be inspired, focus on developing talents, transform their reality, environment, and community, and offer a return to the society by demonstrating solidary and innovative thinking.
- 2.8** SACUDETE is employed in three phases: (i) INSPIRE: young people are offered tools for vocational discovery and self-knowledge; (ii) FOCUS: young people received training and guidance to design and develop a professional and personal plan;

(iii) TRANSFORM: young people are connected with training opportunities, employability and entrepreneurship. The design of this methodology and the implementation of activities have been supported by UNDP. The first pilot was implemented in four SACUDETE centers: Guamal (Meta), Puerto Wilches (Middle Magdalena), Orito (Putumayo) and Buenaventura (Valle del Cauca), benefitting more than 800 youths.

- 2.9** The purpose of this TC is to provide Colombian youth from 40 SACUDETE centers with cross-cutting skills that will allow them to grow and prosper and achieve higher levels of well-being. These skills will serve individuals to cope with an increasingly digitized world, to reinvent themselves throughout their work lives and to coexist with different people and environments.
- 2.10** The specific objectives of the TC are: (i) support the development of public policies on cross-cutting skills by generating and disseminating knowledge; and (ii) design a toolkit for skill certification for youth in Colombia.
- 2.11 Country Strategy Alignment:** The TC is consistent with the Country Strategy 2019-2022 and is aligned with the objective: (i) social mobility and consolidation of the middle class. It contributes to fostering high-quality human capital by improving access to better education offerings and highly promising sets of skills particularly for the vulnerable student population. It is in line with Bank's Sector Framework Document for Education and Early Childhood Development (GN-2708-5), particularly with Dimension of Success 5, given its focus on student development of 21st century skills to prepare them for the labor market and contribute to the society.
- 2.12 Strategic Alignment.** The TC is consistent with the Update to the Institutional Strategy 2010-2020 (AB-3008) and is aligned with the following development challenges: (i) social inclusion; and (ii) productivity and innovation. It contributes to fostering high-quality human capital by improving access to better education offerings and promising set of skills particularly for the vulnerable youth.
- 2.13** This TC is in line with Bank's Sector Framework Document for Education and Early Childhood Development (GN-2708-5), particularly with Dimension of Success 5, given its focus on student development of transversal skills to prepare them for the labor market and to contribute to the society.

III. Description of activities/components and budget

- 3.1 Component 1: Thought leadership - Knowledge on cross-cutting skills and development of operational proposals for the region.** This component will finance: (i) the production, editing, layout, and translation of a report on cross-cutting skills. This report will highlight the relevance of investing in the development of 21st century skills in the current context, collect evidence on programs implemented in the region and lay out ideas for a new generation of educational and training policies; (ii) as part of the knowledge sharing activities, one international conference and two practitioner workshops will be organized in the second or third year of the project.

- 3.2** The international conference will take place in Colombia or at the IDB Headquarters in Washington DC. The main objective of this event is to share the results and lessons learned from SACUDETE¹ among high-level experts, practitioners, key public policy agents and strategic partners of civil society and the private sector.
- 3.3** The location of the two practitioner workshops will be defined in year two of the project. The main objective of these events is to showcase the importance of 21st century skills and generate a vision that can lead to the design and implementation relevant policies, seek public-private partnerships, and develop the necessary skills to thrive in the 21st century.
- 3.4 Component 2: Support for the implementation of SACUDETE centers.** This component will finance: (i) curation of content providers for SACUDETE centers; (ii) concept design of a toolkit for the certification of transversal skills (including focus groups to test the concept design and development of transversal skills assessments); and (iii) monitoring and evaluation. SACUDETE centers will implement education and training methodologies aligned with the three phases of the strategy (Inspire, Focus and Transform). There will be different intervention models depending on the needs of each territory and the characteristics of the target population. There is a diversity of approaches promoting 21st century skills within and outside formal education and training systems applied in a variety of social, economic and cultural contexts. To facilitate the process of selecting suitable alternatives of content providers for these different intervention models in SACUDETE centers we will develop the criteria to identify high impact and scalable existing programs in Colombia.

IV. Budget

Indicative Budget (US\$)

Activity/Component	IDB/Fund Funding	Total Funding
Component 1. Thought leadership.	US \$250,500	US \$250,500
Component 2: SACUDETE Centers.	US \$500,000	US \$500,000
PSG Administration Fee	US \$ 39,500	US \$ 39,500
Total	US \$790,000	US \$790,000

- 4.1** JPMorgan Foundation expects to commit US\$790,000 to this project through a Project Specific Grant. The resources will be administered by the Bank according to the Report on COFABS, Ad-Hocs and CLFGS and a Proposal to Unify Them as Project Specific Grants (PSGs) (Document SC-114). As contemplated in these procedures, the

¹ The education and training methodologies for the SACUDETE centers will be implemented with resources from the loan CO-L1261 that is under preparation.

commitment by JPMorgan will be established through a separate Administration Agreement. According to such agreement, the resources will be received in one installment, up to thirty (30) days, after the agreement is signed. The project will be administered by the Bank and the Bank will charge a non-refundable administration fee of 5% of the contribution, which is identified in the budget of this project. The 5% administration fee will be charged upon the Banks receipt of the contribution

V. Executing Agency and Execution Structure

- 5.1** SACUDETE strategy is implemented under the Administrative Department of the Presidency of the Republic of Colombia (DAPRE) and it is articulated by the Presidential Youth Council (Colombia Joven). A National Commission will be created to provide technical and methodological advice, and to define the scope, impact, implementation and monitoring of the strategy at national level. The National Commission will convene representatives from: Presidential Youth Council (Colombia Joven); Ministry of Culture; Ministry of Commerce, Industry and Tourism; Ministry of Labor; Ministry of Sport and SENA.
- 5.2** This TC will be executed by the IDB according to TC guidelines (GN-2629-1). this is justified by the fact that complying with country internal requirements would delay the execution of the TC, jeopardizing the achievement of its objectives. All disbursements will be executed through the Bank's systems and will require approval from SCL/EDU. All activities to be executed under this TC have been included in the Procurement Plan (see Annex IV) and will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-1 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature and; (c) GN-2303-20 for logistics and other related services.
- 5.3** The project team will be responsible for the preparation and submission to JP Morgan Foundation of the interim and final reporting as agreed in the Administration Agreement, and for ensuring that funds are used in compliance with the Administration Agreement.

VI. Project Risks and Issues

- 6.1** No major risks are expected from this project. To prevent any possible risks, the Team will communicate and work closely with the Administrative Department of the Presidency of the Republic of Colombia (DAPRE) and the Presidential Youth Council (Colombia Joven) regarding the firms and consultants hired for this project. In addition, the strong links between this project and the 21st Century Skills Initiative will allow for a wider dissemination of results and guarantee a better sustainability of the project.

VII. Environmental and Social Classification

- 7.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as “C” according to the Safeguard Classification tool (see [Safeguard Policy Filter Report](#) and [Safeguard Screening Form](#))

Required Annexes:

Annex I: Letter of request

Annex II: Result Matrix

Annex III: Terms of Reference

Annex IV: Procurement Plan