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REGIONAL

TECHNOLOGY AND SPORTS: EDUCATION FOR THE FUTURE

(RG-T3355)

DONORS MEMORANDUM

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PROJECT SUMMARY
TECHNOLOGY AND SPORTS: EDUCATION FOR THE FUTURE
(RG-T3355)

The impact of new technologies is changing the nature of work and how it is done in the various sectors of the economy, which need people with digital and transferable skills¹ to perform to the expected standards. The IDB, however, estimates that in 2030 more than half of the world's youth will have reached adulthood without the skills they need to thrive at work and in their lives.

Latin America and the Caribbean is faced with the challenge of educating its youth, especially disadvantaged groups, so that they acquire enough skills to succeed in "technology-rich environments." All countries in the region have been working to introduce new technologies in education and improve student learning outcomes as they look to close the gaps between socioeconomic groups to ensure decent jobs in the future. Recently, countries have recognized that it is important to include digital learning, robotics, and programming as part of the core learning priorities in their curricula.

In this constantly evolving environment in which skills are becoming ever more vital, young people who develop their digital skills only become employable if they develop their soft skills at the same time. The MIF (hereinafter, IDB Lab) and EDU, as well as the Olympic Committee, have a wealth of experience demonstrating how sports, the arts, music, and circus can build transferable skills like communication, teamwork, and creativity.

The purpose of this project is to improve employability and close gender gaps among vulnerable teenagers by strengthening the digital and transferable skills that include the "Olympic values."² By the end of the three-year execution period, the project is expected to have helped strengthen public policy on comprehensive digital education in formal and nonformal education. Activities will be carried out in coordination with the education systems of the City of Buenos Aires (Argentina); Quibdó and Medellín (Colombia); and Manta and Quito-Huarcay (Ecuador).

Using edutech platforms to train students and teachers, the project, upon completion, is expected to have strengthened the digital skills of 5,800 students between the ages of 12 and 18 via a comprehensive approach that also strengthens their transferable skills. The project is also expected to provide public institutions in the three countries with a methodology for comprehensive digital training that can be scalable in the framework of their policies for extending the length of the school day.

¹ Transferable skills refer to soft skills or life skills.

² The Olympic values are excellence, friendship, and respect. Given their scope, these values are part of the transferable skills for future jobs.

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ABBREVIATIONS

DNA	Diagnostic needs assessment of the executing agency
EDU	Education Division
ICTs	Information and communication technologies
IDB	Inter-American Development Bank
IOC	International Olympic Committee
LMK	Labor Markets and Social Security Division
MIF	Multilateral Investment Fund
SDGs	Sustainable Development Goals
SES	SES Foundation
STEM	Science, technology, engineering, and mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organization

**REGIONAL
TECHNOLOGY AND SPORTS: EDUCATION FOR THE FUTURE
(RG-T3355)**

EXECUTIVE SUMMARY

Country and geographical location:	Argentina, Colombia, and Ecuador		
Executing agency:	SES Foundation		
Focus area:	Knowledge economy		
Coordination with other donors / Bank operations:	The project is aligned with the IDB Social Sector initiatives on “Jobs of the Future” and “21st Century Skills,” led respectively by LMK and EDU, with IDB Lab participation. It complements the IDB Lab’s work on digital skills.		
Project beneficiaries:	The project’s direct beneficiaries are: (i) 5,800 vulnerable teenagers attending public schools or socioeducational work spaces; (ii) 3 formal education systems, for which curricula will be developed and implemented; and (iii) 340 teachers, who will be trained in digital education.		
Financing:	Nonreimbursable technical cooperation:	1,500,000	40%
	Other IDB Lab financing:		
	Total contribution, IDB Lab:	1,500,000	40%
	Counterpart (IOC and SES Foundation):	2,207,700	60%
	Total project budget:	3,707,700	100%
Execution and disbursement periods:	36-month execution period and 42-month disbursement period.		
Special contractual clauses:	The conditions precedent to the first disbursement of the nonreimbursable funds will be: (a) presentation of an annual work plan for each country, as agreed upon with the Bank; and (b) execution agreements in place between the SES Foundation, the Esquel Foundation, and Microempresas de Colombia, and with Fudela for the transfer of the “sports for development” methodology used in other IDB Lab projects.		
Environmental and social impact review:	This operation was prescreened and classified in accordance with the requirements of the IDB’s Environment and Safeguards Compliance Policy (OP-703) on 31 October 2018. Inasmuch as the impacts and risks are limited, the proposal is to classify the project as a category “C” operation (low risk).		
Unit with disbursement responsibility:	MIF/CAR		

I. THE PROBLEM

A. Description of the problem

- 1.1 The impact of new technologies is changing the nature of work and how it is done. New technologies require workers with a set of personal skills that equip them to function in digital environments. In the past, digital skills³ were optional, but today they are essential and must be supported by transferable “soft skills” like communication (online and offline), creativity, ethics, time management, critical thinking, problem-solving, and teamwork. Leading organizations like [Accenture](#) agree, noting that, contrary to popular belief, technology skills alone are not enough. People need to cultivate a wide range of skills, from creative skills to the complex cognitive skills that the future workforce will need. Workers with this set of skills are in high demand and are much more likely to get a decent job ([UNESCO](#), 2018). These skills are therefore crucial to generate inclusive growth. Education systems and corporate training systems, however, still do not have the capacity to respond to the revolution that will be triggered by this evolving demand for skills. The challenge is particularly pressing for those who are most vulnerable, especially given that artificial intelligence will lead to the automation of the most routine jobs. In the sectors that traditionally employ low-income staff, like hotels, restaurants, care services, production, and logistics, processes are evolving, and jobs will continue to change with technology. These developments mean that workers will become less employable unless they improve their digital skills. Of the jobs held by the most vulnerable workers, an estimated [19% will require a high level of digital skills, 58% will require a moderate level, and 23% will require a low level](#).
- 1.2 An [IDB study](#) carried out in 2017 estimates that by 2030, more than half of the world’s youth will have reached adulthood without the skills they need to thrive at work and in their lives. The prognosis is worse for Latin America and the Caribbean, given the high grade-repetition and dropout rates among teenagers. The problem can be even more severe for young women in the region, since, as in the rest of the world, there are gender inequities in terms of Internet access and digital skills. On average, [Internet usage](#) among women is 8.5 percentage points lower than among men. Similarly, participation rates in science, technology, engineering, and mathematics (STEM) show a [large gender gap](#). There is ample evidence that women leave these fields as they advance through the education system, which means the [gender gap](#) is even wider in higher education. [The factors at play include](#) the [education level of mothers](#) and the tendency that exists in many areas for [prejudices](#) to be reinforced. These prejudices perpetuate gender bias in education, which makes women less likely to pursue careers in STEM.
- 1.3 More generally, there is a considerable lack of knowledge among young people about the jobs of tomorrow. A World Bank report warns that 44.7% of people who enter higher education in Latin America enroll in social science, law, and business

³ Entry-level digital skills – meaning basic functional skills required to make basic use of digital devices and online applications – are widely considered a critical component of a new set of literacy skills in the digital era, with traditional reading, writing, numerous skills. At the advanced spectrum of digital skills are the higher-level abilities that allow users to make use of digital technologies in empowering and transformative ways such as professions in ICTs. <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion>

programs ([World Bank, 2017](#)) and do not consider programs that are more closely linked to technology.

- 1.4 The countries in the region are faced with the challenge of educating their youth, especially disadvantaged groups, so that they acquire the necessary basic skills to succeed in digital environments.
- 1.5 The national education systems of Argentina, Colombia and Ecuador, and particularly the policies and programs implemented by their education ministries and departments, have been making significant efforts in this regard. They recognize the importance of introducing children to new technologies gradually, starting from an early age, in order to give them access to new learning opportunities. Argentina, for instance, recently recognized the importance of including digital citizenship,⁴ robotics, and computational thinking in its [curriculum](#). The three countries are also working to extend the school day. They have adopted a range of formats, providing a window of opportunity for innovation to become part of their curricula.
- 1.6 In this constantly evolving environment in which skills are becoming ever more vital, the inclusion of technical content in the curriculum is necessary—though not sufficient on its own—to improve 21st-century skills. The IDB Group, especially through the IDB Lab and the Social Sector (SCL), has been developing transferable skills⁵ with various civil-society organizations. The Group has participated in a wealth of successful projects that have boosted transferable skills through sport, the arts, circus activities and music. As the strategic partner of this initiative, the International Olympic Committee promotes the Olympic values of excellence, friendship and respect as values whose scope is such that they are part of the transferable skills required for future jobs. The scale and impact of the projects, however, is limited when they are not backed by public policies.
- 1.7 There are a number of difficulties involved in teaching technical and transferable skills to teenagers at scale to improve their future employability in the job market: (i) there is no complete curriculum with content that can be used in the formal education system to strengthen a set of core, relevant, and significant technical competencies and improve transferable skills; (ii) teachers do not have enough technical and pedagogical training to teach such a curriculum; and (iii) there are few experiences of partnerships between civil society organizations and the education system for the transfer of innovative experiences to strengthen transferable skills in formal education and community education settings.

B. Beneficiaries

- 1.8 The beneficiaries of the program will be socially vulnerable adolescents aged 12 to 18 (50% of whom will be girls). The target group will be drawn from two population profiles: (i) teenagers enrolled in formal education who participate in educational spaces organized by the formal education system; and (ii) teenagers participating in socioeducational centers run by community institutions and/or social programs (they may or may not be enrolled in school).

⁴ The training that schools provide in digital citizenship covers topics like digital literacy, safe Internet usage, digital identity development, using networking services, cybersecurity, and cyberbullying.

⁵ The term “transferable skills” is synonymous with “soft skills” or “life skills”.

- 1.9 For teenagers currently in formal education, the proposed comprehensive digital education program will fit around their regular school day. This means that at schools in the City of Buenos Aires, the sessions will take place during the [extended school day](#); at [schools in Medellín](#), they will take place as part of the jobs strategy⁶ or [supplementary day](#); in Quibdó, they will take place as part of the [full-day schooling](#) program, i.e. the hours in addition to the regular hours of instruction;⁷ and in Quito-Huarcay and Manta (Ecuador), they will take place as part of the compulsory student activities organized for the [Student Participation Program](#).
- 1.10 For teenagers who are not necessarily enrolled at school, i.e. group (ii), the digital learning activities will take place in socioeducational sessions at community institutions such as neighborhood clubs.
- 1.11 The project will also benefit teachers at public schools, as well as teachers at nonformal socioeducational centers, who will receive training in how to provide formal digital education.

II. THE INNOVATION PROPOSAL

A. Project description

- 2.1 The purpose of this project is to improve employability⁸ and close gender gaps among vulnerable teenagers by strengthening the digital and transferable skills covered by the “Olympic values.” By the end of the three-year execution period, the project is expected to have helped strengthen public policy on comprehensive digital education in formal and nonformal education. Specifically, the goal of the project will be to train teenagers through a comprehensive digital education program in the public education system and in (nonformal) socioeducational community centers in each country.
- 2.2 To achieve the proposed goal, the project will be run primarily in the cities in which the IOC is conducting specific activities: namely, Buenos Aires (Argentina); Quibdó and Medellín (Colombia); and Manta and Huarcay/Quito (Ecuador). Project activities will be coordinated with the main stakeholders in the public and private sector. The main actors will be: (i) in the City of Buenos Aires (Argentina), the Ministry of Education and Innovation, the Ministry of Human Development and Habitat, the Department for Sports, and civil-society organizations (including neighborhood clubs); (ii) in the Municipality of the Metropolitan District of Quito

⁶ The jobs strategy of Medellín’s Department of Education refers to the education sessions aimed at developing and strengthening employability-oriented skills, which take place before or after the normal school day. The strategy has four modalities: environmental education, sports schools, artistic and cultural education, and science and technology. It also has three cross-sectional targets: the development of citizenship, a focus on recreational learning, and integration with the Institutional Educational Project.

⁷ These are the additional hours introduced so that students spend more time at school improving their basic skills and participating in other activities to continue developing their skills (Decree 8 of 2015).

⁸ The transferable skills and qualifications that strengthen people’s capacity to take advantage of the education and training opportunities available to them so that they can find and keep a decent job, equipment, and training in digital literacy.

- (Ecuador), the Ministry of Education, the Ministry of Telecommunications,⁹ the Technical Secretariat for Youth, the Technical Secretariat for the “Toda Una Vida” social development project, and the Secretariat for Technical Coordination and Citizen Participation; and (iii) in Medellín and Quibdó (Colombia), the Department of Education. In all three countries, activities will be coordinated with the local National Olympic Committee.
- 2.3 A proposal for training in digital skills will be prepared jointly with the relevant public actors. The proposal will cover digital citizenship, computational thinking, programming, and robotics, and it will strengthen transferable skills in communication, teamwork, engagement and responsibility, problem-solving, and creativity, based on the Olympic values. The project will use digital technologies and sport, with a strong focus on promoting gender equity. It will also equip teachers by training them, which will benefit the countries’ education systems, contributing to the sustainability of the proposal.
 - 2.4 The possibility of using the curricular sessions included in the extended school day is a very promising opportunity to transfer good practices from the private sector (mainly civil society organizations) to the education system.
 - 2.5 The inclusion of community institutions in the project, especially socioeducational centers, gives participants flexible options, and schools will then be able to apply the lessons learned from those options.
 - 2.6 **The last mile.** The project targets 5,800 teenagers between 12 and 18 years of age not only in public schools but also in socioeducational centers (where young people who do not attend school can also participate). The focus will be on places characterized by vulnerability, reaching children who otherwise would have limited access to digital training. The [completion rate](#) at urban secondary schools for the lowest poverty quintile is 40.23% in Argentina, 42.53% in Colombia (37.03% in rural schools), and 55.6% in Ecuador. This project is expected to target mainly children in the two lowest quintiles.
 - 2.7 **Innovation.** The proposal is innovative from both an institutional and a technical perspective. In terms of institutions, the project has been designed from the very start to promote strong coordination between the public and private sectors. This will allow the best practices identified by the IDB Lab and the IOC for strengthening transferable skills through sports to be transferred directly to public education. It will also allow participants to benefit from edutech solutions that are on the cutting edge of training in digital citizenship, computational thinking, and robotics and to use a methodology that teaches Olympic values and transferable skills in an integrated way, combining “soft” concepts with technical concepts.
 - 2.8 Robotics classes not only teach technical skills like designing, building, and programming robots but also allow participants to develop their transferable skills. Teamwork and cooperation are the cornerstone of [robotics projects](#), since students must resolve challenges as a group, offering solutions developed by all members of the team. This allows participants to work on communication, responsibility, decision-making, conflict resolution, and creativity. These skills are

⁹ The Ministry of Telecommunications and the Technical Secretariat for the “Toda Una Vida” social development project work in non-formal education settings to close the digital divide, creating training centers that provide Internet access, equipment and digital literacy training to the community.

related to the three Olympic values: [friendship](#), which aims to protect and strengthen bonds between individuals and peoples; respect, which means playing fair and stamping out any unethical behavior; and excellence, since the skills create resilience and the willpower to overcome difficulties.

- 2.9 In terms of digital citizenship, the pedagogical proposal uses workshops and recreational activities at school to help students to find out, think about, and understand how digital technologies work, how digital identities are created, how students can establish a digital presence that reflects their true selves on social media, and how to spot situations where they or others may be at risk. Most importantly, the proposal teaches students that cyberspace is something that is constructed. It teaches them that other people use cyberspace with them, and that those people have their own intentions and interpretations, which they should acknowledge and respect.

Component I: Foundations for digital education (IDB Lab: US\$222,600; Local counterpart: US\$332,604)

- 2.10 The purpose of this component is to work with the public education system to create and improve proposals for comprehensive digital education in the curriculum. The component focuses on digital and transferable skills. It also addresses equal access to encourage women to participate in and pursue STEM education. The proposal also promotes Olympic values, which the transferable skills for employability are built upon.
- 2.11 This educational proposal can be implemented by public schools and by organizations that manage community-run socioeducational centers. The following activities are planned to achieve the objective:
- 2.12 **Surveying, assessing, and selecting digital education platforms, tools, and good practices at the country and the regional level.** Platforms and systems that meet the following criteria will be assessed: (a) they must be relevant to the target population and accessible to students and teachers, including those with poor connectivity; (b) they must have proven effectiveness for strengthening teachers' and students' digital skills; (c) they must have proven effectiveness for strengthening transferable skills; (d) they must incorporate a gender perspective into their teaching approach; (e) they must have processes and results that can be evaluated; and (f) they must be compatible with blended-learning methodologies and offline methodologies. If necessary, effective platforms will be adapted to make them suitable as a tool for the project's training component. Collaboration agreements may be signed with existing platforms or solutions or adaptations may be co-developed with the most relevant platforms. The platform will include training modules for teachers and students.
- 2.13 **Creating a working document with guidelines on good practices in digital training.** A working document will be produced with a set of good practices in digital training for teenagers. This document will be useful reference material for designing curricula at the local level.
- 2.14 **Adapting and designing a comprehensive digital training curriculum locally.** Each country's national curriculum will be adapted to the local education contexts and programs in participating cities, in coordination with the local education authorities. The curriculum will be assessed and fine-tuned based on

- its results in the first academic year in which it is implemented. The design of teaching material will also be adapted to the local context.
- 2.15 Based on the survey carried out in partnership with the SES Foundation and public authorities during the project's design phase, the proposal is to work with the following age groups by country:
- (i) In the City of Buenos Aires (Argentina): the final year of primary school (12- to 13-year-olds in grade 7), to support students as they move up to the next level of education. For this age group, the proposal is to strengthen skills in digital citizenship, computational thinking,¹⁰ programming, and robotics.
 - (ii) In Quibdó and Medellín (Colombia): 14- to 15-year-olds at secondary school in grades 8 and 9.¹¹ It was found that teenagers in technical education in particular needed to develop their basic programming and robotics skills.¹² Those skills are vital, because grades 10 and 11 focus on software development, which requires a certain level of skills in programming.
 - (iii) In Manta and Quito-Huarcay (Ecuador): 15- to 16-year-olds in the 1st and 2nd year of high school, respectively.¹³ The project supports digital education and the efforts being made in Ecuador to close the digital divide.
- 2.16 **Designing, adapting, and transferring curricular activities to strengthen transferable skills, Olympic values, and gender through sport.** A training model will be designed to improve skills through sport by adapting the "sport for development" methodology¹⁴ and by using the Women Win methodology.¹⁵ This adapted training model will be transferred to teachers and educators.
- 2.17 **Training for educators.** A methodology will be developed and implemented to train educators for the extended-day classes, which can be delivered in the classroom or virtually.
- 2.18 This component is expected to produce the following results: (i) a regional educational platform in operation under the program to provide digital training and transferable skills to teenagers and teachers; (ii) a working document setting out good practices; (iii) five comprehensive digital education syllabuses adapted at the local level by educational level (one per participating city); (iv) a

¹⁰ Students will have to organize data logically and analyze it to solve problems.

¹¹ The ages indicated are the normal ages of teenagers in those grades of formal education.

¹² Robotics has historical significance and often changes according to the sociocultural context. In education, for many years it was presented as a resource for teaching science, especially abstract phenomena. More recently, as robotics and automation have emerged in different sectors of society, it has taken on a more prominent role. Accordingly, it is proposed not only as a resource for teaching traditional subjects but also as a subject in its own right, with a particular focus on aspects related to programming.

¹³ The normal age of students in these grades, but the project considers students up to the age of 18, since some of them may have repeated a grade.

¹⁴ An agreement will be signed with Fudela for the transfer of the methodology, given the experience acquired during the RG-1168 project.

¹⁵ Women Win is a methodology for the empowerment of young women that will be transferred to the UN's "Women in the City of Buenos Aires" project, with support from the IOC.

methodology for training educators; (iv) 34 courses launched for educators; and (v) 340 educators trained using the comprehensive digital training methodology.

Component II: Training for the future (IDB Lab: US\$541,932; Local counterpart: US\$750,415)

- 2.19 This component will build teenagers' full range of digital skills. The methodology can be piloted and subsequently adjusted based on needs. The main activities of the component are:
- 2.20 **Comprehensive digital training for teenagers.** A comprehensive digital curriculum adapted to the grade or age of teenagers in three countries will be delivered through formal education and community socioeducational centers. The teachers and educators will be directly supported by a digital facilitator, thus forming a tag teaching team. The digital training will also improve students' transferable skills and will incorporate a gender-equity perspective.
- 2.21 **Solutions Olympiad.** Olympiads are part of the pedagogical proposal. Students take part in challenges related to sport, community issues, school issues, gender issues, etc. The digital solutions that the young people come up with will be shared with the local community.
- 2.22 **Special sports sessions to boost soft skills and gender parity through sport.** Workshops will be run with teenagers to address gender issues, with a focus on new models of masculinity.
- 2.23 **Working with the local community.** The project will encourage the community to take part, raising awareness among families, schools, clubs, youth centers, community centers, cooperative associations, and other groups about how digital education supports men and women. The topics discussed will include community youth participation, women's empowerment, women's access to the labor market, and support for young people in their vocational training without gender discrimination. The pedagogical resources will include sport and other recreational activities.
- 2.24 This component is expected to produce the following results: (i) 193 training courses for young people and adolescents; (ii) training for 5,800 young people and teenagers in three countries; (iii) 81 special sports workshops to boost transferable skills and gender parity; (iv) 18 Olympiads for young people to find technological solutions and share them with their communities; and (v) 18 community workshops, reaching 1,150 stakeholders.

Component III: Creating a standardized model and shaping public policy (IDB Lab: US\$278,000; Local counterpart: US\$543,400).

- 2.25 The purpose of this component is to facilitate the adoption of the proposal by institutions in each country.¹⁶ The following activities will take place to achieve this objective:
- 2.26 **Open roundtable discussions with key actors in the ecosystem.** Discussions and consultations will take place with key actors in the education ecosystem (the

¹⁶ The expectation is that the teacher training content will also be accredited and recognized by the authorities in charge of teacher training for formal education.

public sector, social and community institutions, employers, trade unions and entrepreneurs) to promote the program, publicize it, obtain feedback, and strengthen local public policies on comprehensive digital training for teenagers.

- 2.27 **Regional meetings to contribute to policymaking.** Two regional meetings will take place and will follow the “Making Policy Together”¹⁷ methodology developed by the Ibero-American League. The purpose of the meetings will be: (i) to make key actors aware of the importance of comprehensive digital training in enabling people to exercise their citizenship and improving youth employability; (ii) to share knowledge; and (iii) to get key actors to make commitments to sustainability. The meetings will be attended by individuals involved in the national education system and national education policy in each country, international and regional financing organizations, the private sector, and academic institutions.
- 2.28 **Communication strategy.** A regional strategy will be prepared that will include digital products designed to position the project and make it visible.
- 2.29 **Creating a standardized comprehensive training model.** A methodological document will be prepared that will be disseminated and transferred to each country’s education system, along with pedagogical tools and educational platforms.
- This component is expected to produce the following results: (i) active roundtable discussions in five cities, with public policy proposals; (ii) two Ibero-American meetings; (iii) at least 70 education policymakers and technical teams at each meeting; (iv) a scalable standardized comprehensive digital training model; and (v) the design and implementation of a communication strategy.
- 2.30 **Results, measurements, monitoring, and evaluation of the project.** As a result of this project, a comprehensive digital training methodology will be developed for the region covering all the paths followed in school by students between the ages of 12 and 18, whether in formal education or at socioeducational centers that are not part of the formal education system. This methodology will be piloted on five training courses in three countries, with 340 teachers and 5,800 students expected to take part. By the end of the project, the expectation is that 70% of participating teachers from schools and socioeducational centers will have improved their capacity to deliver comprehensive digital training and at least 40 schools and socioeducational centers will have incorporated the comprehensive digital training project.
- 2.31 **Project monitoring.** The project will have a system to conduct regional monitoring of management, processes, and results. This system will be placed on a platform so that data can be introduced online. Data will come from the education applications so that any changes in students’ learning outcomes can be assessed. The monitoring system will include tools to monitor and evaluate the results of teachers in formal and nonformal education in terms of their training and in terms

¹⁷ The “Making Policy Together” Ibero-American Forum is an event organized by the Ibero-American Youth League to shape public policy. Participants from civil society organizations, universities, governments, businesses, and young people attend the forum to look for joint solutions to the problems faced by young people.

of how they implement the proposal when teaching their students. Meanwhile, interviews and focus groups will provide qualitative data.

- 2.32 Between the midpoint and the end of the program, an external evaluation will be commissioned to answer the following questions: (i) has the comprehensive digital training methodology improved students' digital skills? (ii) has the methodology reduced the gender gap in technology among students? (iii) has it strengthened students' transferable skills? (iv) has it reduced school dropout? (v) has it improved scholastic performance? and (vi) do the results of the methodology differ between formal schools and socioeducational centers?

III. ALIGNMENT WITH THE IDB GROUP, SCALABILITY, AND PROJECT RISKS

A. Alignment with the IDB Group

- 3.1 **IDB Lab.** This project is part of the knowledge economy pillar, inasmuch as it promotes the creation of new digital solutions to prepare young people for the challenges they will face in the job market of tomorrow.
- 3.2 It is part of a series of projects focusing on digital skills and comprising a corpus of knowledge. The SES Foundation has a long track record in this field. It helped launch the Entra 21 program, and more recently it has been involved in the Technology for Youth Employment Fund (RG-M1189), so it is a good candidate to join the community of entities partnering with IDB Lab in this area on projects like Youth Programmers (UR-T1168) and Skills for the Future (RG-T3351), as well as New Employment Opportunities for Youth (RG-M1210) and other projects under the umbrella of the latter because of its relationship with the public sector. IDB Lab can also connect participants with its network of partners in the edutec ecosystem, giving them access to contacts, solutions, services, and knowledge that will be very valuable for this project.
- 3.3 **IDB Social Sector.** The project is aligned with the Education and Early Childhood Development Sector Framework Document (document GN-2708-5), inasmuch as it contributes to the goal of enabling young people to acquire the skills they need to fulfill their full potential in the workplace. Under the technical leadership of SCL, with support from the IDB Lab, the "21st Century Skills" initiative is being developed to equip people with the transferable and digital skills that are essential for a healthy, productive, and happy life. The project is aligned with this initiative, especially with the activities proposed for school-age children, since it takes advantage of opportunities for skills training primarily through curricular and extracurricular activities in schools, and through technical and vocational training institutes.
- 3.4 **Update to the Institutional Strategy.** The project is also aligned with the Update to the Institutional Strategy 2010-2020 because it will help reduce poverty and inequality by: (a) finding a tool to make the skills taught by schools a better match for the skills required by the jobs market; (b) improving students' soft skills while they are in education to make them more employable; and (c) strengthening the skills of young people so they are better prepared for new jobs created by advances in technology and emerging demand in the private sector.

- 3.5 **SDGs.** Lastly, the project is aligned with the Sustainable Development Goals, particularly: (i) SDG 4, quality education; (ii) SDG 5, gender equality; (iii) SDG 8, decent work and economic growth; and (iv) SDG 10, reduced inequalities.

B. Scalability

- 3.6 The project is very scalable thanks to the partnership formed with the public sector from the outset. In Argentina, all 194 public primary schools and 104 public secondary schools in the City of Buenos Aires should be running an extended school day by the end of 2019. This project can be scaled up to provide content at all schools. Furthermore, the Core Learning Priorities should be added to syllabuses nationwide by late 2020, so content developed in the framework of this project could support the rollout of Core Learning Priorities in other places.
- 3.7 In Ecuador, the model will be available to the Ministry of Education, so it can offer it as an alternative option in its Student Participation Program. Efforts will be made to work with the Ministry of Telecommunications to transfer the model to the *Infocentros*, so they can use it in their work. Partnerships with local governments will be promoted so that it can be replicated in accordance with their needs and skills. Lastly, measures will be taken to facilitate the model's use in private education (government-funded religious schools in poor areas).
- 3.8 Colombia will continue to introduce and expand full-day schooling until 2030, providing an opportunity to transfer the comprehensive digital training model. In Medellín, the Department of Education is continuing to update the options available on the supplementary days, which are open to 80,000 students between the ages of 6 and 17. Thanks to the department's ongoing cooperation with Microempresas de Colombia, there is a strong possibility that the project can be scaled up through the supplementary days.

C. Institutional and project risks

- 3.9 **The main risks** are: (i) it could prove difficult to transfer to the public sector, and thus to scale up, the curricular components for incorporation into the formal education paths; and (ii) it could prove difficult to arrange agreements between various actors in the education ecosystem. **Mitigation measures:** (i) For the public sector, actions will begin at the design phase to facilitate the joint design of curricular content. Work will also be done at alternative socioeducational centers. (ii) Roundtable sessions and dialogue will promote consensus and collective action.

IV. BUDGET PROPOSAL AND INSTRUMENT

- 4.1 The total cost of the project is US\$3,707,700, of which US\$1,500,000 (40%) will be contributed by IDB Lab as nonreimbursable technical cooperation, and US\$2,207,700 (60%) will be contributed by the counterpart (US\$1,500,000 by the IOC and US\$707,700 in cash from the organizations).

	IDB Lab	IOC contribution	Local contribution	Total (US\$)
Project Components				
I. Foundations for comprehensive digital education	226,600	274,400	58,204	555,204
II. Training for the future	541,932	554,620	195,795	1,292,347
III. Creating a standardized model and shaping public policy	278,000	413,900	129,500	821,400
Coordination and execution	382,600	257,080	324,201	963,881
Evaluations	25,000	—	—	25,000
Contingencies	30,868	—	—	30,868
Ex post reviews ¹⁸	15,000	—	—	15,000
Total	1,500,000	1,500,000	707,700	3,707,700
% of financing	40	40	20	100

V. EXECUTING AGENCY AND IMPLEMENTATION STRUCTURE

A. Description of the executing agency

- 5.1 The [SES Foundation](#) (Sustainability, Education, Solidarity) will execute the project. The foundation is a nonprofit organization formed in 1999 to develop and support the social inclusion of young people to improve their educational, social, political, and economic situation. One of the foundation's main social impact and outreach strategies is to forge partnerships and build networks, and it is part of a large integrated network of more than 400 organizations and institutions in Latin America and Europe. The organization's three lines of work are education, inclusive employment, and youth participation. It designs and implements a series of methodologies to improve how the public and private sectors address the issues faced by young people and uses a series of processes to support the people and organizations it works with. The SES Foundation has extensive experience executing IDB Lab projects, including the Technology for Youth Employment Fund (RG-M1189).

The SES Foundation will work in partnership with the [Esquel Foundation](#) in Ecuador and [Microempresas de Colombia](#) in Colombia. The Esquel Foundation is a private, nonprofit organization created 26 years ago. Based in Ecuador, the foundation supports creating sustainable human development, improving quality of life and building a democratic, responsible, caring society. As part of its commitment to innovation, participation, and ongoing improvement, the organization offers high-quality competitive services. It has extensive experience working on youth employability programs with the public and private sector. Microempresas de Colombia was formed in 1973. Since then, it has supported: (i) human rights and justice; (ii) rural development; (iii) education and job training; and (iv) productive development for vulnerable people, indigenous communities, Afro-Colombian communities, children, and young people.

¹⁸ The Bank will administer the contribution funds used to pay for ex post reviews.

B. Structure and implementation mechanism

- 5.2 Project governance will be handled by: (i) a board of directors; (ii) an executive team; and (iii) an advisory group, which will be constituted as follows:
- 5.3 **Board of directors:** The board will be formed by one member of the IOC (or a person appointed by the IOC), one member of IDB Lab, and an observer from the SES Foundation. It will meet once a year to draw up a work plan and set appropriate milestones for the project. The SES Foundation, however, will be the executing agency.
- 5.4 **Regional executive team:** This team will be appointed by the SES Foundation and will be responsible for determining the project's main activities and implementing the necessary activities to ensure the project is executed properly and on schedule. The team will also draw up the project's strategic plans, annual work plan and budget, project status reports, and any other information requested by the Bank or the IOC. It will also monitor the implementation of the strategic guidelines and agreements for the project, as well as its administrative, technical, and methodological aspects. The regional executive team will also take on the duties of Argentina's national executive team. There will be teams responsible for coordination, administration, communication, and monitoring and evaluation to support the regional executive team in all these duties.
- 5.5 **National executive team:** Each country will have a team acting as the local execution unit. The unit will be formed by a local coordinator, a head of education, a head of monitoring and evaluation, and an administrative manager. The local coordinator will actively take part in determining which actions will take place in the country. The coordinator will also organize, coordinate, and ensure those actions are executed. The head of education will oversee the adaptation and implementation of the pedagogical model. The administrative lead will ensure that the established administrative procedures are followed. This team will have a similar structure in Colombia and Ecuador.
- 5.6 **Advisory group:** The national executive committee may convene an advisory group at the local or regional level. The committee can consult the group and ask for recommendations either on the current progress of the project or on other issues that may arise. The advisory group's opinions are nonbinding.

VI. FULFILLMENT OF MILESTONES AND SPECIAL FIDUCIARY ARRANGEMENTS

- 6.1 **Results-based disbursements and fiduciary arrangements.** According to the institutional assessment that was conducted, the SES Foundation is a nonprofit private association with its own transparent, economical, and efficient administration and procurement policies. In terms of its organization, it has the fiduciary and financial capacity to carry out the project, so for the purposes of supervising this operation, the operating policies of the SES Foundation¹⁹ will be taken into account and will apply in terms of how the project is managed and how procurement is done. The SES Foundation will administer the portion of the contribution allocated for activities in Colombia and Ecuador.

¹⁹ See Appendix 4 of GN-2349-9 and GN-2350-9.

- 6.2 The executing agency will commit to the following agreements with IDB Lab on disbursements, procurement, and financial management:
- 6.3 Disbursements will be made in compliance with the specific technical conditions (for the first disbursement and any subsequent ones) and following presentation, to the Bank's satisfaction, of: (i) the disbursement request; and (ii) the financial plan. To justify the use of the funds, the executing agency will present: (i) an accountant's certificate, acceptable to the Bank, indicating that expenditures were as agreed in the annual work plan;²⁰ and (ii) the reconciliation of the contribution funds. The SES Foundation, meanwhile, will have presented evidence that: (i) the milestones set for the corresponding calendar year have been validated; (ii) those milestones have been achieved and approved by the Bank; and (iii) the local contribution has been made as budgeted.
- 6.4 The SES Foundation may advance funds to the Esquel Foundation and Microempresas de Colombia after signing execution agreements with them, and they must present legal documents (invoice and receipt) certifying that they received the funds. To submit their expenses to the SES Foundation, they will use the same procedure as mentioned in paragraph 6.3, items (i) and (ii). Upon request, these documents will be made available to the Bank and the IOC.
- 6.5 Although the Country Office in Argentina is responsible for disbursements, country action plans and milestones will be agreed with IDB Lab in Colombia and Ecuador.
- 6.6 Procurement: Procurements will be handled in accordance with the executive agency's policies. Once every six months, a procurement plan will be presented setting out the procurements required for the project to be executed and the milestones to be achieved. The procurements that are technically critical for IDB Lab will be established and technical aspects will be reviewed. The program's execution requires the hiring of teachers. Not only should such teachers be suitable for the post, but they should also have enough teaching hours available. Teachers who already work in the public education system (State-run or private-run) will not be excluded from being hired, as long as they have enough time to take part in the program.²¹
- 6.7 Milestones: A preliminary table of results-based milestones is attached. At the start of each calendar year, the targets for that year will either be validated or, if necessary, modified, as long as the project's objectives and results do not change.
- 6.8 Financial statements and reviews of use of the contribution: The executing agency will prepare its annual financial statements and ensure that they are

²⁰ The certificate may be issued by the executing agency's professional accountant or another professional accountant suggested by the executing agency. The Bank will assess the accountant's professional experience and criteria to prevent any ethical conflicts or conflicts of interest

²¹ FUDELA will be contracted directly to transfer its "sport for development" methodology.

always available to the Bank. It will also keep a record of contributions in kind that will be certified by a professional accountant to the Bank's satisfaction.²²

- 6.9 The Bank can use funds from the contribution to hire a third party to check the financial statements and review the use of resources allocated to the project, by verifying financial practices and procurements.

VII. ACCESS TO INFORMATION AND INTELLECTUAL PROPERTY

- 7.1 **Access to information.** Under the Bank's Access to Information Policy, this document is publicly available.
- 7.2 **Intellectual property.** The Bank will own the project's intellectual property and will award a free, noncommercial, irrevocable, indefinite license to the SES Foundation and the IOC to use the copyright, patents, and any other intellectual property right. The two organizations may grant a similar license to any government entities or other entities that work with, apply, replicate, or generate knowledge using products developed as part of the project.

²² The certificate may be issued by the executing agency's professional accountant or another professional accountant suggested by the executing agency. The Bank will assess the accountant's professional experience and criteria to prevent any ethical conflicts or conflicts of interest.