

TC Document

I. Basic Information for TC

▪ Country/Region:	REGIONAL
▪ TC Name:	Connecting Youth in Latin America and the Caribbean with 21st Century Skills Learning and Accreditation Opportunities
▪ TC Number:	RG-T3594
▪ Team Leader/Members:	Mateo-Berganza Diaz, Maria Mercedes (SCL/EDU) Team Leader; Becerra Luna, Laura Natalia (SCL/EDU); Blasco, Ivana (SCL/EDU); Caycedo Duque, Juanita (SCL/EDU); Duarte Salcedo, Catalina (SCL/EDU); Gonzalez Velosa, Carolina (SCL/LMK); Lee, Changha (SCL/EDU); Maragall, Juan Ernesto (SCL/EDU); Negret Garrido, Cesar Andres (LEG/SGO); Scannone Chavez, Rodolfo Andres (SCL/EDU); Yec Lay, Alexander A (AUG/AUG)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	09 Dec 2019.
▪ Beneficiary:	Colombia and Paraguay
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	Korea Poverty Reduction Fund(KPR)
▪ IDB Funding Requested:	US\$700,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	36 months (execution period: 30 months)
▪ Required start date:	03/15/2020
▪ Types of consultants:	Firm and Individuals
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL-Social Sector
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality; Productivity and innovation; Institutional capacity and rule of law; Gender equality, Productivity and innovation, Institutional Capacity and rule of law, and Gender equality and diversity

II. Objectives and Justification of the TC

- 2.1 **Objective.** The general objective of this TC is to support youth in Latin America and the Caribbean (LAC) to effectively assess and certify transversal skills to thrive in the labor market. More specifically, the project aims to: (i) develop a toolkit to curate learning contents, certify transversal skills, and help youth to present their skills and communicate effectively in the labor market; (ii) establish an advisory board to verify the quality of assessment tools of transversal skills; and (iii) conduct a pilot in Colombia and Paraguay and disseminate results.
- 2.2 **Justification.** Accelerated environmental, demographic, and technological changes in the 21st century are reshaping the social, economic, and political order, and this new configuration requires a rethinking of the way we develop and train individuals. Unlike the past when specific technical skills guaranteed employment in the labor market, their relevance plummeted over the years, and the need for foundational or

transversal skills has been on the rise.¹ Transversal skills, foundational skills, or the 21st century skills, interchangeably used in this TC and under the 21st Century Skills Initiative², refer to the skills that are essential for the development of each individual, are necessary to navigate healthy, productive and happy lives, are reusable because they are widely transferable from one area of life to another, and are not associated with a specific job, task, sector, discipline or occupation.³

- 2.3 Beyond work, transversal skills matter. They contribute to the development of a mindset which serves as a buffer for individuals to respond to the uncertainties in the world. Therefore, it is paramount that all individuals are equipped with a mindset or an operating system that not only fulfills the basic functions, but also develops sophisticated skills that help them professionally and personally. These include digital skills, advanced cognitive and socioemotional skills, as well as executive functions, such as teamwork, communication, creativity, critical thinking or problem solving, resilience, empathy, and lifelong learning, none of which are new but became more critical in the 21st century.
- 2.4 The World Economic Forum (WEF) (2015), along the similar lines of work, identified 16 skills that students need to prepare to successfully navigate in the 21st century. They were a mixture of traditional skills (i.e. literacy and numeracy) as well as transversal skills, which help students tackle complex challenges and adapt to the fast-changing environment. In this study, WEF (2015) reviewed 91 countries, and Korea ranked first not only in literacy and numeracy expected from the international assessments, but also in transversal skills such as critical thinking, problem solving, creativity, and Information and Communication Technology (ICT) literacy, while countries in LAC such as Chile, Brazil, and Colombia remained in the bottom fifth percentile.
- 2.5 Taking digital skills for example, the Government of Korea invested heavily in students' digital skills over the past few decades. Since 1996, the government has implemented masterplans for ICT education, and they were carried out in stages starting with the infrastructure, then teacher training and curriculum development, to what they called *SMART education*.⁴ Amidst the expansion of ICT education in Korea, the online platforms, such as EDUNET by the Ministry of Education (MOE) as well as I-Scream

¹ A 2018 McKinsey report on 15 Western countries identifies the skills that are likely to experience the largest shifts in demand between 2016 and 2030. It projects about a 15 percent decrease in the hours spent on physical and manual skills (such as basic data input and processing and general equipment operation) and an 8–55 percent increase of hours in demand for higher cognitive and socioemotional skills (Bughin et al., 2018).

² For more information regarding the Initiative, please refer to the following brochure: [21st Century Skills: Transversal Skills Development in Latin America and the Caribbean](#)

³ For more information regarding the definition and the interchangeability of transversal skills, foundational skills, and the 21st Century Skills, please refer to page 23 of Mateo Díaz et al. (2019) *El futuro ya está aquí: Habilidades transversales de América Latina y el Caribe en el siglo XXI*. Link: https://publications.iadb.org/publications/spanish/document/El_futuro_ya_est%C3%A1_aqu%C3%AD_Habilidades_transversales_de_Am%C3%A9rica_Latina_y_el_Caribe_en_el_siglo_XXI_es.pdf

⁴ SMART (Self-directed, Motivated, Adaptive, Resourceful, and Technology) education refers to an adaptive learning system intended to strengthen the 21st century skills of students by innovating the entire education system, from the education environment, content, and methodology to assessment. For more information, please refer to *Adapting Education to the Information Age*, a white paper by KERIS in 2012: <https://www.keris.or.kr/eng/cm/cntnts/cntntsView.do?mi=1188&cntntsId=1334>

by I-Scream Media with a penetration rate of 90% in primary schools in Korea, played a central role in improving the effectiveness of teaching and learning. These education platforms served a specific purpose to expand the access to quality education and level the playing field for students from low income background. Inspired by the experiences in Korea, the current TC intends to develop a toolkit that curates learning opportunities and certifies skills relevant in the 21st century.

- 2.6 **Regional Context.** Colombia for example where the project intends to do its first pilot in the region, began to develop students' digital skills around the same time as Korea did in the late 1990s. The national program 'Computers to Educate' (*Computadores para Educar*, CPE) went through similar stages of the implementation, from the establishment of infrastructure, teacher training, to content development, however Colombia has yet to yield positive results in digital skills of students:⁵ According to the Program of International Student Assessment (PISA) 2012, 15-year-old students in Colombia performed significantly lower than the OECD average in digital reading and still lower than students in other LAC countries such as Chile, Costa Rica, Brazil, Mexico, etc.
- 2.7 Coupled with this, there is a great disparity in performance among Colombian youth based on their socioeconomic status. There was up to 15% score variation in digital reading based on students' socioeconomic status (OECD, 2015). Against this insurmountable inequality, the importance of mindset and socioemotional skills is reiterated. McKinsey (2017) found that in PISA 2015, students from low socioeconomic status with a growth mindset and strong motivation, performed better than students from high socioeconomic status and devoid of motivation.
- 2.8 In fact, there are multiple programs out there, mostly out of the formal education system, that intend to develop aforementioned transversal skills of the youth. The digital, citizenship, music, and sports programs introduced in the report by Mateo Díaz et al. (2019) present a wide variety of evidence-based interventions that can support youth in developing transversal skills. Leveraging this previous work, the current TC intends to focus not only on curating the learning opportunities, but on certifying transversal skills. Despite the growing attention and importance of transversal skills, they are rarely measured and absent from established measurement tools, which makes it difficult for the youth to communicate and leverage their skills in the labor market. The value-added of this TC therefore is the certification of transversal skills which will be done through rigorous assessment tools developed by the academics

⁵ OECD (2019) analyzed that the CPE program widened the access to computers for students in Colombia (i.e. one computer per student). However, it has yet to translate to the increased performance in digital skills for the following reasons:

- Schools in rural areas or with students from low income background are less likely to have access to computers or internet. The digital divide persists.
- Computers are installed in schools, but their use has not been optimized. A part of this can be explained by the status of computer education classified as extra-curricular activities. Only third of schools in Colombia provided extra-curricular courses.
- Teachers' use of technology in the classroom is critical to the development of digital skills of students. However, either the teacher training on the topic was absent or the quality of it was not satisfactory.
- The teacher training on the use of technology in the classroom is important to develop and enhance the digital skills of students. However, teachers who received the training did not find the training to be helpful and satisfactory, which did not lead to their use of technology in the classroom.

and experts in psychology, education, etc., which will help youth to effectively communicate and make use of transversal skills as currency in the labor market.

- 2.9 **Project Strategy.** Drawing upon the experiences in Korea, where technology played a critical role leveling the playing field for students from low income background, the current TC proposes to develop a toolkit that expands the access to quality learning and certification opportunities. This project proposes to develop a toolkit denominated “CLIC - **C**onnect without **L**imits: Invent yourself and get **C**ertified,” as key part of the 21st Century Skills Initiative led by the Inter-American Development Bank (IDB). The initiative “aims to gather and organize different stakeholders from public and private sectors in order to equip Latin American and Caribbean citizens with the fundamental and transversal skills that enable them to grow and prosper at a rapid pace to achieve the highest levels of welfare” (Mateo Díaz et al., 2019a, p. 2).
- 2.10 Currently, the toolkit is going through the phase of conceptual design, utilizing the resources from technical cooperation RG-T3435. CLIC will offer services such as the assessment and certification of transversal skills and the digital portfolio to showcase certified skills and communicate more effectively in the labor market (Please refer to Component 1 for detailed service of the toolkit). CLIC “offers the possibility of connecting the disconnected (women, ethnic minorities, people with disabilities, etc.) to relevant and high-quality information as well as opening doors for jobs and personal growth opportunities” (Mateo Díaz et al., 2019a, p. 5).
- 2.11 For its regional scale up, CLIC will be piloted in Colombia and Paraguay. In Colombia, it will serve as an official platform of ‘Sacudete’⁶ program, which is the national strategy of the Government to promote innovation and talent of the youth and contribute to closing gaps and increasing equity by expanding access to information and knowledge. The strategy was introduced as part of the National Development Plan 2018-2022 ‘Together for Colombia. Together for the Equity’ which tapped into youth as key players in the national development and cultural transformation.
- 2.12 Spearheaded by the Office of the First Lady, the Colombian Government plans to reach 400,500 young people from ages 14 to 28 and implement programs in 1,400 Sacudete centers across 1,101 municipalities. The objectives of Sacudete are the following:
- Create opportunities for socioeconomic inclusion of youth
 - Inspire youth to discover their interest in the professional career and actively participate in their own community
 - Equip youth with transversal skills
 - Connect youth with the opportunities for employment, entrepreneurship, and education.
 - Establish an ecosystem to promote the collaboration among youth from all across the country
 - Promote solidarity among youth to practice citizenship and coordinate actions
- 2.13 **Strategic Alignment.** The TC is consistent with the Update to the Institutional Strategy 2010-2020 (AB-3008) and is aligned with the following development

⁶ The name Sacudete is taken from the first two letters of Health, Culture, Sports, Technology and Entrepreneurship in Spanish (SALud, CULtura, DEporte, Tecnología y Emprerdimiento). The Government plans to renovate 32 Sacudete centers across the country by requesting USD 50 million loan from IDB.

challenges: (i) social inclusion; and (ii) productivity and innovation. It contributes to fostering high-quality human capital by improving access to innovative and quality education and promising set of skills particularly for the vulnerable youth. The TC is also aligned with the cross-cutting theme of: (i) gender equality⁷ by equipping transversal skills through online and offline learning contents for both genders; and (ii) institutional capacity and rule of law by introducing a certification toolkit to the education system and piloting for a regional scale-up.

- 2.14 The TC is also in line with the Country Strategy with Colombia, and the Country Strategy with Paraguay. As for Colombia, by granting youth from vulnerable background an opportunity to certify transversal skills and leverage their engagement in the labor market, this TC contributes not only to the overall country strategy, which is to support the country to transform into high income country with social mobility, but also taps onto its strategic areas such as (i) improving the productivity and (iii) ensuring better social mobility. The same can be expected from the Country Strategy with Paraguay, which aims to support the country's institutional and productive transformation under criteria of sustainability, equity, and economic and social inclusion. By visualizing transversal skills through certification and digital portfolio, the TC can facilitate the employment of Paraguayan youth that have experienced difficulty entering the labor market. The skill assessment in this TC in particular can support youth with professional development which improves (iv) human capital and living condition (through better opportunities for employment), outlined as one of country's strategic areas.
- 2.15 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. The TC also corresponds to the objective of the Korea Poverty Reduction (KPR) Fund by promoting poverty reduction within the Latin American region.

III. Description of activities/components and budget

- 3.1 This TC will finance the following three components: (i) develop a toolkit to curate learning contents, certify transversal skills, and help youth to youth to present their skills and communicate effectively in the labor market; (ii) establish an advisory board to verify the quality of assessment tools of transversal skills; and (iii) conduct a pilot in Colombia and Paraguay and disseminate results.
- 3.2 **Component 1: Development of a toolkit for skill certification for youth in LAC (US\$320,000).** This TC will finance the development of a toolkit CLIC with the following key services: (i) the curation of quality learning contents; (ii) certification of transversal skills; and (iii) digital portfolio to showcase skills. As for the learning contents, CLIC

⁷ Taking digital skills for example, a critical gender gap is expected based on the following figure: more than 60% of university graduates are female, however less than a third are females among those who graduate with a bachelor's degree in science and technology (Bustelo et al., 2019). Given this backdrop, in our toolkit, if the gender difference in the certification of digital skills is witnessed, the system can generate a message encouraging more participation of females in the development and certification of digital skills. The Team will closely monitor the gender representation of skill certification and ensure its balance in the number of skill assessment.

will curate innovate learning programs in LAC to develop transversal skills. Based on the two criteria of scalability and impact, CLIC will showcase approximately 100 learning contents in the region that qualify and demonstrate strength in both aspects.

- 3.3 The key pillar of CLIC is the certification of transversal skills. Any youth in LAC, regardless of their socioeconomic status, can access CLIC, assess their transversal skills, and get certified for free. The assessment of skills is the first step that users take when they access CLIC. The assessment data collected through the platform will allow for the governments in the region to receive real time information on the development of human capital on particular skills and project the supply in the labor market. After the successful pilot in Colombia and Paraguay and the regional scale-up of CLIC, the development of transversal skills can be gauged in the regional level and can be compared across countries.
- 3.4 Digital portfolio intends to support youth in the labor market. It helps youth to communicate effectively in the labor market by showcasing their skills. It not only displays the basic information of an individual but serves more than a paper-based diploma or a resume in that it hosts a variety of professional works completed by youth. They include various multimedia projects such as video clips, applications, games, codes, etc., which offer visible references to the developed skills outlined in the portfolio. As youth develop and certify transversal skills, the digital portfolio gets automatically updated. The Bank holds all intellectual property rights and full ownership of CLIC.
- 3.5 **Component 2: Establishment of CLIC advisory board for the validation of skill assessment tools (US\$70,000).** The TC will finance an advisory board of CLIC, a group of experts in the field of psychology, education, economics, etc., that can provide advisory work on the assessment and certification of transversal skills. Experts consist of leading academics⁸ who have long been engaged with the design and implementation of assessments on transversal skills, as well as practitioners and employers, who can strengthen the linkage between certification and the labor market, so that the measurement can better reflect and inform the level of individual's skills in the workplace. Tentative skills, to be certified through CLIC, include communication, teamwork, grit, learnability, digital skills which are frequently referred to as most demanded in the labor market by powerful sources for training and employment such as WEF, LinkedIn, etc.
- 3.6 **Component 3: Pilot and dissemination of results (US\$310,000).** The launching event will take place when CLIC is ready to be piloted in the first country, Colombia. It will convene the officials from the Colombian government in charge of Sacudete program, the advisory board, as well as the Coalition members of the 21st Century Skills Initiative. After the launch, youth enrolled in Sacudete centers will start utilizing CLIC to certify transversal skills and create digital portfolio to showcase their skills and communicate better in the labor market. While youth utilize the toolkit, they will be

⁸ The Team seeks leading academics that have long years of experience researching transversal skills, developing skill assessment tools, and validating the quality of assessment tools readily available in the market. The appointment preference will be given to the experts of skills that have higher possibility to be included in the toolkit: grit, critical thinking, communication, collaboration, and creativity. The Team expects the Chair to be an expert of measurement in transversal skills rather than an expert of a particular skill and will prioritize a person with experiences in application of measurement in low income background.

asked to provide feedback on the user experience and suggest areas for improvement. After incorporating the feedback, CLIC will be piloted in Paraguay with activities such as presenting the toolkit to the authorities and integrating it in the local education portal. After the completion of two pilots in the region, CLIC will be ready for its regional scale-up. Alone in Colombia, 400,500 youth from ages 14 to 28 will benefit from this intervention.

- 3.7 In addition, a promotion video will be produced with the appearance of a CLIC ambassador who can donate his/her talent and testify that the certification of transversal skills is critical in the 21st century. The possible candidate can be high-level artists in LAC who come from humble background and can serve as the role models for the youth. To coordinate all the activities associated with the CLIC development (Component 1), establishment of the advisory board (Component 2), and management of pilot and dissemination activities (Component 3), a consultant will be hired.
- 3.8 The total cost of this TC will be US\$700,000, which will be financed by the Korea Poverty Reduction Fund (KPR).

Indicative Budget

Activity/Component	Description	IDB/Fund Funding	Total Funding
Component 1: Development of a toolkit for skill certification for youth in LAC.	(i) Development of Toolkit	\$ 320,000	\$ 320,000
Component 2: Establishment of an advisory board for the validation of skill assessment tools	(i) Advisory on the assessment tools	\$ 50,000	\$ 70,000
	(ii) Quarterly advisory board meetings	\$ 20,000	
Component 3: Pilot and dissemination of results	(i) Pilot in Colombia and Paraguay	\$ 110,000	\$ 310,000
		\$ 40,000	
	(ii) Dissemination of results	\$ 160,000	
	(iii) Hiring of consultant		
Total		\$ 700,000	\$ 700,000

IV Executing agency and execution structure

- 4.1 To ensure the quality execution of the initiative and in accordance with the requests from the Government of Colombia and Paraguay (See Annex I), TC will be executed by the IDB. According to TC guidelines (GN-2629-1), this is justified by the fact that complying with internal requirements would delay the execution of the TC, jeopardizing the achievement of its objectives.⁹ The TC will be supervised by the Team Leader, Mercedes Mateo, Education Lead Specialist as well as Team members, Juan Maragall, Lead Specialist in Colombia, and Marcelo Perez, Lead Specialist in

⁹ In the case of Paraguay for example, legislative approval as well as the operational input is required.

Paraguay at SCL/EDU. All disbursements will be executed through the Bank's systems and will require approval from SCL/EDU.

- 4.2 The activities under this operation are outlined in Procurement Plan (Annex IV) and will be executed in accordance with the procurement methods established in the Bank including: (a) contracting individual consultants based on the guidelines of AM-650; (b) contracting consulting firms for an intellectual service according to GN-2765-1 and the operative guidelines of OP-1155-4 and (c) contracting logistic services and different consulting services according to the policy, GN-2303-20. For the development and piloting of a toolkit, the Team will contract a firm through a Single Source Selection method.¹⁰ The TC will be executed over a period of 30 months and disbursed over a period of 36 months as of the date of approval.

V Major issues

- 5.1 No major risks are expected from this project. To prevent any possible risks, the Team will communicate and work closely with the Office of the First Lady in Colombia regarding the first pilot and 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.

VI Exceptions to Bank policy

- 6.1 There are no exceptions to any Bank policy.

VII Environmental and Social Strategy

- 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:

[Request from the Client_36270.pdf](#)

[Results Matrix_70453.pdf](#)

[Terms of Reference_26757.pdf](#)

[Procurement Plan_15911.pdf](#)

¹⁰ The Team will hire a firm through Single Source Selection, that has many years of experience in developing and implementing a skill development and certification toolkit and is an expert in public private partnership. The Team seeks a company that has universal penetration of its toolkit in the public education system. That is, more than 90% of schools utilize its toolkit in the day to day classroom practices.