

Guide for the Effective  
Incorporation of Social-  
Emotional Competencies  
in Youth Employability  
Programs for  
**Disadvantaged Youth**

A MILLION YOUTH



A MILLION OPPORTUNITIES

# INTRODUCTION

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## ABOUT THE NEO INITIATIVE

NEO is an initiative led by the Multilateral Investment Fund (MIF) of the Inter-American Development Bank (IDB) and the International Youth Foundation (IYF), with support from the Labor Markets Unit (LMK) of the IDB, the International Youth Foundation (IYF), and corporate partners, such as: Arcos Dorados, Caterpillar Foundation, CEMEX, Microsoft, and Walmart. The objective of the initiative is to improve the quality of human capital and the employability of disadvantaged youth in Latin America and the Caribbean. This is a pioneering initiative in which companies, governments, and civil society contribute resources, knowledge, and skills to implement effective and sustainable employment solutions. Launched at the Summit of the Americas in 2012, this 10-year initiative seeks to improve the employability of 1 million disadvantaged youth.

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The opinions expressed in this publication are exclusively those of the authors and do not necessarily reflect the perspective of the IDB, its Board of Executive Directors, or the countries it represents. Nor do they necessarily reflect the point of view of the MIF, IYF, or NEO's corporate partners.

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# FORWARD

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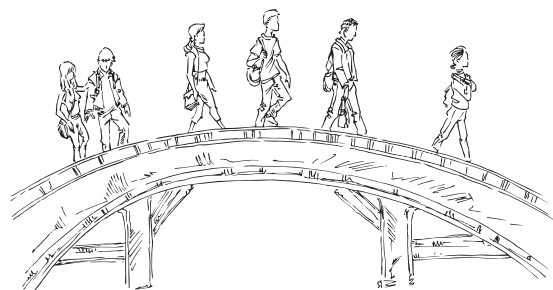
The objective of this guide is to serve as a guide for incorporating social-emotional competencies, also known as portable competencies, in youth employability programs, technical education, and job training. We hope that this guide will contribute towards the better integration and performance of youth in the productive world and as a result help them improve their quality of life.

We believe that young people should have the necessary tools to succeed in the different areas of their lives, thereby favoring the development and enhancing their social-emotional competencies.

Although the importance and need for training in these types of competencies has been recognized globally, not all young people have access to it. Despite the increase in the focus on competency training, educational programs and training in general concentrate on the technical knowledge and ability to perform a specific function. This guide therefore focusses on how to introduce social-economic competencies into educational and job training programs.

To develop this guide, materials such as economic studies, national and international policies, as well as case studies and the experiences of programs and organizations were reviewed. These provided examples and are used to explain the different phases proposed.

# POINT OF DEPARTURE



## **What is the Guide for the Effective Incorporation of Social-Emotional Competencies in Youth Employability Programs for Disadvantaged Youth?**

It is a publication developed by the International Youth Foundation (IYF), within the framework of the NEO initiative, that introduces conceptual and practical tools for identifying, incorporating, and evaluating the competencies, as well as the institutional requirements for achieving them.

## **What are social-emotional competencies?**

There are several definitions of social-emotional competencies, but for this guide they are understood as the knowledge, attitudes, and skills required to manage and contribute to the different areas of an individual's life: personal, social, and work. Acquiring these competencies will contribute to young people's employability, social inclusion, personal development, and improvement of their social and living conditions.

## **What is the objective of this guide?**

It is hoped that with this guide, entities offering employability services, as well as formal education institutions seeking to incorporate social-emotional competencies into their programs, will be able to integrate these competencies into their training curriculum and adapt strategies to develop and evaluate them. They will also be able to recognize them and understand their importance for the success of the youth in different areas of their life.

## **Who is it for?**

This guide is mainly directed towards entities offering youth employability services, in particular the directors and people in charge of designing the programs. It is also targeted at organizations that offer programs in formal education leading to a diploma (secondary education) and work or job training programs.

## **GLOSSARY**

### **Disadvantaged Youth**

The term *disadvantaged youth* refers to young people living in poverty and affected by personal and/or social situations that limit their access to quality work opportunities. These young people may have additional risk factors, such as disability, living in rural areas, having dropped out of the formal education system, living in violent environments, belonging or having belonged to groups outside the law, being victims of forced displacement, among others.





## How is the guide organized?

The guide consists of three chapters. The first chapter explores the social and productive context and the development of social-emotional competencies as a training objective that arises from this context. It also presents some approaches to defining these competencies.

The second chapter explores the incorporation of social-emotional competencies into youth employability programs. Criteria are proposed for identifying the competencies, as well as strategies for developing and evaluating them, both in training institutions by including them as cross-cutting concepts within or alongside a specific training curriculum, or individually through mentoring or coaching exercises, such as work scenarios through internships, work experience, and teaching observations.

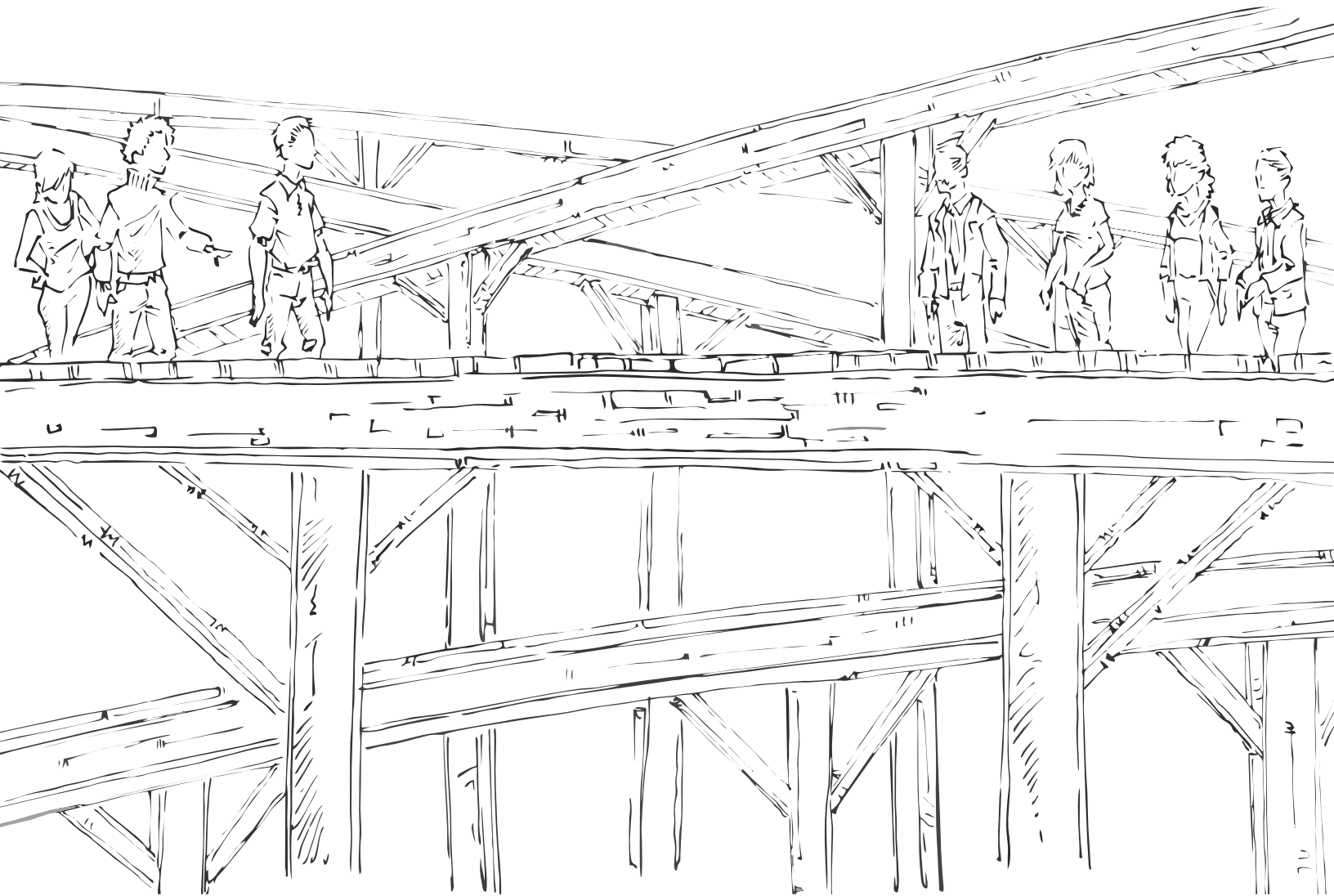
The final chapter presents the institutional requirements for effectively incorporating the competencies, including changes to the curriculum, the profile of trainers, and resources. Lastly, guidelines are provided for evaluating and systematizing the programs.



# CHAPTER 1

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## Background





## What is happening today?

### Before starting, it is important to ask yourself

How have work conditions changed from those that your parents or grandparents faced to the conditions facing young people today?

The economic, working, and social environment today is different from how it was a few decades ago. Changes such as technological advances, new forms of production, and greater access to education have marked major transformations that are evident in the new needs and demands of the business sector.

The characteristics of the current context, which are changing and increasingly more competitive, imply a revitalization of human talent profiles. For example, the introduction of new technologies in industrial production has led to a redefinition of the role of the workers. It is no longer necessary for people to perform mechanical and routine tasks. Different skills are needed now, such as flexibility, creativity, and problem-solving<sup>1</sup>, which enable people to adapt and contribute to their surroundings.



## Find Out A New Economic and Labor Context

Changes in the economy and industry have had an impact on competencies and job profiles. The following are some of these transformations.

| WORKING CONDITIONS IN THE PAST                                                                            | CURRENT WORKING CONDITIONS                                                               |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Stable employment throughout working life                                                                 | Frequent changes in job, position, tasks and duties; alternating periods of unemployment |
| Unemployment as a temporary phenomenon                                                                    | Unemployment has become a structural and permanent problem                               |
| Predominantly male workforce                                                                              | Greater number of women in the workplace, although gender inequality persists            |
| The majority of jobs are "formal" and salaried                                                            | Growth of informal employment, forms of self-employment, or subcontracting               |
| Jobs with highly specialized tasks and operations                                                         | Jobs defined by the objectives and achievements to be achieved through work              |
| Jobs defined in the framework of inward development policies with high protection for domestic production | Jobs resulting from an open economy model, with little or no protection                  |
| Prevalence of manual skills for success in the job                                                        | Valuing knowledge of "soft" competencies for success in the job                          |
| Access and permanence based on educational credentials and experience                                     | Access and permanence based on demonstrated competencies                                 |

Source: Irigoin, M., Vargas, F. Competencia Laboral. Manual de conceptos, métodos y aplicaciones en el sector salud. (Manual of concepts, methods and applications in the health sector) Montevideo: CINTERFOR: 2002.  
[http://www.oitcinterfor.org/sites/default/files/file\\_publicacion/man\\_ops.pdf](http://www.oitcinterfor.org/sites/default/files/file_publicacion/man_ops.pdf).

<sup>1</sup> Bassi, Marina. [et. al]. Disconnected: Skills, Education and Employment in Latin America. Washington DC: Inter-American Development Bank 2012. <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36702640>.

Access to education and the education level of the global population has increased, meaning that today training is not enough of a competitive advantage. Specialized technical knowledge can be developed by many people. Also, with the new migratory trends, labor mobility is very common, and the introduction of technologies has created new ways to work, such as telecommuting. This makes it necessary for workers to develop other types of competencies that set them apart and give them added value so they stand out.

A 2015 study by the International Labour Organization on the social perspectives of global employment<sup>2</sup>, brings together some of the global trends in this area:

- Social-emotional skills, such as the capacity to handle different situations and transfer learning, tend to be more important than those related to specialized knowledge.
- There is a significant mismatch between the social-emotional competencies required in the world of work and those that young people have.
- For workers who do not possess the necessary competencies, their possibilities of finding and keeping a job are very limited.

The mismatch between the required profiles and the young people's profiles will impact considerably their already reduced opportunities for employment on a global level since their employment outlook is complex<sup>3</sup>:

- Job prospects are set to worsen in the next five years: the unemployment rate will go from 201 million in 2014 to 212 million by the year 2019.
- The number of young people between the ages of 15 and 24 reached 1.2 billion in 2010. This number exceeds the capacity of the market to cover the demand for new jobs such that one in every eight young people is unemployed.
- The unemployment rate among young people is three times higher than that of adults.

These conditions apply to young people all over the world, but are exacerbated in developing countries such as those in Latin America and the Caribbean, which are characterized by high levels of inequality and informal employment. In this region, young people represent just 24% of the population actively working<sup>4</sup> and the unemployment rate is 14.9%, three times higher than that of adults. Because of this, many of them have to accept jobs with precarious work conditions<sup>5</sup>.

Informal employment among young people in these countries has reached 60%. That means that six out of every ten jobs obtained are informal, which translates to 27 million young people working in those conditions<sup>6</sup> with a high probability of remaining in that sector for a long time<sup>7</sup>.

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<sup>2</sup> International Labour Organization. World Employment and Social Outlook: Trends 2015. Geneva: ILO, 2015.  
[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_337069.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_337069.pdf)

<sup>3</sup> Ibid.

<sup>4</sup> Bassi, Marina. [et. al]. Disconnected: Skills, Education and Employment in Latin America. Washington DC: Inter-American Development Bank 2012. <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36702640>.

<sup>5</sup> International Labour Organization. Empleo Juvenil en América Latina y el Caribe. (Youth Employment in Latin America and the Caribbean) <http://ilo.org/americas/temas/empleo-juvenil/lang-es/index.htm>.

<sup>6</sup> International Labour Organization. 27 millones de jóvenes en la informalidad en América Latina y el Caribe. (27 million youth working informally in Latin America and the Caribbean)  
[http://www.ilo.org/americas/sala-de-prensa/WCMS\\_362579/lang-es/index.htm](http://www.ilo.org/americas/sala-de-prensa/WCMS_362579/lang-es/index.htm)

<sup>7</sup> Bassi, Marina. [et. al]. Disconnected: Skills, Education and Employment in Latin America. Washington DC: Inter-American Development Bank 2012. <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36702640>.

The situation that this group faces is not an easy one. On the one hand, their possibilities of getting hired are low due to the global economic conditions. On the other hand, they do not have the competencies necessary to access, maintain, or be successful in a job.

## What is competency-based training?

These new circumstances mean that training for young people should include developing their "know-how". Rather than just learning specific knowledge, they also need to learn how to apply their learning to specific contexts and to use them in a work situation, i.e. they need to be able to apply their knowledge to the real world. In this sense, the trend must be to develop "competencies" or capacities that serve as a bridge between the educational and productive sectors, which enable the young person to handle different aspects of life successfully.

There is not just one definition of competency; on the contrary there are multiple definitions that apply to different approaches, scopes, fields of application, or interests. For this guide, the following definition will be adopted: "the capacity to successfully carry out a clearly identified activity. Competency integrates a set of capacities, abilities, skills, and attitudes linked to a concrete task and determined performance<sup>8</sup>".

Competency-based training is the application of this approach by educational entities which are responsible for offering appropriate and relevant training that incorporates the needs of the business sector and environment, and that promotes the generation of applied knowledge<sup>9</sup>.

Since there is no consensus on the definition of competency, there is no one way to classify and group them either. Below are a few ways:

- Basic competencies: those that should be acquired in basic education such as reading, writing, and mathematics.
- Specific competencies: those belonging to an area of performance.
- Transversal competencies: those that can and should be applied to different areas and aspects. Social-emotional competencies fall into this category.

Competency-based training requires that the curriculum be designed in such a way that it is defined by competencies and not in a traditional manner. Traditional curriculum design focuses on content delivery without necessarily considering the challenge of changing an individual's capacity to act effectively or using as a starting point the desired profile of graduates in terms of what they should know to do in a given context.

Likewise, traditional curricula are generally organized into separate classes or subjects that are not linked to one another. The practical component, if there is one, is presented as separate from the training. Traditional curriculum design generally starts with a selection of content from more of an academic point of view, rather than the requirements of the industry that the course is focused on.

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<sup>8</sup> International Youth Foundation. Guide for Providing Comprehensive Career Guidance Services to Disadvantaged Youth

<sup>9</sup> Manpower. La integración al mercado laboral del Talento Latinoamericano. (Integrating Latin American Talent into the Job Market) 2008. [http://www.manpower.com.mx/uploads/press\\_room/estudios\\_investigaciones/La\\_Integracion\\_al\\_Mercado\\_Laboral\\_de\\_Talento\\_Latinoamericano.pdf](http://www.manpower.com.mx/uploads/press_room/estudios_investigaciones/La_Integracion_al_Mercado_Laboral_de_Talento_Latinoamericano.pdf)

In contrast, competency-based curriculum design starts with the professional profile and performance expected by potential employers, with the aim of contributing to the relevance of the training and employability of youth<sup>10</sup>. In some cases, the curriculum starts with the competencies established as publicly recognized guidelines or standards, while in other cases, they may consult businesses.

Curriculum design is organized into modules based on the competencies that they want to develop and it must indicate the use of active and participative methodologies. By using these methodologies in a comprehensive and cohesive way, understanding and knowledge is worked on in real or simulated situations<sup>11</sup>.

## When did social-emotional competencies become a training objective?

### Before starting, it is important to ask yourself

- Do the young people in my country have the competencies necessary to adapt and contribute to their context?
- Are the young people informed about which competencies are required to achieve this?
- In my country, has any type of policy or strategy been implemented to address this problem?
- Does the national education system seek to train young people in the required competencies?

The global mismatch between the competencies required by the job market and those that young people have shows a clear educational shortfall. Social-emotional competencies are developed at home, but school is an excellent place to shape them in a deliberate and systematic way.

For that reason, one of the main strategies for facing the problem is to revise and adjust education processes to ensure that young people receive this type of training, whether it be in middle or high school, through employability programs, job training, or in complementary human development programs.

In that vein, there has been global interest in recent years among governments and the NGO sector in identifying and developing the competencies that young people need, not just in the world of work, but also those that enable them to develop a life plan and demonstrate different attitudes that are valued in the modern world.

<sup>10</sup> Ibid.

<sup>11</sup> Repetto Talavera, Elvira, Pérez-González, Juan Carlos. Formación en competencias socioemocionales a través de las prácticas en empresas. (Social-Emotional Competency-Based Training through Company Internships) Revista Europea de Formación Profesional No. 40-2007/1.

## Why are social-emotional competencies important?

The difficulties that young jobs seekers experience are explained in part by the global economic conditions, but also by their lack of the competencies needed to get a job and be successful in the workplace. The problem is not centered solely on the lack of opportunities, but also on the fact that they do not have sufficient skills to take advantage of the opportunities available.

Social-emotional competency-based training for youth, especially those at risk, not only presents greater employability options but also social inclusion, development of a life plan, and opportunities to contribute to their environment.

These conditions are exacerbated among disadvantaged young people. They receive a low quality education or drop out of school early, or they add to the number of young people that neither study nor work, referred to as NEETS (Not in Education, Employment or Training). When this happens, their opportunities for finding a decent job, and for social and political participation, diminish in such a way that it perpetuates their socio-economic situation<sup>12</sup>.

Along with the NEETs, there are also young people who do not have opportunities to work or study, an even more difficult situation since it references a more structural problem: the lack of options, even if they have the desire to get a job or study.

In this sense, the consequences of the employability problems transcend the workplace; they interfere with young people's social inclusion, their rights as citizens to have a job, as well as their comprehensive personal development.

Strengthening the educational processes which develop social-emotional competencies is key for contributing toward improving the opportunities that these young people have. These competencies enable them to develop the skills and abilities needed to participate in the economy and knowledge-based society, contribute to social cohesion, and be responsible citizens<sup>13</sup>.

Teaching social-emotional competencies should ideally take place in secondary school, since it is a long-term process, but in Latin America, public education is still lacking in this regard. For this reason, social-emotional competencies must be reinforced in shorter programs, and job or employability training programs.

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<sup>12</sup> Bell, Douglas. Needs Assessment and Design Guidelines: Recommendations for Adaptation of Life Skills Training for Quest Skills to Succeed Program. QUEST Alliance, Bangalore, India, 2010.

<sup>13</sup> Wang, Yidan. Education in a Changing World: Flexibility, Skills, and Employability. Washington DC: World Bank, 2012.  
[http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2012/05/23/000356161\\_20120523022400/Rendered/PDF/691040WP00PUBL0ability0WEB050110120.pdf](http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2012/05/23/000356161_20120523022400/Rendered/PDF/691040WP00PUBL0ability0WEB050110120.pdf).



## Find Out



Recommended reading to complement the information about the importance of social-emotional competencies is the report financed by the IDB in 2012, *Disconnected: Skills, Education and Employment in Latin America*. This report presents a regional overview about the mismatch between the competencies possessed by youth after completing formal education and the needs of the business sector. It is one of the most complete sources of information about the topic, since it incorporates the view of business owners from various Latin American countries, who prioritize the demand for social-emotional competencies.

The publication can be downloaded from the following link:

<http://www.iadb.org/es/temas/educacion/desconectados-descargas,6114.html>

More references can be found in the bibliography at the end of this guide.

## How is it decided which competencies to develop?

Aware of the importance of strengthening human talent, different countries have started processes to identify, define, standardize, develop, evaluate, and certify competencies, including social-emotional competencies.

Ideally, this process should bring together different stakeholders and sectors to reach a consensus, as outlined by the ILO in Recommendation 195 in 2004: the responsibility to establish, maintain, and improve a coordinated education and training system, with a focus on lifelong learning is a shared issue. Even though the government should be responsible for education, pre-employment training, and training for those who are unemployed, social service entities play a fundamental role in further education, and employers in facilitating opportunities for acquiring work experience<sup>14</sup>. However, there is not just one way to do this.

In some countries, the initiatives stem from the government and they reach wide consensus with different stakeholders and sectors. In other countries, it is the business sector that has taken charge of these processes, that may or may not influence national policies. Elsewhere such work has not been undertaken, and in that case it is necessary to reference other international and regional experiences.

The following are some of the ways competencies in countries are defined:

- Consultation with the business sector through surveys and in-depth interviews
- Economic studies: prospects, industries experiencing growth
- Studies regarding non-cognitive competencies
- Policy research: interventions designed to build competencies
- Consulting with experts in education and the academic sector

<sup>14</sup> International Labour Organization. Recommendation 195. Recommendation Concerning Human Resources Development: Education, Training, and Lifelong Learning. Geneva: ILO 2005. <http://www.oei.es/pdfs/rec195.pdf>



## **Example of Consensus Building that Included Diverse Sectors**

### ***The Process of Defining Competencies in India***

In India, creating a competency policy—a process that lasted one year—brought together various sectors and stakeholders: ministries, business sector, professors led by the Ministry of Labor and Employment, with advice from the ILO. The participants were divided into four work groups that discussed the following topics:

- Governance, policy, and active participation by the different stakeholders involved
- Quality assurance, national qualifications framework, certification systems, and information management systems
- Training in the informal sector, equality, and access to lifelong learning
- Funding for competency development

#### **Source:**

International Labour Organization. Formulating a National Policy on the Development of Work Competencies. 2012. [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_180580.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_180580.pdf).



## **Example of a Process Led by the Business Sector**

### ***Competency Definition Process in Chile***

This case was initially led by the business sector, and its connection with the public sector has been gradual. Fundación Chile, a private non-profit corporation, started to implement a project to certify and evaluate work competencies with a pilot funded by MIF in key sectors such as mining, tourism, construction, forestry, and information technology. Through this initiative, some employability competencies were detected and developed in the Preparado project, consisting of the following areas:

- Initiative and entrepreneurship
- Project planning and management
- Teamwork
- Problem solving
- Technology use
- Personal effectiveness
- Learning to learn
- Communication

#### **Source:**

Fundación Chile. Desarrollo de competencias de empleabilidad (Development of employability competencies). 2004. [http://extranet.injuv.gob.cl/cedoc/Coleccion%20INTERJOVEN%201998%20-%202006/Empleabilidad\\_Juvenil/pdf/5b-l.pdf](http://extranet.injuv.gob.cl/cedoc/Coleccion%20INTERJOVEN%201998%20-%202006/Empleabilidad_Juvenil/pdf/5b-l.pdf).



### Example of a Process that Involved Different Countries and Sectors

#### DeSeCo

In 1997, member countries of the Organisation for Economic Cooperation and Development – OECD launched a process to identify and select key competencies "with the aim of providing a sound conceptual framework to serve as a source of information to identify key competencies and strengthen international surveys measuring the competencies among young people and adults." The project was led by Switzerland, gathered interdisciplinary experts, and involved different member countries in order to "acknowledge diversity in values and priorities across countries and cultures, yet also identify universal challenges of the global economy and culture."

Three key competencies were identified:

- Use tools interactively: to interact effectively with the environment and know how to adapt them for their own purposes
  - Interactive use of language, symbols, and texts
  - Interactive use of knowledge and information
  - Interactive use of technology
- Interact in heterogeneous groups: comply with the need to be able to communicate with others
  - Engage well with others
  - Cooperation and team work
  - Manage and resolve conflicts
- Act autonomously: individuals have the responsibility to manage their own lives and take into account the context
  - Act within the context of the big picture
  - Formulate and conduct life plans and personal projects
  - Defend and assert rights and interests

#### Source:

Organisation for Economic Cooperation and Development—OECD. The Definition and Selection of Key Competencies—DeSeCo.

<http://www.deseco.admin.ch/bfs/deseco/en/index/03/02.parsys.78532.downloadList.94248.DownloadFile.tmp/2005.dscexecutivesummary.sp.pdf>.

## Different Approaches to Social-Emotional Competencies

While consensus has been reached regarding the importance of social-emotional competencies, there is no single name or definition for them. There are many different ways to refer to this type of competency, such as the following:

- Social-emotional competencies
- General work competencies
- Generic competencies
- Transversal skills
- Life skills
- Soft skills
- Key competencies
- Non-cognitive competencies

Different organizations have their own definitions for social-emotional competencies, such as the International Labour Organization – ILO, Secretary's Commission on Achieving Necessary Skills – SCANS; United Nations Organization for Education, Science, and Culture – Unesco; Inter-American Development Bank – IDB, Organization of Ibero-American States – OIS, the Organisation for the Economic Cooperation and Development – OECD, World Bank – WB, United States Agency for International Development – USAID, International Youth Foundation – IYF, Tuning Project, and the ministries of education of various countries, among others.

The different stances held by these different stakeholders show the lack of consensus regarding a definition for these competencies, as noted earlier.

The following are some examples of the definitions developed:

- According to the **Organization of Ibero-American States**, **general work competencies** are a "set of knowledge, abilities, and attitudes that when applied or demonstrated in the work environment, both in employment and through self-employment, translate into effective results that contribute to the achievement of an organization or company's objectives"<sup>15</sup>.
- A document from the **World Bank** defines **social-emotional competencies** as "the broad range of malleable skills that enable individuals to navigate interpersonal and social situations effectively"<sup>16</sup>.
- For the **European Commission**, key competencies are "a combination of knowledge, skills, and attitudes appropriate to the context. Key competencies are those that every person needs for personal development, active citizenship, social inclusion, and employment"<sup>17</sup>.

## Proposed Definition

There are several different approaches for defining social-emotional competencies. For this guide, we will use the following definition that was presented at the beginning of the text: social-emotional competencies are the knowledge, attitudes, and skills required to manage and contribute to the different areas of an individual's life: personal, social, and work.

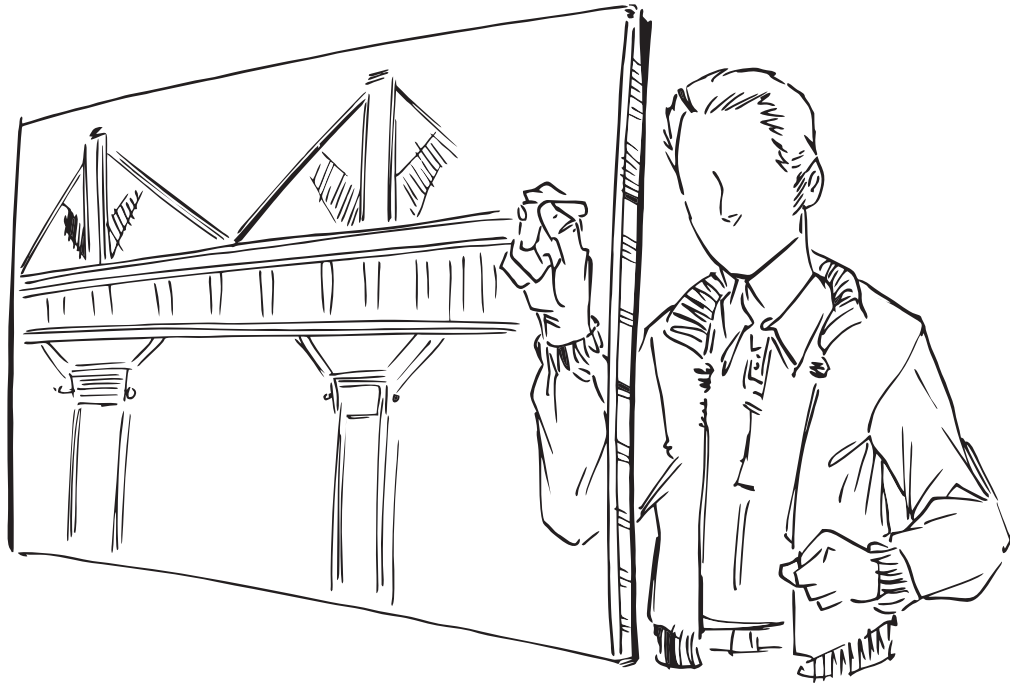
This approach takes a comprehensive perspective that is not limited to the workplace, but also to the different dimensions of being, since acquiring these competencies will contribute to the employability of young people and to the impact that this has on their social inclusion, personal development, and improvement of their social and living conditions.

The various definitions are generally accompanied by a list that enumerates the social-emotional competencies considered most relevant. Some suggestions are presented below.

<sup>15</sup> Organization of Ibero-American States Competencias laborales: base para mejorar la empleabilidad de las personas. (Job competencies: basis for improving people's employability) Bogota. OIS, 2003 [http://www.oei.es/etp/competencias\\_laborales\\_base\\_mejora\\_empleabilidad\\_personas.pdf](http://www.oei.es/etp/competencias_laborales_base_mejora_empleabilidad_personas.pdf).

<sup>16</sup> Guerra, Nancy, Kathryn Modecki, Wendi Cunningham. Developing Social-Emotional Skills for the Labor Market: The Practice Model. World Bank Group: 2014. [http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2014/11/25/000158349\\_20141125090117/Rendered/PDF/WPS7123.pdf](http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2014/11/25/000158349_20141125090117/Rendered/PDF/WPS7123.pdf).

<sup>17</sup> European Commission. Key Competencies for Lifelong Learning: A European Reference Framework. <http://www.mecd.gob.es/dctm/ministerio/educacion/mecu/movilidad-europa/competenciasclave.pdf?documentId=0901e72b80685fb1>



## Find Out

### Guidelines for Distinguishing Social-Emotional Competencies

Although there is not just one single definition and name for this type of competency, there are some similarities to help identify them.

| WHAT THEY ARE                                                                                                                    | WHAT THEY ARE NOT                                                     |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| They can be used in different fields and areas of work, and enable the development of new skills.                                | They can only be applied in one specific field.                       |
| They are necessary for performing successfully in different areas of life, not just work, but also family, social, and personal. | They serve specifically to perform well at work.                      |
| They relate to interpersonal abilities and skills, with yourself, your relationships with others, and your environment.          | They relate to technical knowledge.                                   |
| It takes more time to develop them, but they remain for life.                                                                    | They are acquired quickly, but lose validity with changes in context. |

#### Source:

ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT – OECD.

The definition and selection of key competencies – DeSeCo.

| INTERNATIONAL PROJECTS                                                                                             | INTERNATIONAL ORGANIZATIONS                                                                                                                                                                                                                                                                                          | NATIONAL OR REGIONAL REFERENCES                                                                      | BUSINESS SECTOR                                                                                                |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Tuning Europe</li> <li>• Tuning Latin America</li> <li>• SCANS</li> </ul> | <ul style="list-style-type: none"> <li>• OECD-DeSeCo</li> <li>• USAID</li> <li>• International Youth Foundation</li> <li>• ILO-CINTERFOR Labor Competencies Bank</li> <li>• Manpower</li> <li>• PanAmerican Health Organization-PAHO</li> <li>• Inter-American Development Bank - IDB</li> <li>• McKinsey</li> </ul> | <ul style="list-style-type: none"> <li>• Ministries of education, work, economy, interior</li> </ul> | <ul style="list-style-type: none"> <li>• Sectoral round tables</li> <li>• Professional associations</li> </ul> |

These diverse sources present comprehensive lists of the social-emotional competencies considered most relevant, whether they come from labor market assessments, inter-agency working groups, or other types of studies. However, it is possible to find some similarities, common competencies, and competencies that are repeated among different classifications. Below are a few of them:

- Teamwork
- Flexibility/adaptability
- Decision making
- Problem solving
- Effective communication
- Service orientation
- Creativity and innovation
- Learning to learn
- Entrepreneurship
- Ethics

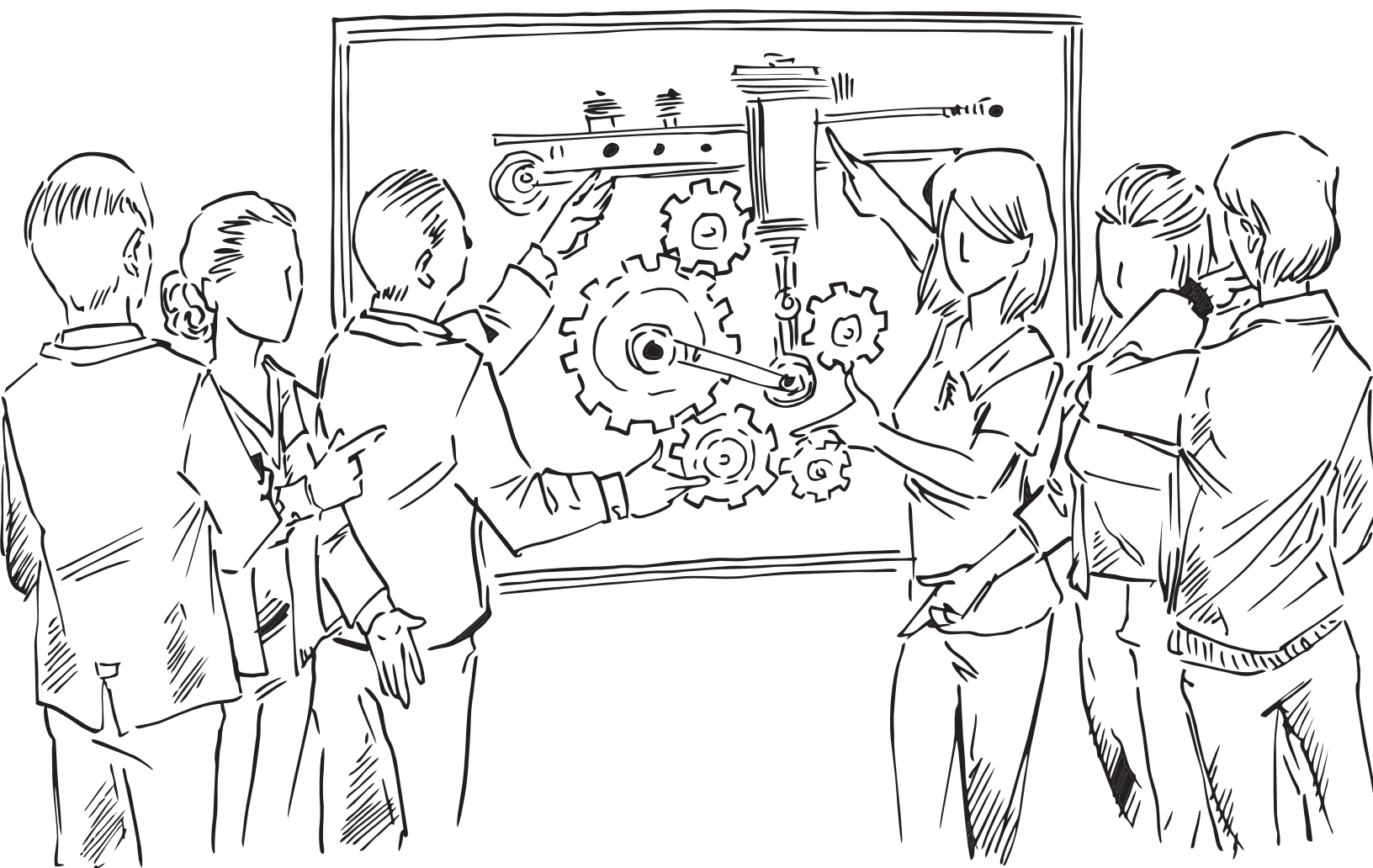
The global trend to include social-emotional competency-based training in education and job training coincides with the rise of values-based education. In many cases, the two concepts are confused or integrated, since one of the components of the competencies is *interpersonal skills*, associated with disposition and attitudes.

In this guide, we will only refer to competencies, because although the importance of values is recognized, attitudes and disposition have a specific meaning and are associated with action.

## CHAPTER 2

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# Phases for Incorporating Social-Emotional Competencies









## Phase 1 Preparation

Adopting a competency-based approach and incorporating social-emotional competences require commitment and institutional agreements that in turn involve different stakeholders, so that they know and are empowered to implement the initiative.

### Objectives

The following objectives are proposed for this phase:

- Bring the different stakeholders together, such as educators, institutional directors, the business sector, students, and experts or external consultants.
- Build agreement together to ensure participants' commitment and fulfillment.
- Establish a plan of action that will serve as a general guideline for incorporating the competencies.

### Steps

This phase is made up of the following three steps:

- Step 1: Form a team.
- Step 2: Make a work plan.
- Step 3: Establish agreements and orientations.



#### Phase 1 Step 1: Form the Team

This process should involve the different participating stakeholders, such as the directors of the entities, trainers, representatives from the business sector, external consultants like experts in curriculum design and youth representatives.

The group will be responsible for identifying, developing, and evaluating social-emotional competencies, as well as following up on their implementation, and continuously revising and updating them to make any necessary adjustments.



#### Phase 1 Step 2: Make a Work Plan

The team will establish a work plan that includes:

- Responsible parties: assign people to be in charge of specific tasks.
- Schedule: set dates and activities.
- Follow-up committee: in charge of coordinating and making sure that the plan is implemented.



#### Phase 1 Step 3: Establish Agreements and Guidance

The process of selecting competencies should include the previously established guidelines, so that key people from the entity and external partners can build a shared conceptual basis to guide the identification and selection of the social-emotional competencies to be incorporated.

To do this, the team needs to keep in mind aspects, such as the following:

- Institutional mission and vision
- Desired profile of graduates
- Institutional seal
- Emphasis on a particular program
- Training approach
- Institutional education plans



## Phase 2 Identification

As we have mentioned throughout the guide, there are multiple definitions, concepts, and classifications for social-emotional competencies. Similarly, there is no one definitive list of social-emotional competencies, and the identification of these competencies must take into account the particular conditions of each case, such as the type of program, type of population attending it, and the requirements of local business sector, among others.

However, there is some consensus in the education and productive sector regarding which of the social-emotional competencies are most critical, independent of where the young person lives, such as decision-making, problem-solving, initiative, being service oriented, and teamwork, among others.

In this phase we will provide some criteria and guidelines for choosing the competencies.

### Objectives

The following objectives are proposed in this phase:

- Identify sources to be consulted when reviewing the competencies
- Take advantage of elements and criteria to serve as a guide for choosing competencies and create an inventory, or review and adjust the existing one
- Establish competencies that will form part of the program in accordance with its needs, focuses, and specific conditions

### Steps

This phase consists of the following steps:

- Step 1: consult references.
- Step 2: choose competencies based on suggested criteria.

#### Before starting, it is important to ask yourself

- Is there a national commitment to develop citizens' social-emotional competencies according to the country's needs?
- How does it relate to the profile of the youth that our organization assists?
- What are the emerging sectors?
- What social-emotional competencies does the business sector need youth to have?
- Which social-emotional competencies do disadvantaged youth require? In relation to their gender?
- Which competencies are required to be successful in other areas of their lives, such as social, family, and emotional?



### Phase 2 Step 1: Consult References

Different countries, organizations, and programs have assumed the task of identifying and defining the social-emotional competencies that they consider relevant to their context and needs. The last chapter presented sources that can be consulted, as well as a list of competencies common to many sources, which may serve as a starting point.

- **National and international policies** related to training human talent and employability. Some organizations, countries, and even regions have implemented processes for selecting and defining their competencies, such as DeSeCo and the Tuning Europe and Latin America Projects<sup>18</sup>. This helps to ensure that the proposals are coherent with broader efforts to guide, sustain, and legitimize.
- **Business needs.** Given that the competencies are focused on business needs, it is important to find out the point of view of potential employers. It is also important to take into account the global economic outlook, find out which industries are experiencing most growth, and employers' specific requirements regarding these competencies.
- **Comprehensive training.** The selection of competencies should not be limited to preparing for a certain occupation, but instead should focus on training for life to enable the young person to adapt, develop to their full potential and succeed.
- **Youth point of view.** The needs, interests, expectations, experience and time of life of the young people must be taken into account when choosing the competencies to be developed. This is especially important because it is targeted at this group and their perspective is often not considered at any point in the process of designing and implementing curricula. It is advisable to take into consideration the following points:
  - This is a decisive moment in their lives, when they are transitioning from school to work and starting to generate income to help with household expenses or to gain economic independence.
  - Issues that may affect them should be considered, such as teen pregnancy, substance abuse, and gender-related issues. It is therefore a good idea to reinforce the competencies which will enable them to successfully address these situations.
  - Disadvantaged youth are affected by more difficult scenarios that can affect their self-esteem, aspirations, and social integration.

### Sources of Information<sup>19</sup>

- National education plans that include competency-based training and can be found in sources such as development plans or sectoral plans.

<sup>18</sup> **DeSeCo:** in 1997, the Organisation for Economic Cooperation and Development - OECD member countries started a process for identifying and selecting certain key competencies. Academics, experts, and institutions participated.

**Tuning Europe:** Tuning was the purpose of the project, to put the different European educational structures in tune, so that it would be a coherent system and so that it could serve as a point of reference for the elaboration and evaluation of curricula. It was attended by members of the educational community, students, and employers. Years later, different Latin American countries started the same process.

<sup>19</sup> OECD. (2012). Social abilities to get ahead: Mastering soft skills for workplace success and a secure future. <http://www.dol.gov/odep/topics/youth/softskills/softskills-spanish.pdf>

- Laws, plans, and national strategies aimed at youth employability such as laws related to one's first job.
- Primary sources for finding out the point of view of the business sector profiles and competencies required through interviews, focus groups, and surveys with groups of business people or chambers of commerce.
- Primary sources for finding out young people's point of view: surveys, interviews, and focus groups in which gender is taken into account. These exercises must consider the young people that are the target population for the programs, as well as those who have successfully obtained jobs so that they may offer their testimony and opinions.



### Life Skills for Employability

The IYF program Life Skills for Employability has taken place in countries as diverse as Hungary, Poland, and Mexico. Although there is a basic curriculum that is always implemented, it is also flexible to accommodate the needs of each different context.

In this case, the additional topics for each country display the particular conditions that young people face and that are taken into account in the programs.

- In India, for example, emphasis has been placed on contraceptives, entrepreneurship, environmental protection, nutrition, and sexually transmitted diseases.
- By contrast, in Mexico topics such as gender discrimination, domestic abuse, and tolerance have been included.

#### Source:

IYF. Field Notes. Implementing Life Skills for Employability. 2006.

<http://www.iyfnet.org/sites/default/files/FieldNotes06LifeSkillsEmployability.pdf>.

## Find Out



### Global Economic Outlook

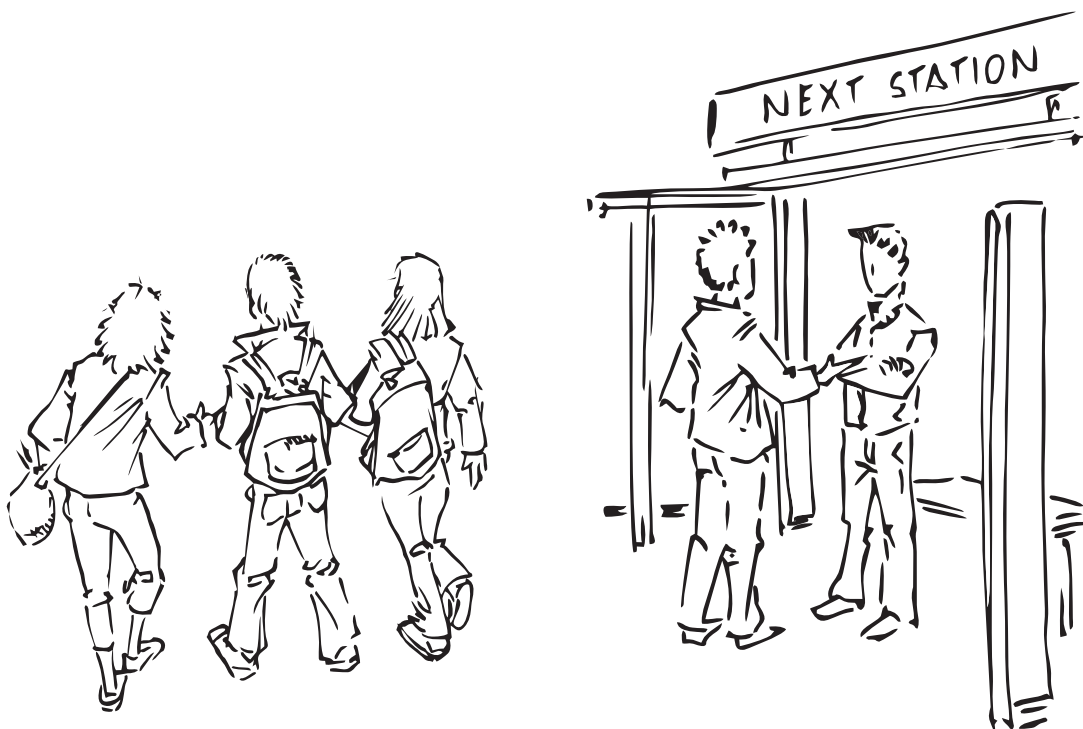
According to the ILO's 2015 report *World Employment and Social Outlook*, the sector with the most growth in the next few years will be the service industry. Interpersonal skills, such as communication, empathy and being service oriented will be key for programs focused in that area.

A study undertaken by the IYF for Hilton Worldwide about job opportunities in the hotel industry shows the growth trend: the travel and tourism sector currently employs more than 255 million people worldwide. From these findings, specific content must be defined and social-emotional competencies specific to the area of performance incorporated into training programs they must have the capacity to adapt to different situations, communications and intercultural competencies, adaptability, and empathy for helping solve customers' problems in an understanding manner.

#### Source:

IYF. Creating Opportunities for Youth in Hospitality, 2013.

<http://www.iyfnet.org/sites/default/files/Creating-Opportunities-for-Youth-in-Hospitality.pdf>



- Secondary sources to help understand the interests and motivations of young people: studies carried out by organizations working with youth or government agencies responsible for youth and employability.



### **Phase 2 Step 2: Choose Competencies Based on Suggested Criteria**

By this time, the team should have consulted references with regard to the proposals, taken into account the competencies that are common among the various organizations and projects, and have already prepared a shortlist.

It bears mentioning again that this group is made up of different stakeholders, including representatives from the entity, from business and external consultants, as well as youth representatives.

The following methodology is proposed for choosing and prioritizing competencies: the competencies shortlisted by the participants are merged into one list, which is shared.

The participants then work together to define the competency as well as the associated performance, in accordance with the conceptual tools presented in the first chapter.

Each of the competencies will be given a value on a scale of one to three, three being the highest priority and one being the lowest. The different stakeholders will have the opportunity to share their point of view on the rating until consensus is reached.

Finally, for the competencies that were rated the highest, check to see if any requires its own module. Those with the lowest rating will be linked into the existing curriculum.

## **Find Out**



It is important to verify that the chosen competencies are being effectively covered. To do so, we recommend making sure that the program involves the knowledge, abilities, skills, and attitudes, that it is expressed through performance criteria that can be observed and show a desired process and result.

In accordance with the examples presented, we suggest the team records its progress in searching for and analyzing the information in a table, such as the following.

| Table for Defining Competencies |            |              |              |
|---------------------------------|------------|--------------|--------------|
| Competency                      | Definition | Achievements | Sources Used |
|                                 |            |              |              |
|                                 |            |              |              |
|                                 |            |              |              |
|                                 |            |              |              |
|                                 |            |              |              |



#### Example of Using a Table to Define Competencies

| Competency             | Definition                                                                                                                                                                                                                                                                                                                   | Achievements                                                                                                                                                                                                     | Sources used                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>Problem Solving</b> | The process through which we can recognize the signs that identify the presence of a difficulty, anomaly, or obstacle during the normal development of a task, gather the information necessary to solve the detected problems, and then choose and implement the best possible solutions, either individually or in groups. | <ul style="list-style-type: none"> <li>• Gather, organize, and analyze information that solves the problem.</li> <li>• Apply problem solving alternatives.</li> <li>• Resolve interpersonal problems.</li> </ul> | Fundación Chile Work Competencies Program |
| <b>Teamwork</b>        | The capacity to work in a complementary way. This means joining forces and combining the competencies of each person to reach a common goal, creating a whole that is greater than the sum of its parts.                                                                                                                     | <ul style="list-style-type: none"> <li>• Identify objectives and coordinate with others.</li> <li>• Collaborate and build confidence in the team.</li> <li>• Solve problems as a team.</li> </ul>                |                                           |

**Source:**

Fundación Chile Work Competencies Program



### Phase 3 Strategies for Developing Social-Emotional Competencies

Once the competencies to be included in the program have been identified and selected, it is necessary to establish how the process will be implemented. This entails first prioritizing and then later choosing and combining the available strategies.

#### Objectives

The following objectives are proposed for this phase:

- Offer strategies for choosing, prioritizing, and incorporating the social-emotional competencies.
- Select competencies and the corresponding strategies so that they are incorporated effectively into the programs.
- Payments for the use of psychometric tests.

#### Steps

This phase is made up of the following three steps:

- Step 1: set priorities
- Step 2: identify the characteristics of each of the strategies
- Step 3: choose a strategy

There is more than one way to implement the competencies. The strategies can be adapted and combined according to the needs and means of the institution and the beneficiaries.

Programs for developing and strengthening these competencies are generally made up of two stages, that are complementary but not exclusive: training at the institution and an internship in a real work environment. A large percentage of employability programs include both stages.

Social-emotional competencies can be developed at different times and in different spaces; any moment can become a time for developing competencies. What is important is that the development is planned and intentional.

#### Other

#### Voices

In recent years, another type of methodology and new approaches have started to be implemented in youth employability programs in Latin America, which include the development of social-emotional competencies.

Given that the majority of these programs help disadvantaged youth, who can have difficult academic, social, and economic circumstances, it is important to look for ways to engage the interest of this group in participating and remaining in the program until they graduate. To do this, it is necessary to take into account aspects such as their environment and interests.

Below are some of the most representative cases.

### **Galpao Aplauso**

This initiative, directed by an organization in Brazil and funded by MIF, has incorporated the use of performing arts and theater as an educational strategy for developing life skills that contribute to strengthening the employability of youth between the ages of 17 and 29 in the favelas (slums) of Rio de Janeiro.

Through performing arts the youth develop communication skills, respect, and teamwork, among other competencies, which are fundamental to them finding jobs. Also, through performance, they recreate situations that they will have to face in the workplace.

Five hours a day, five days a week, for six months, these activities are complemented by other formal and academic components, for a total of 300 hours of vocational training, specifically in construction, welding, and carpentry, 180 hours of academic education and basic competencies such as mathematics and their native language, and lastly 120 hours devoted to developing life skills.

**Source:**

MIF. Internal document.

### **A Ganar/Vencedoras**

Vencedoras is the Brazilian adaptation of the program A Ganar, which operates in countries throughout Latin America.

The program is aimed at young women between the ages of 16 and 24 and utilizes team sports as a strategy for developing life skills that will help them find a job or reenter the formal education system.

Thanks to sports, it is possible to strengthen competencies such as teamwork, communication, focus on results, as well as values like discipline, respect and continual self-improvement.

The program consists of the following phases:

1. Sports-based training
2. Market-driven technical, entrepreneurial, or vocational training
3. Supervised internships
4. Follow-up and support for job placement or re-integration into school

**Source:**

A Ganar Alliance. Youth Workforce Development through Sport.

<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=36331653>



### Social Circus

This program helps young people who live in poor areas in cities like Lima in Peru, Santiago in Chile and Buenos Aires in Argentina to improve their employability opportunities. It differs from other programs because it uses different teaching methods to develop life skills through circus arts, which are complemented with traditional training.

These strategies also serve to capture and retain the interest of the young people interested and thus prevent them dropping out. The concept of resilience is a cornerstone of the project: it begins with the recognition of difficult experiences faced by the participants in an adverse environment, but teaches them how to capitalize on these experiences.

#### Source:

MIF. More Opportunities for the Working Life of Young People through Innovative Teaching Methods.  
<https://www.google.com.co/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CCAQFjAB&url=http%3A%2F%2Fwww.iadb.org%2FprojectDocument.cfm%3Fid%3D37942680&ei=94RbVdWVLqTisASxh4D4AQ&usg=AFQjCNG3jPIMMoUMyyLR-fpHNL0ErKZwzg&bvm=bv.93564037,d.eXY>



### Phase 3 Step 1: Set Priorities

Once the social-emotional competencies that you want to incorporate into the program have been identified, it is necessary to establish priorities for the strategy that will be utilized. Some will be more relevant or important than others, depending on the agreements and guidelines established in phase 1.

To carry out this exercise it is important to keep in mind aspects such as:

- Area of performance – some occupational profiles require special emphasis on a competency
- Needs specific to the context – the sector that the training is targeted towards, employers' expectations and needs, the use of technology in the sector, the level of interpersonal relationships with superiors, peers, or clients
- The circumstances of the target group – the young people may need more attention or work on certain competencies
- Institutional approach – the entity will be interested in providing some certification or sign that helps its graduates stand out

There are two separate periods during implementation, which may be complementary but should not necessarily be at the same time: the period in the entity and that in the business.

### Period in the Entity

There are three scenarios for integrating competencies into curricular programs, which are complementary and can be combined.

- **Transversely linked into the curriculum of the program:** This applies to the social-emotional competencies associated with the attitudes and aptitudes required for developing specific competencies. This is possible through appropriate learning environments in which social-emotional competencies are worked on explicitly as determinants of good performance.

- **Parallel to the specific training program:** This is applicable to those competencies that require more dedication because they are considered strategic, such as entrepreneurship or being service oriented, for example, or for those that want to be incorporated as part of an institutional seal.
- **Individually, through mentoring or coaching strategies:** Social-emotional competency-based training can be carried out individually through mentoring processes by people with the necessary knowledge and authority or through coaching by people specialized in the area. These processes involve a self-awareness exercise in which youth reflect on their own performance and visualize desirable scenarios and develop action plans for achieving them. The role here is to mentor a process of personal transformation.

### Period in the Business

In many cases, training in an institution includes a practical component in a real work setting so students have the opportunity to apply, put in practice, and reinforce the competencies. By nature, social-emotional competencies also draw on experience in solid organizational cultures in which they are taught, evaluated, even certified.

The settings for these organizational cultures can be companies, business ventures, and social projects, among others.

## Find Out



For programs that include a practical component in a work environment, it is important to take the following into consideration:

- The internship should be treated as a component of the training, not just a process for entry into the workforce.
- Experience in the workplace in itself does not involve learning or education, so there must be an objective and guidelines.
- The strategy must integrate experiences that are coherent and clearly related to the competencies to be developed. It must be clear how it fits with a program or other modules.
- It is important to promote reflection about the experience and transfer of lessons learned to other aspects of life.
- They must be evaluated by the trainer, student, and the person in charge in the workplace.

### How to choose a work environment

- In the first place, it is necessary to find out what the corporate culture is like and ensure that it is consistent with the social-emotional competencies that are to be developed.
- Interest in the development of the city or the sector.
- Commitment from management to human and social development.
- Use of training models with positive, demonstrated results.
- Use of innovative, fun, and participatory methodologies.

### Sources:

Measuring & assessing soft skills. Teaching and Assessing Soft Skills. Measuring & Assessing Soft Skills. 2011. [http://mass.educational-innovation.org/attachments/396\\_MASS%20wp4%20final%20report%20part-1.pdf](http://mass.educational-innovation.org/attachments/396_MASS%20wp4%20final%20report%20part-1.pdf).

Repetto Talavera, Elvira, Pérez-González, Juan Carlos. Formación en competencias socioemocionales a través de las prácticas en empresas. (Social-Emotional Competency-Based Training through Company Internships) Revista Europea de Formación Profesional No. 40-2007/1.

González Á, Liliana. Educación pertinente. Talleres empresariales. formando competencias para la vida. Guía de trabajo 4. (Relevant Education. Business workshops. Life skills training. Work Guide 4) Municipality of Medellín. 2007. <http://mipracticacecareense2010.wikispaces.com/file/view/Formando+competencias+para+la+vida%E2%80%9D.pdf>.



### Phase 3 Step 2: Identification of the Characteristics of Each of the Strategies

|                                        | Institutional Environment                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Work Environment                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | Parallel Incorporation                                                                                                                                                                                                                                                                                                                                                                                                           | Transversal Incorporation                                                                                                                                                                                                                                                                                                                              | Mentoring or Coaching                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Internships, Apprenticeships, Educational Observations                                                                                                                                                                                                                                                                                                                         |
| <b>To keep in mind before starting</b> | <p>In this case the competencies are addressed in a module or course (See chapter 1).</p> <p>It must be coherent and connected with the rest of the program's modules.</p>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Make sure that the competency can be integrated into the module and its activities. For this, it is necessary to review the entire curriculum.</li> <li>It must be explicit that activities are intended to develop social-emotional competencies.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Include people with capabilities for developing mentoring or coaching processes.</li> <li>It is necessary to properly warm up the students to the process, so that they will be receptive to this strategy.</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>The choice of work environment is key for ensuring that the social-emotional competencies can actually be put into practice. To do this, it is necessary to review the company's culture.</li> <li>Make sure that someone at the company will be observing the youth's performance in order to provide appropriate feedback.</li> </ul> |
| <b>Objective</b>                       | For the youth to develop one or more social-emotional competencies that are regarded as priority through one or more modules that are separate from those focused on work-specific competencies.                                                                                                                                                                                                                                 | Develop competencies in conjunction with the curriculum; that is, work to jointly develop specific or technical competencies together with the social-emotional ones that are at the heart of an individual's achievements.                                                                                                                            | For the youth to embark on a process of self-awareness, planning, and personal action designed to transform and improve one's own competencies.                                                                                                                                                                                                                                                                                                                              | Put into practice and strengthen the social-emotional competencies acquired in the training phase.<br><br>Apply their social-emotional competencies in a real-world working environment and see how they are recognized, valued and evaluated.                                                                                                                                 |
| <b>Description</b>                     | <p>Parallel incorporation entails the development of a model focused on the development of one or more social-emotional competencies.</p> <p>Just like any other module, it must be designed with the competency approach, meaning that it is oriented towards improving the real capacities of the young person when faced with particular situations specific to the field of occupational training that they have chosen.</p> | <p>Transversal incorporation entails the development of social-emotional competencies in such a way that they are combined with content from other areas.</p> <p>This can be done through individual or group projects that can occasionally be developed outside of the educational institution and involve the community or the business sector.</p> | <p>Mentorship consists of assigning a person with authority and recognition so that through open and in-depth conversations he or she helps the young person improve their social-emotional competencies.</p> <p>Coaching is a systematic and careful process used to guide an individual through a process of transformation oriented to personal improvement. It must be undertaken by trained people, ideally those certified by recognized entities in that subject.</p> | <p>Developing competencies in a real learning environment involves applying them.</p> <p>This strategy can be implemented in various modalities such as internships, apprenticeships, or educational observations.</p>                                                                                                                                                         |

|                                        | <b>Institutional Environment</b>                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Work Environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <b>Parallel Incorporation</b>                                                                                                                                                                                                                                                                                             | <b>Transversal Incorporation</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Mentoring or Coaching</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Internships, Apprenticeships, Educational Observations</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>The Trainer's Role</b>              | The trainer in this case is a facilitator who must possess knowledge specific to the competencies and theoretical knowledge and must also know how to teach and develop them.                                                                                                                                             | <p>The role of the trainer is to facilitate. He or she must know how to integrate and develop social-emotional competencies into training activities for specific occupational competencies.</p> <p>The trainer has to plan the activities in detail. To do this, it is best to plan inversely: start from the expected achievements and work backwards to the activities instead of the other way around as in traditional planning.</p> | <p>A mentor uses his or her own experiences and accompanies the young person in a social-emotional competency development exercise.</p> <p>A coach is a guide, a companion who guides the self-awareness and personal improvement process: they signal, annotate, demonstrate, question, and guide.</p>                                                                                                                                                                              | <p>A trainer serves as tutor, who advises and accompanies the student.</p> <p>People in the work setting play the role of observer.</p> <p>The follow-up for a student must be done within the work environment, but also outside of working hours for personalized advising.</p>                                                                                                                                                                                               |
| <b>Role of the Participating Youth</b> | The young person plays a leading role, so the practical and reflective methodologies are based on the student's participation.                                                                                                                                                                                            | The student is at the center of the learning process, and from the beginning of training must therefore be aware of the social-emotional competencies that will be worked on, and what they will learn.                                                                                                                                                                                                                                   | The student is responsible for his/her own process, which he or she advances to the extent of his/her commitment to his/her personal transformation.                                                                                                                                                                                                                                                                                                                                 | The student must assume the role of observer who learns and reflects, acts and reflects, and analyzes the organizational culture, their own behavior, and the behavior of others.                                                                                                                                                                                                                                                                                               |
| <b>Methodological Strategies</b>       | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Case study</li> <li>• Problem-solving exercises</li> <li>• Learning based on problems</li> <li>• Project-based learning</li> <li>• Lecture</li> <li>• Seminar/workshop</li> <li>• Practical classes</li> <li>• Teamwork</li> <li>• Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Case study</li> <li>• Problem-solving exercises</li> <li>• Learning based on problems</li> <li>• Project-based learning</li> <li>• Cooperative learning</li> <li>• Practical classes</li> <li>• Teamwork</li> <li>• Demonstration</li> </ul>                                                                                                                                | <p>One-on-one intentional conversations either bimonthly or monthly regarding the competencies to be developed. During these conversations, previous experience, results obtained, desired changes, and improvement goals are discussed.</p> <p>The focus is on awareness of the activities, their limitations, and elements that enhance the expected results.</p> <p>The focus is on ideas and activities, not on aspects of the young person's personality or family history.</p> | <p>Learning by modeling or imitation: the co-worker who is acting as trainer serves as a model or example for the young person, who will learn from observation. This requires that actions are carried out intentionally.</p> <p>Observation in the work area of experienced people:</p> <ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Problem-solving exercises</li> <li>• Learning based on problems</li> <li>• Project-based learning</li> </ul> |
| <b>Educational Resources</b>           | <ul style="list-style-type: none"> <li>• Work session planning</li> <li>• Practical cases</li> <li>• Videos</li> <li>• Performances</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Work session planning</li> <li>• Practical cases</li> <li>• Videos</li> <li>• Performances</li> </ul> <p>Activities are incorporated into existing institutional projects, so that they do not require resources in addition to those initially planned such as laboratories or computer rooms.</p>                                                                                              | Youth cases and examples<br>Life stories                                                                                                                                                                                                                                                                                                                                                                                                                                             | The resources are those belonging to the workplace, such as machines and laboratories.                                                                                                                                                                                                                                                                                                                                                                                          |



### Phase 3 Step 3: Choose a Strategy for Incorporating Each of the Identified Competencies

Once the competencies have been selected, the next step is to use the information gathered to select strategies for incorporating them and the activities that will be carried out to develop them. The following table is a guide for this exercise.

| Table Defining Strategies for Incorporation and Development of Competencies |                        |                      |
|-----------------------------------------------------------------------------|------------------------|----------------------|
| Competency                                                                  | Incorporation Strategy | Development Strategy |
|                                                                             |                        |                      |
|                                                                             |                        |                      |
|                                                                             |                        |                      |
|                                                                             |                        |                      |



### Example of Incorporating Social-Emotional Competencies in a Transversal Way *entra21 Program*

The purpose of *entra21* was to improve the employability possibilities for youth between the ages of 16 and 29 in Latin America and the Caribbean, especially those related to the ICT sector.

In Panama, the program **integrated social-emotional competencies or life skills into the technical modules to enhance the knowledge of both.**

One example of how it was implemented was an activity in which the young people had to develop a PowerPoint presentation in English as part of a technological knowledge program. Through an exercise on one of the programs the trainers assessed, the students' ability to work on a team, manage time, and use a second language.

#### Source:

Inter-American Development Bank - International Youth Foundation *entra21* Program Final Report. Phase 1: 2001-2007. IDB-IYF 2009. [http://www.oei.es/pdf2/informe\\_programa\\_entra21.pdf](http://www.oei.es/pdf2/informe_programa_entra21.pdf).



### Example of Incorporating Social-Emotional Competencies in a Parallel Way that Includes a Practical Component in a Workplace

#### *Fundación FAUTAPO*

FAUTAPO is a Bolivian foundation created in 2005 to stimulate business and employment so as to contribute to the sustainable development of Bolivia through education. It implements a technical job training program for high school graduates using modules.

**Operation.** The program is executed in two phases:

- Institutional phase – Students progress through five modules over a period of around five months: career planning, competency-based training in employability and civic responsibility, entrepreneurship, basic skills, and specific technical training.
- Internship in a company – The internship lasts three months, on average.

**Institutional hallmark.** The Foundation, in accordance with the context and its mission and institutional vision, identified the following themes as strategies of the Occupational and Entrepreneurship Project, some to be addressed transversally (gender equality and interculturality) and others in parallel (employability and entrepreneurship).

#### **Source:**

Fundación Fautapo. Módulo de formación en competencias de empleabilidad ciudadana. (Employability and civic responsibility competencies training module)

[http://www.oitcinterfor.org/sites/default/files/file\\_publicacion/primeraparte\\_emfau\\_1.pdf](http://www.oitcinterfor.org/sites/default/files/file_publicacion/primeraparte_emfau_1.pdf).



### Phase 4: Social-Emotional Competencies Evaluation

The social-emotional competency incorporation cycle is completed with the evaluation phase. This phase comprises different moments in the educational process.

#### **Objectives**

The following objectives are proposed in this phase:

- Recognize the importance of evaluation and the new approach that is proposed here for evaluating competencies
- Identify the different moments of evaluation and the characteristics of each

#### **Steps**

This phase is made up of the following three steps:

- Step 1: Evaluate the beginning
- Step 2: Evaluate the process
- Step 3: Evaluate the result

For many years, evaluating social-emotional competencies was centered around the processes developed by trainers and evaluators, where students had a passive role. They were unaware of the criteria they would be evaluated on, which generally focused on knowledge (traditional evaluation). Today, the young person plays the leading role in the evaluation and, aware of what they will learn beforehand, identifies his/her level of performance through feedback provided by the trainer aimed at improving his/her results (competency-based evaluation).

Evaluating social-emotional competencies entails firstly its integration into the curriculum, either transversely or through specific modules or courses. That is, they are made into expected learning outcomes and deliberately taught and evaluated systematically. Evaluating is not only necessary for measuring progress and results, but also to legitimize the incorporation of competencies into an institution and recognize them and their importance just like any other training objective.

One aspect worth highlighting with respect to incorporating competencies into the curriculum is the active work by the students, through working with peers, in simulated or real environments. In order to develop these competencies, it is important for the trainers to identify, develop, and measure the degree to which the students have adopted the competencies by gathering evidence of achievements. This adoption is only seen in the achievement itself and does not in itself demonstrate theoretical knowledge of the competencies.

The purpose of the evaluation is to judge the level of performance reached by the student. For the evaluation, it is important to understand the relationship between the evaluation objectives and the evidence being sought. These two elements must show coherence to guarantee that the evaluation fulfills the four characteristics of the evaluation (validity, reliability, flexibility, and impartiality)<sup>20</sup>.

With this methodology, youth are invited to assume a more active role in their training, and for this reason self-evaluation and peer evaluation are important to gain a more comprehensive view of the process as well as encouraging reflection and learning.

Evaluating this type of competency is not an easy task. Firstly, by nature it does not refer to specific practical knowledge that can be easily recognized and measured. Secondly, in order to evaluate the performance, it must be directly observed, which can be done in a real or simulated setting. Lastly, developing social-emotional competencies is a long-term process and desired changes may not be recorded during the program, except in the case of a formal education process such as secondary or post-secondary education.

Within the competency-based approach, three types of evaluation must be taken into consideration, which correspond to three stages in the education process:

- Initial assessment
- Training or learning during the process
- Summary of learning at the end

#### **Before starting, it is important to ask yourself**

Will the social-emotional competencies have the same level of importance and recognition if they are not included in the assessment?

<sup>20</sup> Macdonald, Rod. *New Perspectives on Assessment*. Paris: UNESCO, 1995. p.53.



#### **Phase 4 Step 1: Evaluate at the Beginning of the Process - Assessment**

This evaluation is implemented at the beginning, as its purpose is to identify the youth's prior knowledge and experiences.

This assessment can be carried out through direct observation in a particular situation, interviews, entrance test, case studies, or through a self-perception test of the competencies themselves. While self-perception tests are not the best strategy, due to the difficulty of direct evaluation, they provide inputs for the start of education.

In many cases the entrance evaluation instruments are also applied at the close of the program.

The design of instruments (quizzes, test, direct observation) involves a planning process, as well as validation by experts or testing them to guarantee their validity and reliability.

#### **Why is it important?**

- This evaluation gives an initial idea of the level of competencies the youth participants possess, allowing for the programs to be adjusted accordingly.
- It makes it possible to establish a baseline, which will serve as a reference point for evaluating the processes at the end of training.

## **Find Out**



Consult the additional bibliography for more information about measuring social-emotional competencies with standardized tests, like the document *Life Skills: Analysis of the Psychometric Properties of a Test Created for Measurement*.

#### **Sources:**

<http://www.funlam.edu.co/revistas/index.php/RCCS/article/view/1144/1030>

#### **What are the challenges?**

- The assessment based on the youth's perception of their own competencies is easier to use due to its low cost. However, this does not report the actual performance. Therefore, it is necessary to be careful with the results, as the young person can over- or under-value their skills, so it is important that this assessment is accompanied by the trainer's assessment.
- Assessments of social-emotional competencies should ideally be based on observation of the youth's performance. However, they can be costly and are therefore only viable in large scale programs that have resources and in which the usefulness for measuring impact justifies the high costs.

#### **How can the challenges be overcome?**

- Self-assessment must be accompanied by some type of evaluation by the trainer to complement the self-perceptions, as well as a peer evaluation, to serve as a guide.



- If the institution has the resources, it is possible to do an online assessment through a questionnaire.
- The results obtained from the self-assessment can be contrasted with the educator's evaluation to show the complete picture.

### What type of assessment should be used?

Using standardized tests is one of the options for measuring social-emotional competency development processes and there are different opinions about them. On the global level, using these tools is increasingly common for measuring achievements and academic performance, as well as measuring other types of aspect related to the individual's performance, which may be more subjective. However, they are not easily accessible for small employability training organizations. They apply in the case of governments making large-scale assessment decisions to measure the impact of a specific public policy.

There are different stances on the advantages and disadvantages of using standardized Tests<sup>21</sup>.

| Use of Standardized Tests                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pros                                                                                                                                                                                                                                                                                                                                                                                                        | Cons                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Offer a guide for trainers on the needs and current level of their students</li> <li>• Enable comparisons to be made within a group or among other groups</li> <li>• Are objective</li> <li>• Make it possible to establish baselines and to make comparisons over time</li> <li>• Make it possible to obtain a global view when they are informational</li> </ul> | <ul style="list-style-type: none"> <li>• Do not take processes into account</li> <li>• Can cause the trainers to direct their teaching towards the assessments</li> <li>• Do not take into account individual achievements and processes or specific cases</li> <li>• Require specialized professionals to give them, which generates higher costs in some cases</li> </ul> |

Some of the most utilized standardized tests in programs that include social-emotional competency-based training are the following<sup>22</sup>:

- *Social and Personal Competencies Scale – CPS*: non-cognitive test that measures six basic competencies: leadership, behavior during conflicts, self-esteem, abilities to relate with others, organization, empathy, and communication skills. High scores on the scale are associated with a higher level of development in social and personal competencies.
- *Rosenberg Scale*: designed to measure levels of self-esteem, and consists of ten questions oriented towards self-perception, either positive or negative.
- *Grit Scale for Measuring Determination and Mental Strength*: measures the persistence of effort, enthusiasm about long term goals, consistency in interests and ambition. High scores indicate great determination and motivation over long periods of time despite failure or adversity<sup>23</sup>.

<sup>21</sup> Columbia University. Pros and Cons of Standardized Testing. [http://worklife.columbia.edu/files\\_worklife/public/Pros\\_and\\_Cons\\_of\\_Standardized\\_Testing\\_1.pdf](http://worklife.columbia.edu/files_worklife/public/Pros_and_Cons_of_Standardized_Testing_1.pdf).

<sup>22</sup> Ibarraran, Pablo [et al]. Life skills, Employability and Training for Disadvantaged Youth: Evidence from a Randomized Evaluation Design. International Development Bank, 2012. <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36916828>

<sup>23</sup> For more information on these scales you can check the following links: Grit Scale <https://sites.sas.upenn.edu/duckworth/pages/research> Rosenberg Scale <http://www.codajic.org/sites/www.codajic.org/files/8%20Escala%20de%20Autoestima%20de%20Rosenberg.pdf>

There are evaluations of social-emotional competency training that have used these scales to measure impact<sup>24</sup>. One of the conclusions reached by these studies is that it is difficult to see results in the short term and that the research is still emerging. Accordingly, we recommend using them for the initial assessment to establish a baseline but not to evaluate the process itself or at the end of the process, or to measure the impact of a program, since the results are unlikely to be conclusive.

| Assessment                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b>                      | <ul style="list-style-type: none"> <li>• Build a baseline to serve as a reference for identifying the impact and results</li> <li>• Learn the strengths and areas for improvement among the youth population to take them into account during the development of the module</li> <li>• Recognize prior knowledge</li> <li>• Identify interests, motivations, and attitudes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Strategies</b>                      | <ul style="list-style-type: none"> <li>• Direct observation of the student by the trainer when faced with a particular situation</li> <li>• Interview by the trainer to identify the student's prior knowledge; this strategy can be used for small groups taking into account the time required for individual development of the activity</li> <li>• Entrance test to identify the level of assimilation of concepts associated with the competencies</li> <li>• Case study to allow the trainer to identify heuristics or strategies considered for approaching and solving the case presented</li> <li>• Self-assessment which entails creating a rubric with a grading scale, where the student openly assesses some statements related to their development of competencies; it is recommended that the trainer use another strategy to cross-check the competencies with the student's self-perception</li> </ul> |
| <b>Instruments</b>                     | <ul style="list-style-type: none"> <li>• Checklist</li> <li>• Question bank for the interview</li> <li>• Written test or knowledge test</li> <li>• Cases for the case study activity</li> <li>• Self-assessment rubric</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Use of the gathered information</b> | <ul style="list-style-type: none"> <li>• Serves as input for the trainer to plan activities and collect evidence</li> <li>• Provides the trainer with information on the general level of the group with regard to development of the competencies</li> <li>• Allows the student to identify his/her level at the beginning of the module or course</li> <li>• Provides the trainer with elements for comparing the level of the students at the beginning and after completing the module</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |

<sup>24</sup> You can check the Galpao Aplauso program evaluations, by Carlos Calero, Verónica González, Yuri Soares for the IDB [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/meetingdocument/wcms\\_237081.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/meetingdocument/wcms_237081.pdf), Evaluation of the Youth Training Program Juventud y Empleo in the Dominican Republic. <http://www.izajold.com/content/3/1/1>

## Example of an Assessment Exercise

The Center for Information and Resources for Development (*Centro de Información y Recursos para el Desarrollo, CIRD*) is a Paraguayan foundation that supports interaction between civil society organizations and other sectors in order to have an impact and sustain development programs.

Within the framework of a collaborative effort between the Ministry of Justice and Labor of Paraguay, CIRD, and the IDB created a Skills Assessment Packet for Persons of Working Age. This toolkit combines a psychometric test with employability competencies.

Implementing the toolkit takes more than an hour and requires the participation of two professionals: a psychologist and a human resources professional.

| Phase      | Instrument             | Objective                                                                                                                                                                                                                                                            | Description                                                                                                                                                                                                                                                                            |
|------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual | Baseline               | Define and characterize the starting point in relation to employability                                                                                                                                                                                              | Survey completed by the interviewer who asks the job seeker questions. Identifies and analyzes social, gender, economic and educational conditions as well as experiences acquired in working and non-working environments, distinguishing their value in terms of employability.      |
|            | Competencies Interview | Identify and evaluate people with the potential to perform in an organization using specifically structured questions oriented towards the analysis of different individual competencies, based on the competencies that are valued by that business or organization | Interview in which the interviewee is asked to narrate six situations or stories from their life - from any area of life - that relate to different competencies expected to be observed in the narrative. The interviewer uses a form to record the competencies shown in each story. |
|            | Self-perception Survey | Identify interests and supplement observed information                                                                                                                                                                                                               | Survey completed by the job seeker during the interviews. Contains questions related to interests and self-awareness.                                                                                                                                                                  |
| Group      | Psychometrics Test     | Identify the main intellectual characteristics in terms of verbal fluency, numeric reasoning and verbal reasoning                                                                                                                                                    | Set of three written sub-tests where each job seeker marks the response they consider correct among the options presented.                                                                                                                                                             |
|            | Group Dynamic Activity | Identify attitudes that stand out for each person                                                                                                                                                                                                                    | Set of three written sub-tests where each job seeker marks the response they consider correct among the options presented.                                                                                                                                                             |

**Source:** CIRD. Skills Assessment Packet for Persons of Working Age. [Internal document].

#### **Phase 4 Step 2: Evaluate during the Process – Training or Learning Assessment**

The training assessment takes place during the training process and is used to improve learning. Youth need to know what is expected at each stage of learning, how they will be assessed, and what they have to do to reach their performance level. This assessment is oriented in such a way that the student can activate their resources for learning, while the role of the trainer is to support with strategies for facilitating learning.



##### **Why is it important?**

It allows for the process to be evaluated and in doing so, for improvement strategies to be established so that the young people continue achieving the desired performance during training.

It promotes reflection regarding lessons learned, mistakes and successes so as to establish strategies for improvement.

##### **What are the challenges?**

- The assessment cannot show only what has been achieved; it also needs to look beyond to the creation and development of improvement plans.
- This type of assessment requires constant monitoring and feedback by the trainer so that interventions for improvement are timely.
- Feedback should also be provided carefully, so as not to discourage the young person, but instead encourage them to reach the desired performance.

##### **How can the challenges be overcome?**

- By planning the processes to make sure the different activities are assessed and that that this is done with suitable instruments.
- By using different strategies for assessing the learning process. Using a portfolio<sup>25</sup> is a good resource for achieving this.
- In order to not lose focus in this part of the assessment, we recommend using the following questions as a guide: What are the expected achievements? What has been achieved so far? What is lacking in order to achieve the desired learning? What is the path to reaching it?
- The trainer must be sensitive and empathetic with the young people in order to create an environment of trust and understanding in which they feel comfortable and safe.

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<sup>25</sup> A portfolio is an assessment instrument that compiles each student's work throughout the academic term and serves as a reference for their processes, progress, and difficulties.

| Learning Assessment                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b>                      | <ul style="list-style-type: none"> <li>• The trainers and the young people themselves gather valuable data (self- and peer- assessment) to improve teaching and learning processes</li> <li>• Motivate the students through feedback to improve their learning process</li> <li>• Monitor student progress and establish opportunities for improvement</li> </ul>                                             |
| <b>Strategies</b>                      | <ul style="list-style-type: none"> <li>• Self-assessment: measuring students' perception of progress</li> <li>• Observation of classroom performance</li> <li>• Simulation of work environments</li> <li>• Role play</li> <li>• Project-based learning</li> <li>• Problem-based learning</li> <li>• Situational evaluation</li> <li>• Analyzing evidence</li> <li>• Portfolio</li> <li>• Interview</li> </ul> |
| <b>Instruments</b>                     | <ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubric: displays levels of performance and measures learning</li> <li>• Observation scales</li> <li>• Guides</li> </ul>                                                                                                                                                                                                                         |
| <b>Use of the gathered information</b> | <ul style="list-style-type: none"> <li>• Adjusting strategies, providing feedback, and making an improvement plan and opportunities for achieving levels of performance</li> </ul>                                                                                                                                                                                                                            |



### Example of Learning Assessment

**Competency:** Different social-emotional competencies

This assessment, which takes place during the process, can be carried out through self- or peer-assessment.

In this case the students' performance is assessed. This can be observed in a module in which the social-emotional competencies have been incorporated transversely.

Although performance is not evaluated through self-assessment, the young people's perception of their performance with regard to the expected achievements and the levels reached by their classmates is assessed.

A scale of 1 to 5 is used for both cases. 1 being: does not meet the standard/much worse than others; 2: partially meets the standard/slightly worse than others; 3: meets the standard/equal to others; 4: exceeds the standard/slightly better than others and 5: greatly exceeds the standard/much better than others.

| Achievements                                             | Performance Standard | Comparative Performance |
|----------------------------------------------------------|----------------------|-------------------------|
| I accept feedback                                        |                      |                         |
| When I make mistakes, it is difficult for me to admit it |                      |                         |
| I cooperate with others to do the job                    |                      |                         |
| I solve problems quickly and effectively                 |                      |                         |
| I demonstrate creativity and propose new ideas           |                      |                         |

**Source:**

Kantrowits, Tracy. Development and Construct Validation of a Measure of Soft Skills Performance. Georgia Institute of Technology: 2005.

[https://smartech.gatech.edu/bitstream/handle/1853/6861/kantrowitz\\_tracy\\_m\\_200505\\_phd.pdf?sequence=1](https://smartech.gatech.edu/bitstream/handle/1853/6861/kantrowitz_tracy_m_200505_phd.pdf?sequence=1).



### Example Instrument for Evaluation Processes for Learning

**Competency:** communication in a mechanics training curriculum, incorporated transversely

| Evidence                                                                         | Always | Majority of the Time | Sometimes | Difficulties |              |
|----------------------------------------------------------------------------------|--------|----------------------|-----------|--------------|--------------|
|                                                                                  |        |                      |           | Description  | Likely Cause |
| Listens attentively to the client and responds accordingly                       |        |                      |           |              |              |
| Asks specific questions to gather more information                               |        |                      |           |              |              |
| Adapts technical codes to the speaker                                            |        |                      |           |              |              |
| Demonstrates conviction in their arguments                                       |        |                      |           |              |              |
| Backs up their response                                                          |        |                      |           |              |              |
| Asks for help if necessary                                                       |        |                      |           |              |              |
| Provides information about related services that are carried out in the workshop |        |                      |           |              |              |

#### Source:

Avolio de Cols, S. Iacolutti, M. Competencia laboral. Enseñar y evaluar en formación por competencias laborales. Conceptos y orientaciones metodológicas. (Work competence: Teaching and Assessing Work Competency Training: Concepts and Methodological Approaches). Buenos Aires: Inter-American Development Bank. 2006. <http://www.trabajo.gov.ar/downloads/formacioncontinua/ENSENARYEVALUAR.pdf>.



### Phase 4 Step 3: Evaluate the End of the Process - Accumulative Assessment or Assessment of What Has Been Learned

At the end of the training process, it is necessary to review whether the proposed objectives were accomplished and determine the performance level reached by the young people.

#### Why is it important?

After finishing the process, it provides a recount of learning and results obtained. This assessment serves the following purposes:

- Each young person can see how much they have learned
- Provide feedback for the trainers regarding the strategies employed and their outcomes
- So that the institution can verify that the training objectives have been met and determine which aspects to improve

### What are the challenges?

- Gathering meaningful information throughout the process, as well as recording, analyzing, and systematizing it.
- Developing social-emotional competencies is a medium- and long-term process. It is possible that the learning may not have been firmed up before the program finishes if it is short.

### How can the challenges be overcome?

- By planning the assessment processes from the start in order to apply instruments and gather information throughout the program.
- Self- and peer-assessment should be complemented with another type of assessment carried out by the trainer.
- An assessment can be planned for graduates of the program once they have entered the job market, which will show if they acquired the learning effectively.

| Learning Assessment                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b>                       | Identify what the participants learned at the end of the training process                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Strategies</b>                       | <ul style="list-style-type: none"><li>• Self-assessment</li><li>• Peer-assessment</li><li>• Facilitator observing students work</li><li>• Problem solving</li></ul>                                                                                                                                                                                                                                                                                               |
| <b>Instruments</b>                      | <ul style="list-style-type: none"><li>• Portfolio of information</li><li>• Rubrics</li></ul>                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Use of the gathered information.</b> | <ul style="list-style-type: none"><li>• Corresponds to both the final results and the entire process, and shows the achievements reached by the young people</li><li>• If a baseline is established, a comparison can be made of both results in order to establish the outcomes achieved</li><li>• The outcomes can help with the design of plans for improvement in the future</li><li>• The outcomes can be used for reflection by everyone involved</li></ul> |





### Example of Instrument for Assessing Learning

**Strategy:** observation of how a student behaves in a given situation (real or simulated)

**Competency:** Teamwork

The trainer can assess how each student performs with regard to the social-emotional competencies.

This can be implemented in an actual workplace or through simulated work situations and serves as a guide for reviewing youth performance.

Grading scale. 0: Never/1: Sometimes/2: Almost always/3: Always

| Value | Performance                                                           |
|-------|-----------------------------------------------------------------------|
|       | Shows respect for others                                              |
|       | Pays attention to others when they are speaking or sharing an opinion |
|       | Participates in preparing a work plan to be followed                  |
|       | Avoids working in an isolated or competitive way                      |
|       | Values the opinion of all group members                               |
|       | Involves those who are not participating                              |
|       | Keeps group members informed                                          |
|       | Shares all relevant information with classmates                       |
|       | Works cooperatively                                                   |
|       | Identifies with the collective work of the team                       |
|       | Seeks ideas and opinions to make decisions                            |
|       | Is tolerant of others                                                 |

#### Source:

Educarchile. Evaluación En Competencias Y Desempeños. [Online format] <http://ww2.educarchile.cl/Portal.Base/Web/VerContenido.aspx?GUID=5ab970d5-f53e-4bf2-8be6-f46595ab3623&ID=224179>.



## CHAPTER 3

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### Institutional Requirements



The development of social-emotional competencies transcends the curriculum, and it is therefore important that it is supported by certain conditions and an institutional culture that guarantees its success. For this reason, aspects such as those detailed below must be taken into account.

## Find Out



These are some of the aspects that need to be considered for institutional management:

- *The institutional approach must be characterized by flexibility, the ability to adapt to the different needs, and characteristics of the context and the youth.*
- *It is preferable that the curriculum follows a competency-based training approach.*
- *Comprehensive approaches are preferred, that include theoretical and practical components and apply to the different dimensions of the young person's life, not just work and education.*
- *It is fundamental to promote connections and relationships between the young people and adults who serve as role models, such as the trainers.*
- *Accompaniment and mentoring serves to protect and reinforce the youth's self-esteem and confidence.*
- *Different actions and interventions must be chosen after careful research, referencing other cases, reaching consensus, and planning.*
- *The programs, initiatives, and approaches must be coherent with local and national policies.*
- *They should be based on recognition of prior knowledge.*
- *The institution should aim to work with an effective, focused team, with low staff turnover.*
- *Outreach to the private sector.*
- *It should seek to connect with youth at different stages of the process.*

### Source:

SÁNCHEZ, M. [et al]. Los jóvenes sí-sí: experiencias y aprendizajes de organizaciones de la sociedad civil para la transición de los jóvenes entre educación y trabajo. (Young people yes-yes: experiences and learning from Civil Society Organizations for the transition of youth from education and work). Inter-American Development Bank. 2014. <http://publications.iadb.org/handle/11319/6658?locale-attribute=es>.

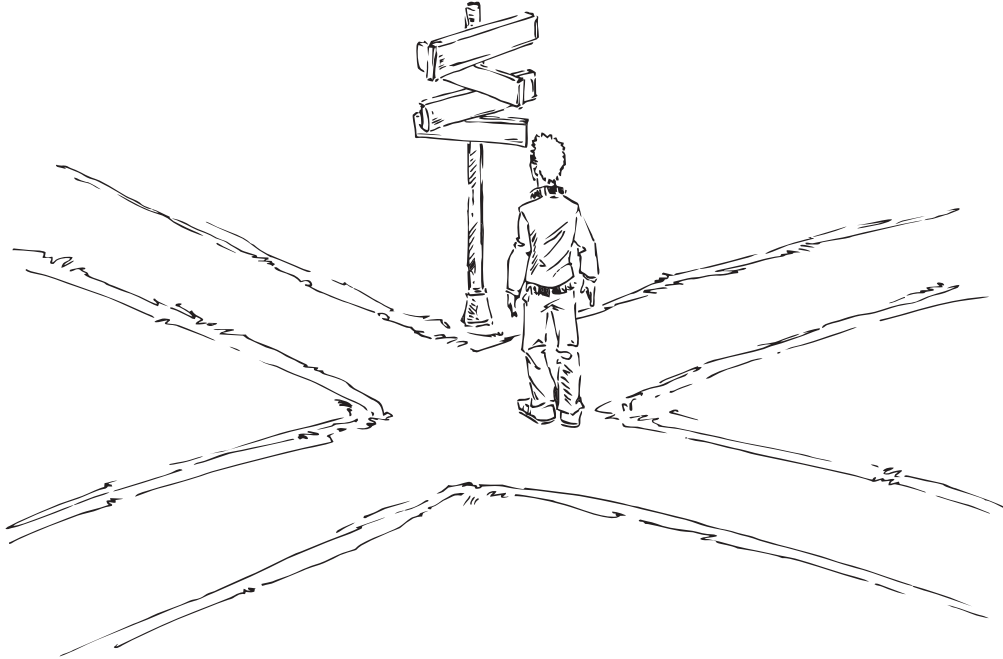


### Flexibility as a Factor of Success

The purpose of the program **entra21** funded by MIF and carried out by IYF is to improve the employability possibilities for Latin American and Caribbean youth between the ages of 16 and 29, especially those in the ICT sector. It has been implemented in various Latin American countries and its flexibility is one of the features regarded as a factor of success. In the cases of Peru, the Dominican Republic, and Panama, during the process it was decided to increase the number of hours dedicated to developing life skills, in accordance with the needs observed in the students. As a result of these adjustments, the program recommends that a minimum of 40 classroom hours must be allocated to the topic, not counting individual tutoring, internships, and extracurricular activities.

### Source:

INTER-AMERICAN DEVELOPMENT BANK-INTERNATIONAL YOUTH FOUNDATION **entra21** Program Final Report Phase 1: 2001-2007. IDB-IYF 2009. [http://www.oei.es/pdf2/informe\\_programa\\_entra21.pdf](http://www.oei.es/pdf2/informe_programa_entra21.pdf).



The following elements should be taken into account from an institutional perspective.

### **Awareness of context-based demands**

The relevance of the programs and their links to the world of work, and the actual needs resulting from the context and of the young people are keys to the success of these programs.

For the programs to succeed, actions such as the following are necessary:

- Continuous monitoring of the work environment.
- Alliances with businesses that include constant review and feedback about the educational programs being offered.
- Government and non-government alliances.

This information should serve to review and adjust programs if necessary, to ensure that the youth's training is current and relevant.

### **Knowledge of the characteristics of youth**

What the program offers and its areas of focus must be appropriate to the characteristics of the young people, in order to strengthen their interest and motivation. The activities should be related to their experiences and environment so that they can identify with the program and feel motivated to participate.

Disadvantaged youth may show conditions such as low self-esteem and academic difficulties, which must be taken into consideration to foster environments that build trust and address their individual needs.

An assessment may help identify these factors by characterizing the students' social and economic environment, as well as their interests and motivations.

## Curricular transformations

For competency-based training to be a process that is suitable and used by trainers, involves making changes to the curriculum, from the planning stage through facilitating learning to the assessment.

Traditional curricula are not able to account much for the development of social-emotional competencies, since schools are generally organized by discipline and do not obey the logic of the labor market, where they appear in an integrated manner. Also, the monitoring and assessment is generally used for hard and technical competencies, and this change also requires an institutional decision<sup>26</sup>.

The participation of and joint working with the private sector in terms of proposing or validating changes to the curriculum is necessary. Any attempt to change the curriculum without involving business will be futile from the perspective of training the human resources that companies demand and need.

The curriculum must be subject to continuous review, feedback, and adjustments in such a way that what is offered corresponds to the context. These changes should also extend beyond the curriculum and include, for example, the coexistence manuals and the *Proyecto Educativo Institucional-PEI* (Educational Institution Project), so that the actions are coherent and unified.

## Profile of the trainers

Trainers play a fundamental role in the process, since they have direct contact with the youth.

Some of the characteristics that they should have are:

### Work experience

- Experience working with young people, ideally with disadvantaged youth.
- Knowledge and experience of competency training.
- Experience and links to the business sector.

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<sup>26</sup> Wang, Yidan. Education in a changing world: flexibility, skills and employability. Washington DC: World Bank, 2012.  
[http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2012/05/23/000356161\\_20120523022400/Rendered/PDF/691040WP00PUBL0ability0WEB050110120.pdf](http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2012/05/23/000356161_20120523022400/Rendered/PDF/691040WP00PUBL0ability0WEB050110120.pdf).

### **Personal**

- They must become role models for the social-emotional competencies that they are helping develop, since they serve as a guide for the young people and need to be credible.
- Commitment and sensitivity regarding topics such as youth employability and social-emotional competencies. They must understand the relevance of their work and the impact that it has on the life of the youth and their environment.
- Flexibility: they must have the ability to adjust and contextualize their classes to adapt them to the characteristics and needs of each group.
- Communication skills, which enable them to establish bonds and trust with the young people and offer suitable feedback.
- Resourcefulness The creativity of a trainer to effectively incorporate competencies into their activities, in order to keep the young people interested and work with available resources is essential for this role.

### **Institutional actions related to the trainers**

Institutions must make sure they find trainers who can perform their role adequately and for that they need to take into account issues such as:

- Selection processes. In the first place, the institution must decide internally on the profile that they are looking for in trainers and keep this criteria in mind in the hiring process.
- Orientation process. Trainers need to know what the institutional mission is and their approach before starting, so that coherence is maintained between all stakeholders. Awareness actions must be included here: trainers must be conscious of the importance of their work and the social responsibility that it entails.
- Process of keeping training up-to-date. The trainers of social-emotional competencies in parallel modules may have a profile more similar to these themes, since their training is in areas such as psychology or social work. While they need to participate in activities to update their training, these are even more important for the trainers in charge of specific technical modules who will not have as much knowledge of and as many tools in these competencies.
- Monitoring process. The institution must carefully monitor the trainers during the incorporation of social-emotional competencies, which in effect are integrated into their modules and activities.
- Evaluation. The trainer's performance needs to be evaluated by the institution, the young people, and themselves.
- Institutional evaluation. The trainers are key stakeholders and must participate as evaluators of the program and the institution.



### **Passport to Success Program®- PTS- Training Trainers as a Success Factor**

This program, directed towards young people between the ages of 14 and 24, seeks to train them in a range of competencies so that they stay in school, acquire work competencies, and the confidence necessary to be successful in their lives.

One of the program's factors for success is the training and accompaniment that the trainers receive, which includes:

- 32 hours of training on life skills or social-emotional competencies and experience-based teaching methodologies.
- Training on new and interactive strategies.
- Support and supervision from a coach trained by IYF for two or three months.

#### **Source:**

International Youth Foundation. Passport to Success. Preparing Young People for the World of Work  
<http://library.iyfnet.org/sites/default/files/library/IYF-PTS-Brochure-ESP.pdf>.

## **Resources**

The resources to be used may be taken from other experiences or can be designed by each institution.

If the institution lacks the financial resources, time or equipment necessary to design their own resources, they can use existing ones. However, it is important to take into account several factors:

- Firstly, the copyright and intellectual property rights must be reviewed to see if they can be used freely or if payment is required to reproduce them.
- Secondly, the materials must be adapted and made to fit the context.

The other strategy is to design resources that specifically serve the needs and special features of the program, its beneficiaries and the sector in which the graduates hope to obtain jobs. In this case, actions such as the following should be considered:

- Including business in the development process.
- Periodically reviewing and adjusting the materials according to changes and the prospects of the environment.



## Find Out



To prepare your own materials, we suggest following the following process:

- Select activities and spaces.
- Establish objectives and expected outcomes.
- Select one or several general work competencies to include their elements in an educational activity.
- Review performance criteria.
- Identify activities in which the performance criteria can be developed.
- Define knowledge and understanding.
- Formulate learning outcomes to use as a model for the assessment.
- Specify an activity in which students reflect, either individually or as a group.
- Define assessment mechanisms.
- Review the implementation of materials.

### Source:

Municipality of Bogota-Corpoeducación. Competencias laborales generales (General Work Competencies). Ruta metodológica para su incorporación al currículo de la educación media (Methodological Path for Incorporation into the Curriculum for Secondary Education). Bogota. 2004.

## Assessing the Training

The institution must assess itself to review the suitability and impact of the programs. It is also important to find out the perspective and obtain feedback from different stakeholders who participate in the process, such as young people and trainers.

This point is especially important to complete the proposed cycle for incorporating social-emotional competencies into different training programs. Including them in the curriculum does not necessarily guarantee that they are implemented adequately. Therefore, continuous monitoring and evaluation is key to making sure that the students are receiving the training expected.

Management's role is fundamental in coordinating these actions.

We recommend reviewing the *Guía de estándares de calidad: herramientas para evaluar procesos de formación para el trabajo e intermediación laboral para jóvenes* (Quality Standards Guide: A Tool for Assessing Youth Employment and Job Placement Processes)<sup>27</sup> developed by IYF for the NEO initiative.

Some of the elements proposed for review to incorporate social-emotional competencies into programs are presented below:

- Relevance of youth training in social-emotional competencies.

<sup>27</sup> International Youth Foundation. Guía de estándares de calidad: herramientas para evaluar procesos de formación para el trabajo e intermediación laboral para jóvenes. (Guide to Quality Standards: A Tool for Assessing Youth Employability Training and Job Placement Processes) [http://www.fomin.org/Portals/13/Images/NEO/SW\\_Recursos/e57ee874-bd7d-483d-a939-4c2e5ad1c63b\\_Guia%20Estandares%20de%20Calidad%20NEO%202014%20final%20web.pdf](http://www.fomin.org/Portals/13/Images/NEO/SW_Recursos/e57ee874-bd7d-483d-a939-4c2e5ad1c63b_Guia%20Estandares%20de%20Calidad%20NEO%202014%20final%20web.pdf).

- Relevance of training for employers in incorporating and developing social-emotional competencies
- Curriculum structure and design for training that includes social-emotional competencies
- Definition of teaching strategies and resources
- Complementary support services for the training process
- Job search and mentoring services for real work settings if the program includes this component

We also recommend including assessment by the youth, trainers, and employers, if applicable, to learn their perspectives regarding the process.

## **Final Recommendations**

Youth employability depends on various factors. Some of these are external, making it difficult for an institution to have an impact on them. These include government actions and policies related to economic and employment conditions. However, at an institutional level it is possible to take a series of actions to achieve this objective.

Teams and people who work with young people are the ones who have direct contact and as such the greatest possibility of having a direct impact on them. It is therefore necessary to first recognize the importance of these competencies in order to be successful in different aspects of life.

Social-emotional competency training is clearly necessary for young people to be able to join the world of work and develop their personal and career plans. Those entities that provide this type of service in one way or another should therefore assume such training as a social responsibility.

It is key to be able to provide young people with the tools they need to cope in today's world, with its increasingly competitive and complicated economic and employment conditions. As young people improve their social-emotional competencies, they will not only contribute towards their employability but also help them to adapt to the working environment and make a higher-quality contribution in their work, and this in turn will improve their working conditions. They will also increase the possibilities of realizing their life plan, as well as enhancing their social integration and their roles as members of society.

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