

GOOD PRACTICES AND LESSONS LEARNED

Gobernación de Antioquia (Colombia)

Project: Generation of skills to access employment and entrepreneurship in order to reduce poverty, social exclusion and the risks of the informal economy

Good Practice: Diploma of Initiation to the World of Labour and Life's Skills

1. Brief summary

A Diploma of 100 hours in life's skills, key competences and vocational guidance, for 14,000 people in the region of Urabá, Antioquia (Colombia), from an inclusive perspective, geographical decentralization of the offer and with a rights approach, which reached the indigenous and peasant sectors. It covered the entire sub-region of 11 municipalities.

2. Key Area of Good Practice

- Professional training and / or technical skills (3.6)
- Knowledge of rights, laws and procedures (2.1)

3. Context - Brief description

Where the good practice was implemented

In the region of Urabá.

Why was the Good Practice developed? What needs did you respond to? What problems did you solve?

The central problems that the project wanted to solve are poverty, low income and poor working conditions, increasing job insertion through dependent employment and self-employment (new ventures and improvement of small businesses), from a perspective of decent and dignified work. Considering that there is already a strong investment in the sub-region in terms of communication (tunnels, motorways, airport), in medium and large industry, in port projects, in diversification of agro-industry, in expansion of free zones and in the tourism sector.

Who is involved:

The project is a joint formulation by the Government of Antioquia with a range of institutions in the region related to vocational training and the promotion of new ventures; and that is implemented by the Government of Antioquia through different operators. It is coordinated by a work team of nine (9) people, hired by the Government for this purpose, and is located in the Secretariat of Productivity and Competitiveness (of the Region of Antioquia).

Who are the people who benefited from the good practice (children, teachers, parents, etc.)?

14,000 people, between 14 and 53 years old; 58% of the urban area and 42% of the rural area. The rural area includes 4% of the indigenous population directly in their Town Councils. In one of the municipalities, Arboletes, 38% of the urban population, 38% of the rural population and the remaining 24% of the indigenous population in their town councils were attended. Excluding the small municipalities of Murindó and Vigía del Fuerte, located in the depths of the Atrato River, we can see that small municipalities such as Mutatá, San Juan, San Pedro received much more coverage, compared to their total population. The attention in Arboletes, Necoclí and Chigorodó, three intermediate municipalities, received training in almost equal proportion in relation to the percentage of its population. The two largest municipalities, which together make up 51% of the

subregion's population, received only 30% of the training. From another perspective, we can also observe that, discounting Carepa (which had not been included in the initial formulation of the project), the municipalities of the center, where the training offer has been concentrated, of the banana sector (Apartadó, Turbo and Chigorodó) received much less training in regards to their number of inhabitants. What emerges from an approach of "positive discrimination", which seeks from the political will, is an action to generate equity.

This was also achieved because, as far as possible, teachers from the same region were hired, as well as the catering offered during the trainings. 66% of students from the urban area and 34% from the rural area were trained. In one of the municipalities, Arboletes, 38% of the urban population was attended. 38% of the rural population and the remaining 24% of the indigenous population were attended in their respective councils.

The municipalities with greater population and greater concentration of the educational offer receive, in percentage, less training than the others: Apartadó, with 27% of the population receives 14% of the courses. Turbo, with 24% of the population, receives 15% of the courses and Chigorodó, with 12% of the population, receives 6.6% of the courses. On the other hand, Mutatá, with 3% of the population, receives 5.8% of the courses; San Juan de Urabá, with 3.8% of the population, receives 14.3% of the courses; and San Pedro de Urabá, with 4.7% of the population, receives 11% of the courses. For this we consider that it is important to have, from the beginning of the planning of the action, clear information about the reality and clear action criteria about the inequities that we want to address.

When the activity was implemented:

Between October 2016 and July 2017.

4. Level and type of innovation of the good practice

In general, Good Practices are innovative, unless it is the reproduction of a "Good Practice" that occurred in another context. Although, in general, always a best imported practice, in order to be successful or good, it must be readjusted to the new context, that is geographic or temporal.

5. Description: What are the processes and steps involved?

What was done and how was it done? Make sure the description is complete enough for the reader to understand how to implement the activity. It should be at least one paragraph, preferably with main summarizing points that indicate the steps taken.

- A huge communication effort, which included visits to municipal administrations, education secretariats, educational institutions and social organizations.
- It was reinforced through a web page (<http://empleoyemprendimientouraba.com/>), where a pre-registration was made available and an opinion was requested on relevant topics.
- Professionals and food suppliers were hired at local level.
- The Diploma was used to identify future training needs with the students.
- A curricular design was carried out considering the previous identifications, the expectations of the population according to the pre-enrollment and a vocational orientation according to the specific needs of each group and municipality.

6. Resources: What resources and skills are needed to carry out the good practice?

- The creation of a high expectation through visits and means of communication.
- Professionals and articulation with institutions that know the subject (education for work) and the context (the Urabá region).
- Time and methodology for the realization of the diagnoses, the visits and the final analysis.
- Good relations and knowledge of the actors in the region.

GOOD PRACTICES AND LESSONS LEARNED

- Ability to coordinate forces and resources with local actors.

7. Sustainability of the Good Practice

There are indicators of employability. Follow-up to practices and places of practice.

Methodologies are collected and disseminated through a web platform, widely recognized in the region. Good Practices are disseminated, so that other experiences and projects can be considered from new planning.

8. Links to other resources

Links to platforms:

- <http://empleoyemprendimientouraba.com>;
- <http://www.urabaconecta.com/>
- <https://www.dnp.gov.co/programas/desarrollo-social/subdireccion-de-educacion/Paginas/educacion-para-el-trabajo-y-el-desarrollo-humano.aspx>
- <https://www.dnp.gov.co/programas/desarrollo-social/subdireccion-de-empleo-y-seguridad-social/Paginas/formaci%C3%B3n-para-el-trabajo.aspx>
- <https://www.mineducacion.gov.co/1759/w3-article-237704.html>

9. What would the originators of the Good Practice do differently if they were to do it again?

- Expand the participation of teachers and students in the region in the specific programs design.
- They can create, participate and train in a web platform environment from the beginning.
- To resume (to continue) processes of training of other previous projects and greater articulation with those developed by other institutions and organizations simultaneously in time and space.