

GLOBAL OPPORTUNITY
YOUTH NETWORK: BARRANQUILLA
EL FUTURO ES JOVEN
aspen institute

GOYN BARRANQUILLA SYSTEM MAPPING DATA AND TECH COMMUNITY OF PRACTICE

December 14th, 2023

fondation
BOTNAR



United Way
Colombia

Fundación corona

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Santo Domingo

UNIVERSIDAD
SIMÓN BOLÍVAR
BARRANQUILLA Y OCUTA - COLOMBIA | VIGILADA MINEDUCACIÓN

ANDI | MÁS PAÍS
SECCIONAL
ATLÁNTICO - MAGDA

CÁMARA DE
COMERCIO
DE BARRANQUILLA



FUNDACIÓN
PROMIGAS

accenture

ACDI VOCA
Ampliando Oportunidades en el Mundo



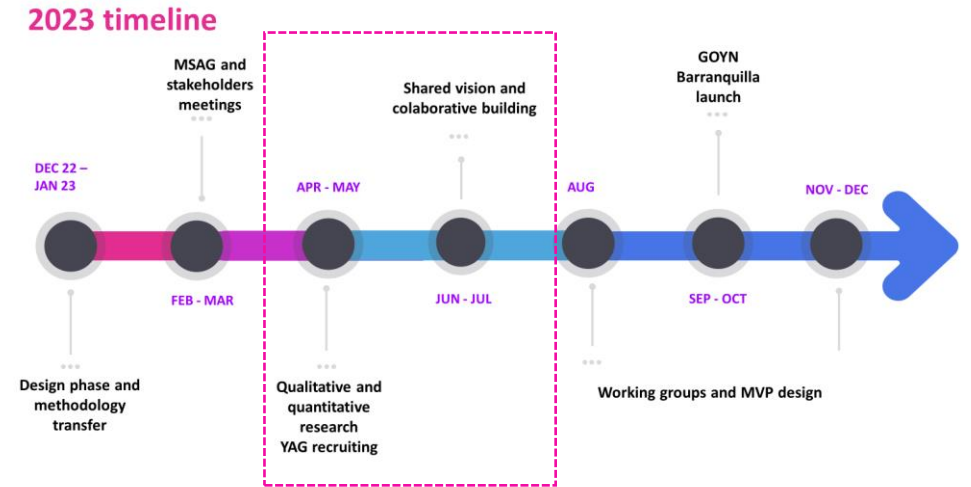
PRO
BARRANQUILLA
35
AÑOS

Agenda

- 1 System map in Barranquilla. A process to learn about systems thinking**
- 2 Methodology and process – how we use data**
- 3 Potential areas – Territories of Opportunity; How we define the next steps**
- 4 Learnings and future challenges**

① Context of the construction of the system map and identification of Territories of Opportunity

- **What?** Construction of a shared vision about the barriers that young people in the city face to access opportunities
- **When?** During the design phase of GOYN Barranquilla, in the research and mapping process of the ecosystem
- **How?** Through a co-creation exercise. A laboratory to understand the concept of system and systemic change from practice
- **What for?** To achieve an understanding of the problems from a systemic vision, the opportunities to create systemic change and articulate the actors of the ecosystem in different areas from the beginning:
 - Education
 - Employment
 - Entrepreneurship
 - Youth
 - Social sector



② Methodology – qualitative and quantitative research

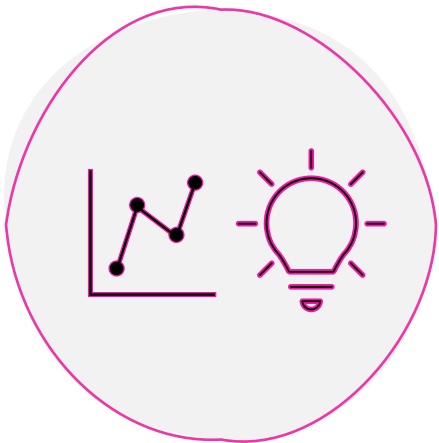
- Qualitative research - **primary** sources

65 young people, both in interviews and focus groups
+1,600 user quotes
12 Interviews
9 Focus groups
◆ 15 interviews with stakeholders

- Quantitative research - **secondary** sources

Development of an information dashboard in Power BI and desktop analysis with +20 secondary sources.
Who are the Opportunity Youth?
◆ Estimation of OY population
Context: Monetary and multidimensional poverty, demographics and quality of life. Education, employment, entrepreneurship.

- Systems Thinking



Insights and data

+



Workshops: Connecting +
focused conversations

+



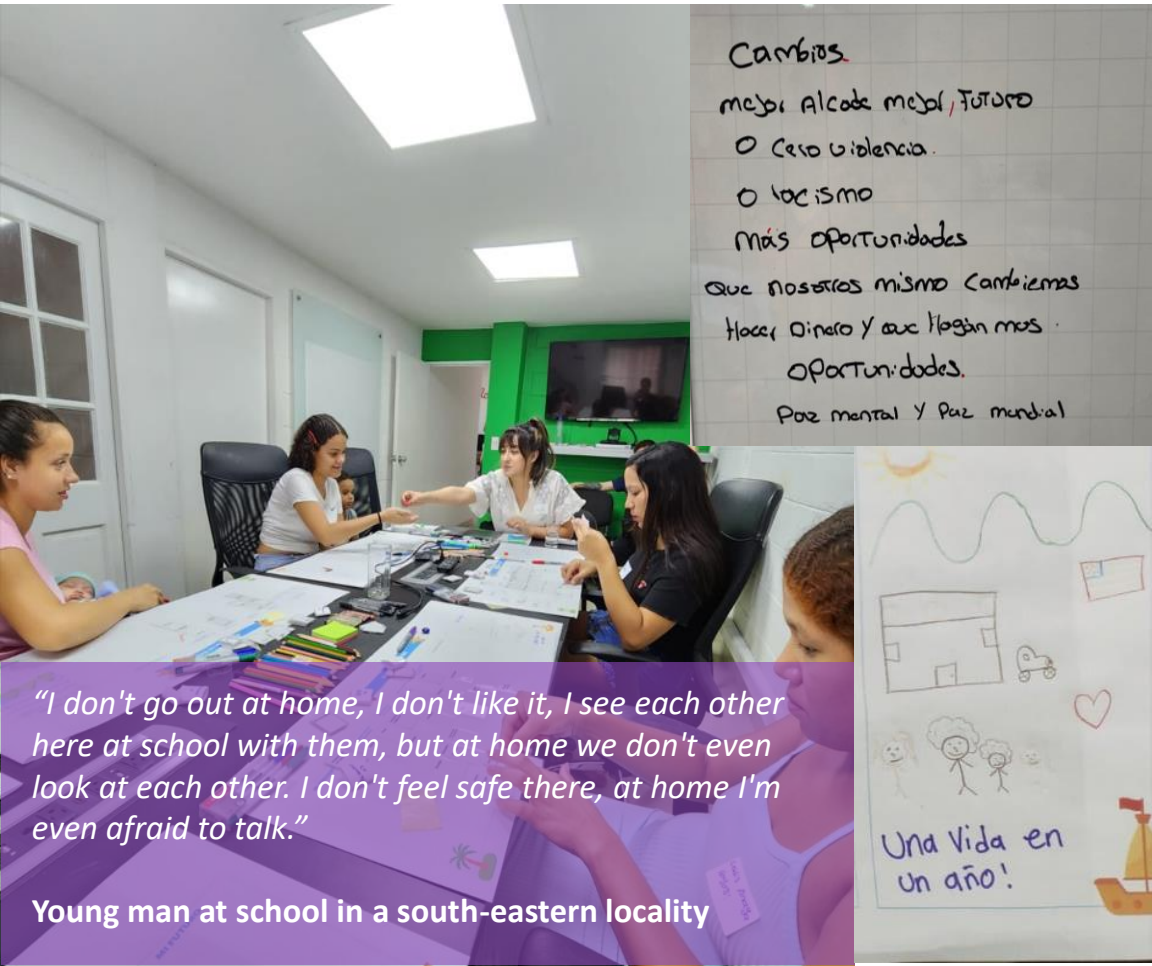
Organization and
prioritization of
nodes

=



Youth-focused
system

Interaction between quantitative and qualitative research components



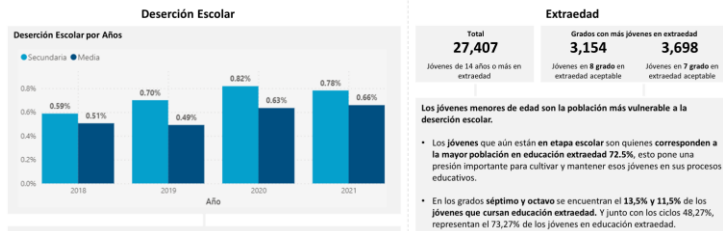
"I don't go out at home, I don't like it, I see each other here at school with them, but at home we don't even look at each other. I don't feel safe there, at home I'm even afraid to talk."

Young man at school in a south-eastern locality

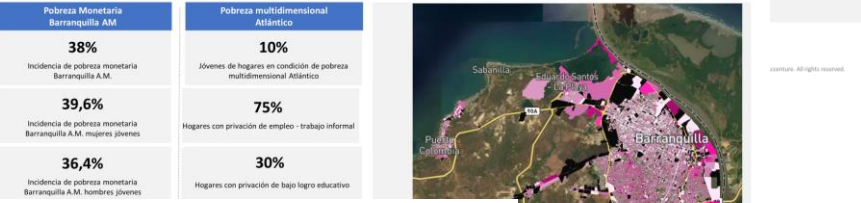
CONCENTRACIÓN HOGARES EN SITUACIÓN DE MISERIA O CON NBI



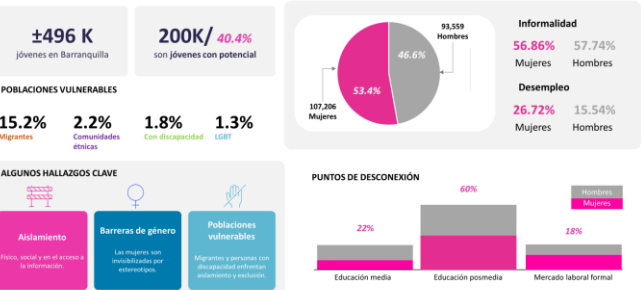
RETOS EDUCACIÓN



POBREZA MONETARIA Y MULTIDIMENSIONAL



RESUMEN GENERAL DATOS JÓVENES CON POTENCIAL



Example of the interaction between quantitative and qualitative insights

Vulnerable young people in isolation

Young people in poverty are in a state of isolation within their closest environment (home), which is affecting their social skills and mental health, and preventing opportunities from reaching them – opportunities that could help them improve their quality of life and get out of the cycles of poverty in which they live.

43% of Barranquilleros said they considered themselves poor

The trend is led by two localities in which the low socioeconomic context predominates, such as Suroccidente and Metropolitana, with 56 and 50%, respectively, while in Riomar and Norte-Centro Historico, where the high strata are located (5 and 6), the levels of self-perception respectively show 20 and 27%

Barranquilla Cómo Vamos, 2023

Catalytic questions

- How to avoid youth isolation in localities with the highest level of poverty?



"I don't go out at home, I don't like it, I see each other here at school with them, but at home we don't even look at each other. I don't feel safe there, at home I'm even afraid to talk."

Young man at school in a south-eastern locality

2 Methodology - System construction process

1. Gain clarity

Explore causes and forces
Create links
Discover structures
Create a narrative

Workshop 1

Discussion on the problems and barriers faced by JPs
+40 organizations

2. Find Levers

Develop a Systemic Problem Statement
Evaluate and adjust

Workshop 2

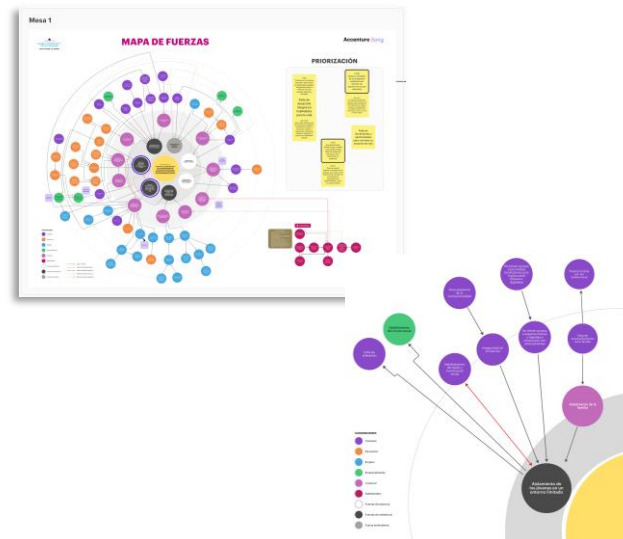
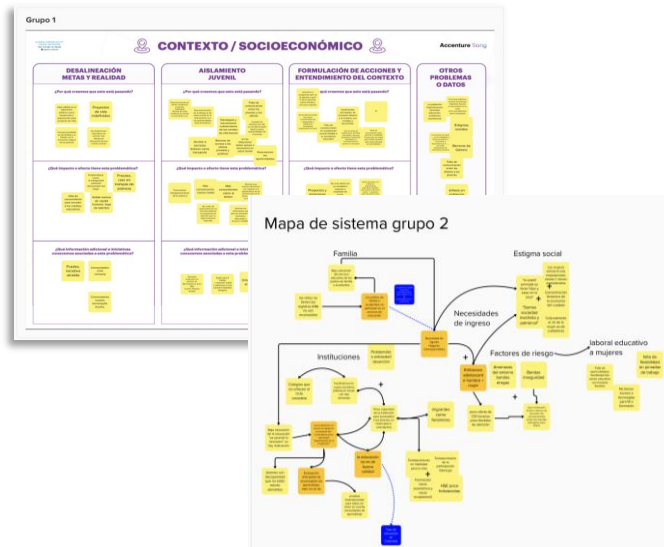
Analyze the system
Identify levers

3. Act strategically

Maximize leverage potential
Develop key performance questions

Workshop 3

Validate and adjust



1. Gain clarity

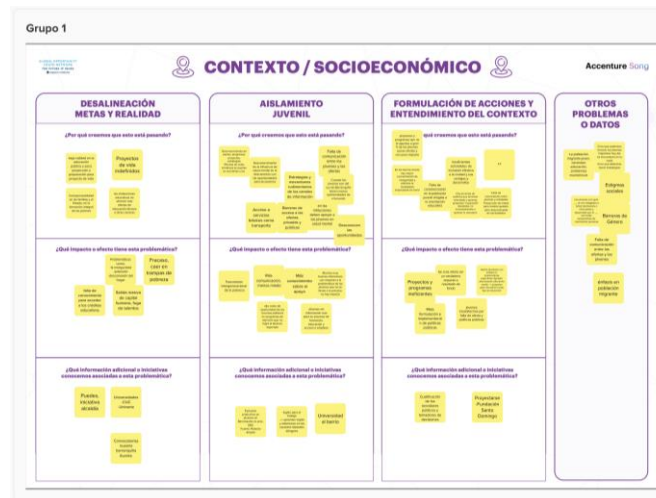
- Explore causes and forces
- Create links
- Discover structures
- Create a narrative



Objective 1: Discuss the reality of young people in Barranquilla from the perspectives of social context, education, employment and entrepreneurship.

Step 1. Each group reviews the data and information related to the assigned theme.

Step 2. Questions related to each theme, derived from the qualitative phase are answered. Factors related to each theme are identified based on the information read and their knowledge of the topic (both causes and effects).



Objective 2. Map the system of each theme to understand the root cause of the problems and how they are related.

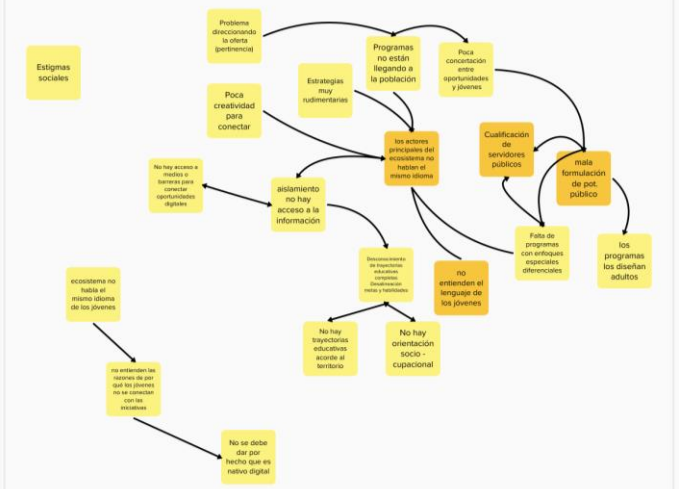
Step 1. Each theme is analyzed, and questions are posed to understand why it occurs.

Step 2. Answers become nodes on the map.

Step 3. For each node, we will identify actors contributing positively and negatively.

Step 4. The same procedure will be applied for each theme, connecting it with nodes from other themes.

Mapa de sistema Grupo 1



1. Gain clarity - System forces around OYs

Objective 3. Build the map

Step 1: Analyze the identified forces: content analysis exercise of the reported information.

Step 2: Text coding.

Step 3: Identify loops: Look for areas where causes and effects feedback, and capture these patterns as dynamic loops.

Objective 4. Discovering the system structure:

Identifying the central forces that move the system.

Resistance forces

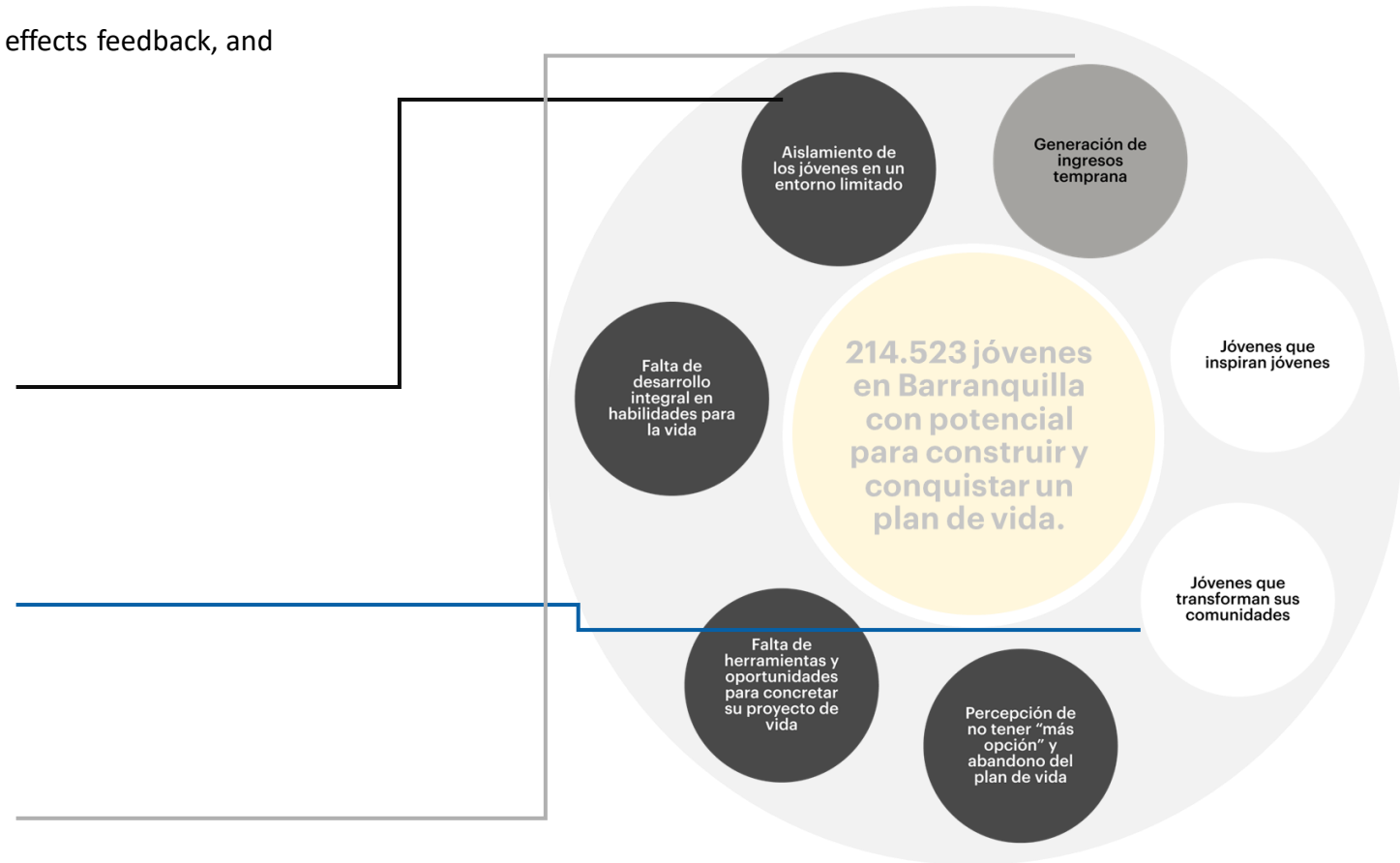
- Lack of comprehensive development
- Lack of tools and opportunities
- Isolation of young people
- Abandonment of life plan

Motion Forces

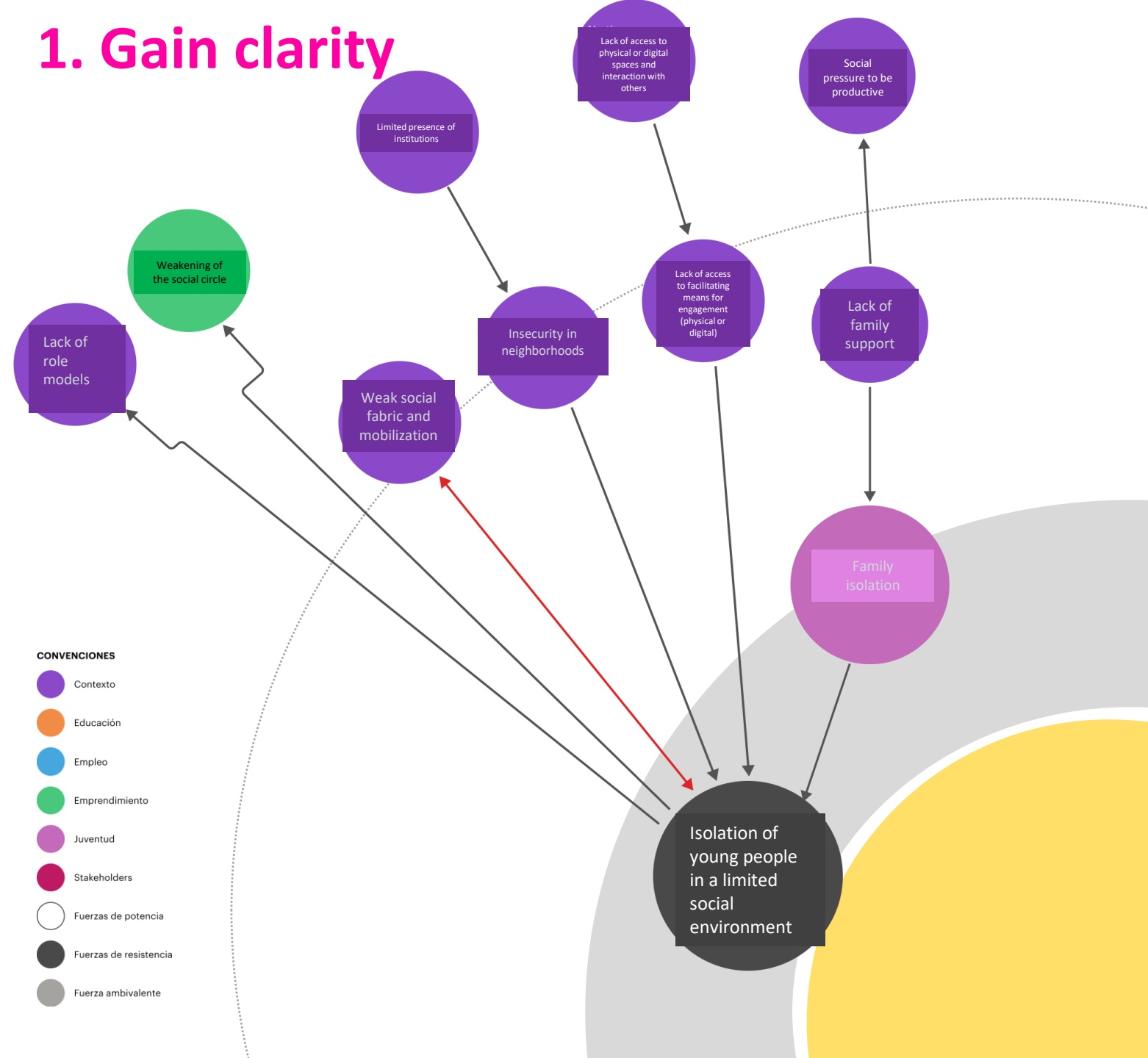
- Young people transforming their communities
- Young people inspiring young people

Ambivalent Force

- Early income generation



1. Gain clarity



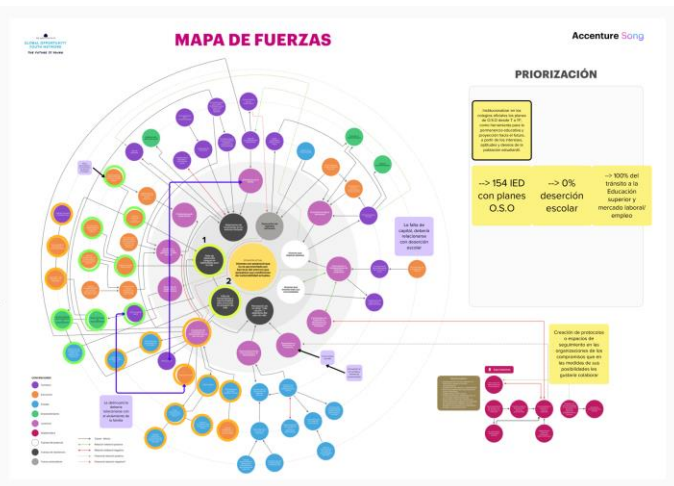
Isolation of young people

Young people in impoverished zones find themselves in a state of isolation within their closest environment (home), affecting their socio-emotional skills and mental health

NODES

- Cause of lack of social capital
- Cause of frustration of expectations
- Cause of abandonment of life plan

All sectors are connected in the same system



2. Find levers

Choosing, according to a shared vision, the delimited territory and forces we wish to work on.

Questions:

- How do we dream that the selected territory will be transformed?
- What would be the 3 main milestones to achieve this?



3. Act strategically

Maximize leverage potential: Design an approach that exploits territories of opportunity

Territories of opportunity: areas where moving key factors of the system results in a result that is more than proportional to the effort.

Develop key performance questions



Territorio 4

**HERRAMIENTAS
PARA LA VIDA**

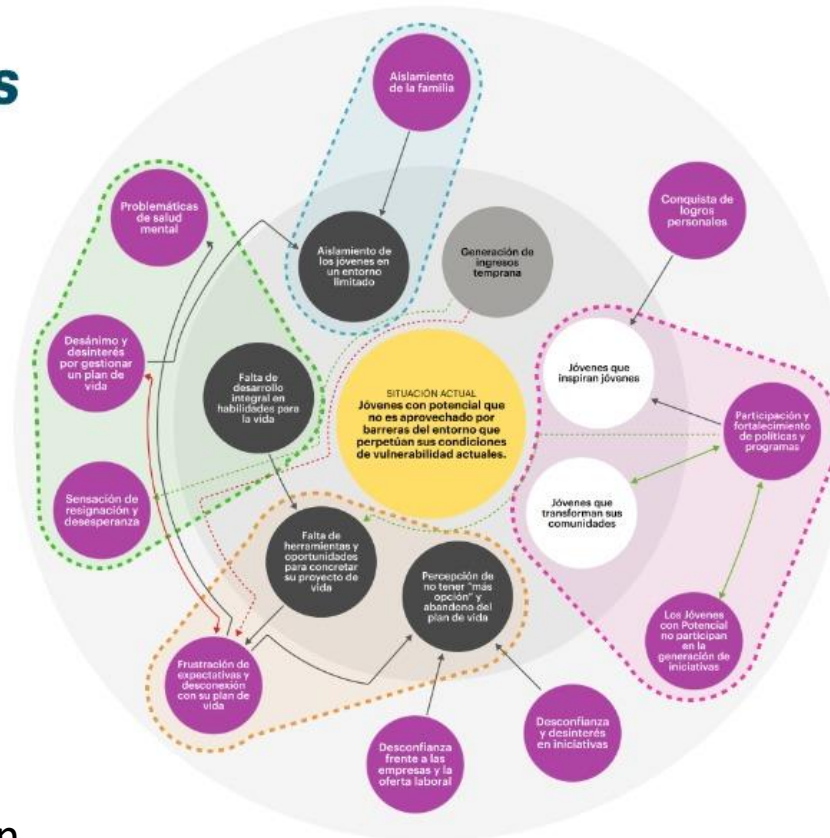
Tools for life



Territorio 3

**ORIENTACIÓN
INTEGRAL**

Holistic orientation
and guidance



Territorio 2

**PUENTES A LAS
OPORTUNIDADES**

Bridges to
opportunities



Territorio 1

**NARRATIVAS QUE
EMPODERAN**

Empowering
narratives

3. Act strategically



Bridges to opportunities

How to connect the ecosystem of opportunities for young people with the achievement of their individual life projects and the creation of impact?

Goal

Create connections between youth and the ecosystem of stakeholders, to promote sustainable access to opportunities articulated and coherent with the needs of young people, regardless of their living conditions.

Associated needs

- Access to key information, tools and initiatives.
- Connection within the youth community in Barranquilla.
- Participation of young people from inception, adhesion to and permanence in initiatives.
- Solve information gaps in the ecosystem.

3. Act strategically



Empowering narratives

How to transform the beliefs and mentalities in relation to youth that hinder the construction of a better environment for young people?

Goal

Break down prejudices that prevent young people from accessing opportunities in their environment, and thus promote their active participation so that they become transformers of their communities and role models for other people.

Associated needs

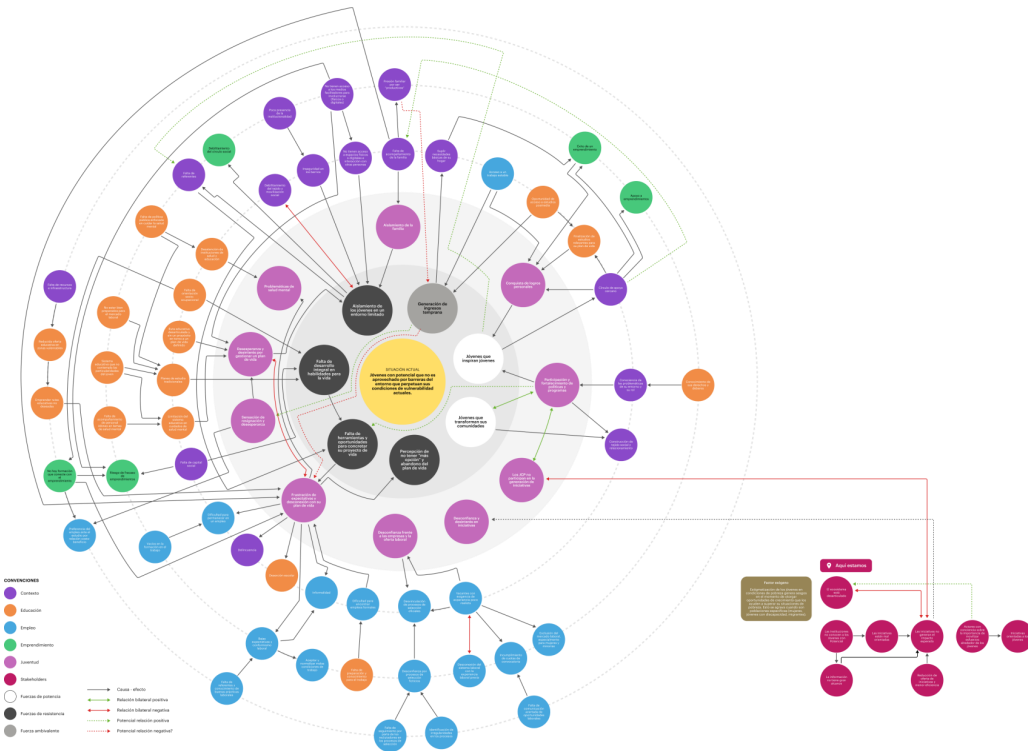
- Be heard and recognized as relevant actors in the ecosystem.
- Have inspiring references in their environment.
- Participation in the creation and strengthening of programs and initiatives.
- Construction of social fabric.

3. Act strategically

How to keep the dynamics of the system alive

The system today:

The potential or "stored" energy of young people is a consequence of the fact that the system acting upon them is conservative. In other words, there are more resisting forces than enhancing forces.



What do we plan for in the medium term

Minimize interactions among resistance forces, connect them with movement forces.

Involve more movement forces in the ecosystem:

Positive
narratives
about
youth

Timely and
relevant
information

Social
capital

Comprehensive
skills

④ Learnings and challenges

Learnings

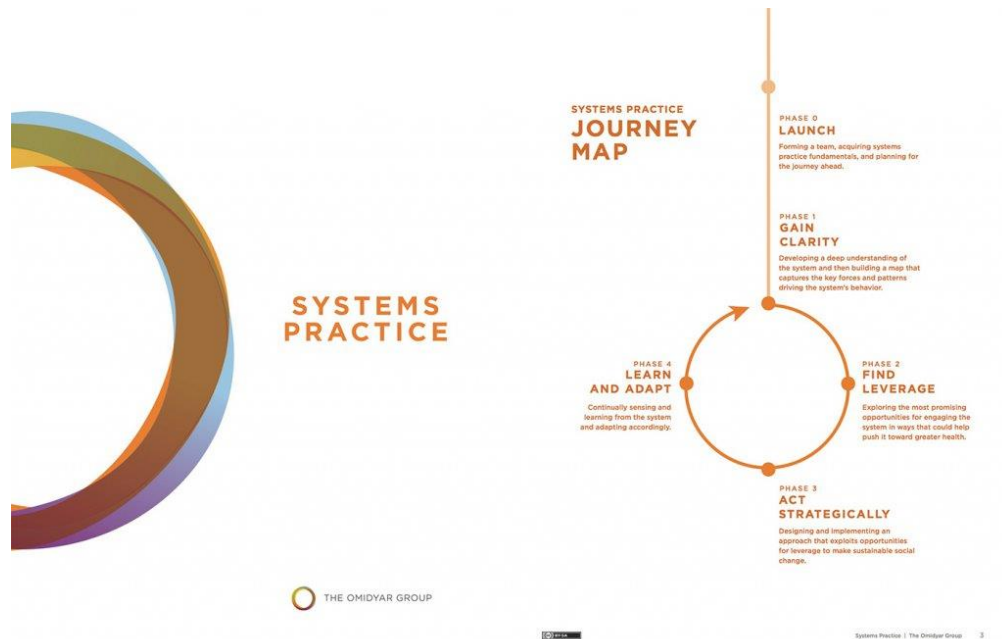
- Joint construction allows appropriation of the discussion and a sense of collaboration in the ecosystem.
- During the design phase of GOYN, it is essential to articulate the areas in which barriers occur, to eliminate biases and understand multiple causalities.
- The data makes sense to the extent that it is complemented with stories and the vision of reality that qualitative analysis provides.
- Building the system from scratch allows to address systemic change in an ecosystem for the first time.

Challenges

- Qualitative analysis and coding of information requires the researcher to be a part of the survey.
- Visualization and construction of the system involves analysis work and design software + mapping software.
- The complexity of systems thinking requires a deliberate effort from participants and continued motivation from those leading the process.
- Constantly learning from the system and improving actions requires future periodic review and appropriation by new actors.
- Updating the system as a tool must be done using software that makes it more efficient.

Resources

Systems Practice Workbook



<https://oecd-opsi.org/toolkits/systems-practice-workbook/>

Kumu

Systems Template

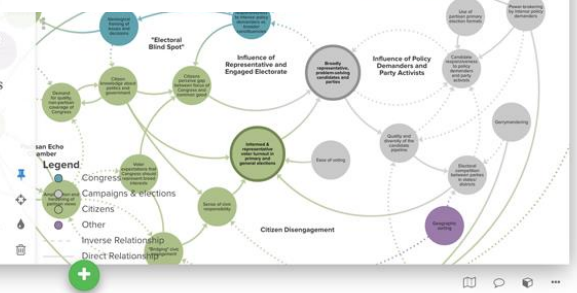
Systems maps help you make sense of complex issues by visualizing the underlying webs of cause and effect.

By default

- Elements will be **Fixed** **Floating**
- Connections will be **Directed** **Mutual** **Undirected**



This arms race is in turn further accelerated by the close competition for majority control of Congress and adds to the outside influence of intense policy demanders on the political and policy-making process. As the time members of Congress spend raising funds and endorsements expands, they have less time to invest in the core responsibilities and relationships necessary to being a legislator. These dynamics further erode members' commitment to the institution and impede the ability of Congress to fulfill its constitutional functions effectively.



<https://docs.kumu.io/getting-started/readme>

<https://kumu.io/>

GLOBAL OPPORTUNITY YOUTH NETWORK

THE FUTURE IS YOUNG

