

**Interventions to Support Young Workers in Latin America
and the Caribbean: Regional Report for the Youth
Employment Inventory**

Olga Susana Puerto

World Bank
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Interventions to Support Young Workers in Latin America and the Caribbean: Regional Report for the Youth Employment Inventory

A. Introduction: The objective of the inventory and of the regional report

Youth employment has become a major concern in many countries around the world. As policy-makers consider measures to help young people make the transition into the labor market and obtain decent work, they are hampered by a lack of information on what their options are, what works in different situations, and what has been tried and failed. To respond to this situation, the World Bank compiled a world-wide inventory of interventions designed to integrate young people into the labor market. Through this Youth Employment Inventory (YEI) the World Bank seeks to (i) document the types of interventions that have been implemented to support young workers; and (ii) identify what appears to work in terms of improving employment outcomes for youth.

This report presents the results of the YEI in Latin America and the Caribbean (LAC). It describes the main characteristics of the interventions and analyses both the quality of the information and the quality of the interventions. The approach is mainly descriptive and qualitative. Examples of specific programs are provided to better illustrate the dynamic of the interventions in the region. The annex includes a functional table with sources of information on each program included in the regional inventory.

The YEI documented 68 interventions from 18 countries in LAC. This is the second largest number of interventions collected across regions, after OECD countries and particularly over European economies in transition. Most interventions focus on skills training and comprehensive programs for young people. Regarding the quality of the information, nearly 60 percent of the interventions have evaluation evidence on gross outcomes and about one fourth has net impact estimates. Regarding the quality of the interventions, the analysis reveals (i) positive effects of training programs on job placement and the quality of employment and (ii) positive net gains of comprehensive programs in employment and earnings. Additional findings, however, suggest a lack of evidence on cost-benefit analyses and long-term impacts as well as significant drawbacks resulting from excessive program costs and weak institutional capacity.

The report has six sections including this Introduction. Section B describes the methodology used to compile and assess the interventions. Section C presents coverage of the inventory, including types of interventions, targeting population, and financing sources. Section D discusses the quality of the information and evaluations while section E assesses the quality of the interventions in terms of the programs' impact on employment and earnings. Conclusions are drawn in Section F.

B. The methodology for designing and compiling the inventory

The YEI includes programs designed to facilitate the transition of young people into the labor market. In particular, the focus is on disadvantaged young people. The inventory is meant to be as exhaustive as possible and is not confined to success stories, on the principle that there is a great deal to be learned from mistakes and failures.

The YEI itself does not include new project information but, rather, is based exclusively on existing documentation. This information has been gathered from databases, research papers, publications, and web-sites of international organizations, such as the World Bank, the United Nations and its regional commissions, the International Labor Office, the Asian Development Bank, the African Development Bank, the Inter-American Development Bank, the Organization for Economic Cooperation and Development, the European Union and its institutions, and other regional organizations. Other sources include bilateral donor agencies, non-government organizations, national labor market programs, national research institutions, as well as academic publications, both books and journals, and conference reports.

This section presents the methodology implemented to compile the inventory. It includes a description of the framework used to categorize interventions, and then summarizes the data-collection effort, focusing on the key methodological questions that define the scope and content of the inventory.

1. Framework for classifying interventions

A basic issue to be resolved was setting the boundaries on what to include in the inventory. Most important was how far back into the education system the inventory should cover. Analytical considerations alone would suggest that it should go back a long way. Many studies have concluded that the impact of interventions on future employment outcomes of disadvantaged young people diminish with age – in other words, addressing potential problems early has a greater return than when young people have left formal education. For example, in reviewing the evidence, the OECD (2002) has concluded that “the biggest pay-off for disadvantaged youths comes from *early* and *sustained* interventions.”¹ In other words, any policy advice on addressing youth employment problems should emphasize that prevention is more effective than curing.

However, while there is no denying the strength of this analytical point, there are practical grounds for limiting the inventory to *post-formal-schooling interventions*. One is the need to set boundaries to limit the inventory to a feasible size. The second is to give it a clear identity that differentiates the study from the enormous body of literature on formal education. By limiting the scope in this way, we do not intend to detract from the importance of formal schooling and early interventions in improving subsequent labor market outcomes.

The template used to categorize programs in the inventory builds on an earlier framework developed by Godfrey (2003). That framework embodied a two-fold approach to policy to

¹ The OECD review goes on to note that “...[S]uch interventions should begin even before children enter the compulsory schooling system, and they should be followed by intensive efforts to boost their performance in primary and secondary schooling and reduce drop-out rates.” Pre-school and school programs that attempt to improve the relative access and learning outcomes of children from disadvantaged backgrounds (variously defined) are particularly interesting.

address the employment problems of disadvantaged youth: (1) increasing the demand for labor in general in relation to supply, and (2) increasing the 'integrability' of the disadvantaged young, so that they can take advantage of opportunities that arise when the demand for labor increases. Integrability can be increased by (a) remedying or counteracting market failure (e.g., in the labor market, credit market, or training market), (b) improving labor market regulations, and (c) improving the skills of disadvantaged youth.

Table 1: Categories used to classify programs in the YEI

<p>1. Making the labor market work better for young people</p> <p>1a. counseling, job search skills</p> <p>1b. wage subsidies</p> <p>1c. public works programs</p> <p>1d. anti-discrimination legislation</p> <p>1e. other</p> <p>2. Improving chances for young entrepreneurs</p> <p>3. Skills training for young people</p> <p>3a. vocational training including apprenticeship systems</p> <p>3b. literacy & numeracy – young adult literacy programs</p> <p>3c. 2nd chance & equivalency programs</p> <p>3d. other</p> <p>4. Making training systems work better for young people</p> <p>4a. information</p> <p>4b. credit (to individuals or enterprises)</p> <p>4c. financial incentives (subsidies, vouchers)</p> <p>4d. other</p> <p>5. Programs to counteract residential segregation of disadvantaged young people</p> <p>5a. transportation</p> <p>5b. others</p> <p>6. Improving labor market regulations to the benefit of young people</p> <p>7. Programs for overseas employment of young people</p> <p>8. Comprehensive approach</p> <p>9. Other (e.g. voluntary national service programs)</p>
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Based on these two premises, the inventory classifies youth employment interventions into 9 categories, displayed in Table 1. These groupings are largely self-explanatory but a few comments may be useful. Category 1, “making the labor market work better for young people”, includes interventions that improve information (counseling, job search skills), increase labor demand for youth (wage subsidies and public works), and remove discrimination. Category 2, “improving chances for young entrepreneurs”, covers interventions that provide assistance (financial, technical, and training) to youth who are starting their own business. Categories 3 and 4 both deal with training: the former includes the full range of post-formal schooling training programs while the latter includes interventions intended to address training market failures by providing information, credit, and other financial incentives. Location can also be a barrier for

young people if where they reside isolates them from learning or employment opportunities, or even a secure living environment. Category 5 is meant to include interventions (e.g., transportation services or residential mobility) that can help young people overcome this form of barrier. Category 6 covers regulatory reforms (e.g., changes in labor law, minimum wage, etc.) that are designed to enhance employment opportunities for young people. Category 7 includes programs to provide job opportunities outside the country. Interventions that provide multiple types of services, and thus cannot be included in one of the other groups, are included in Category 8. Finally, Category 9 is a residual grouping. Examples of programs under each main category are included throughout this paper.

2. The inventory – how it was compiled

The inventory provides a wealth of information on each intervention and, as noted above, eligible interventions were not confined to success stories. The research team identified programs and gathered documentation from the range of sources described at the beginning of this section. With a view to maximizing synergies with other related initiatives, the compilation of the inventory was carried out in cooperation with other activities of the Youth Employment Network as well as youth employment initiatives at the World Bank.

The screening and documentation process was based on a standardized screening and data-collection methodology developed by the research team. Since different researchers were undertaking the primary research, which included determining program eligibility, reviewing documentation, entering information into the inventory database, and assessing the quality of the intervention, it was essential that a standardized methodology was followed.

Criteria for inclusion. A major methodological issue concerned the determination of what kinds of interventions would be included in the YEI. The question of how far back into the education system the inventory should go has already been discussed. Two other considerations relevant to defining scope were (i) whether the inventory should be restricted to programmatic interventions or also include policies like labor market regulations and minimum wages that affect labor market outcomes for young people; and (ii) whether it should include interventions that, while not targeted at youth specifically, could have a big impact on young people. With respect to policy, the determination was to base eligibility on the stated purpose and to include only those policy interventions that specifically targeted young people (e.g., a special youth minimum wage or contracting rules that only applied to young people). As we will see in the next section, though, there were very few policies included in the inventory; almost all interventions covered are programs. As for programs, they were eligible for inclusion even if they did not explicitly target youth if the documentation indicated that young people were the primary participants. As we will see in the next section, about 20 percent of the programs included in the inventory did not have age restrictions. Also, both completed and ongoing interventions were eligible for inclusion.

Further restrictions were imposed based on the quality of the information. Ideally, given the inventory's objective of providing information on what works, sound impact evaluations should have been a condition of inclusion. However, most interventions simply do not meet this condition, especially in developing economies, so imposing this restriction would have excluded the majority of the interventions identified. This would have severely limited the project's value in documenting what has been tried to support young workers, which was one of the objectives of the study. Nonetheless, a minimum amount of information was required for inclusion -- sound information on the intervention's objectives, implementation design, and targeting criteria. Also,

the data-collection placed priority on including evaluated interventions – i.e., those with net impact evaluations and cost-benefit analysis. To some extent, then, interventions with evaluations are overrepresented in the inventory.

Template. A questionnaire template was designed to ensure consistency and uniformity in the collection and recording of information for the inventory. The template and the coding system used are shown in Annex A. Information collected on each program includes intervention category (as described in Table 1), country, time period in which it was implemented, current status, the specific labor market problems it sought to address, main objectives, a detailed description of the program (scale, financing, etc.), as well as several performance indicators to understand the program’s impact, summary measures on the quality of the evaluation evidence and the quality of the intervention (described below), and sources for further information on the intervention. To allow for quantitative analysis of the data, variables included in the template were coded on the basis of multiple choice measures wherever feasible. The template and coding system are shown in Annex A.

Inventory database. In the project design stage, a decision was made to use an electronic format for the database in order to facilitate search capabilities, updating, and quantitative analysis.² The template was built into an Excel worksheet and an independent machine-readable file was created for each intervention included in the inventory. After the data-collection phase ended, an Excel macro was designed on Microsoft Visual Basic to read every file and construct a searchable database where the number of observations (rows) matched the number of interventions (files or worksheets). Data collected in the questionnaire – both plain text and codes -- are displayed in the columns, creating a database of program-specific information (Database 1).

Simultaneously, a database of country-specific information (Database 2) was created to contextualize the economic conditions of the country. This information includes level of development, level of income, and a characterization of the labor market regulatory/institutional situation. Sources of information for the country database are the World Development Indicators and the Doing Business Database (2006). The Excel macro links databases 1 and 2 through a common key-variable, namely country name, creating a comprehensive database for the analysis of the inventory. For details on how to create databases and informative tables from the inventory, see Annex B.

Quality of intervention and quality of evaluation variables. Two critical variables in the inventory database are the “quality of intervention” (QOI) and “quality of evaluation” (QOE) (template, sections I and J, respectively). These figure prominently in the analysis of what we have learned from the inventory in terms of what works for supporting young workers. Both QOI and QOE values for each intervention have been determined by the research team according to standardized criteria described below.

The “quality of intervention” is the measure of program effectiveness. The possible values for QOI are described in Table 2. The primary performance indicators that are considered in establishing a QOI rating are the effects of the program on the employment and earnings of participants. At one level, the QOI value can be used to identify *impact* – i.e., to distinguish those programs that actually help participants in the labor market (QOI=1,2, or 3) from those that appear to have no effect, or even a negative effect (QOI=0). A rating of 1 or 2 means that a program is judged to have had a positive impact, but this does not necessarily mean that it was

² In fact, the inventory was conceived as a “live database” that could be regularly updated. This was another reason for investing in the creation of an electronic format.

successful. To be specific, interventions can have a positive employment impact but not be cost-effective (i.e., QOI=1).³ These programs cannot be considered successful.

Table 2: Measuring the quality of the intervention (QOI)

QOI value	Description
0	Program had negative or zero impact on labor market outcomes.
1	Program had positive impact on labor market outcomes but is not cost-effective.
2	Program had positive impact on labor market outcomes and there is no evidence on costs.
3	Program had positive impact on labor market outcomes and is cost-effective.
99	Missing value. Not enough evidence to make an assessment.

Determining a value for the quality of the intervention is complicated by the fact that the evidence on which to base the assessment varies widely. In some cases, solid evaluation results are available while in others, only basic descriptive information exists. The “quality of evaluation” variable is important for identifying the evaluative basis for assessing program quality. The QOE measure is described in Table 3. With this variable, then, assessments of the effectiveness of interventions can be judged with knowledge of the quality of the underlying evidence. For example, one could consider only those programs that meet the most exacting burden of proof (i.e., QOE=3), with the tradeoff that sample size will be vastly reduced. On the other hand, accepting a less demanding basis of evidence will increase the pool of programs under consideration, but at the expense of rigor.

Table 3: Measuring the quality of evaluation (QOE)

QOE value	Description
0	Program has no evaluation information available on outcomes or impact.
1	Evaluation includes basic information on the gross outcomes of the intervention (e.g. number of participants/ young people who found a job after the intervention, improvement in earnings of participants) without considering net effects (i.e., there is no control group).
2	Evaluation includes estimate of net impact on, e.g., employment and earnings in the labor market (using control groups to measure impact) but no cost-benefit analysis.
3	Evaluation includes net impact plus cost-benefit analysis.

Table 4 identifies the possible choices for QOI, given QOE. Where cells are empty, the QOI-QOE combination is possible. However, there are three types of cases (identified by letters A,B, and C) where a particular QOI value cannot be assigned based on the available evaluation evidence: (A) Where there is no evaluation information whatsoever (QOE=0), impact must be

³ A program is considered cost-effective if the evaluation results indicate that the benefits (e.g., reduced use of social assistance, increased tax gains through participants who found a job, increased earnings, etc.) exceed program costs (income support, training material, cost of training, etc.). Since we are relying on available project documentation, specific methodologies used for the cost-benefit analysis can vary.

unknown (QOI=99). (B) Where a net impact evaluation exists (QOE=2 or 3), the impact cannot be assessed as unknown (QOE cannot equal 99). (C) Where there is a net impact evaluation but no evidence on costs (QOE=1 or 2), the impact rating cannot indicate whether program is cost-effective or not (QOI cannot equal 1 or 3).

Table 4: Possible choices for Quality of Intervention Given Quality of Evaluation

Quality of Evaluation	Quality of Intervention				
	0	1	2	3	99
	Negative or zero impact	Positive impact but cost-ineffective	Positive impact but unknown cost-effectiveness	Positive impact and cost-effective	Unknown impact
0 No evaluation information	A				
1 Basic information without net effects		C		C	
2 Net impact evaluation					B
3 Net impact and cost-benefit analyses					

Areas marking out impossible combinations:

A – No evaluation information; therefore no assessment of QOI;

B – Net impact evaluation; therefore some assessment can be made of impact

C – Information on outcomes or impacts but no cost information; therefore, assessment can be made of impact but cost-effectiveness must be considered unknown.

The most difficult situation to address in assigning a value for the quality of intervention arises where QOE=1. Where no evidence exists, we have already noted that the QOI score is 99 (unknown impact), by default. And where there is a net impact evaluation (QOE=2 or 3), it is generally possible to assess impact, although not always with cost-effectiveness. However, when QOE=1, there is some performance information on the program, but only in terms of gross outcomes. With no rigorous assessment of net impacts, one option would have been to assign all of these programs with a missing QOI value. However, 35 percent of the cases in the inventory have only gross outcomes and this strategy would have seriously diminished the sample for addressing the question of what works. So, in order to capture information on effectiveness for programs where QOE=1, the research team used the following indicators, where available:

- Before and after measures of employment variables;
- Post-program comparisons of labor market outcomes for participants relative to others in the same sector;
- How well the program met explicit goals and targets in terms of job placement, activity rates, earnings, or enrollment rates in secondary school/college after the program;
- Whether program reached the objective population; and
- Qualitative results from interviews to participants and employers.

In the absence of cost-benefit analysis, interventions with QOE=1 are generally assessed a QOI rating of 0, 2 or 99. Thus, a standardized methodology was followed to address the question of how to evaluate the quality of an intervention with only limited evidence on

performance.⁴ However, some readers may still question the QOI ratings for programs without net impact evaluations and, as a result, when the evidence on the quality of interventions is presented, the quality of the underlying evaluation evidence can be taken into account.

C. Coverage of the inventory in Latin America and the Caribbean

1. Coverage of the inventory by category of intervention

As a response to increasing levels of youth unemployment and underemployment, several countries across LAC have invested significantly in young workers during the last decade. This investment is reflected in the large number of measures documented by the inventory in the region: out of 289 interventions collected world-wide, there are 68 interventions in LAC, the second largest number after OECD countries. Several interventions – such as the *Jóvenes* Programs, outlined in Box 1 – have been widely analyzed and contain more than one entry in the inventory, reflecting the results and characteristics of the programs in different periods of time.

Table 5: Coverage of inventory by category of intervention in LAC

Category of intervention	Number of interventions	%
1. Making the labor market work better for young people	3	4%
1a. counseling, job search skills	1	
1b. wage subsidies	0	
1c. public works programs	0	
1d. anti-discrimination legislation	0	
1e. other	2	
2. Improving chances for young entrepreneurs	5	7%
3. Skills training for young people	38	56%
3a. vocational training including apprenticeship systems	36	
3b. literacy & numeracy – young adult literacy programs	0	
3c. 2nd chance & equivalency programs	1	
3d. other	1	
4. Making training systems work better for young people	0	0%
4a. information	0	
4b. credit (to individuals or enterprises)	0	
4c. financial incentives (subsidies, vouchers)	0	
4d. other	0	
5. Programs to counteract residential segregation of disadvantaged young people	0	0%
5a. transportation	0	
5b. others	0	
6. Improving labor market regulations to the benefit of young people	0	0%
7. Programs for overseas employment of young people	0	0%
8. Comprehensive approach	22	32%
9. Other (e.g. voluntary national service programs)	0	0%
Total	68	100%

⁴ Moreover, to assure that the researchers applied uniform standards to assigning QOI and QOE values in this situation (as well as in general), the team discussed cases where ratings were not obvious and a sub-sample of programs were rated independently by all researchers.

As shown in Table 5, the most popular categories of intervention are skills training (Category 3) and comprehensive programs (Category 8). Other important experiences come from interventions to make the labor market work better for young people (Category 1) and entrepreneurship schemes (Category 2).

Widely implemented, skills training programs are the most common category of intervention, corresponding to 56 percent of interventions in the region. They are designed to assist disadvantaged youths through vocational training, apprenticeship systems, life skills, and second chance and equivalency programs. *Entra 21* Programs (Box 2) are some of the most recent and widen programs in this category.

Box 1: The Jóvenes Programs

The Jóvenes programs have represented a prototypical model of a comprehensive intervention to improve youth employability and human capital in Latin America and the Caribbean since 1991. With the emphasis on demand, the model targets disadvantaged young workers, ages 16-29, with vocational training and numerous support services. The model was replicated in several countries across the region – first Chile and subsequently Venezuela, Argentina, Paraguay, Peru, Colombia, Panama, and the Dominican Republic. Few programs are currently operating; most have been adopted by national public training institutions or substituted by smaller interventions that have inherited several features from this model.

Jóvenes' multi-service approach integrates classroom training and work experience in basic and specific trades, as well as life skills, job search assistance, counseling, and information. Both employers and beneficiaries receive financial incentives such as wage subsidies and daily stipends, respectively, to guarantee their participation. Training is offered through a competitive market where a public bidding system ensures quality and fosters private sector participation. Training institutions coordinate courses and internships, balancing the needs of the productive sector with the skills taught in the program. The main criteria in targeting are income levels, education, gender, and regional coverage (within countries). Participants are poor youth with low levels of education – high school at most, unemployed, or underemployed. Gender composition is also well balanced.

Estimates of unit cost for the Jóvenes programs range from the high US\$700s to about US\$2,000 per participant served. Across programs, there is evidence of increased employment probability and earnings of participants upon graduation, compared to their control group. In Argentina, for instance, there is a 10 percent increase in the employment probability of adult women, while in Chile the program increased the probability 21 percentage points, with significant results for youth 21 and younger, and women. Similarly, earnings increased about 10 percentage points in Argentina and Dominican Republic, with particularly favorable outcomes for young males and adult females; and about 26 percent in Chile, with best results for the youngest.

There have been varying estimates of costs relative to benefits. Early evidence from Peru indicates that the positive earnings effects need to last at least 7 years for PROJoven to yield a positive net gain. A recent longitudinal version of propensity score matching of PROJoven showed a positive internal rate of return, consistently above 4 percent. In Dominican Republic, the investment on training is recuperated after 2 years.

Sources: Aedo and Nunez (2001); Aedo and Pizarro (2004); Elias *et al.* (2004); Card *et al.* (2006); Nopo *et al.* (2002); and Diaz and Jaramillo (2006).

The second most common category of intervention in the region offers comprehensive programs to youth and corresponds to 32 percent of interventions. Comprehensive – or multiple-service – programs are a mix of services provided to integrate youths into the labor market. Services include classroom training, on-the-job training, life skills, counseling and job placement assistance to beneficiaries as well as assistance to young entrepreneurs. The *Jóvenes* Programs and its successors play an important role in this group. Despite the similarities between skill training programs and the training component within comprehensive programs, it is important to set a distinction among these two categories of intervention. In general, both categories offer strong training services; however, comprehensive programs go beyond the standard model: they provide youths with extended services such as daily stipends to cover transportation costs, health insurance, subsidies for female participants with young children, books, materials and working clothing.

Other interventions in the region with much less evidence include programs to make the labor market work better for young people and entrepreneurship programs. The first category has only three programs in the region offering counseling, job search skills and information. The second category aims to improve the chances of young entrepreneurs through lectures and training on specific trades and business managing. Box 3 explains in detail one of the five entrepreneurship programs documented by the inventory.

As can be seen, no programs were found under the headings 1b (wage subsidies), 1c (public works programs), 1d (anti-discrimination legislation), 3b (young adult literacy programs), 4 (making training systems work better for young people), 5 (counteraction of isolation of young people), 6 (improving labor market regulations to the benefit of young people), 7 (programs to promote overseas employment of young people), and 9 (other). These headings are excluded from the remaining tables in the regional analysis.

Regarding the current status of interventions in the region, 33 out of 68 programs have been completed in the last years. There are 21 programs ongoing and about to finish and 13 programs considered self-sustainable.

2. Categories of intervention across Latin American countries

The inventory covers interventions for young workers in 18 Latin American countries. All of them are developing countries classified as low, lower middle and upper middle income countries⁵. The group of upper middle income countries included in this inventory is comprised by Argentina, Belize, Chile, Mexico, Panama, Uruguay and Venezuela. Interventions for young workers in these countries focus mainly on training and comprehensive programs, corresponding to 46 and 43 percent of interventions in this group, as shown in Figure 1.

The lower middle income group consists of ten countries, namely Bolivia, Brazil, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Paraguay, and Peru. Employment programs in these countries are primarily oriented toward skills training for youth with 24 interventions (63 percent in this group) and multi-service programs with 10 interventions (26 percent). Nicaragua is the only country in the low income group. It has two programs, one in training and the other in entrepreneurship.

⁵ See World Bank country classification by income level for year 2006.

Figure 1: Interventions by Country Income Level



Source: World Development Indicators, 2006.

3. Targeting youths in urban areas

In the early nineties, Latin America initiated a set of state interventions to boost employability of young and disadvantaged workers. The increased attention in youth facilitated the proliferation of programs targeting this population across the region⁶. Accordingly, 65, out of 68 youth employment interventions (96 percent), serve only young people between 12 and 30 years of age. This figure contrasts with other regions, particularly Europe and Central Asia, where 63 percent of interventions are focused only on youth, while an important 37 percent target people of all ages.

In addition, the inventory shows a pronounced trend toward urban interventions in LAC, with a particular focus on training programs. As shown in Table 6, interventions are categorized by three target locations: urban areas only, rural areas only and both. In LAC there are 46 interventions (68 percent) targeting youths in urban areas; 4 interventions (6 percent) targeting youth in rural areas; and 18 interventions (26 percent) targeting both urban and rural youths simultaneously⁷. Most urban interventions use a vocational training approach to provide youth with the skills demanded by the productive sector. All other interventions –urban and rural and rural only– have a distinct multi-service approach to youths.

4. Financing youth employment programs in Latin America

Youth employment programs developed between the seventies and nineties tended to be government-financed due to their large scale in geographical coverage and services. The *Jóvenes* model –in the comprehensive category of intervention– is primarily financed by the government

⁶ The *Chile Joven* Program was the model of a short-term, semi skill training intervention widely replicated throughout the region.

⁷ Among the interventions targeting both urban and rural youth simultaneously are the public employment programs for all workers, which are generally provided by the public training institutions with a national coverage.

with support from the Inter-American Development Bank and the World Bank. Forty-three percent of interventions covered in this regional inventory are state-financed, as shown in Table 7.

The largest source of financing in the region is “others”, with 56 percent of interventions for young workers. It involves several sources, such as local and foreign financial institutions, employers, governments and donors. Recent programs as *Entra 21* have sought financing in multiple sources, including national government, multilateral organizations, and agencies in the Americas, Europe, and Japan. There are few programs financed through payroll taxes, common funds of workers and private firms’ contributions.

Table 6: Coverage of inventory by category of intervention, location and age group served

Category of intervention	Urban		Rural		Both		Total	
	Only young people	All ages	Only young people	All ages	Only young people	All ages	Only young people	All ages
1. Making the labor market work better for young people	1	0	0	0	1	1	2	1
1a. counseling, job search skills						1	0	1
1e. other	1				1		2	0
2. Improving chances for young entrepreneurs	3	0	0	0	2	0	5	0
3. Skills training for young people	33	1	1	0	2	1	36	2
3a. vocational training including apprenticeship systems	32		1		2	1	35	1
3c. 2nd chance & equivalency programs	1						1	0
3d. other		1					0	1
8. Comprehensive approach	8	0	3	0	11	0	22	0
Total	45	1	4	0	16	2	65	3

Table 7: Coverage of inventory by category of intervention and source of finance

Category of intervention	Source of finance				
	Government	Beneficiaries	Employers	NGOs	Other
1. Making the labor market work better for young people	1	0	0	0	2
1a. counseling, job search skills					1
1e. other	1				1
2. Improving chances for young entrepreneurs	4	1	0	0	0
3. Skills training for young people	5	0	0	0	33
3a. vocational training including apprenticeship systems	4				32
3c. 2nd chance & equivalency programs	1				
3d. other					1
8. Comprehensive approach	19	0	0	0	3
Total	29	1	0	0	38

5. Targeting the disadvantaged

Youth employment programs in Latin America are primarily neutral in terms of gender, disability and ethnicity, as shown in Table 8. There are 6 programs targeting women in Bolivia, Chile, Dominican Republic, El Salvador and Mexico. The *ProJoven* Program in Peru and *Programa de Formación en Oficios para Jóvenes de Escasos Recursos* in Chile have a distinctly orientation towards disabled workers. In Guatemala and Bolivia, *Entra 21* has two programs targeting indigenous populations.

On the other hand, the majority of programs in the region favor low income and disadvantaged youths. Sixty-three programs in Latin America target unemployed or underemployed youth, from low-income families. There are 28 programs for youth with low levels of education and 40 programs targeting youth with any level of education. In most cases, beneficiaries of youth employment programs cannot be enrolled simultaneously in any type of school program.

Table 8: Orientation towards disadvantaged by category of intervention

Gender	Category of intervention				
	1	2	3	8	Total
Women	2		2	2	6
Neutral	1	5	36	20	62
Total	3	5	38	22	68

Disability	Category of intervention				
	1	2	3	8	Total
Disabled				4	4
Neutral	3	5	38	18	64
Total	3	5	38	22	68

Ethnicity	Category of intervention				
	1	2	3	8	Total
Particular group(s)			2		2
Neutral	3	5	36	22	66
Total	3	5	38	22	68

Income	Category of intervention				
	1	2	3	8	Total
Low-income	2	4	35	22	63
Neutral	1	1	3		5
Total	3	5	38	22	68

Education	Category of intervention				
	1	2	3	8	Total
Low-education	1	3	5	19	28
Neutral	2	2	33	3	40
Total	3	5	38	22	68

Notes: 1. Making the labor market work better for young people
 2. Improving chances for young entrepreneurs
 3. Skills training for young people
 8. Comprehensive approach

6. Interventions through time: From the Seventies to the present

Three models of employment programs have been applied in the region in the last decades. First, a state-managed training model put into operation during **the seventies**. This traditional supply-driven model offered specialized training and retraining to experienced workers through centralized public providers. Training institutions were financed by payroll taxes and their courses were regularly aligned with the needs of the productive sector. The model was abandoned in the eighties along with the import substitution process (de Moura Castro *et al.* 1998). Some institutions survived and continue providing training services often at a lower scale and with a vocational training approach⁸.

Box 2: Entra 21 Programs

Entra 21 is an initiative developed by the International Youth Foundation to prepare LAC youth, 16 to 29 years of age, for today's information-based economy. It has been widely implemented by local and central governments, NGOs, and local businesses to improve the employability of disadvantaged youths. The program started in 2002 with the goal of providing skills training in information and communication technology to 12,000 young workers in a 3-year period and to place at least 40 percent of them in employment.

Entra 21 programs are co-financed by the Multilateral Investment Fund of the Inter-American Development Bank. Other important partners are Microsoft Corporation, Lucent Technologies Foundation, Merrill Lynch, and USAID. Grants have been awarded in 18 countries, namely Argentina, Belize, Bolivia, Brazil, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela.

Entra 21 programs support youth through well-designed and coordinated lectures and internships. They offer life-skills training and continuous tutoring; these are central features of the intervention and key determinants of its success. There is also a financial scheme to provide an incentive for youth to register in the program. Programs last two years on average, and *target mainly unemployed and underemployed disadvantaged young people who have completed high school (or are in the process of doing so)*. Gender is equally represented, as well as some minority groups (indigenous youths are particularly targeted by Entra 21 programs in Guatemala and Bolivia).

There have been no net impact evaluations of Entra 21 programs but studies in El Salvador, Dominican Republic, Peru, Panama, Colombia, Paraguay, Bolivia, and Brazil have shown positive "gross" impact on employability of participants. Estimated job placement rates have ranged from 68 percent in Peru to 41 percent in Paraguay, with high satisfaction levels of employers and beneficiaries. Placement rates have been lower for women, especially in Panama, where 34 percent of female participants got a job, compared to 64 percent of male participants. On the other hand, in Sao Paulo, Brazil, both genders obtained the same placement rate. Regarding earnings effects, evaluations found that average monthly wages were at least as high as the minimum wage in Peru, Bolivia, Dominican Republic, Panama, Paraguay and Brazil. Most youth attained a job in the formal sector with at least one or more benefit, such as paid vacations, one month bonus and health insurance.

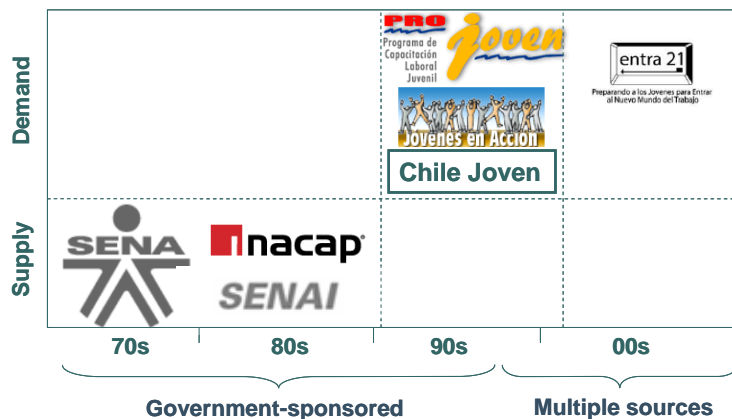
Source: Pezzullo (2005)

⁸ This inventory includes an impact evaluation for SENA, the largest public-training institution in Colombia.

The second model began in the **early nineties** with the *Jóvenes* Programs (Box 1). It is a demand-driven model that targets economically disadvantaged youth, fosters private sector participation, and promotes competition among training providers. The model was first applied in Chile and soon after replicated in Argentina, Uruguay, Paraguay, Peru, Colombia, Dominican Republic and Venezuela. The programs are financed and coordinated by the government. Training has a comprehensive scope – from technical to life skills and from lectures to internships– accompanied by sound support services and financial incentives. The *Jóvenes* model has been successful in improving job placement and earnings, but became particularly expensive for some countries where it has been replaced by smaller and more focused interventions. The average duration of the *Jóvenes* programs is 8 years.

The third and most recent model inherits the demand-driven fashion of the *Jóvenes*. It is markedly a vocational training approach on specific cores with on-the-job training and placement services. *Entra 21* Program (Box 2) is the most characteristic case for this model. This program started in 2002, and aims to provide business with skilled information and communication technology workers, improving the employability of youths, ages 16-29, and placing at least 40 percent of them in employment⁹. *Entra 21* beneficiaries have in average higher education levels than participants in the *Jóvenes* programs, since they are required to hold (or pursue) a secondary degree. The average duration of *Entra 21* programs is 2 years.

Figure 2: Dynamics of youth employment programs in Latin America



D. Quality of the evaluations in Latin America and the Caribbean

1. Assessing the quality of the information in the region

Since an assessment of “what works” is one of the core objectives of the overall project, an important dimension of the inventory concerns the quality of the evidence that is available on the impact and cost-effectiveness of the interventions. Section B introduced the “quality of evaluation” (QOE) variable that measures this for a given intervention. The classification

⁹ This goal corresponds to a three-year period.

defining this variable ranges from no information on outcomes or impact to estimates of net impact with cost-benefit analysis (recall Table 3).

Box 3: Young Micro Entrepreneurs' Qualification Program in Peru

The *Programa de Calificación de Jóvenes Creadores de Microempresas* is implemented by the Peruvian NGO Colectivo Integral de Desarrollo. It started in 1999 as an initiative to counteract the significant lack of entrepreneurial skills among young people. The objective of the program is to improve earnings and quality of life of beneficiaries by providing assistance and training in the development of business plans and the creation of profitable businesses.

The target population consists of economically disadvantaged young people, 15 to 25 years old, with entrepreneurial skills or owning a small and/or informal business (with less than a year of operation), and residing in the localities targeted by the Program.

Impact:

Impact estimates with experimental data four months after the end of the program suggest: (i) an increase of 7.8 percentage points in the probability of having a business operating; and (ii) an 8 percent-increase on the beneficiaries' average income. Estimates from quasi-experimental data show the following: (i) an increase in almost 40 percentage points in the probability of the business to operate for more than a year; and (ii) an increase in earnings by 40 percentage points. An important secondary effect was on the job generation capacity. Beneficiaries employ 17.3 percent more workers than the control group (interested but non-enrolled peers).

Costs per beneficiary (in US\$):

1. Pre-selection of the beneficiaries	\$ 84
Pre-support for the Business Plan	\$ 29
Pre-training courses	\$ 45
Identification and promotion	\$ 10
2. Post-selection of the beneficiaries	\$404
Post-support (personalized tracking)	\$132
Post-training courses	\$ 51
Internships (per beneficiary)	\$173
Support Net (commercial fairs)	\$ 48
3. Equipment and Adm. Costs	\$ 48
Total Cost	\$536

Even though evaluations haven't produced cost-benefit estimates, the program seems to yield positive net gains. Further evaluation and follow-up is needed to monitor the success of the program in a larger span (follow up on business for at least 2 years). Regarding its replication in other localities, increasing the program's scale may hamper its effectiveness, which relies to a great extent on personalized service.

Sources: Jaramillo (2006) and Jaramillo and Parodi (2003)

Latin America is the second region – after OECD countries– with the largest amount of interventions for young people, however, only 25 percent of interventions in the region have net impact evaluations, similar to the global figures, as displayed in Figure 3. In fact, 29 out of 68 interventions have only basic information about general characteristics and 22 interventions count

with information on gross outcomes, such as number of beneficiaries, participants who found a job after the intervention, or improvement in earnings of participants (see Table 9). Only 17 studies present net impact evaluations (QOE=2 and 3) and six of them include a cost-benefit analysis (QOE = 3).

A large amount of interventions with quality of evaluation zero are the most recent ones. This is the case for 20 (out of 32) *Entra 21* Programs which are currently under development or about to finish. The rest of *Entra 21* Programs have conducted external evaluations that offer in depth information on placement outcomes and wages, but do not have a net impact analysis or control group to compare their achievements. Consequently, they have been rated with quality of evaluation one.

Figure 3: Percentage of Net Impact Evaluations by Region

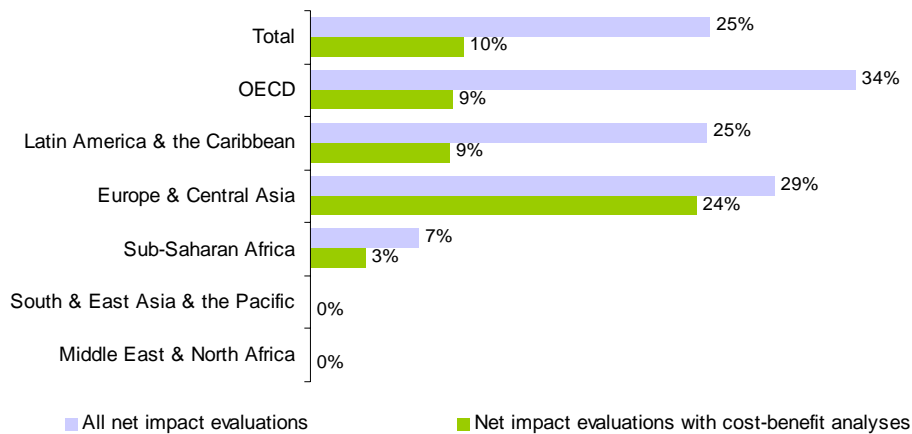


Table 9: Quality of evaluation by category of intervention

Category of intervention	Quality of Evaluation			
	0	1	2	3
1. Making the labor market work better for young people	1	2	0	0
1a. counseling, job search skills		1		
1e. other	1	1		
2. Improving chances for young entrepreneurs	2	1	2	0
3. Skills training for young people	23	13	1	1
3a. vocational training including apprenticeship systems	22	13		1
3c. 2nd chance & equivalency programs	1			
3d. other			1	
8. Comprehensive, multiple-service approach	3	6	8	5
Total	29	22	11	6

Notes: See Ratings on quality of evaluation in Table 3.

Net impact and cost-benefit analyses have been completed for interventions with long history and several phases of implementation. The cost of designing a control group and applying a before-and-after survey to participants and comparison groups constrains the availability of

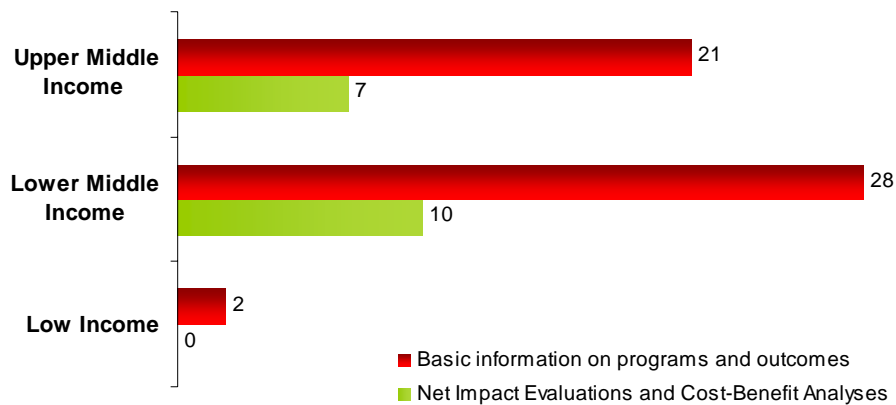
impact evaluations to government-financed programs. Most *Jóvenes* Programs are located in quality of evaluation two or three, as well as the big public training institutions and some other interventions carried out during the nineties. Some studies present evaluations with quasi-experimental techniques, while others use non-experimental analyses, such as propensity score matching or non-matching estimators. Cost-benefit analyses have been computed for PLANFOR in Brazil, and some *Jóvenes* Programs – namely, *Proyecto Joven* in Argentina, *ProJoven* in Peru and *Juventud y Empleo* in Dominican Republic.

The dynamic of youth employment programs in Latin America, as observed through this inventory, implies that the number of large-scope and/or state-financed interventions is decreasing over time, along with the number of interventions with net impact evaluations. Of the 23 observations on programs created before 2000, 10 of them have net impact evaluations and 5 included estimates on costs and benefits. Conversely, 1 out of the 45 programs created from 2000 to 2005 has an impact evaluation with a comparison group.

2. Quality of evaluation and level of development of countries

About 80 percent of countries in Latin America and the Caribbean are middle income countries. Among the upper middle income countries covered by the inventory, there are 7 evaluations (25 percent) with control groups and cost estimates, and 21 interventions (75 percent) with basic information on the program and its gross outcomes. The same distribution holds in lower middle income countries, where 10 evaluations (26 percent) contain net impact and cost analyses and 28 (74 percent) have basic information, as shown in Figure 4. Nicaragua, in the low income countries group, has two interventions whose evaluations contain only basic information on the programs.

Figure 4: Coverage of inventory by quality of evaluation and country income level



Source: World Development Indicators, 2006.

E. Quality of the interventions in Latin America and the Caribbean

1. Assessing the quality of the interventions in the region

The interventions included in the inventory are assessed in terms of their impact as well their cost-effectiveness. “Impact” is defined here as the effect of the programs on the future employment prospects of participants, as measured by post-program employment and/or earnings. On the basis of these indicators, programs are classified according to the “quality of intervention” (QOI) variable that was introduced in Section B (recall Table 2). This variable distinguishes between interventions with positive and those with negative or zero impact. The group of programs with a positive impact is then further divided into three sub-groups – those that are cost-effective, those that are not cost-effective and those for which no cost evidence is available.

As shown in Figure 5, the lack of net impact evaluations and cost-benefit analyses derives a substantial amount of programs with insufficient evidence to make a sound assessment on the quality of interventions in Latin America. The studies revised in this inventory involve 29 out of 68 programs for which there is no knowledge on impacts. Accordingly, these programs belong to quality of evaluation zero (Table 10). All other interventions – 39 in total– encompass an adequate amount of information to make an assessment. Most of these programs – 92 percent– showed positive impacts for their beneficiaries, in terms of average earnings and the likelihood of getting a job. This is a compelling result supported by in depth evaluations on outcomes (22 evaluations), net impacts (8 evaluations) and net impacts with cost-benefit analyses (6 evaluations).

Interventions with positive results are further classified by the availability of information on their costs and effectiveness. (i) There are 30 interventions with positive effects on employability but insufficient information on costs and net benefits. These programs were consequently assessed with quality of evaluation one or two. (ii) There are 3 evaluations whose estimates imply costs well over the benefits of the program. These evaluations have been carried out for *Proyecto Joven* in Argentina¹⁰. (iii) Lastly, there are 3 interventions with positive net benefits. The success of these programs is reflected in employability and wages, as well as the accomplishment of the interventions in targeting marginalized workers. Well-designed control groups and cost-benefit analyses have been done for PLANFOR in Brazil, *Juventud y Empleo* in Dominican Republic, and *ProJoven* in Peru¹¹; as shown in Table 10.

There are 3 programs with none or negative effects on youth employability. Therefore, only 8 percent of the interventions that can be measured fell short in their results. The studies exposed lack of statistical significance in the models, poor achievements in labor placement, and lack of institutional capacity to cope with the logistics of the programs.

¹⁰ Several evaluations for *Proyecto Joven* have shown positive impacts – especially in terms of wages– but unclear or negative results in cost-effectiveness. This is one of the most expensive interventions in the region, with an average cost of about \$2,000 per trainee (Elias *et al.* 2004), which allows a positive net present value of the program only after 12 years of duration of benefits (Aedo *et al.* 2001).

¹¹ Estimates for the *Plano Nacional de Qualificação do Trabalhador* or PLANFOR implied that “new jobs for participants need to last more than 17 months for the program to have a net positive benefit” (ECLAC 2003), while in Dominican Republic the costs of the program are recovered after two years (Card *et al.* 2006). A costing exercise for *ProJoven* shows that the program reaches a positive net present value after 7 years, with a rate of return near to 5 percent (Nopo *et al.* 2002).

Figure 5: Quality of interventions in Latin America and the Caribbean

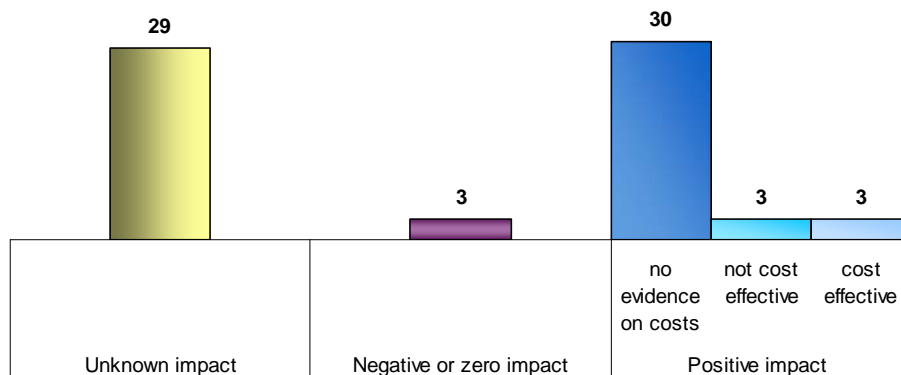


Table 10: Quality of Intervention and Quality of Evaluation

Quality of Evaluation	Quality of Intervention					99	Total
	0	1	2	3			
0						29	29
1			22				22
2	3		8				11
3		3		3			6
Total	3	3	30	3		29	68

Notes: See rating on quality of intervention and evaluation in Tables 2 and 3.

2. What is determining the quality of the interventions in the region?

Considerations on the quality of the interventions are determined by the dynamics of youth employment policies in the region. Programs implemented in the nineties –such as the *Jóvenes* Programs- are more likely to have well-designed evaluations, a long history of effects and thus enough information to assess their impacts. As a result, they are classified under quality of intervention 0 to 3, as seen in Table 11. On the contrary, most recent interventions –such as *Entra 21* or *ProJovem* (the National Youth Inclusion Program in Brazil) don't have net impact evaluations – either because it is too premature or too costly- and lack the proper information to make a sound assessment on their quality. They have been classified under quality of intervention 99, and most of them are currently about to finish or already completed.

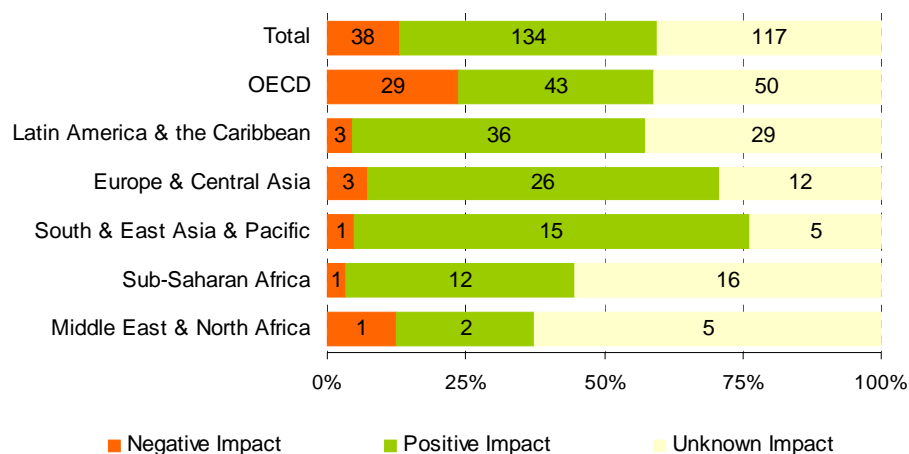
These dynamics are also related to the category of intervention. Twenty-two out of the 28 interventions with unknown impact are intended to provide skills training for youth, a familiar approach in the youngest programs, with limited information on the benefits of their participants. Interventions with negative and positive impacts are equally divided among training and a comprehensive approach. There is not a significant dominant pattern that can tell what type of program works better in Latin America.

Table 11: Quality of intervention by category of intervention

Category of intervention	Quality of Intervention				
	0	1	2	3	99
1. Making the labor market work better for young people	0	0	2	0	1
1a. counseling, job search skills			1		
1e. other			1		1
2. Improving chances for young entrepreneurs	0	0	3	0	2
3. Skills training for young people	2	0	13	1	22
3a. vocational training including apprenticeship systems	1		13	1	21
3c. 2nd chance & equivalency programs					1
3d. other	1				
8. Comprehensive approach	2	3	12	2	3
Total	4	3	30	3	28
Of which:					
Completed	2	3	21	1	6
Ongoing in process			4		17
Ongoing self-sustainable	2		5	2	4
Unknown					1

Note: See ratings on Quality of Intervention in Table 2

Figure 6: Coverage of the inventory by impact of the interventions and region



As shown by Figure 6, nearly 60 percent of all programs documented in the global inventory obtained an assessment on the quality of intervention. Thirty-eight programs (or 13 percent) got negative impacts compared to 134 (46 percent) with positive results on employability of young people (Table 12). Latin America mimics this global pattern with a higher percentage of interventions with positive impacts, ‘regardless its cost-effectiveness’. Among the interventions with positive impacts, Latin America counts with 3 programs (out of 11) were costs exceeded benefits and 3 programs (out of 14) were benefits surpassed the costs.

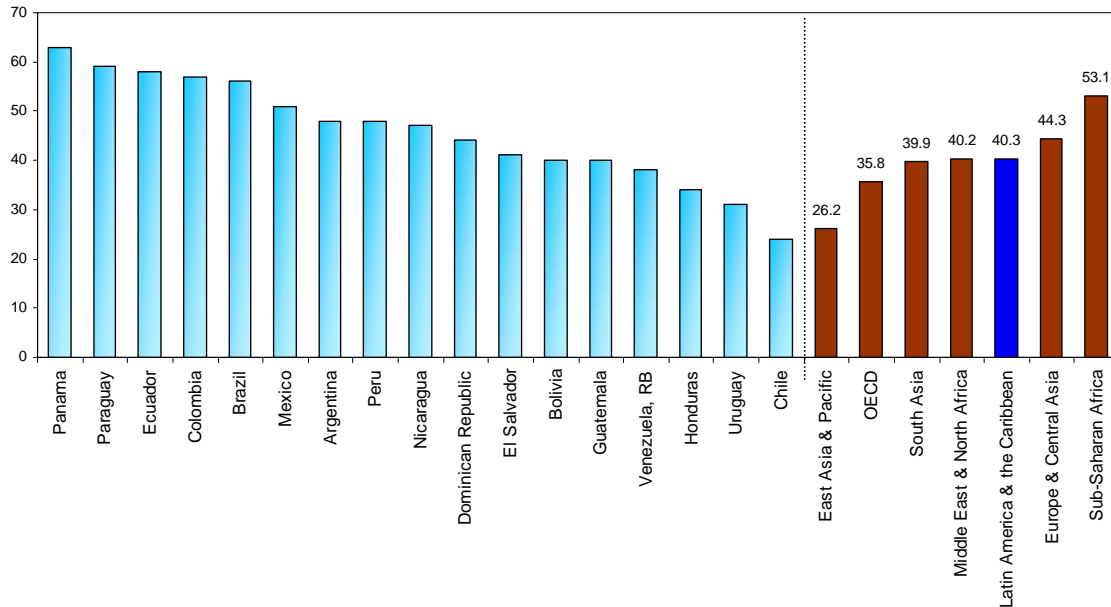
Table 12: Quality of interventions by region

Region	Quality of Intervention					Total
	0	1	2	3	99	
OECD	29	4	33	6	50	122
Latin America & the Caribbean	3	3	30	3	29	68
Europe & Central Asia	3	3	20	3	12	41
Sub-Saharan Africa	1	0	10	2	16	29
South & East Asia & the Pacific	1	0	15	0	5	21
Middle East & North Africa	1	1	1	0	5	8
Total	38	11	109	14	117	289

Note: See ratings on quality of intervention in Table 2.

3. Quality of interventions and the institutional framework

Figure 7: Rigidity of employment index in LAC and across regions



Note: The Rigidity of Employment Index is a composite measure that accounts for the presence or absence of the following: (1) contracts can only be temporary; (2) contracts have a maximum duration; (3) ratio of mandated minimum wage to average value-added of working population; (4) restrictions on night or weekend work; (5) workweek is five and a half days or more; (6) whether the workday can extend to 12 hours or more (including overtime); (7) 21 or fewer paid vacation days annually; (8) redundancy is grounds for dismissal; (9) employer must notify a labor union or labor ministry for group dismissals; (10) employers require labor union or labor ministry approval to dismiss a redundant employee; (11) law mandates training or reemployment prior to dismissal; (12) priority rules apply for dismissals; (13) priority rules determine reemployment. High index values indicate high employment rigidity; low values indicate low employment rigidity.

Source: World Bank, International Finance Corporation, Doing Business Database, 2006.

During the last decade Latin American countries have implemented numerous economic reforms to cope with the rhythm of globalization. Reforms on trade and liberalization are often at

hand, but labor market reforms lagged far behind what is needed to boost the performance of employment in the region (Lora *et al.* 2004). The lack of flexibility of labor regulations makes Latin America one of the most rigid employment markets around the world. As shown in Figure 7, the region has the third highest score in the rigidity of employment index, after Sub-Saharan Africa and Europe and Central Asia¹².

Within the region, Chile presents the best labor market conditions with an index of 24, below the regional average of 40.3 and the average for OECD countries of 35.8. Few countries have applied successful labor reforms, allowing more flexibility in the market, as is the case for Uruguay and Honduras. On the other corner, Panama, Paraguay and Ecuador are the three most rigid employment economies in the region.

Most studies covered by this inventory documented interventions for young workers in countries with a rigidity of employment index between 26 and 50. There are 22 programs in countries with the highest range of rigidity in the region, and 9 evaluations –or studies- in Chile, the only country with an index below 25.

F. Summary of findings in LAC

The inventory covered 68 interventions in Latin America and the Caribbean, where countries have spent significantly in youth employment training during the last decades. As a result, the region has the second largest number of programs after OECD countries and particularly over European economies in transition.

Most interventions (38) focused on **skills training for young people**, with widespread vocational skills programs and training for apprentices. A large amount of programs in this category are part of *Entra 21*, a recent effort to reach under-skilled, unemployed and disadvantaged youth through training on information and communication technologies. This program is managed by the International Youth Foundation and financed primarily by the Multilateral Investment Fund of the Inter-American Development Bank. Between 2002 and 2005 *Entra 21* implemented nearly 32 programs in 18 countries in the region, partnering with local and central governments, and allowing extensive private sector participation in on-the-job training and the provision of services to youths. There are not impact evaluations to measure the *net effect* of the programs on the target population, nevertheless they have been successful in improving job placement rates of participants and the quality of jobs attained after graduation. In addition, many beneficiaries have returned to school after the program.

The key features in the success of *Entra 21* Programs are (i) the combination of soft and technical skills, leading to life skills highly praised by employers, (ii) intensive internships, (iii) and private sector and NGOs participation in the provision of training.

¹² The rigidity of employment index is the average of three sub-indices: difficulty of hiring, rigidity of hours and difficulty of firing. At the same time, these three sub-indices have several components within themselves, and all take values between 0 and 100, with higher values indicating more rigid regulation. See www.doingbusiness.org for further details.

Only two programs within the skills training category have well designed impact evaluations, but the data suggest opposite results in terms of quality of intervention¹³. Hence, there is no substantial evidence to assess the overall quality of training programs or the reasons for success or failure.

Programs with a **comprehensive span or multi-service approach** are also very common in Latin America, reaching 22 observations in this inventory. Several studies have highlighted the extended implementation of this type of programs in the region as well as their positive impacts on employability and earnings of participants (Betcherman *et al.* 2004). In general, multi-service programs integrate classroom training with on-the-job training, offer wage subsidies, financial incentives, job search assistance, information and/or other complementary services. In Latin America, this approach to youths was first put into practice by the *Jóvenes* model, implemented in Chile in 1991 and subsequently replicated in a large number of countries throughout the region.

The *Jóvenes* model combined vocational education with life skills training, job readiness and job search assistance; complemented by intensive work experience (internships) in public and private firms. Some programs offered further training to potential entrepreneurs. The model developed financial incentives for employers and trainees thru wage subsidies and stipends, respectively.

The experience of other countries facilitated the planning and implementation of the model across the region, which had a decisive effect on the availability of impact evaluations and cost-benefit analyses to measure the effectiveness of the programs and their feasibility in future fiscal budgets¹⁴. On one hand, impact evaluations have shown positive and statistically significant impacts upon post-program earnings and the probability of getting a job compared to the control groups (see Box 1 on *Jóvenes* Programs). Factors of success are (i) the pioneering demand-driven fashion of the model, (ii) its comprehensive approach to young workers, and (iii) the promotion of a competitive market for training services.

On the other hand, costing exercises of the *Jóvenes* Programs have been less encouraging. Comparing costs to benefits, some programs –such as *Proyecto Joven*– turned out to be very expensive and hardly affordable for the government (Aedo *et al.* 2001). Other critiques unveiled weak institutional capacity to cope with large scale and centralized programs, insufficient attention to the curricula and the quality (and expertise) of training providers (de Moura Castro *et al.* 1998).

Interventions to **improve chances for young entrepreneurs** are less common in Latin American countries. Besides the support for entrepreneurs comprised in some multi-service programs, there are 5 interventions targeting specifically disadvantaged young people who have expressed interest in an independent occupation. Evidence on these programs suggests positive net impacts on the number of people with businesses, number of employees and degree of

¹³ First, PLANFOR -the Brazilian Plan of Professional Education implemented between 1996 and 2004- offered high-quality classroom training to marginalized workers with positive and significant impacts on employment. The second program with an impact evaluation is SENA, the National Training Provider in Colombia. SENA's traditional approach to youths is thru post-school professional classroom training, which have been widely praised by the quality of the courses and extensive coverage. However, recent evidence has shown poor net impacts with a decrease of ten percent in post graduation earnings of beneficiaries compared to the control group.

¹⁴ This inventory covers several evaluations done for the following *Jóvenes* Programs: *Proyecto Joven* in Argentina, *Chile Joven*, *Jóvenes en Acción* in Colombia, *Juventud y Empleo* in Dominican Republic, *ProJoven* in Peru, and *Opción Jóven/ProJoven* in Uruguay.

business formalization. Additional positive outcomes appear in the quality of management and access to credit (Jaramillo *et al.* 2003).

Last but not least, the inventory covers three programs aiming to **make the labor market work better for young people**. The information available suggests positive results but there is no solid evidence to support these indications.

Despite the limited amount of net impact evaluations, some lessons can be drawn from the interventions covered in the inventory for Latin America:

1. There is little evidence on the effectiveness of skills training programs (or category of intervention 3). Some information on outcomes indicates positive effects on job placement and improvements in the quality of employment.
2. Evaluation evidence on multi-service programs (category 8) shows positive and significant net gains in employment and earnings of beneficiaries up to 18 months after graduating from the program.
3. Few evaluations on programs for young entrepreneurs indicate positive net impacts in the creation of small and medium business and the level of formality of the new firms.
4. There is no evidence on long-term impacts of youth employment programs in Latin America.
5. The *Jóvenes* model has implemented an effective targeting strategy to reach disadvantaged youths. Improvements in employability and earnings of young participants are the result of an innovative multi-service approach inspired in the needs of the productive sector and the competition among training providers. The model's drawbacks resulted from excessive costs that delayed the returns of positive net gains in the short and medium terms, as well as issues in the selection process of training providers, the quality of the syllabus and capacity of managing institutions.
6. The *Entra 21* model has had a successful debut in the region, but little is known about its net impacts on participants. Positive achievements in job placement rates are due to a balanced combination of soft and technical skills with well designed internships. Further evaluations on the quality of the courses and internships as well as the net effects of the programs will determine its sustainability in the region.
7. There is not enough evidence to assess the effectiveness of post and pre-schooling programs in Latin America. Nearly 90 percent of interventions are post-schooling, including programs targeting (i) only high school graduates (or about to finish), (ii) only school dropouts, and (iii) both, high school graduates and school dropouts. The remaining 10 percent are interventions for youth in and out of school.
8. Despite the significant level of investment on training programs and the open interest in improving employability of young and marginalized workers, Latin American countries have serious labor market restrictions that tend to undermine the effects of training policies by reducing workers productivity and hampering economic growth.

This inventory covered 68 interventions implemented in Latin America between 1957 and 2006. Despite the exhaustive search, some past programs –developed mainly in the eighties and nineties- have not been documented, due to limitations in information and time. To the best of our knowledge, these programs do not have impact evaluations and their main features have been compiled by CINTERFOR/ILO, in an online comprehensive list of youth employment experiences in the region¹⁵.

¹⁵ See http://www.cinterfor.org.uy/sem_eva/exp/index.jsp for further information.

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Annex

Annex A: Inventory template and coding system

YOUTH EMPLOYMENT INVENTORY
Worksheet for Assembling Inventory

PROGRAM NAME:

A. Intervention category

1 Primary Category CODE
 Comments:

2 Secondary Category CODE
 Comments:

3 Tertiary Category and others CODE
 Comments:

B. Country

C. Time period of the intervention

D. Status of the Project
 (Completed or Ongoing) CODE
 Comments:

E. Problem addressed

F. Nature of the Program/Policy and/or Stated objective

G. Program content details

1 Description

2 Target beneficiaries

3 Age group (Only young people or all ages but mainly young people) CODE
 Comments:

4 Location (Urban, rural or both) CODE
 Comments:

5 Access for disadvantaged

a. Gender (Positive, Neutral, Negative, Not known) CODE
 Comments:

b. Disability (Positive, Neutral, Negative, Not known) CODE
 Comments:

c. Ethnicity (Positive, Neutral, Negative, Not known) CODE
 Comments:

d. Income group (Positive, Neutral, Negative, Not known) CODE
 Comments:

e. Education (Positive, Neutral, Negative, Not known) CODE
 Comments:

f. Financing (Government, Beneficiaries, Employers, NGO or Other) CODE
 Comments:

H. Impact and performance indicators

1 Outcome (number who got jobs, the number who got waged jobs, their average earnings etc.)

2 Impact (measured by e.g. the number who got jobs, the number who got waged jobs, their average earnings, compared with a control group who were not affected by this intervention).

3 Cost
 Comments:

to Society:

to Government:

to Individual Participants:

4 Impact in relation to Cost
 (benefit/cost ratio, net present value, internal rate of return, cost-effectiveness)
 Comments:

to Society:

to Government:

to Individual Participants:

I. Summary rating of quality of evaluation CODE
 Comments:

J. Summary rating of quality of intervention CODE
 Comments:

K. Sources of further information

YOUTH EMPLOYMENT INVENTORY

Codesheet for Assembling Inventory

A. Intervention category Codes

1 Making the labor market work better for young people			
1a	counseling, job search skills	1d	anti-discrimination legislation
1b	wage subsidies	1e	other
1c	public works programs		
2 Improving chances for young entrepreneurs			
3 Skills training for young people			
3a	vocational skills (active labor market training programs for youth) including apprenticeship		
3b	literacy & numeracy – young adult literacy programs		
3c	second-chance and equivalency programs		
3d	other		
4 Making training systems work better for young people			
4a	information	4c	financial incentives (subsidies, vouchers)
4b	credit (to individuals or enterprises)	4d	other
5 Programs to counteract residential segregation of disadvantaged young people			
5a	transportation	5b	others
6 Improving labor market regulations to the benefit of young people			
7 Programs for overseas employment of young people			
8 Comprehensive, multiple service approach			
9 Other (e.g., voluntary national service programs)			
99 Missing Value			

D. Status of the Project

1	Completed	3	Ongoing self-sustainable
2	Ongoing in process (about to finish)	99	Missing Value

G. Program content details

3 Age group:			
1	Only young people	99	Missing Value
2	All ages but mainly young people		
4 Location:			
1	Urban	3	Both
2	Rural	99	Missing Value
5 Access for disadvantaged:			
a. Gender:			
1	Positive e.g. women	3	Negative
2	Neutral	4	Not known
b. Disability:			
1	Positive	3	Negative
2	Neutral	4	Not known
c. Ethnicity:			
1	Positive	3	Negative
2	Neutral	4	Not known
d. Income group:			
1	Positive e.g. low income	3	Negative
2	Neutral	4	Not known
e. Education:			
1	Positive e.g. out-school	3	Negative
2	Neutral	4	Not known
f. Financing:			
1	Government		
2	Beneficiaries	4	NGOs
3	Employers	5	Other

I. Summary rating of quality of evaluation

0	Program has no evaluation information available on outcomes or impact
1	Evaluation includes basic information on the gross outcomes of the intervention (e.g. number of participants/ young people who found a job after the intervention, improvement in earnings of participants) without considering net effects (i.e., there is no control group).
2	Evaluation includes estimate of net impact on, e.g., employment and earnings in the labor market (using control groups to measure impact) but no cost-benefit analysis.
3	Evaluation includes net impact plus cost-benefit analysis.
99	Missing Value

J. Summary rating of quality of intervention

0	Program had negative or zero impact in the labor market.
1	Program had positive impact in the labor market, but it is not cost effective.
2	Program had positive impact in the labor market and there is no evidence on costs.
3	Program had positive impact in the labor market and is cost effective.
99	Missing Value: Not enough evidence to make an assessment.

Annex B: Template Reader Manual

This Annex contains detailed instructions to guide the creation of electronic databases for the inventory as well as standardized informative tables for analysis. Microsoft Excel serves as software platform for this process. The automatic compilation of files and tables are done through Visual Basic macros.

Key files

The Template_Reader.zip contains the following three files:

1. MACROS.xls
2. Countrydata_Inventory.xls
3. Codebook.xls

MACROS.xls contains the Visual Basic code that will allow you to create a database from a collection of formatted templates.

Countrydata_Inventory.xls contains some macroeconomic information that will be added to the database you create in order to organize the information in tables.

Codebook.xls contains the variable definitions of the generated database. It also contains the location of each variable in the formatted templates, as well as the Visual Basic code needed to update the macros in case the template format is updated or variables are added.

How to use the Template Reader Macro:

- 1) Create a folder called TEMPLATES anywhere in your hard drive.
- 2) Inside TEMPLATES create two folders with the following names:
 - a. FilledTemplates: this folder will contain all the templates that you want in your database.
 - b. Country_Data: this folder will contain the file countrydata_Inventory.xls which is used to add macro statistics and region codes to the database.
- 3) Place all templates in the folder FilledTemplates and place countrydata_Inventory.xls in the Country_Data folder.
- 4) Place the MACROS.xls file in the TEMPLATES folder and open it by double clicking on its icon. Excel will not display the contents of this file. If you want to access it, click on the Visual Basic Editor button in Excel (or click on *Tools* menu, *Macro*, and *Visual Basic Editor*)
- 5) Create an empty excel spreadsheet and save it in the TEMPLATES folder with the name OUTPUT. In OUTPUT.xls create an empty worksheet and name it DATA. Save OUTPUT.xls.
- 6) Place the cursor in any cell within worksheet DATA, in OUTPUT.xls. In Excel go to *Tools* menu, select *Macro* and then *Macros* (or press Alt+F8). Choose the CREATE_DATABASE macro and click in *Run* it. This will take a few minutes while the

macro reads each file and builds the database.

- 7) Once the database has been created you can proceed to create the tables. For this, simply go to the *Tools* menu, select *Macro* and then *Macros* (or press Alt+F8). Choose the TABLES macro and run it.

Annex C: List of programs in LAC by category of intervention, country and sources of information

Country	Program	QOE	QOI	Source of Information
1. Making the labor market work better for young people				
1a. counseling, job search skills				
Chile	Joblab© Chile	1	2	CD-Rom “Joblab©” available upon request. For more information see: www.joblab.de
1e. other				
Chile	Employability-Strategies of Youth - Support to youth organizations in poor areas	1	2	www.interjoven.cl (with reference to several publications)
Honduras	YES Honduras	0	99	http://projects.takingitglobal.org/YES-Honduras http://www.yesweb.org/yesnetworks/map.html http://espanol.groups.yahoo.com/group/edyeshonduras/
2. Improving chances for young entrepreneurs				
Nicaragua	YES Nicaragua	0	99	International Labor Organization, YEN, Justin Sykes. Further information collected from: Registry of qualification, Registry before the Chamber of Commerce, Financial statement of the companies.
Peru	Creer para Crear	0	99	IADB, official documents. “Promotion of Youth Startups in Peru” (TC-99-11-18-3-PE). Available online at: http://www.iadb.org/exr/doc98/apr/PE7138e.pdf
Peru	Formacion empresarial de la juventud - Youth Entrepreneurship Program	2	2	Jaramillo, Miguel and Sandro Parodi. 2003. Jovenes Emprendedores. Instituto Apoyo. First edition, Lima, January 2003.
Peru	Calificacion de jovenes creadores de microempresas - Certification of Youth Entrepreneurship	2	2	Jaramillo, Miguel and Sandro Parodi. 2003. Jovenes Emprendedores. Instituto Apoyo. First edition, Lima, January 2003.
Venezuela, RB	Micro-credits for young people - (Employment and Community-orientated Youth Promotion)	1	2	BMZ and GTZ. BMZ. 2006. Cornerstones of Youth Employment Promotion in Development Cooperation. Federal Ministry for Economic Cooperation and Development, Division of Development Education and Information. Germany. May 2006. Available online at: www.bmz.de/en/service/i

Country	Program	QOE	QOI	Source of Information
3. Skills training for young people				
3a. vocational training including apprenticeship systems				
Argentina	ENTRA 21 and ADEC Partnership (Argentina)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Agencia para el Desarrollo Economico de la Ciudad de Cordoba (ADEC)
Argentina	ENTRA 21 and Fundacion SES Partnership (Argentina)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Fundacion SES http://www.fundses.org.ar or trabajo@fundses.org.ar
Argentina	Programa Oportunidad (Opportunity Program)	0	99	Municipalidad de Rosario. Secretaría de la Producción, Promoción del Empleo y Comercio Exterior. Programa oportunidad. Educación, capacitación y empleo para jóvenes. Evaluacion General Programa Oportunidad. Information available online at: http://www.logo
Belize	ENTRA 21 and University of Belize Partnership (Belize)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org
Bolivia	ENTRA 21 and Quipus Partnership (Bolivia)	1	2	Aguilar Ch., Rodrigo. 2005. "Informe de Evaluación Externa del Proyecto ENTRA 21 en Bolivia - Ejecutado por la FUNDACIÓN CULTURAL QUIPUS". August 2005. IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Quipus Cultural Foundation, Nur University and Care-Bolivia. http://www.quipusbolivia.org . Contact: Peter McFarren/Cassilla 1696. La Paz, Bolivia. Tel: 591-22-44-311. Fax: 591-22-442-848. mcfarren@entelnet.bo
Brazil	ENTRA 21 and AHUB Partnership (Brazil) - Project Trampoline	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org
Brazil	ENTRA 21 and BLUSOFT Partnership (Brazil)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Blumenau Polo Tecnologico de Informatica http://www.blusoftbrasil.com.br
Brazil	ENTRA 21 and CEPRO Partnership (Brazil)	1	2	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. IYF. 2005. Apoena Social and Fundacao de Rotarios de Sao Paulo. 2005. Projeto Entra 21. Relatorio final de avaliacao externa. Agosto de 2005. http://www.iyfnet.org Fundacao Rotarios de Sao Paulo and Centro de Ensino Profissionalizante Rotary.
Brazil	ENTRA 21 and IAA Partnership (Brazil)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org IAA http://www.institutoalianca.org.br
Brazil	ENTRA 21 and Instituto de Hospitalidade Partnership (Brazil)	1	2	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006.

Country	Program	QOE	QOI	Source of Information
				<p>http://www.iyfnet.org</p> <p>Specto, 2005. Relatório de Avaliação Externa do Projeto Turismo e Responsabilidade Social. Outubro 2005.</p> <p>IYF. 2006. Colaborando con el sector privado: El Caso del Programa del Turismo y Responsabilidad Social del Instituto de Hospitalidade de Salvador, Bahía, Brasil. Learning Series #3.</p> <p>Instituto de Hospitalidade de Salvador, Bahía, Brasil.</p>
Brazil	PLANFOR - National Plan of Professional Education	3	3	<p>de Moura Castro, Claudio and Aimee Verdisco. 1998. Training Unemployed Youth in Latin America: Same Old Sad Story? Inter-American Development Bank. Washington, DC</p> <p>ECLAC. 2003. "Poverty and Markets in Brazil: an appraisal of public policy initiatives". Brasilia: ECLAC Office in Brazil/DFID, 2003.</p> <p>Paes de Barros, R., Corseuil, C.H. and Gonzaga, G. 1999. "Labor market regulations and the demand for labor in Brazil", Texto para Discussão 656, IPEA, Rio de Janeiro.</p> <p>Paes de Barros, R., Corseuil, C.H. and Bahia, M. 1999. "Labor market regulations and the duration of employment in Brazil", Texto para Discussão 676, IPEA, Rio de Janeiro.</p> <p>Paes de Barros, R., Corseuil, C.H. and Foguel, M. 2000. "Os incentivos adversos e a focalização dos programas de proteção ao trabalhador no Brasil", Planejamento e Políticas Públicas, 22.</p> <p>Barros, Alexandre R. et al. (n/d). "Acompanhamento de Egressos do Programa Estadual de Qualificação Profissional do Estado de Pernambuco em 1997". Recife: FADE-UFPE.</p> <p>Fausto, A. and Alves-Mazzotti, A.J. 2002. "El servicio civil voluntario en el Brasil: educación básica, profesional y ciudadana", in Jacinto, C. et al., Nuevas Alianzas y Estrategias en la Formación para el Trabajo de Jóvenes Desfavorecidos, Paris: IIFE-Rios-Neto, Eduardo and C. Oliveira 1998. Uma Metodologia de Avaliação do Plano Estadual de Qualificação Profissional (PEQ): O Caso de Minas Gerais em 1996. Belo Horizonte.</p>
Chile	ENTRA 21 and Asociacion Chilena Pro Naciones Unidas Partnership (Chile)	0	99	<p>IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006.</p> <p>http://www.iyfnet.org</p> <p>Asociacion Chilena Pro Naciones Unidas (ACHNU) http://www.achnu.cl/</p>
Chile	ENTRA 21 and Fundacion Chile Partnership (Chile)	0	99	<p>IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006.</p> <p>http://www.iyfnet.org</p> <p>Fundacion Chile http://www.fundacionchile.cl</p>
Chile	Apprentices Hiring Program	1	2	<p>Programa Contratacion de Aprendices: Ministerio de Trabajo y Protección Social, Servicio Nacional de Capacitación y Empleo (SENSE)</p> <p>Navarro, Patricio, E. Martinez and M. Torres. 2002. Evaluación del Programa de Contratación de Aprendices. Informe Final. Ministerio de Hacienda – División de Presupuesto – Programa de evaluación de proyectos gubernamentales. Santiago de Chile.</p>
Colombia	ENTRA 21 and Comfacauca Partnership	0	99	<p>IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006.</p>

Country	Program	QOE	QOI	Source of Information
	(Colombia)			http://www.iyfnet.org Comfacauca www.comfacauca.com
Colombia	ENTRA 21 and Comfenalco Partnership (Colombia)	1	2	COMFENALCO. 2005. Calculo de Horas y Costos de Capacitación Entra 21. 6 febrero de 2006 COMFENALCO. 2005. Estudio de Seguimiento Proyecto Entra 21 en Medellín, Colombia - JOVEN COMPETITIVO. Diciembre 2005 IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Comfenalco Antioquia - Proyecto Joven Competitivo. Dirección: Unidad de Servicios Educativos y Culturales COMFENALCO Sede Colombia. http://www.comfenalcoantioquia.com.co
Colombia	ENTRA 21 and Fundacion Empresarios por la Educacion Partnership (Colombia)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Fundacion Empresarios por la Educacion http://www.fundacionexe.org.co/wps/portal/
Colombia	ENTRA 21 and Indufrial Partnership (Colombia)	1	2	Balseiro, Elvira et al. 2006. Evaluación externa de la efectividad de las estrategias de intervención y las buenas practicas del programa ENTRA 21 en la ciudad de Cartagena (Colombia). Fundación para la Investigación y el Desarrollo del Caribe Colombiano IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Fundacion Indufrial http://www.usbctg.edu.co/noticias/noti200512.htm
Colombia	ENTRA 21 and Fundacion Luker Partnership (Colombia)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Fundacion Luker http://fundacionluker.org.co
Dominican Republic	ENTRA 21 and Fundacion Sur Futuro, Inc. Partnership (Dominican Republic)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Fundacion Sur Futuro http://www.surfuturo.org/
Dominican Republic	ENTRA 21 and ISA Partnership (Dominican Republic)	1	2	Amargos, Oscar. 2005. Evaluacion Externa Proyecto de Formacion en tecnologías basicas de la información. Programa Entra 21 - ISA. IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org ISA Proyecto de Formación en Tecnologías Básicas de La Información - Entra 21 http://www.isa.edu.do/entra21.html and proyecto.isa@codetel.net.do
Ecuador	ENTRA 21 and Esquel Partnership (Ecuador)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Fundacion Esquel Ecuador http://www.esquel.org.ec

Country	Program	QOE	QOI	Source of Information
El Salvador	ENTRA 21 and AGAPE Partnership (El Salvador)	1	2	Unimer, El Salvador. 2005. Investigación de mercado, Proyecto Entra 21. Denominada inserción laboral y empleabilidad de los jóvenes del Proyecto Entra 21. El Salvador, Marzo 2005. IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Asociacion Agape de El Salvador
Guatemala	ENTRA 21 and PoA/CADI Partnership (Guatemala)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Partners of the Americas Programa CADI 21
Honduras	ENTRA 21 and ACJ Partnership (Honduras)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Asociacion Cristiana de Jovenes
Honduras	ENTRA 21 and CADERH Partnership (Honduras)	1	2	Venegas M., Melvin E. 2005. Proyecto Entra 21 en Honduras. Informe de Eavlaucion Externa. Agosto 4 de 2005. Tegucigalpa. IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org CADERH http://www.caderh.hn/entra21/
Mexico	ENTRA 21 and CIPEC Partnership (Mexico)	1	2	Estrategos Leon. 2006. "Evaluación Externa Entra 21 del CIPEC". Reporte Final. León, Guanajuato, México. IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org CIPEC http://pagina.de/cipec#
Mexico	ENTRA 21 and SEPICJ Partnership (Mexico)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Servicio de Promocion Integral Comunitario Juvenil (SEPICJ)
Nicaragua	ENTRA 21 and Don Bosco Partnership (Nicaragua)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Congregacion Salesiana de Nicaragua / Centro Juvenil Don Bosco http://www.donbosco.edu.ni/
Panama	ENTRA 21 and COSPAE Partnership (Panama)	1	2	Acevedo Riquelme, Dacil. 2005. Informe Final de Evaluación Externa Entra 21 - COSPAE. República de Panamá. 6 de abril de 2005. IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org COSPAE http://www.cospae.org/nosotros.htm
Paraguay	ENTRA 21 and CIRD Partnership (Paraguay)	1	2	Eliás, Rodolfo et al. 2005. Fundacion Comunitaria CIRD - Proyecto Insercion Laboral de

Country	Program	QOE	QOI	Source of Information
				Jovenes Capacitados en Tecnologías de la Informacion. Evaluacion Externa. Paraguay. Julio, 2005 Carrizosa, Agustín, Carlos Gauto and Luis Elías. 2002. “Investigación de Demanda Laboral para Jóvenes formados en Tecnologías de la Información”. Fundación CIRD – Junio 2002 IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org CIRD, Instituto de Ciencias de la computacion and Universidad Privada Columbia, http://www.cird.org.py/cird/proyectos.php , http://www.cird.org.py/empleojoven/
Peru	ENTRA 21 and Alternativa Partnership (Peru)	1	2	Briceño Bustillos, Luis. 2005. Informe final de evaluación externa. Proyecto: “Capacitación en tecnolotas de las información para el empleo juvenil”. Alternativa and Internacional Youth Foundation. Lima, Peru. April 2005. IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org NGO Alternativa
Peru	ENTRA 21 and ITDG Partnership (Peru)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Intermediate Technology Development Group (ITDG)
Uruguay	ENTRA 21 and Institucion Kolping Partnership (Uruguay)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Institucion Kolping NGO http://www.kolping.org.uy/
Venezuela, RB	ENTRA 21 and Oportunitas Partnership (Venezuela)	0	99	IYF. 2006. Entra 21 Cameos - Projects approved as of February 2006. http://www.iyfnet.org Fundacion para la infancia y la Juventud - Oportunitas E-mail: oportunitas@cantv.net , web: http://www.oportunitas.org
Venezuela, RB	Plan Empleo Joven	0	99	Fuenmayor, Nila del Carmen and Teresa Gamboa Cáceres. 2002. “¿Empleo juvenil o reproducción de la pobreza en Venezuela?” CAYAPA Revista Venezolana de Economía Social - Año 2 - N° 3 - Junio 2002.

3c. 2nd chance & equivalency programs

Brazil	ProJovem (National Youth Inclusion Program)	0	99	http://www.brasil.gov.br/governo_federal/Plan_prog_proj/edittrab/projovem/programa_view/
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3d. other

Colombia	Servicio Nacional de Aprendizaje (SENA)	2	0	Gaviria Alejandro and Jairo Nuñez. 2003. Evaluating the impact of SENA on earnings and employment. Departamento Nacional de Planeación. January 2003
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8. Comprehensive, multiple-service approach

Country	Program	QOE	QOI	Source of Information
Argentina	Programa Capacitar (Formacion laboral para jovenes)	0	99	Ministerio de Trabajo, Empleo y Formación de Recursos Humanos. Programa de apoyo a la productividad y empleabilidad de jóvenes "CAPACITAR". http://www.ispm.org.ar/documentos/parte_6.htm
Argentina	Programa Nacional de Inclusión Juvenil (INCLUIR)	0	99	http://www.juventud.gov.ar/incluir/index.htm ; Phone number: (011) 4342.6122 - 4334.1468 Fax: (011) 4342.6195 ; E-Mail: juventud@desarrollosocial.gov.ar
Argentina	Proyecto Joven	3	1	Programa Proyecto Joven: Secretaria de Empleo y Capacitación Laboral, Ministerio de Trabajo y Seguridad Social. Devia, Sergio. 2003. "¿Éxito o fracaso de las políticas públicas de capacitación laboral a jóvenes? - Evaluación del programa testigo: "Proyecto Joven" de Argentina (1993-2000)". Trabajo elaborado para su presentación como Tesis para la obtención de título Banco Interamericano de Desarrollo. 1998. "Informe de Terminación de Proyecto (ITP): Programa de Apoyo a la Reconversión Productiva, Proyecto Nro. AR-0062". Programa de Apoyo a la Reconversión Productiva. 1998. "Evaluación de impacto Proyecto Joven, beneficiarios del 5° Llamado a Licitación, Informe de Avance", 7-ago-1998. Programa de Apoyo a la Reconversión Productiva. 1999. "Informe de Seguimiento y Evaluación al 28/02/1999". Giordano, Oswaldo, Alejandra Torres and Jorge Colina. 2005. "Department for International Development Policies for Addressing Inequalities – Two case studies of Chile Joven and Proyecto Joven (Argentina)" – June 2005 Cohen, Ernesto; Rodrigo Martínez and Cecilia Navarrete. 2001. Gestion de programas sociales en América Latina - Análisis de casos Vol. I: Proyecto Joven de Argentina. CEPAL (ECLAC) - División de Desarrollo Social. Políticas Sociales. Serie No. 46. de Moura Castro, Claudio. 1999. Proyecto Joven: New Solutions and Some Surprises. Inter-American Development Bank - July 1999. de Moura Castro, Claudio and A. Verdisco. 1998. Training Unemployed Youth in Latin America: Same old sad story? IADB.
Argentina	Proyecto Joven	3	1	Elias, Victor, F. Ruiz-Nunez, R. Cossa, and D. Bravo. 2004. An econometric cost-benefit analysis of Argentina's Youth Training Program. IADB Research Network Working Paper #R-482.
Argentina	Proyecto Joven	3	1	Aedo, Cristian and Sergio Nunez. 2001. The impact of training policies in Latin America and the Caribbean: The Case of Programa Joven". ILADES and Georgetown University. May 2001.
Brazil	Programa Primeiro Emprego - Rio Grande do Sul	2	0	http://www.mte.gov.br/FuturoTrabalhador/default.asp World Bank, PID P086639 and other background papers, such as Bonelli, Regis; José Guilherme Reis and Alinne Veiga (2004). Characteristics and Determinants of Youth Unemployment in Brazil (An analysis to subsidize policy decisions on the FEP — First Employ
Brazil	National Program for First Employment	0	99	http://www.mte.gov.br/FuturoTrabalhador/default.asp

Country	Program	QOE	QOI	Source of Information
	(Programa Nacional de Estímulo ao Primeiro Emprego)			World Bank, PID P086639 and other background papers, such as Bonelli, Regis; José Guilherme Reis and Alinne Veiga (2004). Characteristics and Determinants of Youth Unemployment in Brazil (An analysis to subsidize policy decisions on the FEP — First Employ)
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El Salvador	Rapid employment creation in El Salvador (REC)	1	2	GTZ. El Salvador: Anja.Kramer@gtz.de
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Country	Program	QOE	QOI	Source of Information
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