

# Connecting Employment Training with Labor Market Demand and Opportunities

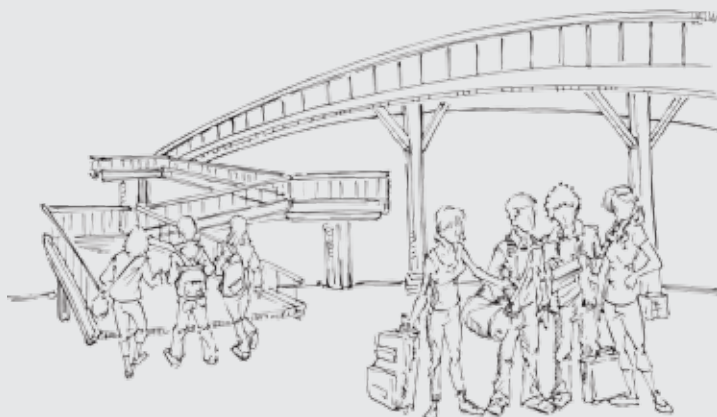
A MILLION YOUTH

**neo**

A MILLION OPPORTUNITIES

# INTRODUCTION

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## ABOUT THE NEO INITIATIVE

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

The original publication in Spanish was created with funding from Microsoft. The English version of this guide was made possible thanks to the contribution of Australian Aid.

## THE AUTHORS

This guide was prepared by the NEO team at the International Youth Foundation.

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

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For more information, please visit: [www.youthneo.org](http://www.youthneo.org), [www.iyfnet.org/initiatives/new-employment-opportunities-neo](http://www.iyfnet.org/initiatives/new-employment-opportunities-neo) and [www.fomin.org](http://www.fomin.org).

# CONTENTS

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**FORWARD**..... 4

**STARTING POINT**..... 5

**CHAPTER 1: EMPLOYMENT TRAINING AND THE LABOR MARKET**..... 7

**CHAPTER 2: HOW TO IDENTIFY LABOR MARKET DEMAND**..... 17

**CHAPTER 3: MAKING THE CONNECTION BETWEEN TRAINING AND THE LABOR MARKET**..... 41

**APPENDICES**..... 53

**BIBLIOGRAPHY**..... 94





# FORWARD

***"Offering young people training that fails to anticipate market transformations and does not include the general context of the evolving world of work is tantamount to contributing to their future lack of labor mobility."***

— CINTERFOR

The purpose of this guide is to share experiences and lessons acquired over more than ten years of implementing youth employability programs such as the **entra21**<sup>1</sup> program and to present a set of conceptual guidelines and methodological tools that, adapted to the specific conditions of each context, can orient labor market studies.

These experiences have taught us that the success of youth employability programs depends on their capacity to respond both to the interests and needs of the youth as well as the labor market requirements in a specific geographic context. From this point of view, entering into a dialogue with the labor market is an essential practice that enables entities to qualify and adjust the type of training they offer and increase the possibilities for youth to enter the world of work and undertake a more productive life plan.

This publication seeks to debunk the idea that "market intelligence" is a subject for expert economists that requires significant investment and is out of reach of the vast majority of entities that work with youth to improve their employability. It presents some strategies and practical tools developed and validated by educational and occupational training entities in more than 15 countries across the region.

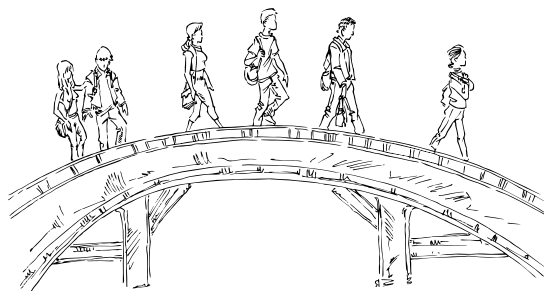
The "*Connecting employment training with labor market demand and opportunities*" guide is part of NEO's strategy to increase the capacity of youth service providers. In preparing this guide, we drew on specialized literature on youth, training, and the labor market, as well as several studies, reports and manuals developed by the executing agencies of the **entra21** program and other youth employability programs implemented by the International Youth Foundation in partnership with MIF and other partners in Latin America and the Caribbean.

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<sup>1</sup> The **entra21** program was executed by the International Youth Foundation in 2001, in partnership with the Inter-American Development Bank's Multilateral Investment Fund (MIF), with the goal of improving the employability of disadvantaged youth in Latin America and the Caribbean.  
[http://www.iyfnet.org/sites/default/files/library/YOUth08\\_PolicyMatters.pdf](http://www.iyfnet.org/sites/default/files/library/YOUth08_PolicyMatters.pdf).

# STARTING POINT

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## **What is this guide and what is its purpose?**

The "*Connecting employment training with labor market demand and opportunities*" guide is a publication that makes available to education and employment training entities a series of theoretical and methodological resources that will enable them to understand the labor market. They can then use that intelligence to design and implement training or educational programs that match labor needs in an increasingly dynamic and demanding market.

## **Who is the target audience?**

This guide is aimed at public or private institutions (nonprofit or for-profit) that coordinate programs or provide employment education or training services for disadvantaged youth. We hope that the resources and strategies we present here will be highly useful, both to organizations that have only recently begun to address this issue as well as those that already have some experience and want to fine-tune their operations.

## **How is it organized?**

The guide is divided into three chapters. Chapter 1, on employment training and the labor market, provides an introduction to what we define as employment training, how training programs are designed, and the scope and importance of market studies. Chapter 2, on how to identify labor market demand, emphasizes the types of assessment, methodologies, and practical resources that facilitate their implementation, while Chapter 3 discusses how to make the training-labor market connection, providing a series of recommendations to link employment training programs with demand for human resources in the marketplace.

Finally, the appendices include some tools that support the investigative process as well as examples of proven methodologies.

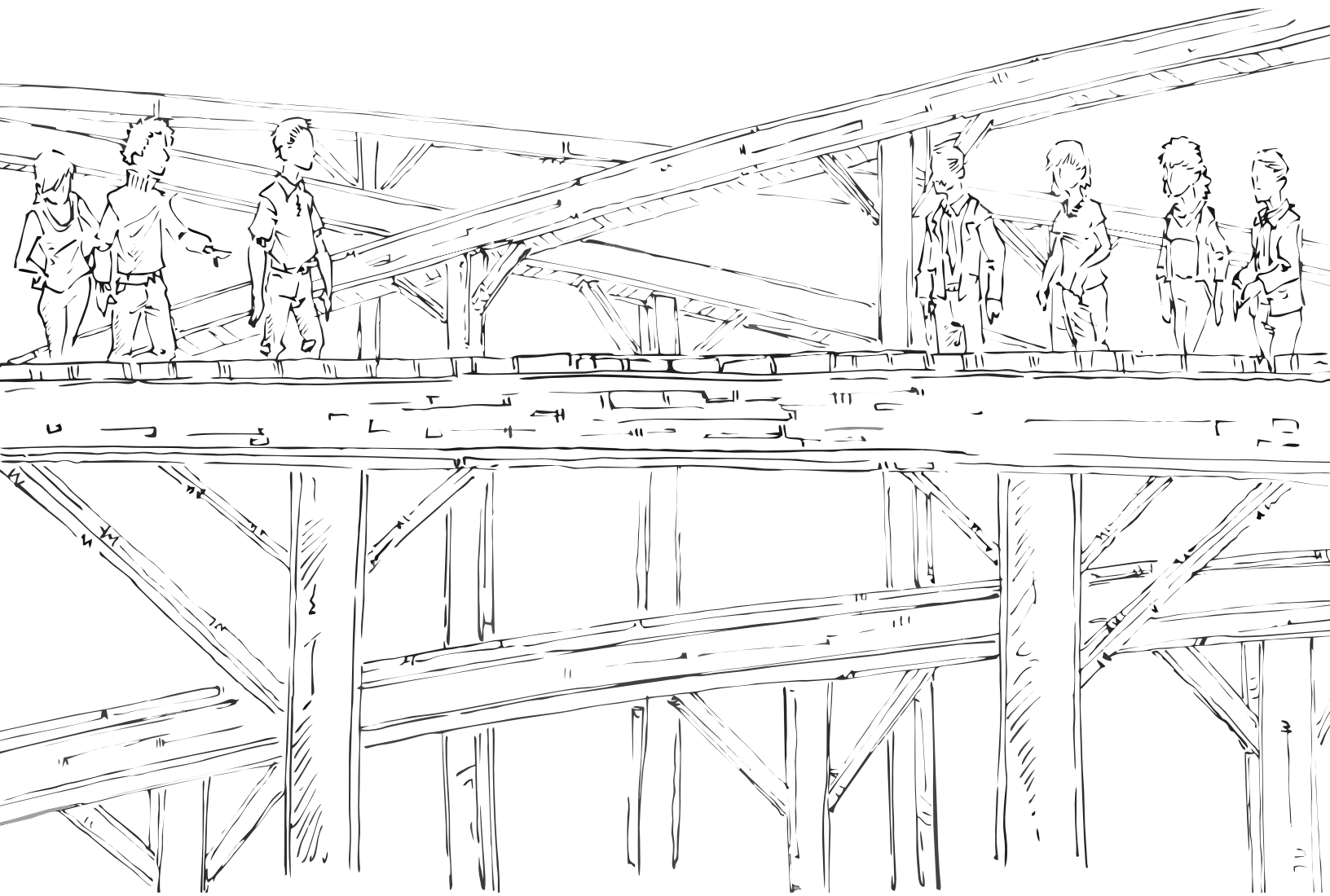




# CHAPTER 1

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## Employment Training and the Labor Market





## What is employment training?

Employment training refers to an organized set of activities designed specifically to improve the performance of participants in the labor market, by strengthening their technical and social-emotional skills. At the same time, employment training seeks to improve individual employability and contribute towards increased productivity in the companies where they work. Organizations that offer employment training are defined as those entities and programs in the formal education sector as well as professional training entities.

We **define professional** training as all studies and learning aimed at people joining or rejoining the workforce and updating their employment skills, where the main objective is to increase and adapt the knowledge and skills of current and future workers throughout their lives. In most countries this is known as vocational education and training (VET). Law 28518 of 2005, Colombia.

## Employment training principles

Employment education and training programs or actions aimed at socially and economically disadvantaged youth should:

- Meet quality criteria that promote greater employability and better performance of youth in their workplaces.
- Link youth development expectations with the productivity and competitiveness objectives of companies.
- Meet the demand in the current labor market and, as far as possible, anticipate the demand in the medium term.
- Be informed by studies and literature on youth employment support programs provide ample evidence that employment training works better when:
- Focus on industry sectors that are experiencing growth and can offer quality entry-level positions.
- Include training in the set of skills and competencies that are in demand in those sectors.
- Involve those potential employers in the design and implementation of the training.

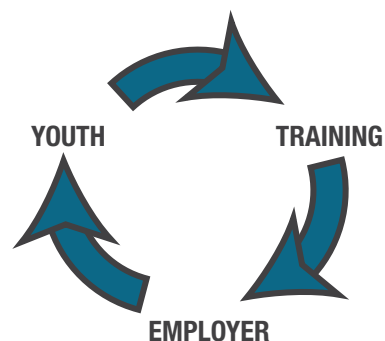


International cooperation organizations and entities such as MIF, IDB, and IYF are increasingly focused on training backed by market assessments, based on the understanding that knowledge of the labor market is an indicator of the quality and viability of projects and supports their design and subsequent co-financing. The market relevance of any training effort is one of the standards of quality promoted by NEO. **See the NEO Quality Standards Guide at:** <http://www.fomin.org/en-us/Home/Knowledge/Publications/idPublication/135561.aspx>

## What is the labor market?

We define the labor market as the relationship between employers' demand for personnel and the labor force or human resource that can meet that demand.

In this dynamic there is a significant relationship between the employers who provide jobs and know what they want (and how much, by when and where), and the institutions that offer employment training to disadvantaged youth who have to understand the needs of the labor market and its hiring practices.



This relationship creates a cycle that benefits everyone because when the young people graduate from the training program they become the employees that employers are seeking.

## GLOSSARY

### Skills gap

The term "skills gap" is used to describe the qualitative mismatch between the availability of human resources and the requirements of the labor market. Skills gaps exist where employers feel that their existing workforce has inadequate skills types/levels to meet their business objectives, or when new entrants to the labor market lack the training and skills required.

Adapted from: Strietska-Illina, O. (NSTF, 1998) "Skills Shortages" in *Modernising Vocational Education and Training in Europe: Background Report*. Fourth report on vocational training research' CEDEFOP, Vol.1 2008.

## What are labor market assessments?

A labor market assessment provides information about current and future employment opportunities and serves as a basis for analyzing the areas of the economy that generate the most jobs, worker qualifications, the likelihood of a person or group of persons of securing employment, etc. These factors, along with the current economic circumstances, determine how the labor market functions. Labor market assessments have traditionally consisted of research carried out by economists or experts in the subject. They are rigorous, systematic analyses of the national and international economy which theoretically allow for identifying the need for human resources and training in a certain sector or area. Without detracting from the value of this type of analysis, this guide proposes a definition of what it means to do a labor market analysis that is more pragmatic for entities that implement employment projects and programs aimed at at-risk youth.

In this sense, we define labor market assessments as information-gathering and analysis activities carried out by one or more organizations to determine the needs and changes in the labor market, and identify new occupations and areas or niches of the labor market that require qualified labor for which their program or service may be able to respond.

This guide focuses on how to obtain and interpret information about demand in the private sector, which typically represents the greatest demand for qualified personnel. It also is important to bear in mind that the private sector is relatively more dynamic than the public or non-profit sector and therefore requires that organizations be competent in detecting and understanding the implications of changes in production processes, technology, products, etc. However, despite the emphasis on private sector employers in this guide, it is also important to recognize that the public sector and civil society generate employment and that in some countries they may represent a significant share of the economy.

**Some sources of information for a labor demand assessment include:**

- Labor federations or organizations
- Private and public job banks
- Labor observatories
- Government entities: ministries of labor or economy, regional or local production or development offices, among others
- Research centers
- Employment training networks and entities
- Chambers of commerce and other business associations
- Commercial banks
- Companies

## Find out



According to the market research framework proposed by CINTERFOR<sup>2</sup>, employment intermediation institutions—which are generally HR and placement agencies—are a strategic focus in any market study exercise because they have significant experience in the area and can offer current information about what is happening in the labor market. Considering that these institutions often work with specific occupational levels and areas, it is helpful to preselect those that are most relevant for the youth targeted youth participating in the training programs.

<sup>2</sup> Inter-American Centre for Knowledge Development in Vocational Training.  
<http://www.oitcinterfor.org/general/%C2%BFqu%C3%A9-oitcinterfor>

The benefits that a market assessment can provide to a training entity include:

- An expanded network of connections with different stakeholders in the market: employment training entities, observatories, trade associations, research entities, and companies.
- Information about labor market trends and the current and future needs of employers. With this market intelligence, the organization can improve its training content and strategies by identifying skills that are critical to industry and the volume of people required with those skills.
- Greater knowledge about hiring requirements to share with youth during recruitment and placement processes.



According to the "*Education to employment: designing a system that works*" report published by McKinsey in 2013, employers, education providers, and youth live in parallel universes and have fundamentally different understandings of the same situation.

**According to this report:**

40% of the employers in the region say they have significant difficulty finding adequate human resources to fill their job openings.

One-third of employers say they never communicate with education providers; of those who do, fewer than half say it proved effective.

More than a third of education providers report that they are unable to estimate the job-placement rates of their graduates. Of those who say they can, 20% overestimated this rate compared with what was reported by youth themselves.

Nor are youth any better informed: Fewer than half say that when they chose what to study they had a good understanding of which disciplines lead to professions with job openings and good wage levels.

The data gathered for this investigation underscore the importance of encouraging encounters and interaction among all the stakeholders in the market to minimize the imbalance between supply and demand, which is the most common criticism received by education entities, including universities and technical training institutes.

**More information:**

[http://www.eduteka.org/pdfdir/educacion\\_para\\_el\\_empleo.pdf](http://www.eduteka.org/pdfdir/educacion_para_el_empleo.pdf)

## Find out



"The (employment) outlook for the sector where the youth want to work, the characteristics of human resource policies, the predominant personnel selection mechanisms, and the type of training valued by that sector are the types of information that the training entity must reliably manage, both for designing the training offerings as well as relating to actors in the sector."

### More information:

Youth internship implementation guide

[http://prejal.lim.ilo.org/prejal/docs/bib/200810290004\\_4\\_2\\_0.pdf](http://prejal.lim.ilo.org/prejal/docs/bib/200810290004_4_2_0.pdf)

## Other Voices

Based on more than 10 years of experience working on youth employability issues, IYF and MIF have concluded that:

Programs that are intentionally designed to address critical needs in local labor markets are more likely to reach their employment targets and sustain them than programs that are disconnected from local needs.

Youth employment programs also are better equipped to make sound decisions regarding the investment of finite resources when they understand employment trends and competitive challenges that impact key business sectors.

Training programs driven by what they know how to teach rather than on market trends and where their graduates can find work, limits the potential of youth leaving their programs to obtain jobs and also the potential for businesses to find the personnel they need.

## Who benefits from labor market assessments?

Having up-to-date, reliable information about current and emerging labor market demand is helpful to:

**Youth:** because they can make informed decisions and define their career plans based on good prospects for quality employment. Any job search requires access to up-to-date information about local and regional employment opportunities and about the most common procedures and criteria used by employers to select the personnel they need.

**Note:** When training providers (including schools) conduct labor market assessments, they should focus their research efforts on the market segments where the youth are most likely to be competitive. Narrowing the scope allows the organization to design training programs that match the personal, social, and cultural characteristics of these youth with the occupations to which they can apply.

**Training entities:** Understanding the market, adjusting curriculum to align with employment opportunities, and achieving higher employment rates all contribute to increasing the credibility of a school or training institute. Many governments have incorporated in their employment training systems standards related to their capacity of training providers to engage in dialogue with the market, provide market-relevant training, and help participants secure internships and formal work. In addition, by establishing a relationship with employers through conducting a labor market analysis, training institutions can speed up the processes for updating their curricula, creating a network of companies they can access to place their graduates and obtain a better return on their training.

**Companies** benefit to the extent that training entities respond more effectively to the talent gaps and produce better entry level workers, thus contributing to minimizing companies' investments in selecting, recruiting, and training personnel.

**Career guidance and labor intermediation services:** because labor market assessments enable them to link job seekers with job openings and provide information to youth so that they can make appropriate decisions about their education and career paths.



Fundación Chile, along with the National Service for Training and Employment (Servicio Nacional de Capacitación y Empleo, SENCE), and the Multilateral Investment Fund of the Inter-American Development Bank have developed a program to improve the quality of employment training in Chile. This program seeks to align training offerings with demand from key companies and sectors in the Chilean economy.

**Source:**

<http://www.iadb.org/en/projects/project-description-title,1303.html?id=CH-M1015>

**What is the scope of a labor market assessment?**

The following chart summarizes the possible scope of a labor market assessment and some corresponding objectives.

SCOPE	OBJECTIVE
<b>Identify growing sectors</b>	<ul style="list-style-type: none"> <li>Understand the sectors and sub-sectors of the economy that have the potential to generate quality employment.</li> </ul>
<b>Characterize targeted employers</b>	<ul style="list-style-type: none"> <li>Seek information about leading companies in growing sectors: size, location, growth history, competitive advantage, and number of employees.</li> </ul>
<b>Identify the demand for human resources in the area</b>	<ul style="list-style-type: none"> <li>Understand current and projected demand for entry-level employees in a specific occupational field and in a certain region.</li> <li>Identify potential points of entry for youth in specific sectors or sub-sectors.</li> <li>Identify, in particular, the barriers to access, retention, and promotion of certain population groups, especially in said labor environment.</li> </ul>
<b>Understand job profiles</b>	<ul style="list-style-type: none"> <li>Obtain information about the skills and competencies required for occupations that are in high demand.</li> <li>Identify employer hiring practices and entry requirements such as: type of formal or technical education and experience required, among others.</li> </ul>
<b>Understand the quality of the jobs</b>	<ul style="list-style-type: none"> <li>Research aspects such as: salaries and benefits, work environment, security, accessibility for youth, gender considerations, causes of turnover, etc. The aim is to identify whether they are "good jobs" for youth.</li> <li>Map out possible career opportunities and determine how youth can move from entry-level positions to positions with greater responsibility and higher compensation.</li> </ul>
<b>Understand and expand the installed capacity to provide training services locally or regionally</b>	<ul style="list-style-type: none"> <li>Obtain information about the quantity, quality, scope, costs and enrollment requirements of existing programs in the surrounding community (including those operated by the same organization).</li> <li>Understand how well employers rate the graduates of said programs.</li> <li>Forge links with companies to obtain their support for improving the quality of training and increase graduates' access to quality internships and jobs.</li> </ul>
<b>Develop labor market assessments from the perspective of supply</b>	<ul style="list-style-type: none"> <li>Investigate youth and employer perceptions about the types of employment in demand.</li> <li>Understand whether the demand for human resources is pertinent for the youth they are working with. Identify barriers such as: entry profile (educational level, experience, age, etc.); geographic or cultural conditions that can limit access to said employment.</li> <li>Understand the profiles of under-served communities, conduct an assessment of the needs and opportunities for youth, etc. This assessment can be done in parallel to gather information about the youth to be served (dual customer approach).</li> </ul>
<b>Identify the challenges for the competitiveness of a specific company</b>	<ul style="list-style-type: none"> <li>Identify the challenges it faces in selecting and retaining personnel; updating its knowledge and incorporating new technologies and processes; and efficiently offering quality products or services, among others.</li> </ul>
<b>Understand the opportunities and challenges for the competitiveness of a specific sector or "cluster"</b>	<ul style="list-style-type: none"> <li>Understand aspects of regulatory policies, public and private investments, growth projections, value chain demands, logistics, costs, labor legislation, etc.</li> </ul>



## Find out



The particular characteristics of each context and the objectives of the assessment will lead every institution to choose rigorous and exhaustive methodologies and tools (advanced assessments) or alternatives that are more practical and economical to apply, which can also be very useful.

In that sense, it is important to carefully examine the scope and objectives of the assessment to determine the most appropriate methodology for each one. For example, if the primary objective is to obtain reliable statistical information for the purposes of economic planning of a region, the assessment may require the selection of random samples and the use of analytical instruments that necessarily imply working with experts in quantitative and qualitative research.

Likewise, when the primary objective is to design or improve the curriculum of training entities so that the graduates will be more employable, the assessment should focus on a specific number of employers who are representative of the sector to which the curriculum in question is targeted. In this case the assessment can be conducted by personnel from the entity that offers training, with support from employment experts.

## What is needed to conduct a labor market assessment?

Although in a strict sense labor market assessments or investigations are rigorous studies that require specialized knowledge and competencies, in practice training entities, although they don't have the professionals or the resources to conduct these assessments, should take on the challenge of better understanding the dynamic of the labor market and the potential employers of their graduates.

Conducting assessments with a certain level of rigor requires professional, technical, and financial resources to:

- **Plan and execute all phases of the research process.**
  - Manage support from experts
  - Generate links with key stakeholders
  - Obtain primary and secondary sources of information
- **Design and apply the methodology and tools that will be used in the research process.**
  - Conduct surveys, interviews, or focus groups
  - Record, codify, and analyze data and responses (sometimes using specialized analysis software)
- **Document and communicate the assessment findings and conclusions.**
  - Translate the findings into programmatic responses (for selection processes, specific job training, employment skills training, job search assistance, among others)
  - Establish strategic partnerships and links with potential employers
- **Develop plans for continuously updating information.**

To illustrate the relationship between the scope, methodology, and resources assigned to labor market assessments, below we present three examples of market assessments conducted by entities allied with the *entra21* and the *Rutas*<sup>3</sup> programs.

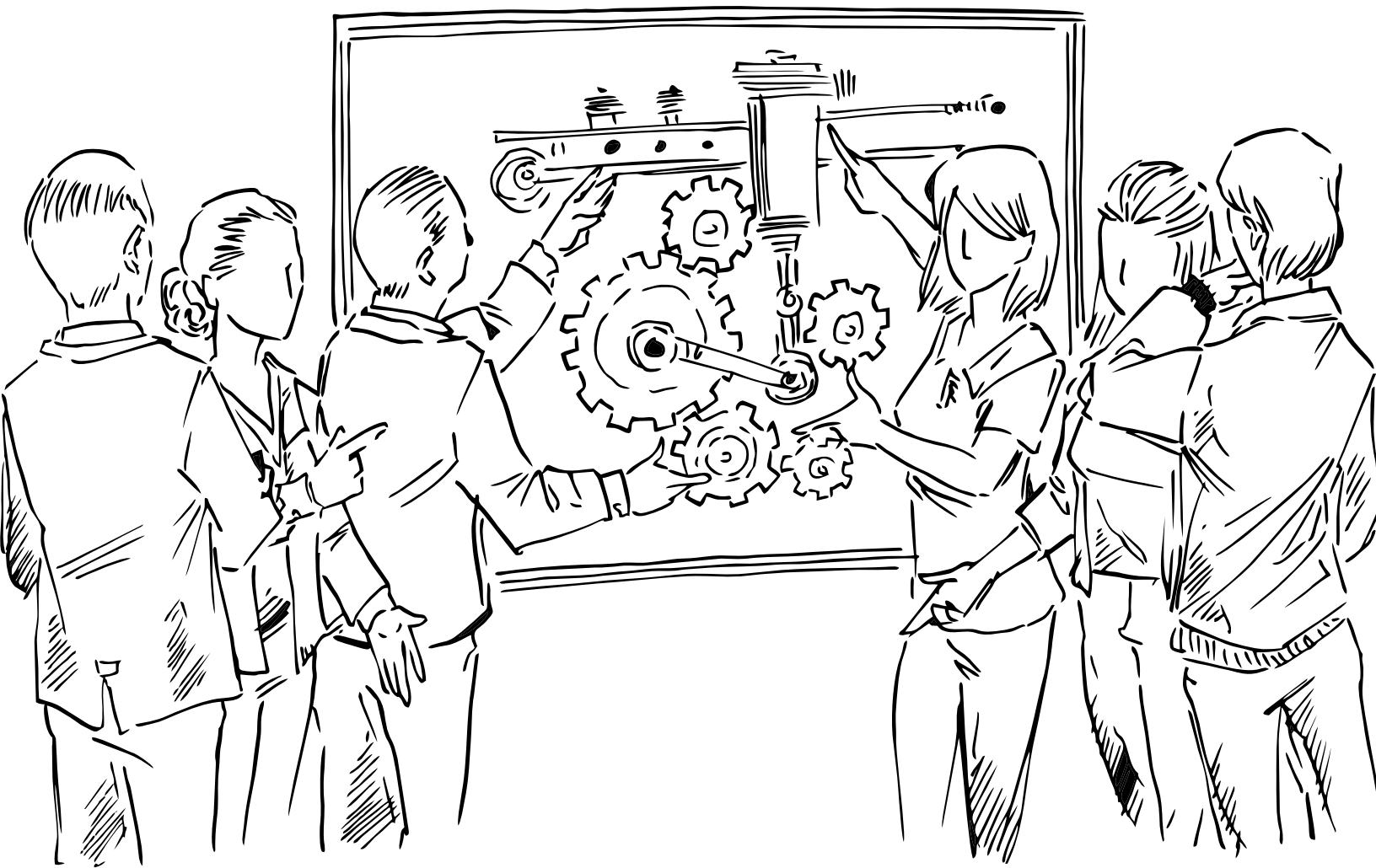
Aspect	Basic assessment	Intermediate assessment	Advanced assessment
<b>Topic</b>	Analysis of the labor market in Nuevo León. <i>Rutas</i> Program	Assessment of labor demand for youth trained in information technology (IT), Fundación CIRDA. <i>Entra21</i> Program. Phase I.	Macroeconomic sector assessment: Telecommunications and Financial Services.
<b>Duration</b>	40 days	60 days	90 days
<b>Cost</b>	USD 2,000 approx. (2014)	USD 3,500 approx. (2005)	USD 8,400 (2005)
<b>Participants</b>	3 people from the <i>Rutas</i> team	CIRDA team plus experts in labor market assessments.	External consultation with guidance from personnel from Fundación Chile with research experience.
<b>Methodology</b>	<ul style="list-style-type: none"> <li>Analysis of secondary sources (non-conventional sources were used because the censuses and household surveys did not contribute conclusive elements). Based on data about job openings from the National Employment Service (Servicio Nacional de Empleo) for 2011 to 2013 and records of direct foreign investment or 2009 to 2013</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of secondary sources.</li> <li>In-depth interviews with 12 trade associations and chambers of commerce and 13 companies (both large and SMEs).</li> <li>Validation of the findings with a sub-group of trade associations and companies.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of secondary sources.</li> <li>Use of quantitative and qualitative research techniques (questionnaires, in-depth interviews, among others) to obtain information from key informants from the different industries and experts on the issue.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Conduct an initial evaluation of the labor market in Nuevo León, in order to identify opportunities to strengthen the conversation between schools and new industries.</li> <li>Determine those areas of the labor market where it is most profitable for training entities to invest.</li> </ul>	<ul style="list-style-type: none"> <li>Understand companies' poorly met or unmet needs with respect to youth trained in information technology.</li> <li>Identify the causes of failure in the workplace for recently hired youth.</li> <li>Understand the degree of willingness of companies to sign internship agreements (paid or unpaid) and evaluate alternatives for IT-trained interns to get jobs.</li> <li>Understand the current IT supply.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the relevant characteristics of the financial services and transportation and telecommunications sectors to guide the training of human and technical resources in the <i>entra21</i> program.</li> <li>Characterize the type of companies in both sectors and profile of human resources they employ.</li> <li>Identify areas of competency that are most in demand in the labor market in both sectors and the ways in which this demand is met in functions associated with the use of ICT and with potential for youth employment.</li> </ul>

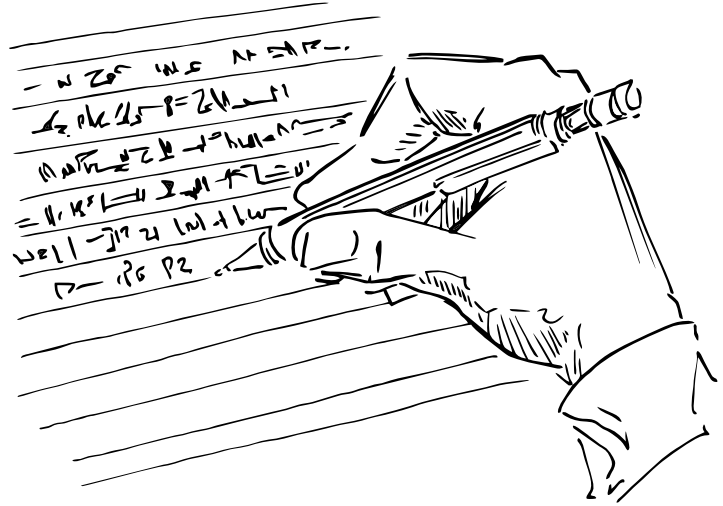
<sup>3</sup> *Rutas* is a program operated by IYF in Mexico with funds from the U.S. Agency for International Development (USAID), and which seeks to support systemic change in technical education at the secondary level.

## CHAPTER 2

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# How to Identify Labor Market Demand





## Things to Consider

This chapter addresses the different options for market assessments that a training entity can undertake, with the understanding that the option chosen will depend on the types and levels of resources available. To choose the best option it is important to take into account a series of factors from institutional capacity to the characteristics of the youth to be served. The considerations presented below synthesize the experiences and practices of different training organizations in the region from networks of public employment training institutes to training centers operated by NGOs or religious groups.

### Institutional capacity

- The organization's level of experience in conducting and/or supervising quantitative and/or qualitative research
- Availability of funds to carry out the assessment
- Access to experts for advice and/or assistance with implementing the assessment
- Time available to coordinate and support the assessment

### Assessment parameters

- Scope of the assessment, according to the internal needs and requirements of external agents such as government agencies or cooperation entities, among others
- Availability of data and other studies to draw from
- Geographic and sectoral scope
- Time frame; that is, whether the assessment will analyze demand in the short, medium, and/or long term

### Contextual conditions

- Cultural and social aspects of the environment that facilitate or hinder carrying out the assessment, such as the reluctance of some sectors of the economy to share data
- The presence of cultural barriers or different forms of discrimination that could prevent youth from gaining access to job openings

## Characteristics of the youth

- In addition to having the institutional capacity and defining the characteristics of the assessment and the context, it is important that the entities interested in conducting labor market assessments have an in-depth understanding of the personal, social, and cultural characteristics of the youth participating in the school or training program. Any assessment should take into consideration the needs of their two groups: employers and youth

Normally the organizations that work with disadvantaged youth conduct individual interviews or focus groups with the youth to:

- Understand their competencies and interests
- Identify the barriers that prevent them from gaining access to employment in certain sectors or occupations.
- Evaluate youth experiences and understand their attitudes and interest in work in certain industries and occupations
- Understand whether the youth are interested in career planning and whether their family conditions facilitate or are an obstacle to them getting jobs.



According to the publication *Guidelines and Experiences for Including Youth in Market Assessments for Stronger Youth Workforce Development Programs*, involving youth in some phases of the labor market assessment (design, implementation, and analysis of the information) can be very beneficial because:

- Youth can bring a different perspective to the table.
- Participation in the research process can allow youth to acquire new competencies and better understand the business world.
- Linking youth to the process empowers youth, enabling them to search for solutions and become familiar with the challenges and opportunities in the market.

### Source:

[http://static.squarespace.com/static/52f220cbe4b0ee0635aa9aac/t/53db8a3ce4b03b0b92ea6eca/1406896700438/Youth+inclusion\\_Guidelines\\_Experiences\\_508.pdf](http://static.squarespace.com/static/52f220cbe4b0ee0635aa9aac/t/53db8a3ce4b03b0b92ea6eca/1406896700438/Youth+inclusion_Guidelines_Experiences_508.pdf)

## Options for conducting a market assessment with own funds

Although conducting a market assessment is not usually a central function of schools or training entities, it can become an institutional practice that strengthens the entity's management capacity and its ties with the private sector and other key allies. It should be noted that if the entity has little experience conducting an assessment, it will have to decide whether it has sufficient internal capacity to conduct one.

### **External hire**

Depending on the scope of the assessment, it may be necessary to seek external experts who can support the research process and be responsible for defining the appropriate sample size, identifying the key people to be interviewed, designing and applying the instruments, tabulating and interpreting the results, and presenting the findings so those in charge of designing the curriculum can use them. Usually these experts are linked to research centers or universities.

### **Combination of internal resources and external hire**

This option, in addition to helping reduce consulting costs, represents a good opportunity to train staff and acquire institutional experience for future assessments. If a combined team is used, it is important to define the roles of each member to maximize the institutional learning and avoid inefficiencies.



#### **Advantages and disadvantages of external hire:**

##### **Advantages:**

- Experience and expertise in conducting this type of assessment.
- Track record and recognition in the sector.
- Access to key stakeholders in the market to obtain the information required.
- Impartiality to prevent limiting the assessment to certain sectors and leaving others out. This avoids training entities recurring constantly to their network of contacts, which can limit the possibility of learning about new sectors and opening up to new opportunities.

##### **Disadvantages:**

- Lack of familiarity with the needs and characteristics of disadvantaged youth can limit the utility of the assessment because it fails to take into consideration the options for matching job opportunities with the youths' profiles.
- There is a risk of not capitalizing on training entities' existing relationships with employers, who may be willing to provide opportunities to disadvantaged youth.
- When the market assessment is conducted by an external consultant, the training entity may be less able to take advantage of the opportunity to establish new contacts with employers and build links to key stakeholders. Such contacts can become partners of the institution, not only to offer information for identifying future demand but also to find spaces for internships and jobs for youth graduates.
- Training entities will not strengthen their capacity to carry out this type of assessment and incorporate this best practice in the medium term.
- It implies investing financial resources for the initial hiring and for subsequent updates.



Other

Voices

When the Community Foundation, Center for Information and Resources for the Development of Paraguay (Fundación Comunitaria, Centro de Información y Recursos para el Desarrollo de Paraguay, or CIRDP) entered the field of youth employability, it conducted a labor market assessment for the first time without any prior experience.

It began by designing an assessment that included a clear definition of the objectives, the strategies for obtaining the necessary information, the key people to be consulted, a review of the instruments to be used to gather information, and the design of a plan to conduct field research visits. This design was developed by the foundation's staff with support from a team of external experts made up of ICT professionals, sociologists, and experts in youth and entrepreneurship. Based on this first successful experience, CIRDP continued designing its own assessments with the support of an external consultant.

## Types of labor market assessments

Once the entity has taken into account the considerations presented above, we recommend focusing on determining the most appropriate type of assessment. Five types of assessments are presented below, beginning with the simplest to those that require more expertise and/or resources:

- Rapid consultations
- Application of organizational "intelligence" procedures
- Surveys of companies and other key stakeholders
- Direct research on the labor market
- Situational analyses of job skills

### Note:

To avoid interrupting the flow of the text and considering the volume of information that each type of assessment may contain, various methodologies and practical tools are found in the appendices.

## **TYPE 1: RAPID CONSULTATIONS**

Rapid consultations are used to obtain information from one source to learn something relatively specific and/or to answer a question. The term *rapid* refers to the immediacy with which the procedure is conducted and the response is obtained. A systematic review of the type of information listed below enables you to take the pulse of the market and identify the most commonly advertised jobs, the investments or projects that are generating employment in the short term, the opinions of employers and experts regarding market dynamics, and challenges in hiring human resources and finding relevant training programs. It is a good idea to limit the geographical scope of the assessment and the array of sources if you want to do a rapid scan.

The information obtained in this type of assessment should be organized to identify basic aspects such as the name of the position or positions of greatest relevance, the number of openings advertised, starting salary, hours, and whatever other information that can be easily accessed. A spreadsheet is a simple way of organizing the information you gather and can be managed by one person within the training entity (or network of entities).

This information can be obtained from:

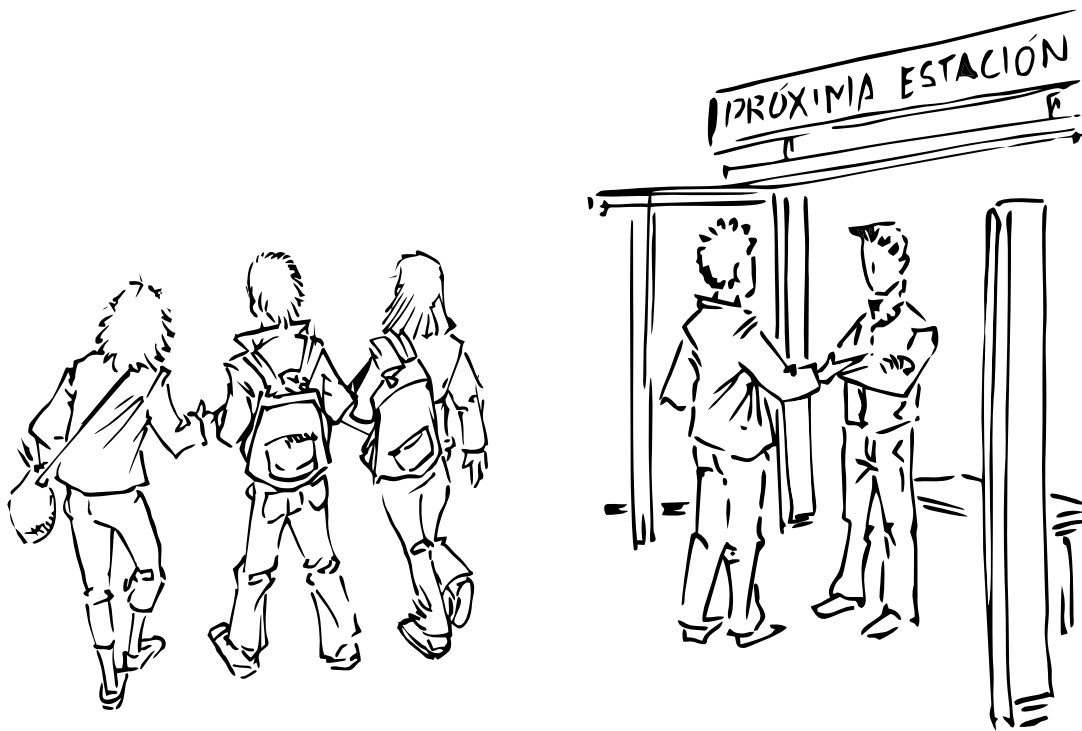
- Reading job vacancy announcements in local newspapers.
- Reviewing company websites.
- Reviewing the websites of job banks or public employment services.
- Reading specialized publications and periodicals (print or digital).
- Reading publications from research centers or employment observatories.
- Attending forums, job fairs, and meetings of trade or employer associations.
- Individual or group meetings (focus groups) with employers, specialists in labor market issues, representatives of trade and/or business associations, and chambers of commerce, etc.

Some of the topics or issues that may be helpful to include in a rapid assessment include:

- The opinions of employers and key stakeholders about public policies related to youth training and labor intermediation programs.
- The perception of employers about the relevance and quality of the training offered.
- Employer expectations about hiring disadvantaged youth.
- New or emerging occupations and the corresponding profiles.
- Recommendations on the types of skills and competencies that employment training entities should focus on strengthening.
- Willingness to hire youth in their companies.
- Interest in supporting the creation of new curricula or adjusting existing ones.

Please see Appendix 1: Areas and questions to explore in labor market assessments.





## GLOSSARY

### **A curriculum**

or study plan is the set of methodologies and practices aimed at enabling students to acquire certain competencies and fully develop their potential.

### **TYPE 2: APPLICATION OF ORGANIZATIONAL "INTELLIGENCE" PROCEDURES**

A slightly more "sophisticated" method for obtaining information about market demand involves getting feedback about the training currently available and identifying the unmet demand that could help the entity make the training it provides more relevant.

The following are some simple, low-cost actions that can be implemented for this type of assessment:

- Track, on an ongoing basis, the employers who hire youth as interns and/or for employment. This tracking can be done through actions as simple as applying a questionnaire, interviewing the youths' supervisors, or hosting a meeting in which the key companies can express their opinions and concerns about existing workforce readiness training.
- Consult employers about the type of training offered by their companies for recent hires and about the number of new hires they have made in the past year or years for entry-level positions that align with the type of youth your program targets. This information helps you get a sense of the demand for new talent and how much/what type of training they provide their new hires.
- Review and analyze data about internships and jobs that past program participants have secured to help identify the areas of training which have had the best placement rates and those that need more fine tuning.

- Set up a committee tasked with soliciting advice from businesses that have ties to your organization or school about how to be a smarter and more relevant training provider.
- Contact instructors with close ties to companies to ensure that they are aware of the latest business and/or industry processes and new technological developments.
- Recruit representatives of the private sector to serve on the organization's board of directors.



In the project executed by the Agency for Economic Development (Agencia para el Desarrollo Económico, ADEC) in the city of Córdoba, Argentina, the task of defining occupational profiles was led by a technical advisory committee made up of businesspeople, ADEC staff, and personnel from employment offices and professional training institutes.

The methodology used was organizing a series of roundtable discussions that included businesspeople from the chosen sectors and human resources managers. These roundtables helped to identify the occupations most in demand and the number of openings. After that, the competencies required for those profiles and the content of the training were defined.

### TYPE 3: SURVEYS OF COMPANIES AND OTHER KEY STAKEHOLDERS

A survey is a research technique aimed at gathering data through a series of standardized questions directed at a representative sample of individuals. The findings are then extrapolated to a larger group of, in this case, companies or employers, from which the sample was drawn. The sample made up of companies is often used to understand opinions about labor demand, characteristics, or specific market data.

***The following are some recommendations for successfully conducting a labor market survey:***

- Pose pertinent and concise questions, closed whenever possible, so that the responses are clear and relevant.
- Seek advice, at no cost if possible, from market research companies or specialists to help with the design of the questionnaires and the processing and validation of the information gathered.
- Create a work team and train the members in the methodology of how to collect and analyze information.

## Find out



Polls<sup>4</sup> and surveys<sup>5</sup> can be relatively low-cost information-gathering techniques that use standardized procedures to obtain information. Taking into account that the goal is to obtain current information, it is important to interview people who have up-to-date information and to use instruments that are well-designed. More common instruments for this type of assessment are in-person or online questionnaires or a structured interview guide.

<sup>4</sup> Poll: a statistical measurement taken based on surveys aimed at understanding opinions

<sup>5</sup> Survey: A series of questions applied to people to gather data or determine public opinion about a certain topic.

See Appendix 2: Example survey

**Note:**

It is important to bear in mind that companies may not want to complete a questionnaire for fear it will take too much time or include hard questions. To avoid this situation, the most important questions should be asked first, and the questions should be very clearly articulated and easy to respond to, whether in person or on line. It also is a good practice to tell respondents how long it will take and to stick to that time frame.

#### **TYPE 4: DIRECT RESEARCH ON THE LABOR MARKET**

This type of market assessment is similar to a survey in some respects, because both of them require identifying the stakeholders, applying an instrument to gather information (e.g., questionnaire), and consultation with experts. The difference lies in the methodological rigor and systematic analysis of the information.

Direct research of the labor market is the methodology that is most extensively developed in this publication, since this type of assessment has been used most extensively by IYF for the **entra21** program in Latin America and the Caribbean, and replicated in more than a dozen countries in Africa, the Middle East, and Asia.<sup>6</sup>

To conduct this type of market assessment, we recommend following these six steps:

##### **Step 1: Form an advisory committee**

To guide the assessment design and ensure its quality, a committee should be formed, composed of people skilled in qualitative and quantitative research and experts in labor issues. There is no magic number of entities that should be represented on the committee but we recommend considering the inclusion of stakeholders such as research centers, trade associations, industry groups, employment observatories, unions, and representatives of government entities and public and private training entities.

If a training institute or school does not have the capacity or the expertise to create and manage an advisory committee, it may be advisable to establish more informal contact with some key stakeholders close to the institution who can provide advice and mentoring at certain points in the investigative process.

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<sup>6</sup> IYF. (2012). *Ensuring Demand-Driven Youth Training Programs. How to Conduct an Effective Labor Market Assessment*.  
[http://library.iyfnet.org/sites/default/files/library/Labor\\_Mkt\\_Assess.pdf](http://library.iyfnet.org/sites/default/files/library/Labor_Mkt_Assess.pdf)  
[http://library.iyfnet.org/sites/default/files/library/Labor\\_Mkt\\_Assess\\_ATTACHMENTS2.pdf](http://library.iyfnet.org/sites/default/files/library/Labor_Mkt_Assess_ATTACHMENTS2.pdf)

The main functions of the advisory committee are to:

- Support the design of the assessment, which may include the following activities: definition of objectives and methodologies, definition of secondary information sources, selection of priority sectors, identification of key informants, and selection of firms or professionals to conduct all or part of the research, among others.
- Support the process of convening key informants such as businesses, trade associations, etc. to gather information.
- Help with the field testing of information gathering tools before they are applied more broadly.
- Help identify and/or make contact with the businesses and other key groups to be interviewed.
- Assist with reviewing and validating the findings.
- Advise the organization on how to periodically update the information gathered.
- Provide credibility to the research process in the eyes of third parties.

As with any other committee, it is important to clarify and explain to potential committee members what is expected of them in terms of time, effort, and social or intellectual capital, and the benefit they can expect to obtain from being associated with the assessment. If those asked to join are able to perceive that the committee will generate value for them, they will be more likely to participate. This value may take different forms, such as greater access to talent for their companies, stronger ties to leaders of other sectors, recognition in the media, etc.

### ***Step 2: Define the objectives***

It is very important that all members of the team share a common vision with respect to the purpose and objectives of the assessment.

The objectives of the assessment should:

- Be clear and specific,
- Be achievable given the available resources and time,
- Be directed toward obtaining knowledge, and
- Express the result (or results) that you expect to achieve.

### ***Step 3: Focus on the economic sectors to be studied***

Identify the sectors of the economy (national or local, depending on the scope of the assessment) that have the highest demand in terms of entry-level jobs. Most assessments cannot cover all industries and occupations in the region, so certain sectors should be identified or even better, the sub-sectors of greatest interest. This segmentation enables you to obtain in-depth knowledge about certain companies and identify their challenges and opportunities in terms of hiring. In addition, focusing the assessment makes it more probable that the entity will be able to position itself in relation to employers by providing evidence that it understands the sector and can therefore offer training programs that meet their needs.



In 2013, in Nuevo León, Mexico, the state Secretariat of Economic Development recorded a very large increase in foreign direct investment in the **electricity, gas, and water sector**. After consulting with experts in energy and economic issues, IYF determined that it made sense to research the most important sub-sectors with the energy sector for a youth employment program.

The assessment sought to answer questions such as: Which sub-sector is employing the largest number of technicians? Which sub-sector is paying above average wages for technical jobs? Which sub-sector has the greatest outlook for growth in the short and medium terms? The job vacancies published in the main online job banks such as empleo.gob.mx, OCC Mundial, ZonaJobs, Bumeran, ADECCO and Manpower were analyzed to answer these questions.

From these sources it was possible to verify important data from the years 2011–2013, such as salary, experience, and certifications required and the increase or decrease in vacancies during the period analyzed. The assessment focused on analyzing those positions with above-average salaries as an indicator of the occupations for which employers are particularly interested in obtaining the required talent. The following positions were those with the largest number of openings at a higher salary: electrician, electronics technician, industrial maintenance technician, electromechanical technician, and water plant operator.

After sharing the information with experts, the entity concluded that it was necessary to prioritize **the training of technical personnel for the electricity sub-sector**. It also decided not to focus on the **gas and water sub-sectors** in the short to medium term because they depend on the development of new infrastructure that is not expected to be ready for another decade.

The following questions can help choose the sectors and sub-sectors to be investigated:

- In the area where the entity works, which sectors of the economy are growing and are projected to grow in the short term?
- What information is available about employment in the sector or sub-sector chosen?
- What information is there about requirements, salaries, and type of contracts for the jobs that may be generated?
- What are the employment opportunities, particularly for the occupational levels like operator/technician?
- How relevant is the training currently available in terms of matching opportunities detected for that sub-sector in the short and medium term?

*See Appendix 3: Available information by source*

## Find out



Identifying the sectors to be focused on mainly implies consulting secondary sources. These sources can provide information about the highest-growth sectors and sub-sectors, employment trends, sectors where there are job openings and the occupational areas with the greatest demand.

The use of secondary sources poses the following challenges and limitations:

- It is necessary to verify whether the secondary sources are reliable and whether the information they provide is high-quality and reflects current trends and conditions in the labor market.
- Secondary sources do not usually provide answers to all of the assessment questions.
- The existing information may be from a larger geographical area or may not correspond to the geographic area of interest for the assessment.
- The data may not be disaggregated for the sectors or occupations of interest.
- Employment data rarely differentiates between jobs available to entry-level employees versus those open to all kinds of applicants (unskilled, semiskilled, etc.).
- The data found may not show salary differences between rural and urban areas or large and small cities.

When it is necessary to supplement the data gathered from secondary sources, short interviews with key stakeholders such as businessmen, representatives of business associations, and local government and economic development agencies, can be very helpful.

## GLOSSARY

### **Information sources:**

- These sources are classified as primary and secondary and serve to verify and validate the information.

### **Primary sources:**

- A primary source is one that provides direct or first-hand testimony or evidence about the topic to be investigated. Primary sources include interviews or surveys with key stakeholders.

### **Secondary sources:**

- These are texts or documents that generally come from official organizations or institutions that specialize in gathering and analyzing information about a particular topic that is relevant to the assessment being conducted.

#### **Step 4: Formulate the Research Questions**

Once you have prioritized the sectors and sub-sectors, the next step is to prepare questions to obtain the information needed from primary sources, such as professional associations, private sector chambers, or employers themselves. It is important to use the information already gathered from secondary sources to formulate the most concrete and focused questions possible. For example, if an electricity company has not hired many young people for entry-level positions and the data indicate that there is demand for personnel qualified in installation or maintenance, the interview or survey should be used to better understand the reasons why youth are not being hired for entry-level maintenance technicians.

The following are some generic questions that are usually included in assessments:

- Description of the company: goods and services produced, volume of operations, markets, prospects for growth, etc.
- How does it recruit workers?
- In what types of occupations or jobs does the company lack workers? How many are entry-level and what are qualifications are needed?
- In what types of occupations in its sector is there high turnover?
- How many female employees does the company have? How many young employees does the company have and in what occupations?
- What is the willingness to receive young interns from training programs?
- Do they accept suggestions for the training curriculum?



The Global Sustainable Tourism Council<sup>7</sup> conducted a survey aimed at evaluating the available human resources and understanding the obstacles and difficulties faced by the tourism industry in attracting talent. It also sought to identify the attitudes and perceptions that businesspeople in the tourism sector had of youth as a potential source of labor for the sector.

Based on the analysis of the information obtained in the surveys, training and professional development programs were implemented aimed at the general workforce, but with a special emphasis on youth interested in working in the tourism sector. To learn more about the survey, see Appendix 4.

<sup>7</sup> Partnership for Global Sustainable Tourism Criteria: *Working together for universal adoption of sustainable tourism principles* <http://www.unep.org/pdf/AliazaparaCriteriosMundiales.pdf>

The following are some guidelines for preparing the assessment questions:

- Check that the questions are aligned with the scope and objectives of the assessment.
- Ensure that you choose the most appropriate type of question. For that, keep in mind that:
  - Closed questions are more useful for a large quantity of interviewees. It is easier for interviewees to respond to this type of question because they are given options; this also facilitates the analysis phase since it speeds up the process of recording and interpreting the information.
  - Open questions usually take more time and are more difficult to interpret. However, this type of question generates more detailed and contextualized information.
- Make sure that the questions have a logical sequence.
- Ensure that open questions (if any) promote clear responses. This makes it easier to codify the data in the analysis phase.
- Begin by providing some information about your institution and the purpose of the assessment, how the information will be used, and how to guarantee the confidentiality of the data.
- Have the advisory committee review the questionnaires beforehand to ensure that they are comprehensive, clear, and pertinent.
- Test the questionnaire with a small sample before you apply it to ensure the questions are clear and to calculate the time needed to apply it.

#### ***Step 5: Conduct the assessment***

The information obtained in this phase will be the basic input for informing the design of the training to be offered. For that reason, it is the longest phase and is divided into the follow sub-steps: a) selecting tools; b) identifying the companies to be interviewed; c) data processing and analysis; and d) interpreting and validating the data.

##### a. Selecting the tools to be used

Depending on the scope and objectives of the assessment, you can conduct surveys, interviews (structured or semi-structured), and/or focus groups with key informants from the sectors to be included.

## **Find out**



It is important to keep in mind that the best methodology may not meet the purpose for which it was designed if you do not have people who are able to apply it. In addition, choosing the appropriate people to interview or survey is equally important for obtaining quality, valid information. It is also important to foresee the possibility that companies may consider the information proprietary or confidential and therefore may not be willing to participate.



The following are some basic information-gathering methodologies:

*Interviews:* An interview is defined as a "technique aimed at obtaining information in a verbal, personalized way about experiences and subjective aspects of the informants in relation to the situation being studied."<sup>8</sup>

The following are some options for conducting interviews:

- **Structured:** these are more precise and are aimed at obtaining concrete responses.
- **Semi-structured:** these are more open-ended and oriented toward obtaining a more in-depth level of information.
- **Individually or in groups.**
- **In-person:** these interviews tend to be more effective in establishing strategic relationships between the entity and the companies. In-person interviews can be more costly as they require more time and personnel travel.
- **Virtually:** these can be less costly than in-person interviews but they are much less effective in establishing trust with the interviewee and building ties to employers. Group interviews should not be conducted virtually.

*Surveys:* A survey is an information-gathering technique in which a researcher gathers data via a set of questions aimed at a specific population to learn about their opinions, attitudes, motives, and/or values. Because the questions are presented in an equivalent and uniform way, surveys provide standardized data that can then be analyzed, supporting conclusions in accordance with the objectives of the assessment.

The following are the main methods for applying a survey:

- **Face-to-face:** where an interviewer asks the respondent the questions verbally. The interviewer notes the responses on a sheet of paper or digital medium.
- **Paper-and-pen:** where the respondent completes a questionnaire, recording their responses on the same sheet of paper.
- **By telephone:** where an interviewer asks the respondent the questions verbally by telephone.
- **Online:** where an interviewer sends a questionnaire by email or other online means to the respondent, who then completes it.

More detailed information about how to design and apply a survey may be found at the following links:

[http://ec.europa.eu/europeaid/evaluation/methodology/examples/too\\_qst\\_res\\_es.pdf](http://ec.europa.eu/europeaid/evaluation/methodology/examples/too_qst_res_es.pdf)

<http://www.surveymsoftware.net/sdesign.htm>

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<sup>8</sup> Universidad de Barcelona. (2009). Métodos y técnicas de recogida de información cualitativa. (Methods and techniques for gathering qualitative information).

*Focus group:* This is a group activity in which a moderator or researcher asks questions related to the issue being studied. The moderator's main task is to facilitate the discussion so that it does not stray from the topic. The following are some advantages of a focus group:

- It can generate ideas and opinions that would not arise during an individual interview.
- It is helpful for understanding the level of consensus on an issue.
- It generates information that can help contextualize the qualitative data and shed light on topics such as the dynamics of a sector or sub-sector or hiring trends.

More information on focus groups may be found at

[www.fhumyar.unr.edu.ar/escuelas/3/materiales%20de%20catedras/trabajo%20de%20campo/profesoras.htm](http://www.fhumyar.unr.edu.ar/escuelas/3/materiales%20de%20catedras/trabajo%20de%20campo/profesoras.htm)

b. Identifying the entities to be interviewed or surveyed

Selecting the most appropriate companies and other stakeholders to interview is a factor that determines the quality and reliability of the information in the assessment. With the help of the advisory committee, the entity must determine the number of companies to include in the assessment and the best sources within a sector, sub-sector, or cluster. If the sector or sub-sector is highly organized, there may be a trade association that can provide current, reliable information about the need for qualified workers for a group of companies. In Salvador, Bahía, Brazil, for example, an institute created by the hospitality industry served as a source of information about its members, which included hotels, tourism agencies, and restaurants. In other cases, the sub-sector may not be so organized and so it will be necessary to survey multiple companies to gain a more in-depth understanding of their labor needs.

Once you have a list of institutions and/or companies to be included in the assessment, identify those persons within them who are most knowledgeable about labor needs and hiring practices. In a small company, the appropriate person may be the manager or owner, while in a large company the most appropriate contact may be the person responsible for human resources and/or supervisors from different departments.

c. Data storage and processing

Once the surveys or interviews have been conducted, the next task is to enter the information into a database and process and analyze it. There are different options for storing the information, including a) products such as KeySurvey, Survey Monkey and Salesforce, which any organization can acquire; b) applications such as Excel or Access; and/or c) a database designed especially for the assessment. The last option is often the most expensive and complex and is therefore not recommended because the other two options work well for research of this kind. As for any assessment, it is important to make sure that the information is correctly codified and entered into the database and that there are people trained to detect errors and process the data using Excel, SPSS, STATA, or another statistics package.



### Case 1:

In a project carried out in Uganda, a survey was made of a small number of companies based on interviews with open questions. In this case the software used was Atlas.ti.<sup>9</sup> The team in charge codified the responses according to a "dictionary" that was created specifically for that purpose.

Use of these tools reduced the cost of systematizing the responses and facilitated the analysis of the information. Nevertheless, although the system was considered convenient and easy to use, it was necessary to implement an intensive training program for the people in charge of entering and codifying the data. This training included, in addition to relevant project information (purpose of the survey, scope of the programs aimed at youth), theoretical aspects related to understanding the "dictionary" and technical aspects associated with using the software.

### Case 2:

Under the *entra21* program, the Family and Community Reorientation Center Association (Asociación Centro de Reorientación Familiar y Comunitaria, CREFAC) researched the human resources needed in the metropolitan area of San Salvador in order to justify the need for an employment training program for Salvadoran youth. When the assessment was finished, CREFAC summarized some of the obstacles they had encountered in carrying out the assessment, which included:

- The lack of a database delayed the work of identifying each of the possible companies to be researched.
- Some private sector institutions declined to participate in the assessment, stating that the information requested was private and confidential.
- In some companies it was impossible to find the person who could provide the information. As a result, the surveyors had to leave the survey form at the company and pick it up at a later date. In many cases, they found that the survey form had not been filled out completely.
- Many of the companies participating in the assessment turned in their survey responses up to a week late, which delayed the survey gathering process and affected the overall time line of the assessment.<sup>10</sup>

<sup>9</sup> [http://atlasti.com/wp-content/uploads/2014/07/atlas.ti6\\_brochure\\_2009\\_es.pdf](http://atlasti.com/wp-content/uploads/2014/07/atlas.ti6_brochure_2009_es.pdf)

<sup>10</sup> Asociación Centro de Reorientación Familiar y Comunitaria- CREFAC. (2003). Perfil del Recurso Humano Demandado por el Mercado Laboral en el Área Metropolitana de San Salvador en Tecnologías de la Información. (Profile of Human Resource Required by the Labor Market in the San Salvador Metropolitan Area in Information Technology).

d. Interpreting and validating the findings

Once the information is organized according to the research questions, the analysis phase begins.

The following are some types of analysis questions typically explored:

- What are the most dynamic sectors in the area?
- What types of occupations are in demand and which ones are projected to grow or decline?
- Which occupations are currently in demand that are within reach of young people looking for their first jobs?
- What qualifications are required for candidates for those positions? (ages, educational levels, attitudes, experience, etc.)
- What is the current and/or anticipated volume of workers needed in these occupations?
- What is the quality of employment in that sector? (salary, stability, working conditions, formality, etc.)
- What are the most common personnel selection mechanisms used?
- Are there any occupations that are in demand across several sectors?
- What kind of training is offered in relation to the demand detected?
- Are the occupations identified potentially suitable for interns?

Once the data have been analyzed and some conclusions about demand have been generated, it is important to ask a group of companies to validate your interpretations, so as to better define or improve the services offered. This step should not take much time if the entity has been careful to maintain good relationships and communication with the companies and/or professional associations while carrying out the assessment. As mentioned in other sections of this guide, the market assessment should be envisioned as part of a broader strategy to engage with the private sector and maintain an open and effective dialogue to ensure the relevance and quality of the training.

***Step 6: Continue monitoring and updating the market information***

The labor market is not static and therefore it may undergo unexpected changes. Most employers are unable to predict accurately what the future demand for labor will be. For that reason, training entities must keep their programs aligned with market demand to anticipate its needs and take advantage of the opportunities that arise.

## Find out



Although many organizations do not have the capacity and resources to conduct ongoing labor market assessments, they can design other strategies that enable them to stay abreast of trends in the local economy.

The following are some strategies that can be useful for staying up-to-date on labor demand and opportunities:

- Ensuring that the work of the advisory committee is ongoing so it can provide information about opportunities and trends in the market.
- Taking advantage of the ties between instructors and employers to obtain current information to be used as feedback for training programs.
- Taking advantage of internships as an opportunity to gather information about employer requirements. It is important that the entity's staff have the requisite forms for collecting employer feedback.
- In the course of providing job placement services, finding out whether the training provided is relevant to the needs of employers. Calling human resources directors or applying satisfaction surveys are activities that training entities can use to "measure the value" of the work readiness services they are providing.
- Taking advantage of program evaluations to investigate the needs of employers and listen to their recommendations with regard to improving training.
- Maintaining ties with key stakeholders who are participating in the assessment. Attending sector events and forums and, if possible, participating in groups or associations to which they belong.
- Tracking developments and opportunities in economic sectors through magazines and specialized publications.

See Appendix 5: Research Scheme Proposal. CINTERFOR.

## Find out



### *Time frames for market assessments*

Institutions that undertake these types of assessments should define the time frame for the results. In other words, they should determine whether they are looking for results on occupational trends in the short, medium, or long term and also understand that the validity of those results will depend on the occupational families researched. In the new technologies sector, a medium-term assessment will become outdated faster than an assessment of the retail sector, for example.

## TYPE 5: SITUATIONAL ANALYSES OF JOB SKILLS

One way of identifying the occupational profiles for a particular business sector is through a process of identifying job-related competencies. This needs to be done in concert with businesses or business-related organizations from that sector who need to define the profile or characteristics for a particular occupational category. Competenciis describe the knowledge, skills and attitudes required to perform a job well and should be adjusted as technology and needs change.

The vast majority of Latin American institutions that are involved in workforce training and education have made progress in using competency-based training systems by working hand-in-hand with employers and the state entities responsible for employment training. In addition, many companies in the region have defined the competencies they require through a process of mapping the competencies required for each position, the indicators for each competency so that they can develop improvement plans for their employees.



The Amplía<sup>11</sup> project, created to improve the skills of entities that offer employment training in Chile, proposes a useful methodology for countries and institutions applying a training approach based on competencies. This methodology includes the following steps:

- Consulting information sources about the labor market situation.
- Analyzing the sociocultural and economic environment.
- Identifying and characterizing companies.
- Gathering and analyzing information about business demand for labor.

It followed the AMOD method, a variation of the Developing a Curriculum (or DACUM) methodology, which is characterized by establishing a strong relationship between the competencies and sub-competencies which are used to define training content and evaluate learning.

## Find out



The AMOD method is an agile and simple method for identifying work competencies for developing a curriculum and seeks to connect competencies with training and assessment. This methodology is so flexible and open that it can be adapted to the specific needs of training institutions. Its basic principle is that the expert worker can best express the competencies required for a certain position or function.

Implementation of the AMOD method requires a certain level of experience and it is best if a facilitator who is experienced in using the method guides the process. If a facilitator is not available, you can find more in-depth information on the Internet.

See Appendix 6: *Determining Training Needs and Course Design: Workshop on Applying the AMOD Method.*

<sup>11</sup> <http://www.finnes.cl/amplia.html>

Each type of market assessment has different advantages and disadvantages, which are summarized in the following chart<sup>12</sup>.

Type of assessment	Advantages	Disadvantages
<b>Rapid consultations</b>	<ul style="list-style-type: none"> <li>• Useful when only limited resources are available.</li> <li>• Low cost.</li> <li>• Facilitate taking the pulse of the market.</li> <li>• Facilitate identification of job openings in the short term.</li> <li>• Helpful for making adjustments to curricula being used in training processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Less investigative rigor. Do not provide the entity with a more strategic vision of trends and opportunities in the environment.</li> </ul>
<b>Applying organizational "intelligence" procedures</b>	<ul style="list-style-type: none"> <li>• Useful when only limited resources are available.</li> <li>• Low cost.</li> <li>• Facilitate taking the pulse of the market.</li> <li>• Help to create and strengthen ties to market stakeholders.</li> <li>• Helpful for making adjustments to the curricula being used in training processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Less investigative rigor. Do not provide the entity with a more strategic vision of trends and opportunities in the environment.</li> </ul>
<b>Surveys</b>	<ul style="list-style-type: none"> <li>• Do not require a great deal of research expertise.</li> <li>• Can be conducted with internal resources or combined with external resources.</li> <li>• Low cost.</li> <li>• Require little time (about 1 month).</li> <li>• Provide access to current information.</li> </ul>	<ul style="list-style-type: none"> <li>• High dependence on the knowledge of those persons consulted.</li> <li>• Require that the entity possesses knowledge about sectors of the economy experiencing growth.</li> </ul>
<b>Direct research on the labor market</b>	<ul style="list-style-type: none"> <li>• Greater research rigor and therefore data of higher quality and scope.</li> <li>• Offers greater impartiality to avoid getting boxed into a specific approach or sector.</li> <li>• Contributes knowledge that is held exclusively by the entity that conducts the assessment.</li> <li>• Useful when there are no occupational outlook or trend studies available for strategic sectors of the economy.</li> <li>• Enables the entity to deepen ties to strategic sectors.</li> <li>• Includes validation of the conclusions by employers.</li> </ul>	<ul style="list-style-type: none"> <li>• Medium cost.</li> <li>• Requires internal know-how and/or hiring of experts.</li> <li>• Takes at least 3 months to conduct, on average.</li> <li>• Hiring external researchers may limit the opportunity to install that capacity within the organization.</li> </ul>
<b>Situational analyses of job skills</b>	<ul style="list-style-type: none"> <li>• Useful when there are no occupational outlook or trend studies available for strategic sectors of the economy.</li> <li>• Enable construction of a profile of competencies for specific groups of occupations.</li> <li>• Allow for validating curricula with businesspeople.</li> </ul>	<ul style="list-style-type: none"> <li>• Require that the entity has knowledge and a track record in competency-based training with its respective standards.</li> <li>• Especially useful for entities that are responsible for certifying competencies.</li> <li>• Applicable to current demand, but do not address trends in the medium and long term.</li> </ul>

<sup>12</sup> Adapted from the publication, International Youth Foundation. (2006). *Estudios y Reflexiones No. 3 Análisis del Mercado Laboral: Un resumen de las prácticas utilizadas por 15 proyectos entra21.* (Studies and Reflections No. 3 Labor Market Analysis: A summary of practices used by 15 entra21 projects.)



Other  
Voices

Fundación Chile created a methodology that complements the information from any type of labor market assessment. Under this methodology, specific information is gathered about job profiles that can be translated into a modular training program. The manual they created describes a methodology for identifying, in the productive structure, those occupations that represent employment opportunities and a practical method for preparing the respective job data sheets.

The occupational profiles result from quantitative and qualitative analysis of the economic sectors with the highest index of employment absorption in Chile's metropolitan region. This analysis is based on interviews with key informants in each sector (to identify occupations within those sectors) and people in the occupation (to determine the critical information).

This methodology generates information based on the competencies required by the business sector in which each occupation is performed and has the following objectives:

- Reducing information asymmetries in regard to the labor market.
- Aligning the range of educational courses with the needs of the business sector.
- Providing guidance on the characteristics of the labor market, its occupations, and the training required to successfully perform in those positions.

The methodology is based on a competency-based training approach. For more information, see the Occupational Definition Manual<sup>13</sup>.

*See Appendix 7: Example of occupation descriptions and job data sheets.*

## **Labor market assessments with the gender perspective**

Some programs oriented toward improving youth employability are focused particularly on overcoming the barriers that prevent certain segments of the youth population from obtaining direct access to the labor market. In the region, young women have had low levels of economic participation and employment rates below their male peers and therefore it is important to consider different ways of incorporating a gender perspective into market assessments, such as:

- Including women on the assessment design committee.
- Ensuring that both female and male businesspeople are interviewed.
- Hosting gender-based focus groups to obtain an in-depth understanding of the interests, barriers, and opportunities for women in the labor market.
- Guaranteeing that the methodologies and tools allow for understanding the specific needs and challenges of young women in getting access to the job vacancies identified.
- Analyzing existing employment data to identify the jobs that are most frequently occupied by women and the corresponding salary levels. This information can be useful in understanding where there have been

<sup>13</sup> [http://archivo.presidencia.gub.uy/\\_web/decretos/2009/11/Manual\\_mayo2009.pdf](http://archivo.presidencia.gub.uy/_web/decretos/2009/11/Manual_mayo2009.pdf)



opportunities for women that offer higher pay as well as the employment opportunities that have been least accessible to women. As sub-sectors with attractive opportunities for women are identified, interviews with women in positions of leadership can be used to gather qualitative information about their professional histories, how they were able to climb the career ladder, key certifications, and common challenges.

## Find out



According to the NEO initiative, achieving gender equity requires incorporating specific measures that compensate for the historical and social disadvantages that affect women. The following are some of these measures:

- Making available resources and offering benefits that reduce the gaps that exist between women and men.
- Increasing the participation and employment of women.
- Reducing existing differences in income from employment and informal work.
- Improving options, compensation, and the quality of work for women.
- Ensuring equitable access to social protection benefits.
- Carrying out educational campaigns aimed at employers to generate awareness about the importance of equitable hiring of both genders.

### **Example 1:**

In order to identify competencies from a gender perspective, the FORMUJER program developed a project with technical cooperation from the Graphic Industry Cluster of the National Learning Institute (Instituto Nacional de Aprendizaje, or INA) in Costa Rica. With this program, FORMUJER proposed, among other things, to open a pathway and use innovative instruments and methodologies to update and revise curriculum developments and include in them the needs and aspects specific to women and men, raising the visibility of the contributions of both genders in performing their functions.

#### **Source:**

<http://www.ilo.int/public/spanish/region/ampro/cinterfor/temas/gender/formujer/cosrica/amod.pdf>

### **Example 2:**

The informational document "Propuestas para la Transversalización de Género en las Políticas Laborales y de Empleo" (Proposals for Mainstreaming Gender in Labor and Employment Policies), published in 2007 by the Inter-American Council for Integral Development of the OAS, summarizes the current state of inclusion of the gender perspective in labor policies and the strategic lines for strengthening Labor Ministries in promoting equality between women and men.

#### **Source:**

[http://www.sedi.oas.org/ddse/documentos/rial/Inf1%20\(Genero\).pdf](http://www.sedi.oas.org/ddse/documentos/rial/Inf1%20(Genero).pdf)



## CHAPTER 3

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# Making the Connection Between Training and the Labor Market



***"Making an adequate link between the training available and the demand for human resources is the greatest challenge in all job training processes. The complex engineering required to bring together two universes that traditionally follow separate and sometimes even disconnected paths requires taking a journey in which it is necessary to identify interests, forge agreements, find common ground and in many cases, be persuasive."***

— CINTERFOR

## Things to Consider

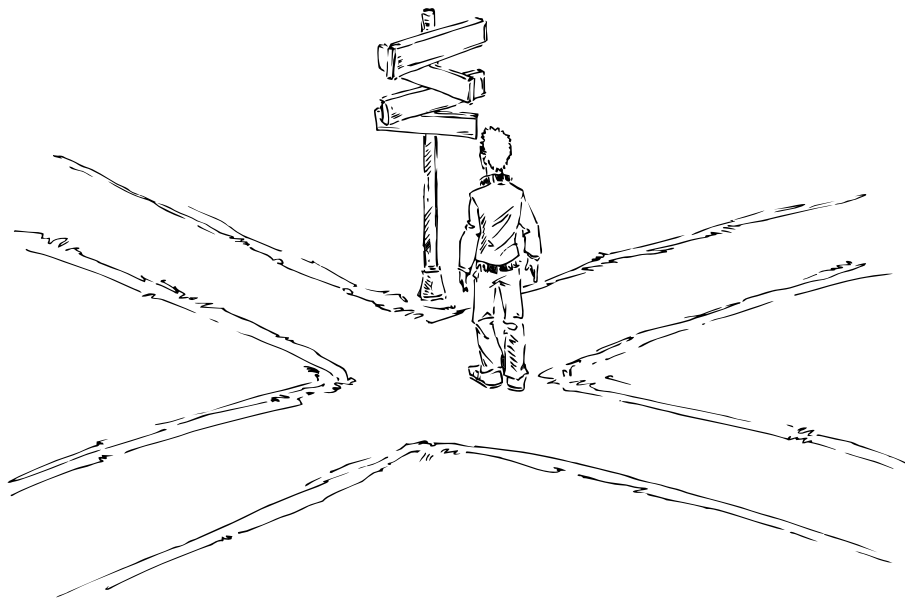
Merely understanding the needs of the market and having information about high-demand occupations or occupations with insufficient labor supply does not automatically mean that a school or training program is ready to begin designing new curricula or assessment plans. Before responding to a labor market assessment, we recommend that any training provider deal with other equally important challenges, such as:

***Analyzing the implications for the institution trying to meet the demand/s identified.*** This involves analyzing the institutional capacity of the institution and implies asking whether the entity is prepared to offer training in line with the demand identified. The following are the types of questions to be asked:

- Whether the training offering is new for the entity or represents the reformulation and adaptation of an existing curriculum.
- Does the entity have expertise and experience in the area of demand?
- Are there any legal restrictions to providing training in the area required?
- Does the entity have the required infrastructure: classrooms, laboratories, technology, tools, inputs, and human resources?
- Does it have the financial resources for any accommodations or acquisitions that are necessary?
- Is the entity sure that it has the necessary funds to sustain the training offered and that it will not have to make trainers redundant or underutilize the infrastructure acquired?
- Does the entity have instructors with the competencies or knowledge required or will it be able to easily find instructors locally?
- Does the entity have the capacity to offer the type of certification required?

***Implementing a process to analyze the external environment and determine if, how, when, and with what resources the entity will address the demand identified.*** The following aspects should be considered:

- **Volume:** Be careful not to saturate the market by training more people than the market can absorb. See Appendix 8: Analysis of Occupations with Over- and Undersupply of Labor
- **Other training available:** Know which other entities are training human resources for those occupations or trades in order to adjust the training offered to suit the environment.
- **Timeliness and quality:** Take into account when companies will need to fill their job vacancies in order to ensure that the youth are prepared with the time frame. In addition to determining the time factor, it is important to confirm whether the type of jobs for which businesses are or will be hiring will be appealing to youth. If the types of jobs are low wage and have limited opportunities for advancement, there may be less incentive to invest in the design of new curricula and training of instructors.



Once these considerations are resolved satisfactorily, the labor market information obtained from the assessment can be used to design new or adapt existing curricula and build links with employers in all phases of the training program.

## GLOSSARY

### Terms related to designing a new training course:

**Curriculum design:** An activity carried out to organize the curriculum or training program and the respective modules, so that they respond to the training demand and needs of the business sector and the goals and objectives of the organization or school. It includes defining the basic structure of the training units, pedagogical strategies, and the learning environments required for carrying out the training processes.

**Curriculum structure:** Organized set of lessons or training modules classified by the institution as cross-cutting or specific, and which can be certified as meeting the training requirements identified by the industrial and social sectors.

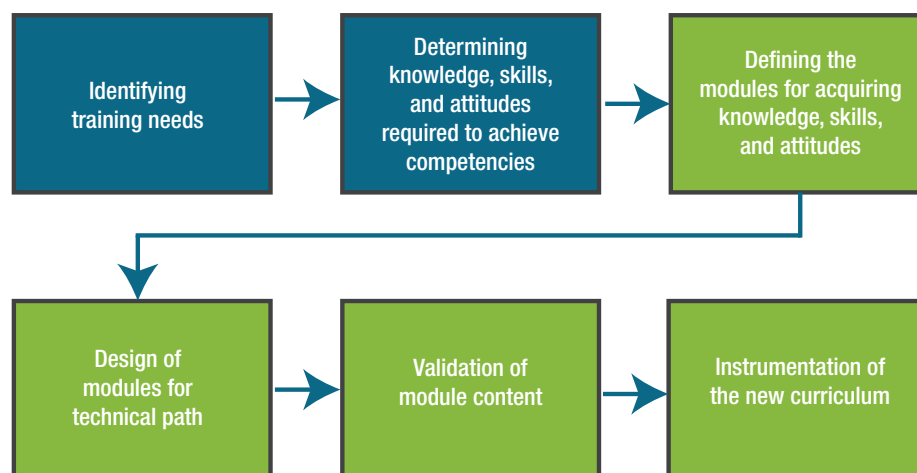
**Competency unit:** The knowledge, skills, and attitudes that a person must be capable of performing and applying in different work situations. In general, these are determined based on a functional map and include the breakdown of the key activities that the person must be capable of performing to achieve some results: performance criteria, associated behaviors that explain and exemplify the pertinent behavioral competencies to carry out the activities, the knowledge that the student must have in determined disciplines to competently perform the activities, and the relevant cognitive, psychomotor, and psychosocial skills for performing the activity.

**Training modules or units:** Learning blocks that address one or more competency units or productive dimensions in a global way, comprehensively encompassing technological knowledge, technical skills, and attitudes. Because they are structured as units, they can be developed in different combinations and sequences.

**Source:** Educacion Técnica y Tecnológica Para la Competitividad (Technical and Technological Education for Competitiveness)

[www.mineducacion.gov.co/1621/articles-176787\\_archivo\\_pdf.pdf](http://www.mineducacion.gov.co/1621/articles-176787_archivo_pdf.pdf)

The following graphic is a description of a basic process that an employment training entity can carry out to design a technical course and the respective learning modules based on the intelligence obtained through a market assessment. We recommend involving representatives from the private sector in all phases to the extent possible to ensure that the new offering is aligned with the demands of that sector. In addition, employers are more likely to support a training program by providing resources, internships, and/or interviews for job openings. For more information about design processes, please consult the Manual for Designing Curricula and Training Modules to Develop Competencies in Integral Training published by the National Learning Service (Servicio Nacional de Aprendizaje, SENA) of Colombia: [http://www.oitcinterfor.org/sites/default/files/edit/docref/manual\\_discurricular.pdf](http://www.oitcinterfor.org/sites/default/files/edit/docref/manual_discurricular.pdf)



**Identifying training needs based on the market assessment:** Create a list of the highest priority training areas based on unmet need and the occupational categories/positions in greatest demand that the training entity considers most relevant and within the scope of its mission, legal mandate, priorities, etc.

**Determine what knowledge, skills, and attitudes are required, depending on the areas identified in the first stage.** Among the types of information that are relevant for this stage are: a) the competencies and levels for each competency; b) the level of education required to enter the training program; c) time needed, in hours and weeks, to develop the competencies; d) time horizon that the entity must take into account in its design process; e) identification of equipment, technology, and other inputs.

**Design of the modules (stages 3 and 4):** Taking into account all the information gathered and organized in the previous stages, the focus of this stage is to define the title of the module, the competency standard, the development diagram, the learning units, the learning results, the training method, the methodological planning, the evaluation criteria, evidence of learning, the evaluation technique and instruments, time periods, the instructor profile, and the learning guides. Usually curriculum design experts lead the process at this stage, but wherever possible we recommend involving representatives from the corresponding business sectors, who can provide specific information about competency levels and use of certain technologies, and even design simulations to equip the youth for the labor market.

**Validation of the content:** This is the stage where the new course is designed and it is time to submit the proposed curriculum to the authorities in charge of formally reviewing it to determine whether it meets all the criteria established to create a new course and/or reformulate an existing one. Once again, depending on the institution, it may be very useful in terms of relationships as well as quality to involve a representative from the industry for which the course is being designed in this validation process. It is advisable to prepare a list of their suggestions in order to make subsequent adjustments to the structure and content of the modules.

**Delivery of the new curriculum:** This refers to the steps that are needed to ensure the quality of the curriculum that has been developed based on good market data. This includes training the instructors (preferably in partnership with companies), preparing the evaluation instruments, choosing and/or developing teaching materials, making any administrative adjustments, and acquiring or adapting the physical facilities.

It can also be very valuable to organize orientation sessions with youth and their parents to make them aware of how the curriculum was developed and the employment potential once the youth receive their certification.

## Effective Collaboration with the Private Sector

There is a great deal of literature on the importance of forging collaborative relationships between those offering professional training and the private sector, the main generator of jobs.<sup>14</sup> Chapters 1 and 2 of the Guide address the importance of taking advantage of the market assessment, regardless of the type, to increase the training entity's network of contacts with companies of all sizes. When the assessment is completed, training entities should continue to cultivate good relations during the entire training and placement cycle. The list below describes different ways in which a partner from the private sector can be involved:

- During the training process, it can arrange guided visits to work sites.
- It can provide training as a guest lecturer or help youth with their interviewing skills.
- It can help review and update the training curricula periodically.
- It can facilitate opportunities for youth to participate in internships.
- By serving as mentors to the youth.
- By participating in the entity's committees to advise and follow up on the training program strategies.
- By providing resources for the programs and/or facilitating access to other resources.
- By promoting the training program with other companies and stakeholders in the private and public sectors.

For training entities it is important to bear in mind some principles for successfully cultivating and maintaining relationships of trust with partners from the private sector. The following principles or guidelines are the result of lessons learned in the implementation of programs to promote the employability of disadvantaged youth in Latin America and the Caribbean and can be particularly useful for those entities that have little or no experience in creating and cultivating links to the private sector. For training entities that already have institutional arrangements such as company-entity coordination committees and/or that have been collaborating for many years with the private sector, it is always good to revisit existing practices to identify how collaborative relationships can be improved and/or expanded.

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<sup>14</sup> M. Busso; M. Bassi; S. Urzúa; J. Vargas. (2012). *Disconnected: Skills, Education and Employment in Latin America*. IDB

## PRINCIPLES FOR FORGING WIN-WIN RELATIONSHIPS

### **Planning public relations**

From starting the research process to offering training and job placement services to youth, it is important to consider the costs of managing and maintaining relationships with potential employers. These costs may include hiring a person who is dedicated to this task, designing and distributing promotional materials (print or audiovisual), organizing academic and social events, creating databases, and systematizing information. It is important to stress that the people in charge of managing this area should have the skills and abilities for effective interaction with employers.

### **An excellent training "product" is the best letter of introduction**

Offering a quality program that meets the needs and interests of youth and employers generates what we can call a "good product." In other words, well-trained and motivated youth with the competencies and skills required by employers. This benefits all parties because youth find the opportunities they otherwise wouldn't have, employers speed up their personnel search, selection, and training processes and the training entity positions its programs and earns credibility with other employers.

### **Know your institutional strengths well**

In addition to ensuring that your entity offers quality training, it is important for all personnel who have contact with the companies to have a good understanding of the training program's value. This may sound quite obvious but when it is time to present your offering to companies or other stakeholders it is essential to identify areas of mutual interest and the potential of the entity.



As part of the *Rutas* program, a cluster or grouping of automotive companies in Mexico had identified unsatisfied demand for technical personnel to work on high-frequency motors. In the opinion of the planning team, there were no entities in the area that could create a talent pipeline to meet the demand for labor. Part of the problem was that a network of training entities was incapable of undertaking a sufficiently comprehensive inventory of its existing infrastructure to be able to explain to the cluster how they could collaborate with them to create that pipeline.



*"Those who have negotiated with companies know that to achieve an effective coordination of interests, you have to leave aside reasons related to goodwill or social interest as a point of agreement. True and effective linking is only possible when you clearly consider the results and benefits for both parties."*

— CINTERFOR

### **One-to-one relationships are key**

Successful partnerships start with one-to-one relationships with key people; these allies can be new contacts or people with whom you have had some sort of relationship. Employer associations, chambers of commerce, or industry associations have proven to be a good entry point for achieving a significant number of new contacts.

### **Effectively promoting the entity's work**

It is important to have a suitable communication plan that carries the key messages to the selected audiences and makes good use of promotional materials. This communication plan also includes designing promotion and visibility strategies for the training programs: strategic visits and meetings, participation in meetings with businesspeople, business events and fairs, etc.

### **Being prepared to "close the deal"**

This means having a clear idea of what the entity expects from the businessperson, as well as what the businessperson expects of the entity. Very often the lack of clarity in the parties' goals and objectives can hinder the ability to close a deal and affect the credibility of the entity for future projects.

### **Research laws and incentives that can facilitate ties with the private sector.**

Before meeting with potential partners, it is helpful for the training entity to know the legal requirements for internships and hiring youth. In addition, the entity should be familiar with any incentives that exist for employers who hire disadvantaged youth for jobs or internships.

### **Identify the standards or certifications that are valuable to companies**

This information can be used to supplement the information gathered through the assessment and help define the learning objectives for a curriculum or training program.

### **Regular following up is important to maintaining the relationship**

To maintain effective relationships with partners from the business world it is important to keep the lines of communication open and follow up on the performance of youth during their internships and while on-the-job.

Part of maintaining open lines of communication is knowing the terminology used by the company. This implies listening to suggestions and recommendations from employers and keeping in mind that the relationship with a business partner does not necessarily end when the youth are hired by the company. It requires good relationship management so that the next time the school or institution needs information or some other support from the company, the relationship is still active.

### **Make commitments you can keep**

Identifying what businesspeople need and offering solutions for them is a good way to cultivate relationships with the private sector. Nevertheless, if the entity makes commitments without considering the available time and resources, it runs the risk of failing to fulfill the agreement and irrevocably damaging the relationship. It is important that training entities do not take on commitments that exceed their capacity to respond or that are not part of the institution's mission or core competence.

To maintain a relationship of trust and collaboration with employers, it is essential to provide a "product" of quality, that is to say human resources with the personal and technical competencies that employers need.

### **Other Voices**

#### **Example 1: An experience of collaboration between an NGO and the private sector.**

A Brazilian NGO, the Hospitality Institute (Instituto Hospitalidade, IH) was able to include private firms in an initiative to train disadvantaged youth for employment in the tourism sector. Using competency standards established by the tourism industry, the IH designed the curriculum and presented its program as a solution for the companies, not as a corporate social responsibility activity. This was achieved through ongoing improvement of the course content. To ensure that the training was relevant and aligned with the needs of the beneficiaries, it was crucial to listen to the recommendations and suggestions of both employers and youth. These included:

Providing training in life skills and topics such as personal presentation and communication skills that would help the youth to make a good impression and successfully interact with their colleagues.

Training mentors in the companies to support the youth during their internships.

Pre-selecting the candidates who best met the specific requirements of a job vacancy or a certain company.

#### **Source:**

[http://library.iyfnet.org/sites/default/files/library/entra21\\_SerieAprendizaje\\_1.pdf](http://library.iyfnet.org/sites/default/files/library/entra21_SerieAprendizaje_1.pdf)



### **Example 2: The case of the Economic Development Agency (ADEC) of the city of Córdoba, Argentina.**

Convinced of the need to improve employability strategies for the local area, the Economic Development Agency of the city of Córdoba, Argentina, comprising 40 partners, including the leading business chambers in the region, decided to call on a broad group of key stakeholders made up of more than 140 companies, NGOs, and training entities to design and implement the *entra21* project.

ADEC started the process with a survey of its members to identify those industries who were most likely to hire entry-level workers of the same profile as youth being recruited by the *entra21* project. This assessment served as the basis for designing the training curriculum, guaranteeing that the courses offered would respond to the needs of the market. Next, it launched an extensive promotional campaign that included electronic newsletters, a website and other media directed specifically to the chambers of commerce and business associations, among others. ADEC made presentations to these institutions and distributed newsletters and brochures, and also publicized the project in business newsletters.

With a clearer idea of the demand for human resources, ADEC began making individual visits to companies to present its training courses. It then followed up by telephone and obtained commitments for providing internships to youth participating in the project.

But the work did not end there. ADEC maintained communication with these companies during the 4-month internship period to guarantee that the companies were satisfied and to ensure that the youth had sufficient support to conclude their internships successfully. In those cases where an internship led to a job, ADEC stayed in constant communication with the company.

**Source:** <http://library.iyfnet.org/sites/default/files/library/FieldNotes13BizSector.pdf>

## **Other options for collaboration**

### **Personalized training**

There are successful examples of effective partnerships between a training entity and a company that join together to design a curriculum or course tailored to the company. The training provider or school's credibility is usually a determining factor in its ability to forge and implement this type of collaboration successfully. In other words, the entity has been able to successfully uphold the principles presented earlier in this chapter and is well positioned in the labor market. In this form of joint working, the company provides information about its needs in terms of job openings of greatest interest and the entity uses this information to design a course. This form of joint working generates a double outcome. First, it responds to market signals for providing adequate training programs and second, it also connects youth to real opportunities offered in the area. Successful performance by the entity is based on two fundamental elements: knowledge of the dynamic and language of the business world and the profile of the youth who graduate. To learn about an example of joint working see Appendix 9.



### **Example 1: Collaboration between Conalep Nuevo León – Ternium México**

This partnership was formed between the steel manufacturing company Ternium, which has approximately 9,000 employees in the region, and a network of technical schools in Monterrey, Mexico, known as the National Schools of Technical-Professional Education (Colegio Nacionales de Educación Profesional Técnica, CONALEP) of the state of Nuevo León. This alliance has generated a true win-win situation for the two organizations. They worked together on the design, development, and implementation of a 265-hour training program in basic industrial electromechanics.

The objective was to develop content that was relevant to the needs of this industry and to provide training in the classroom that was previously provided in the companies themselves. They jointly designed the competency matrices for the positions in accordance with the standards required by Ternium.

The partnership was consolidated by the presence of Ternium on the board of directors of Conalep NL, which contributed to the pertinence and evaluation of the courses offered by CONALEP. Ternium has become an allied entity that provides advice and consultation that strengthens the mechanisms and strategies used by CONALEP to achieve its objectives.

### **Example 2: Walmart Brazil and Instituto Aliança Partnership**

#### ***The case of an employment training program for youth in Brazil.***

Another example of a tailored design is from Brazil, where the Instituto Walmart Brasil, the philanthropic arm of that company, and other representatives of the retail sector joined with an NGO, Instituto Aliança, to integrate sales-related skills into an existing curriculum. This way, the intelligence possessed by companies, led by Walmart, about the realities of sales operations informed the design of a curriculum that includes competencies in sales, ICT, and socio-emotional intelligence. The curriculum has been "exported" to Argentina, Chile and Mexico, where retail companies and trade associations have validated its content.

#### **More information:**

[http://library.iyfn.net/sites/default/files/library/Entra21\\_notas\\_Walmart\\_ESP.pdf](http://library.iyfn.net/sites/default/files/library/Entra21_notas_Walmart_ESP.pdf)

Other  
Voices

**Example 3: Business Initiative for Technical Education (Iniciativa Empresarial para la Educación Técnica, IEET)**

This is a project that seeks to improve the quality of technical secondary education in the Dominican Republic through a partnership with private companies that offer evaluation and qualification of instructors, creation of a curriculum framework based on the existing demand, the review of teaching material, and equipping of classroom and workshops.

The pilot phase of this initiative was developed by a Dominican company, Compañía Implementos y Maquinarias S.A (IMCA), with advise from a U.S.-based nonprofit organization, the Center for Occupational Research and Development (CORD).

Starting in 2006, the technical high school, Politécnico Loyola de San Cristóbal, received technical assistance in the creation of a curriculum in internal combustion that would prepare students for jobs in metal mechanics. After the model was tested, IMCA implemented the ABC Workshop (Accelerated Basic Courses, developed by Caterpillar) in the school, with an investment close to USD 1 million. This workshop offers courses on safe use of hand tools as well as power tools, extraction and hoisting tools; precision measurements; general maintenance procedures; computer operation; power train; technical English; hydraulic and electronic motor systems; customer service, etc.

As of April 2014, after running 14 classes, the program had produced 121 graduate technicians, of whom 41 work for IMCA and about 77 work for mining companies in the region. According to data from the company, the on-site training program was reduced from 18 months to 3 months, repair costs declined, and the gross margin of the company increased by more than 10%.

**More information:**

<http://www.ieet.org.do/es/dequetrata.asp>





# APPENDICES

## Appendix 1: Areas and questions to explore in labor market assessments

The following table will help you decide which topics and questions to include in the research tools, such as surveys, interview guides, focus groups, etc.

Areas and topics to explore	Questions to ask	What are the key questions to ask in your assessment?
<b>Demand for local labor</b>	<ul style="list-style-type: none"> <li>• Which sectors, sub-sectors, or clusters are growing?</li> <li>• Which sectors or sub-sectors have the greatest demand for labor?</li> <li>• What are the hiring projections for specific employers?</li> <li>• For what occupations and where will new jobs be created?</li> <li>• Which sectors have the greatest potential to hire youth or provide entry-level jobs?</li> </ul>	
<b>Characteristics of the focus companies</b>	<ul style="list-style-type: none"> <li>• What is the size of the companies in terms of annual sales?</li> <li>• Where are they geographically located?</li> <li>• What is the total number of employees?</li> <li>• What is the number of entry-level positions?</li> <li>• How many are technicians, operators, or higher?</li> <li>• What is their growth record?</li> <li>• What is their competitive advantage?</li> <li>• What is their current level of hiring?</li> <li>• How many job openings do they currently have?</li> <li>• Which positions are most difficult to fill?</li> <li>• Which occupational areas have the greatest demand?</li> <li>• What are the mechanisms through which these sectors hire personnel?</li> <li>• What other criteria besides education, training and previous work history are used in hiring decisions?</li> <li>• * Turnover levels in the company for the openings most commonly filled by young workers</li> </ul>	
<b>Job profiles</b>	<ul style="list-style-type: none"> <li>• What is the set of skills and competencies required for certain occupations (including technical, academic, and employment skills)?</li> <li>• What is the level of formal education and experience required?</li> <li>• Which personality traits are preferred?</li> <li>• Are there selection criteria based on psychometric tests?</li> <li>• Is some kind of certification required?</li> </ul>	

Areas and topics to explore	Questions to ask	What are the key questions to ask in your assessment?
Quality of the jobs	<ul style="list-style-type: none"> <li>• Are the jobs available "appropriate" for the youth we serve?</li> <li>• What are the entry-level salaries?</li> <li>• Do they provide benefits?</li> <li>• Are the working conditions stable?</li> <li>• Are the working conditions safe?</li> <li>• Are there differences in hiring of women?</li> <li>• Are there differences in hiring of youth?</li> </ul>	
Quantity and quality of the current educational offerings in the region	<ul style="list-style-type: none"> <li>• Is there installed capacity in the local area or region to respond to the training needs identified to fill the available job openings?</li> <li>• Do employers have training programs in their companies?</li> <li>• If they do have training programs, what is the average training time?</li> </ul>	
Compatibility with the profile of the target youth	<p>Perceptions are central to research in this area. Therefore, it is important to investigate aspects such as cultural or social barriers to employing youth because of their background, race, gender, and economic and social circumstances, etc.</p> <ul style="list-style-type: none"> <li>• What concerns you about hiring youth? Or about hiring women?</li> <li>• Have you had any experience with hiring youth? Have you hired women?</li> <li>• What perceptions to you have about their skills or challenges for employment?</li> <li>• Are you currently doing anything in particular to promote the hiring of youth or women?</li> <li>• Is this a sector in which being young or being female could be a comparative advantage or disadvantage?</li> <li>• Are businesspeople in the sector willing to hire youth and/or women?</li> </ul>	
Challenges for the competitiveness of companies	Includes topics such as personnel recruitment and retention, demand for new technologies and processes, efficiency, quality of services or products, among others.	
Important competitive challenges for a sector or region	Includes aspects such as: regulatory frameworks and market legislation, public and private investments, issues related to the value chain, logistics and prices, among others.	

**Note:** the areas to be included are defined according to the scope and objectives of the assessment. It is important to take into account the time and resources and whether there is information available in that area.



## Appendix 2: Survey question examples

### Introduction

<b>Location and date</b>	
<b>Objective of the survey</b>	Investigate training and employment opportunities for youth
<b>Information about the entity conducting the assessment</b>	Name: Address: Telephone:
<b>Social scope of the project</b>	
<b>Name and contact information of the person applying the survey</b>	

### Information about the interviewee and the organization

<b>Name and last name of the interviewee</b>	
<b>Company where they work</b>	
<b>Position</b>	
<b>Line of business or sector</b>	
<b>Contact:</b>	

### *Survey of unmet needs with respect to the professional profile of youth hired for their first job.*

- What positions exist or will exist in the short term that can be occupied by youth who are currently unemployed or seeking their first job?
- What positions will be offered in the next 3 to 5 years that could be occupied by youth?
- For which areas, sectors, or positions are they or will they be hired?
- Are these areas, sectors, and positions considered "entry points" to the organization?
- What are the entry-level jobs in the organization?
- What does this company expect from the youth who apply to a position?
- Research the company's expectations in the following dimensions:
  - Basic skills and conduct.
  - Technical knowledge.
  - Entrepreneurial attitudes.
  - Personal attitudes.

- What percentage of applicants do not reflect the level required by the company in a recruitment process?
- What are the main deficits found by the interviewee among applicants?
- Why does he/she think those deficits exist?
- What changes in the professional profile would a young person face if they apply for a position in this organization in the next 3 to 5 years?
- If there were a training program for young people, what should its central components be?

***Survey the reasons why young people don't succeed in their first job***

- What are the most common reasons why young people hired by this organization are let go or quit?
- What characteristics should a young person have to be successful (develop a career) with this organization?

***Survey of work internships***

- Does the organization have any agreements regarding internships for young people who are looking for their first job?
- Under what conditions? For instance, paid, as an "apprentice," or some other arrangement?
- Why have these results occurred?
- Why not? (explore more to determine whether they have a good understanding of internships).
- Does the organization have a formal internship program?
- If the answer is yes: What does the program consist of? If the answer is no: Would he/she be interested in implementing an organized internship program?
- What are the opinions within the organization regarding internships? Are there any concerns or risks associated with internships?
- Could internships serve as entry points into this company?
- What experiences have they had hiring interns?
- What characteristics should a training program (with a curriculum component and an internship component) for young people have such that this company would be interested in entering into an internship agreement?
- Are they familiar with the Law on First Employment? If the answer is yes, does it provide an incentive for the company to hire young people? Why? What would they expect from the First Employment Law?

***Survey of perceptions of the role of companies in relation to unemployment***

- In his/her judgment, what role should private companies play in addressing the issue of youth unemployment in particular?
- What would you they be willing to do to reduce the problem of unemployment among young people?

***Survey regarding employment trends***

In his/her opinion, not including his/her company, which sectors will supply the most jobs in the coming years? (Explore what they know about growth plans or new companies). The purpose of this question is to contribute additional information that will be requested specifically from key informants in chambers of commerce or business associations.

**Note:** when relevant it is important to ask specifically about opportunities or barriers for women in the labor market.

### Appendix 3: Available information by source (Adapted from the Amplia Chile Project and the Uganda Women's Commission)

Source	Characteristics of the available information
<b>Government</b>	Regional or local development priorities
<b>Municipalities and public agencies</b>	Information can be obtained from municipal employment offices. In many countries, public institutions are required to provide information requested within a certain time period.
<b>Business associations</b>	Information about expectations for the sector and the outlook for economic activity in the region (hiring trends and practices).
<b>Local businesspeople</b>	Job openings, qualifications required, limitations on hiring.
<b>Multinational companies</b>	Current and future investments; demand for products and support services in the future.
<b>Media</b>	Newspapers and radio stations are commonly used to find and hire workers, especially in the classified advertising section. They are a good source of information and indicator of what is happening in the labor market. There are also electronic media that provide statistics online about hiring in recent months.
<b>Training entities</b>	Provide valuable information about businesspeople, their perceptions, and the most frequent barriers faced by their trainees.  Best practices in market knowledge.
<b>Regional offices of national employment training agencies (SENCE, SENA, SENAI, INFOTEP, etc.).</b>	It is important to consider national priorities in regard to training.  Read documentation about government policies and plans to help guide your interviews with government officials.
<b>Regional agencies or offices for local or productive development</b>	They contribute to identifying training requirements to meet specific regional needs.  It is very important to participate in their meetings when there are round tables or clusters.
<b>Internet</b>	This is a powerful information search tool  Some web sites in Chile with useful information: <a href="http://www.ine.cl">www.ine.cl</a> , <a href="http://www.sence.cl">www.sence.cl</a> , <a href="http://www.mideplan.cl">www.mideplan.cl</a> , <a href="http://www.subdere.cl">www.subdere.cl</a> , <a href="http://www.sofofa.cl">www.sofofa.cl</a> , <a href="http://www.asehma.cl">www.asehma.cl</a> , <a href="http://www.asimet.cl">www.asimet.cl</a> , <a href="http://www.cepal.cl">www.cepal.cl</a> , <a href="http://www.fundacionchile.cl">www.fundacionchile.cl</a> , <a href="http://www.corcin.cl">www.corcin.cl</a> , <a href="http://www.sinim.cl">www.sinim.cl</a>
<b>Private and public job banks</b>	Online job banks provide important information in some occupations, for example <a href="http://www.trabajando.com">www.trabajando.com</a> , <a href="http://www.laborum.com">www.laborum.com</a>  There are also local job banks, such as those maintained by social institutions or business associations.
<b>National statistics institutes</b>	Example in Chile: <a href="http://www.ine.cl">www.ine.cl</a> , "Mercado de Trabajo" section
<b>Academic and consultant reports</b>	Academic institutions, consulting firms (e.g., human resources or public opinion firms) and intergovernmental organisms generate reports on employment topics that may be of interest, both for the information as well as the analysis they provide.



## Appendix 4

This tool was validated in the Dominican Republic in 2008 with a group of tourism companies. The results of the survey applied to more than 500 people, including directors of tourism companies, were used by the Labor and Tourism ministries, among others, to design several training programs.

### Mercado Laboral y Desarrollo Juvenil en el Sector de Turismo

*El objetivo de esta encuesta es contribuir a realizar una evaluación de los recursos humanos disponibles, así como de los obstáculos y las dificultades a los que se enfrenta la industria del turismo. La encuesta está diseñada también para evaluar las actitudes y percepciones de los empresarios del sector de turismo acerca de los jóvenes como potencial fuerza laboral en el sector turístico. Las respuestas obtenidas se utilizarán para el desarrollo de programas de formación y desarrollo profesional orientado a la fuerza laboral en general, con especial atención a los jóvenes interesados en trabajar en el sector del turismo.*

**Instrucciones:** Por favor, responda este cuestionario lo mejor que pueda, y no dude en añadir cualquier comentario adicional que considere útil o necesario. No debería tomar más **de 50 minutos**.

**Confidencialidad:** Toda la información recogida en este cuestionario se utilizará de manera agregada y se mantendrá anónima y confidencial.

#### A. PERFIL DE LA EMPRESA E INDUSTRIA DEL TURISMO

##### 1. Por favor proporcione los siguientes datos:

Nombre:	Nombre de la Empresa:
Sexo: <input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	Persona de Contacto:
Nivel académico alcanzado: Primaria Secundaria Universidad Post-grado Otros: _____	Cargo:
Puesto: Gerente de Recursos Humanos Administrador Otro:	Dirección de la Empresa:
	Num. de Teléfono:
	Fax:
	E-mail:
	Website:

**2. ¿A cuál de los siguientes servicios pertenece su empresa? Seleccione una opción.**

- Alojamiento** (hoteles, moteles, hostales, pensiones)
- Restaurantes** (comida rápida, cafés, cafeterías, bares, nightclubs y discotecas)
- Servicios de viajes** (tour-operadores, agencias de viaje, guías turísticas)
- Atracciones** (museos, galerías de arte, monumentos, centros culturales, zonas protegidas, reservas naturales, centros de información medioambiental -fauna/flora-)
- Transporte** (líneas aéreas, alquiler de autos, autobuses, barcos, bicicletas, motos)
- Comercios** (tiendas de souvenir, artesanía, boutiques)
- Eventos** (conferencias, congresos, exposiciones, reuniones, deporte, entretenimiento)
- Otros** (añadir):

**3. ¿Cómo se distribuyen sus empleados en las siguientes categorías?**

	Número
Trabajadores a tiempo completo	
Trabajadores a tiempo parcial	
Personal estacional	
Trabajadores voluntarios/ Pasantes/ Aprendices	
<b>TOTAL</b>	

**4. Indique la distribución por sexo de los empleados de su empresa. (En porcentajes aproximados)**

Sexo	Porcentaje
<b>Masculino</b>	%
<b>Femenino</b>	%
<b>TOTAL</b>	<b>100%</b>

**5. Indique la distribución de sus empleados por edad (en porcentajes aproximados):**

Edad	Porcentaje
<b>15-18 Años</b>	%
<b>19-25 Años</b>	%
<b>26-29 Años</b>	%
<b>30 y en adelante</b>	%
<b>TOTAL</b>	<b>100%</b>

**6. ¿De dónde provienen sus empleados?**

Lugar de Procedencia	Porcentaje
Local	%
Regional	%
Otras partes del país	%
Extranjeros	%
TOTAL	100 %

**7. Indique cómo espera que cambien sus necesidades de contratación en los próximos dos años, según las siguientes categorías.** Seleccione una opción en cada fila.

Categoría laboral—Cambios esperados en número de empleados	Incremento	Disminución	Sin Cambios	No está seguro
Trabajadores a tiempo completo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabajadores a tiempo parcial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal estacional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabajadores voluntarios/ Pasantés/ Aprendices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. ¿Hasta qué grado los siguientes puntos representan un desafío para la industria del turismo?** Seleccione una opción en cada fila.

Desafíos	1 No presenta un desafío	2 Es un desafío	Sin Opinión
Utilización de las Tecnologías de la Información y la Comunicación (TIC) para mejorar la productividad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prácticas poco éticas o corrupción	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Servicio de atención al cliente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higiene y sanidad en la preparación de alimentos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salud y seguridad de huéspedes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salud y seguridad del personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mantenimiento y reparación de instalaciones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gestión financiera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gestión de personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de concientización sobre el turismo por parte de la población residente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de oportunidades de formación y desarrollo para el personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desafíos	1 No presenta un desafío	2 Es un desafío	Sin Opinión
Conservación del patrimonio natural y cultural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicidad y marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impacto o efectos del cambio climático	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desarrollo de mercados o nichos turísticos especializados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recolección y uso efectivo de datos/información para la toma de decisiones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislación/políticas públicas acerca del turismo y el sector hotelero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otros _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. ¿Cuáles son las principales razones que impiden el acceso a formación para sus empleados?** Seleccione tres (3) opciones y ordénelas según su importancia, siendo 1 la limitación más importante.

**Puntuación**

- Costo de la formación
- Costo del tiempo necesario para que el personal participe en cursos de formación
- Desconocimiento de los proveedores de formación por parte de la gerencia
- Dificultad de encontrar cursos cercanos
- Dificultad de ofrecer encontrar cursos a horas adecuadas
- Inexistencia de centros de formación de buena calidad
- Falta de recursos y/o experiencia interna para ofrecer entrenamiento dentro del lugar de trabajo
- Falta de interés del personal por la formación y el desarrollo profesional
- Falta de aptitudes básicas por parte del personal
- Riesgo de que el personal entrenado sea reclutado por otras empresas competidoras
- Los cursos de formación que necesitamos no están disponibles
- Otros (añadir cualquier otro motivo):

\_\_\_\_\_



**10. ¿Qué tipo de formación ofrece su empresa a sus empleados?** *Seleccione todos los que apliquen.*

Métodos	Para empleados
Cursos universitarios	<input type="checkbox"/>
Aprendizaje por cursos electrónicos (por Internet o a distancia)	<input type="checkbox"/>
Talleres / Seminarios informales	<input type="checkbox"/>
Mentoría	<input type="checkbox"/>
Pasantías/Prácticas	<input type="checkbox"/>
Asesoramiento profesional	<input type="checkbox"/>
Formación interna (dentro de la empresa)	<input type="checkbox"/>
Cursos de formación fuera de la empresa	<input type="checkbox"/>
Formación técnica (p.ej. Programas Estatales de Formación)	<input type="checkbox"/>
Aptitudes de vida	<input type="checkbox"/>
Programas de "segunda oportunidad" para completar la educación primaria o secundaria	<input type="checkbox"/>
No se ofrece formación	<input type="checkbox"/>

**11. Su empresa, ¿se comunica o colabora habitualmente con escuelas vocacionales, universidades y otros centros de educación y formación?**

\_\_\_ Si      \_\_\_ No

**12. ¿Le interesaría a su empresa ofrecer prácticas o pasantías de 8-12 semanas de duración para jóvenes desertores de la escuela o desempleados en riesgo?**

\_\_\_ Si      \_\_\_ Tal vez, si tengo más información      \_\_\_ No

**13. ¿Qué interés tendría su empresa en las siguientes actividades de colaboración?**

*Por favor, indique el grado de interes por cada una de las actividades.*

Actividades de Colaboración	No Interesado 1	Interesado 2	No Aplica
Realizar intercambios de estudiantes y profesorado dentro del país o el extranjero			
Crear oportunidades de desarrollo profesional para el profesorado			
Promover el crecimiento de la capacitación institucional (desarrollo curricular, evaluación de aprendizaje, recursos compartidos)			
Desarrollar programas cooperativos de formación profesional interna			
Establecer sistemas e educación a distancia			
Ofrecer programas para la mejora de la enseñanza (p.e., aprendizaje práctico, casos prácticos)			
Desarrollo de casos prácticos para fines educativos o de formación			
Trabajar para lograr un currículo uniforme para los distintos niveles de certificación			
Usar estándares ocupacionales uniformes en relación con el contenido curricular			
Proveer sensibilización y concientización sobre el turismo a nivel de la escuela secundaria			
Establecer sistemas de autorregulación de control de de calidad en cada institución académica			
Establecer sistemas de transferencia de créditos entre centros académicos			
Aportar a la renovación de equipos e instalaciones			
Ofrecer pasantías o prácticas para estudiantes			
Participar en la evaluación/certificación de las aptitudes ocupacionales de los estudiantes			
Invitar a estudiantes a que postulen sus candidaturas para puestos de empleo			
¿Otras posibilidades? Añadir a continuación:			

**14. De los siguientes 7 servicios, considere únicamente los que son relevantes para su empresa, y seleccione sólo 3 puestos de trabajo para los que es difícil encontrar personal cualificado.**

<b>ALOJAMIENTO</b>
Bartender
Cocinero Jefe
Cocinero
Mesero/a
Maletero/a
Amas de llaves
Animador/a
Personal de Mantenimiento
Personal de Recepción
Encargado de A&B
Personal Servicio al Cliente
Personal Recursos Humanos
Personal Seguridad
Personal Administrativo
Agente de Reservas

<b>SERVICIOS DE VIAJES</b>
Encargado de Operaciones
Personal de Reservas
Personal Administrativo
Guías de Turistas
Encargado de Embarcaciones
Asistente de Vuelo
Tour-operadores
Servicio al Cliente
Personal de Seguridad

<b>RESTAURANTES</b>
Bartender
Cocinero Jefe
Cocinero
Mesero/a
Cajero/a
Supervisor
Personal Seguridad

<b>ATRACCIONES</b>
Gerente Actividades
Representantes de Agencia
Personal Información
Personal de Reservas
Personal de Ventas
Choferes
Entrenador/a
Animadores
Veterinarios
Cajeros/as
Guía de Turistas
Tour-operador
Personal de Seguridad

<b>COMERCIO</b>
Administrador/a
Vendedores/as
Cajero/a
Supervisor

TRANSPORTE
Encargado de Operaciones
Encargado de Ventas
Mecánicos
Choferes
Personal Seguridad

EVENTOS
Personal de Coordinación
Personal Administrativo
Personal de Banquete
Personal de Seguridad
Publicistas
Animadores/as

Otros (por favor enumerar):
1.
2.
3.

## B. FORMACIÓN Y EDUCACIÓN DE JÓVENES

**15. ¿Qué porcentaje de jóvenes reúne los requisitos de entrada exigidos por su empresa?**

\_\_\_\_\_ %      \_\_\_\_\_ No está seguro

**16. ¿Cuán importantes son las siguientes aptitudes para que los jóvenes tengan éxito en el sector turístico? Seleccione solo una casilla por cada aptitud**

Aptitudes	1 No es importante	2 Es importante	No Opina
Alfabetización y conocimientos básicos de matemáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aptitudes para el empleo ( <i>asistencia y puntualidad, trabajo en equipo, seguimiento de instrucciones, administración del tiempo</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicación ( <i>oral, escrita, capacidad de escucha</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolución de Problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Técnicas, vocacionales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tecnología	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aptitudes de vida ( <i>Autoestima, buena presencia/cuidado personal, planificación profesional</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conocimiento de otros idiomas – Especificar idioma/s: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atención al cliente ( <i>conducta cortés y amable</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creatividad, capacidad de innovación e iniciativa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otros (Añadir): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. Indique si sus empleados disponen o no de las siguientes habilidades técnicas, especificando si necesitan o no mejoría.**

<b>Habilidades Técnicas</b>	<b>1 No, no tienen estas habilidades</b>	<b>2 Si, tienen buenas habilidades en estas áreas</b>	<b>3 Si, tienen habilidades, pero necesitan mejorar</b>
Contabilidad & Administración Financiera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procesos Administrativos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administración de Empresas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emprendimiento (creación de empresas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conciencia Ambiental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idioma Extranjero: Ingles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idioma Extranjero: Francés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idioma Extranjero: Italiano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salud & Seguridad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historia, Cultura & Geografía	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liderazgo/ Manejo de Personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conocimientos Legales Generales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mercadeo / Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administración y Organización	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fijación de Precios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desarrollo de Productos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relaciones Públicas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Análisis & Manejo de Riesgo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administración de Calidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Habilidades Técnicas	1 No, no tienen estas habilidades	2 Si, tienen buenas habilidades en estas áreas	3 Si, tienen habilidades, pero necesitan mejorar
Técnicas de Venta & Promoción	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluación de Desempeño	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uso de la Red/Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otros (Añadir):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18. Indique cuán bien preparan los siguientes proveedores a los jóvenes para un empleo en turismo.**

Programas / Proveedores de Formación	1 Mal	2 Regular	3 Bien	4 Excelente
Educación Secundaria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formación Vocacional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escuela Politécnica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proveedores estatales/públicos de formación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proveedores privados de formación (Industrias o empresas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formación continua o "Segunda Oportunidad"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programas de Emprendimiento	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ONG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otros (añadir):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. ¿Cree usted que los jóvenes que entran a esta empresa entienden las trayectorias profesionales que ofrece la industria del turismo?**

\_\_\_ Si    \_\_\_ No    \_\_\_ No está seguro

**20. ¿Cuáles son los mayores obstáculos para contratar a jóvenes empleados cualificados?** Seleccione tres (3) y ordénelos según su importancia, siendo 1 el mayor obstáculo.

- A los jóvenes en búsqueda de empleo no les interesa este tipo de trabajo
- Mala imagen de la industria
- Trabajo estacional (de temporada)
- Demasiada competencia para conseguir empleados por parte de otras industrias o sectores
- Otros. Especificar: \_\_\_\_\_

**21. ¿En cuáles de las siguientes categorías tienen los jóvenes mayores oportunidades de desarrollo profesional?** Seleccione tres (3) y ordénelas según importancia, siendo 1 la categoría que ofrece las mayores oportunidades para jóvenes.

- Alojamiento** (hoteles, moteles, hostales, pensiones)
- Restaurantes** (comida rápida, cafés, cafeterías, bares, nightclubs y discotecas)
- Servicios de viajes** (tour-operadores, agencias de viaje, guías turísticas)
- Atracciones** (museos, galerías de arte, monumentos, centros culturales, zonas protegidas, reservas naturales, centros de información medioambiental -fauna/flora-)
- Transporte** (líneas aéreas, alquiler de autos, autobuses, barcos, bicicletas, motos)
- Comercios** (tiendas de souvenir, artesanía, boutiques)
- Eventos** (conferencias, congresos, exposiciones, reuniones, deporte, entretenimiento)
- Otros** (añadir):

**22. ¿Para qué tipos de empleo necesita su empresa personal joven (entre 15 y 30 años)?** Seleccione todos los que apliquen.

- |   |  |
|---|--|
| <input type="checkbox"/> Barman/Bartender                             | <input type="checkbox"/> Personal de limpieza                        |
| <input type="checkbox"/> Panadero                                     | <input type="checkbox"/> Especialista en recursos humanos            |
| <input type="checkbox"/> Botones / Bellboy / Maletero                 | <input type="checkbox"/> Personal de museos / patrimonio             |
| <input type="checkbox"/> Conductor de barcos / embarcaciones          | <input type="checkbox"/> Personal de servicios recreativos           |
| <input type="checkbox"/> Conductor de autobús                         | <input type="checkbox"/> Agente de reservas                          |
| <input type="checkbox"/> Personal de banquete                         | <input type="checkbox"/> Personal de ventas                          |
| <input type="checkbox"/> Cocinero                                     | <input type="checkbox"/> Guía turística                              |
| <input type="checkbox"/> Especialista en servicio al cliente          | <input type="checkbox"/> Tour-operador                               |
| <input type="checkbox"/> Animador                                     | <input type="checkbox"/> Agente de viajes                            |
| <input type="checkbox"/> Coordinador de eventos                       | <input type="checkbox"/> Personal de centro de información turística |
| <input type="checkbox"/> Personal de mantenimiento de infraestructura | <input type="checkbox"/> Mesero/a                                    |
| <input type="checkbox"/> Asistente de vuelo                           | <input type="checkbox"/> Otros. Por favor, especifique:              |
| <input type="checkbox"/> Encargado de comida y bebida                 | _____  |
| <input type="checkbox"/> Recepcionista                                |  |

**23. Califique a los empleados jóvenes (menores de 30 años) que entran a su empresa en función de las siguientes aptitudes. Seleccione solo una opción por cada fila.**

	1 Mal	2 Regular	3 Bien	4 Excelente	No Observado
Alfabetización y conocimientos básicos de matemáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aptitudes para el empleo (asistencia y puntualidad, trabajo en equipo, seguimiento de instrucciones, administración del tiempo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicación (oral, escrita, capacidad de escucha)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolución de Problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocacionales, técnicas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tecnología	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aptitudes de vida (autoestima, buena presencia/cuidado personal, planificación profesional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conocimiento de idiomas – Especificar idioma/s: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atención al cliente (conducta cortés y amable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creatividad, capacidad de innovación, e iniciativa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otros (Añadir):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**24. ¿Qué imagen tiene usted de los jóvenes desertores de la escuela o desempleados en riesgo? Seleccione todas las que apliquen.**

- Representan un riesgo para la empresa
- Peligrosos
- Merecen mejores oportunidades para acceder a la fuerza laboral
- Aprenden rápido
- Buenos trabajadores
- Otros (Especifique): \_\_\_\_\_



**25. ¿Cuáles son las mayores barreras que impiden a los jóvenes obtener un trabajo en turismo?** Seleccione las tres (3) barreras más importantes.

Barreras	Seleccione 3
Falta de buenos hábitos en el trabajo por parte de los jóvenes	
Mala actitud de los jóvenes	
Bajos salarios	
Falta de habilidades técnicas/vocacionales de los jóvenes	
Falta de habilidades de atención al cliente entre los jóvenes	
Falta de acreditación o titulación de los jóvenes (certificados/títulos)	
Falta de experiencia laboral de los jóvenes	
Abuso de sustancias nocivas y mala conducta sexual entre los jóvenes	
Ubicación geográfica (distancia del lugar de trabajo)	
Dificultad del horario laboral (horarios largos, turnos de tarde, etc.)	
Peligrosidad del ambiente de trabajo	
Discriminación (por sexo, edad, condiciones de salud, etc.)	
Falta de contactos familiares	
Falta de apoyo familiar al emprender una carrera en turismo	
Cuidado de hijos	
Límite de 3 meses de contrato	
Falta de conocimientos de otros idiomas	
Falta de información sobre oportunidades de empleo en turismo	
Otros (especifique):	

### C. PERCEPCIONES SOBRE EL TURISMO Y JÓVENES

**26. ¿Hasta qué punto está de acuerdo con las siguientes afirmaciones?** Seleccione una casilla por cada afirmación.

	1 Completamente en desacuerdo	2 En Desacuerdo	3 De Acuerdo	4 Completam ente de acuerdo
<b>Percepciones</b>				
Es fácil para los jóvenes obtener información sobre oportunidades de empleo en el sector turístico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Las empresas turísticas buscan a jóvenes como posibles empleados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El turismo ofrece muchas oportunidades de empleo para los jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El turismo es algo positivo para mi comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 Completamente en desacuerdo	2 En Desacuerdo	3 De Acuerdo	4 Completa mente de acuerdo
El turismo afecta negativamente al medioambiente y a las personas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Los contactos directos ("enllave") y personales constituyen el factor más importante para encontrar un empleo en el sector turístico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Los padres de familia apoyan a sus hijos jóvenes en su decisión de buscar empleos que les resulten interesantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Los jóvenes tienen las habilidades que buscan las empresas turísticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Los jóvenes tienen expectativas realistas sobre el empleo en el sector turístico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es posible que los jóvenes dejen su empresa, incluso por un pequeño aumento salarial en una empresa diferente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conocimientos de los Jóvenes</b>				
Los jóvenes conocen lo suficiente acerca de las oportunidades laborales en el sector turístico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Los jóvenes conocen lo suficiente sobre las trayectorias profesionales en turismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Los jóvenes conocen lo suficiente acerca de las oportunidades formativas disponibles para jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Intereses de los Jóvenes</b>				
A los jóvenes les interesa saber más sobre las trayectorias profesionales en turismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A los jóvenes les interesa mejorar sus habilidades para trabajar en la industria del turismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A los jóvenes les interesa acceder a un programa de formación para obtener un empleo en turismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A los jóvenes les interesan las oportunidades de negocio y emprendimiento	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 Completamente en desacuerdo	2 En Desacuerdo	3 De Acuerdo	4 Completa mente de acuerdo
Los jóvenes son ambiciosos/as y les interesa encontrar nuevas formas de mejorar sus habilidades para conseguir un ascenso y un aumento salarial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Los empleos en el sector turístico son más atractivos que otros tipos de empleo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### D. ACERCA DE LA ENCUESTA

27. Por favor ayúdenos a mejorar esta encuesta. ¿Hasta qué punto esta de acuerdo con las siguientes afirmaciones?

Evaluación de la Encuesta	Completamen te en desacuerdo	En desacuerdo	De Acuerdo	Completamen te de acuerdo	No Opina
Las preguntas en esta encuesta me parecen relevantes a mi y a mi organización					
Las preguntas abordan adecuadamente cuestiones acerca de la industria del turismo					
Las preguntas están interesantes					
La encuesta se entiende fácilmente					
La encuesta tiene una extensión/longitud adecuada					
Comentarios Adicionales:					

**¡GRACIAS POR PARTICIPAR EN ESTA ENCUESTA!**



## Appendix 5: CINTERFOR research proposal

The following scheme may be useful for market research, fundamentally for those who are conducting this type of analysis for the first time.

*Information about the dynamics of the local labor market:* in particular, the dynamics in the geographic area for which the course is designed or where the youth come from.

Initial survey:

- Identify companies and economic sectors whose dynamics generate demand for semi-qualified personnel.
- Identify the trades and skills required to meet the demand identified.
- Consider the beneficiary population and their entry-level profile to establish the pertinence of the trade identified and also evaluate the interest of the youth in the occupational area identified.
- Determine whether there is a sufficient number of companies willing to offer internships.
- Evaluate the capacity of the training entity to meet the companies' requirements and link with the type of youth defined by the entry-level profile.
- Evaluate the potential of the training entity and the youth that it will work with: the suitability of the training entity and the profile of the youth are two key aspects that limit the universe to be addressed by the program.

Information about labor market demand: each sector and each specific occupation possess a series of entry-level requirements or competencies, without which it is impossible to obtain and keep a job. The gap between the profile of the youth beneficiaries and the basic performance levels required is one factor to be considered even before starting the research. This evaluation, along with the training entity's own experience and its suitability in a professional field, will determine the choice of the appropriate area and job profiles. In summary, this stage requires a realistic analysis of the breadth of the educational impacts required to link with the demand for human resources, the time available for training, and the institution's teaching capacity.

The work in this stage should mainly include:

- Defining an area of the labor market to be analyzed.
- Listing business associations and labor unions, with their corresponding economic sector and address.
- Listing banks and financial institutions that operate in the market area to be studied.
- Listing training entities and professional training institutions that operate in the local area and in neighboring areas, with their areas of specialization.
- Gathering information about nongovernmental organizations (NGOs) related to youth employment in the local area.
- Gathering information about investment projects underway or planned.

## **Information about labor market demand**

### ***Research offices and employment observatories:***

- Understand the structure and current status of economic activity by occupational group and geographic area.
- Identify training needs under normal conditions of competitiveness.
- Relate supply and demand for labor in an annual series to identify irregular or seasonal patterns.

Often there are comprehensive reports on certain sectors that are very useful for obtaining an in-depth understanding of specific dynamics and cycles, making it possible to conduct a more exhaustive analysis that includes:

- Distribution of personnel employed by age group, identifying the degree of openness to hiring young people.
- Distribution by gender.
- Size of the companies, both in terms of quantity of personnel and total sales.
- Levels of technological innovation and organizational re-engineering processes, in terms of quantitative and qualitative impacts on employed personnel.

Finally, it is also important to review statistics from the agency that administers unemployment benefits, in order to discard sectors and job categories that are shrinking.

### ***Collection of information from employment intermediation institutions***

These institutions, generally personnel hiring and placement agencies, possess a wealth of experience and up-to-date information about what is happening in the labor market. Given that they often work with certain job levels and areas, it makes sense to conduct a preliminary selection of those that are closest to the occupations to which the target population for the course—disadvantaged youth—can aspire. When contacting them, the areas to be consulted would essentially be:

- Type and level of occupations most in demand.
- Profile of workers needed.
- Type and level of occupations most frequently offered.
- Average and minimum salaries offered in each occupational sector.
- Hiring methods and employment quality.
- Risk factors for worker safety in each occupational sector.
- Profile of workers seeking employment.
- Success in job placement.
- Which occupations have experienced a deficit (demand is greater than supply) in recent months.
- Problems with placements, barriers to entry.
- Turnover observed among people they have placed and why.
- Use of the media, which outlets and for what.
- Strategies for outreach to job seekers: media outlets used, direct registration, etc.

## **Meeting with business associations**

*The following are some points to be explored:*

- View of the market in the short term: what types of workers are lacking, in what occupations?
- Which sectors of the economy are making investments for the future and which are experiencing growth?
- Which sectors are not experiencing growth in the local area?
- What is the general opinion about human resource training?
- With regard to the areas where human resources are needed, for which ones is there a lack of training in the local area? What is their opinion about the possibility of internships or apprenticeships within companies? What can business associations contribute?
- How do they view the possibility of supporting contact with businesspeople who could offer internships or apprenticeships?
- Ask their opinion about youth policies related to training and promoting entry into the workforce.

Some business chambers hire private consultants to track their economic sector and prepare comprehensive reports that are important sources of information for evaluating the pertinence of the course. According to the information obtained in meeting with business associations, it is helpful to track the sources they identify.

In this tracking process, it is important to keep records on:

- The economic sector with demand.
- Type of occupation in demand.
- Entry-level competencies.
- Level of training required.
- Opinion regarding youth employment policies and internships in particular.

## **Meeting with banks and financial institutions**

The conversation could basically revolve around:

- Economic sectors in the local area that have shown dynamism or where there is investment or expansion.
- Economic sectors where problems have been observed or where there are signs of a slowdown.
- If they had to train people in the local area, in what types of occupations or economic sectors would they do so?
- What are the investments that require increased labor in the short and medium term?

## **Interview with businesspeople**

The following are some topics to address in the interview:

- Description of the company: technological level, market where it sells its products, outlook for change.
- How does it recruit workers? Where does it usually obtain information?
- What types of qualifications are usually required?
- In what types of occupations or jobs does the company lack workers?
- In what types of occupations in its sector is there a deficit of workers or high turnover?

- How many female employees does the company have? How many young employees does the company have and in what occupations?
- Willingness to receive young interns on employment training programs.
- Possibility of assigning an instructor for learning in the company.
- Suggestions for the training curriculum.

### **Summary and analysis of the information obtained**

Once you have obtained responses to these questions, you can develop a summary that serves as the basis for analysis and decision-making.

This should address the following basic questions:

- What are the most dynamic sectors in the local area?
- What types of occupations are generated and which ones are projected to show demand?
- Which occupations are currently in demand?
- What is the profile required for candidates for those positions? (ages, educational levels, attitudes, experience, etc.)
- What is the quality of employment in that sector? (salary, stability, working conditions, formality, etc.)
- What are the most common personnel selection mechanisms used in the sector and in the local area?
- Is any investment or installation of new companies expected?
- Are there any occupations that are in demand across several sectors?
- What kind of training is offered in relation to the demand detected?
- Are there any previous experiences with hiring youth for internships?
- Are the occupations identified as needing labor appropriate for internships?
- What are the basic attributes required by employers for the occupations identified?
- Is the training entity able to adequately train youth for the demand identified?

More information is available in the Youth Internship Implementation Handbook. See the entire publication at:  
[http://prejal.lim.ilo.org/prejal/docs/bib/200810290004\\_4\\_2\\_0.pdf](http://prejal.lim.ilo.org/prejal/docs/bib/200810290004_4_2_0.pdf)

## **Appendix 6: Determining training needs and course design: Workshop on applying the AMOD method**

### **Objective of the instrument:**

Provide strategies, methods, and instruments to training entities to enable them to identify and validate new market opportunities and design training courses based on those needs.

### **Conditions for application:**

Identifying demand for training requires that the training entity organize workshops to consult with key stakeholders (basically companies, clients, and employers). Otherwise, the entity can conduct interviews periodically for the same purpose and finish identifying the training needs with other elements detailed in the instructions.

Based on the training needs that the institution has identified, it will be in a position to design a course that meets the needs of the target market.

### **Expected results:**

- Document that contains the strategies, methods, and instruments defined by the training entity for identifying opportunities in the market and validating them with potential clients.
- Document that systematizes the results of the consultation and validation with companies.

### **Instructions:**

- To provide any kind of training, it is necessary to complete two basic stages:
- Identification of training needs.
- Design and planning of the training to be offered.

### **Identification of training needs:**

The training offered by the entity is determined based on an identification of the need for training, in an effort to match the training provided with demand in the labor market.

A method for identifying training needs may include:<sup>15</sup>

- Consultation with information sources about the labor market situation
- It is advisable to gather information about the following aspects:
  - Industries in the region.
  - Availability of jobs in the surrounding area.
  - Classified job ads in local newspapers.
  - Training courses available.
  - Human resource needs among companies.
  - Information about investments to be made in the region.
  - Unemployment in the region.

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<sup>15</sup> Prepared by the authors and with elements from course activity documents: "Development of skills for labor intermediation" for employment consultants (entra21, Fundación Chile)



**Description of the sociocultural and economic environment:**

The sociocultural and economic environment is the context in which a person or a group of people or organizations performs. The description of the sociocultural environment is used to develop actions suited to the needs of companies and to the personal characteristics of people seeking training to enter the labor market.

Publicly available resources may be used to prepare the description of the environment, including: Atlas INE. [http://www.ine.cl/aplicaciones/20\\_03\\_12/atlas\\_ine.swfl](http://www.ine.cl/aplicaciones/20_03_12/atlas_ine.swfl), [www.sinim.cl](http://www.sinim.cl).

The following form may be used for this task:

General description of the sociocultural and economic context in the region	
<b>POPULATION</b>	
Total population in the region	
Male population	
Female population	
Urban population in the region	
Rural population in the region	
Regional population projection in the coming years	
<b>HOUSEHOLDS</b>	
Male heads of household	
Female heads of household	
Urban access to computers	
Rural access to computers	
Urban access to Internet	
Rural access to Internet	
<b>SOCIAL ASPECTS</b>	
Literate population (10 years or older)	
Population with post-secondary studies (at least 1 year)	
Indigenous population in the region	
Most common marital status	
<b>ECONOMIC ASPECTS</b>	
Economically active population in the region	
Total primary economic activity	
Total secondary economic activity	
Total tertiary economic activity	
Total predominant economic activity	

### **Identification and description of companies:**

This description requires:

- Identifying companies operating in a specific line of business.
- Knowing their location and the activities they carry out.
- Knowing their size and the number of employees.

### **Gathering and analyzing information about company needs:**

This involves direct consultation with clients and other companies or organizations that employ people, through a Training Needs Identification (TNI).

Depending on the training logic or method, there may be some variation in the identification of training needs. However, ideally the training entity will organize consultation workshops with key actors to understand their needs, requirements, and suggestions.

The following is a guide to organizing workshops aimed at identifying which competencies to include in training activities. The use of workshops is supported by the AMOD method.

#### ***1. Workshop preparation***

The objective at this point is to determine which area to analyze and select the people who will participate in the workshop.

#### **What do you know about the sector or sub-sector?**

Training entities usually have some previous knowledge and relationships with companies in the sector or sub-sector that they want to address. Using this knowledge, by updating and expanding it to guide the selection of panel participants, implies a previous analysis of:

- Key organizations and companies that represent the sector.
- Number of women and men in those organizations or companies.
- Types of occupations/jobs and trends.
- Professional career paths within the sub-sector or company.
- Relationship with other sectors. Transfer of competencies.
- Other aspects that could affect the sub-sector, such as new companies, future investments, etc.

This is not meant to be a scientifically rigorous assessment but an effort to gather reliable information in order to carefully choose the companies and people who will participate in the panel. In this sense, it is advisable to establish contact with representatives of the companies to introduce the training entity, explain the purpose of the workshop, what is expected from the company, and the benefits they may obtain from participating in the workshop. Make sure the dates and times of the workshop don't conflict with the operations of the company.

**Choosing the panel**

The panel should include people who perform functions that you want to analyze and those who perform supervisory functions. Panels are generally made up of 6 to 12 people.

Whether you are developing a training course for one or two companies, or courses aimed at one sub-sector, choose people for the panel whose performance within their company is highly valued. It is also important to ensure that the panel is made up of an equal number of men and women, if possible.

**Planning the Workshop:****This is when you determine:****The time line of activities prior to the workshop:**

**Invitations:** visits to companies, invitation letters to panelists and observers, list of participants.

**Confirmation of attendance.**

**Workshop agenda:** the facilitators plan the event schedule and the outcomes to be obtained.

**Dates and times of the workshop:** this type of workshop is generally divided into two periods of at least three hours each. The two sessions may be scheduled over two consecutive days or a week or two weeks apart. In all cases, the idea is to make it easy for companies and employees to participate.

**Facilitators familiar with the methodology:** two people who know the methodology well and have experience working with group dynamics to generate a climate that stimulates participation and collaboration to reach agreement. Their function is to guide the process and organize the information obtained from stakeholders in the business sector by asking facilitating questions (triggers).

**Selected companies:** it is helpful to choose a large number of companies and panelists.

**Observers:** this type of workshop benefits from the presence of observers who do not participate actively in identifying the profile.

**Location:** you will need one room, one table and chairs facing a large wall.

**Materials:** flip chart, cards in 2 different colors, markers in 3 colors and tape.

## **2. Conducting the workshop**

### **The room**

The panel sits around a table facing a wall or large white board where the facilitators hang the pieces of paper from the flip chart and the cards with contributions from the panelists at each stage.

### **Defining the objectives and general strategy of companies in the market**

In this stage you introduce the overall purpose of the workshop, which will also be reviewed in later activities. Ask the panel to name characteristics that, in their opinion, differentiate companies in the sub-sector. What elements make them more competitive? What is the unique selling proposition of the company or their product? What are their most important traits? What are the critical aspects or threats they face and how do they envision the future (which trends do they think will become more pronounced)?

All of the statements that result from the brainstorming are recorded on a piece of paper hung on the wall.

*Guiding questions:*

- What are the distinctive characteristics of the business/activity of your company/sub-sector?
- What are the factors of competitiveness?
- What is the company (or companies) doing to ensure its viability?

### **Participation of men and women**

As in the previous stage, ask the panelists about the participation of men and women in the area being analyzed. The idea is to reflect on the relationships between the genders, the functions they perform, what aspects facilitate or hinder equitable participation and integration, whether there is any discrimination, and whether they perceive any specific contributions or capacities from either gender.

The information gathered on these two topics will be used later both to identify the competencies of individuals and to develop standards, as it will enable you to contextualize and develop proposals to overcome challenges and address professional performance.

*Guiding questions:*

- In which companies in the sub-sector do men and women work? In what functions? Why?
- Do you perceive any difficulties in regard to access to other functions? Which ones? How can these difficulties be overcome?
- What is the specific contribution of either gender to the viability and competitiveness of the organization or sub-sector?

Capacities that individuals working in this area must demonstrate.

This is an initial and somewhat haphazard description of the functions of employees in this area.

The idea is to divide the general objectives of the area into the attributes that an individual must demonstrate to meet those objectives.

Record all of the contributions, expressing them using an action verb. This information is written on the cards that are placed on the wall or white board.

*Guiding questions:*

- What are the specific responsibilities of operators in this area?
- What do they have to achieve and do to meet the general objectives of the company or the area?

### **Structuring function families**

First, organize the information based on areas of responsibility, affinity of activities performed, and the personal competencies involved.

At the same time, edit the various statements. Eliminate repetition and add sub-competencies that arise from the exchange of ideas and consensus. This is a dynamic process that involves moving the cards around to create a map. It is advisable to put the common elements in rows and then proceed, if necessary, to write the final version of the function or general competency. To ensure that it is comprehensive, encourage a broad formulation of the sub-competencies identified. Each function is placed on the left and its competencies are placed in a row to the right.

*Guiding questions:*

- How can the functions and responsibilities mentioned thus far be grouped together, in large groups that provide a vision of employee performance?

### **Profile review**

These groupings are refined based on certain criteria that can generally be considered similar in most productive processes and that take into account the strategies the individual puts into play to carry out those processes. The facilitator guides the panel in accordance with a current vision of the work and indicates when there are certain functional areas, such as conservation of the team and the product, the actual operations, the overall vision of the company or business, attitudes, communication, safety, and hygiene. At this stage, the group must build its own consensus and criteria for organizing the functions.

The stage ends when the group feels that it has covered all possibilities and all employee functions and sub-competencies have been adequately identified. This review usually takes place at the start of the second day, so that the facilitators can work on the first version to analyze and identify aspects that are not well-developed or are confusing, and improve them.

The result of this stage will be the map or profile of competencies of a worker in the area analyzed.

Analysis of the order of difficulty in terms of learning, for each family of functions.

This consists of organizing the sub-competencies by levels of difficulty, placing the simplest ones to the left and the most complex ones at the right side of the row. The purpose of organizing them this way is to visualize the process of learning to perform a certain competency.

The process of organizing sub-competencies by the level of difficulty in acquiring them generates a space for joint learning among workers, supervisors, and the organization or training entity itself. For workers, this constitutes a process of reflection and analysis of their experience, strengthening an active visualization of their workplace performance while at the same time acknowledging their own metacognitive strategies.

*Guiding questions:*

- What is the order of complexity (starting with the simplest elements) of the process of acquiring each of the competencies identified?

### **Identification of critical elements**

Once the organization of the sub-competencies is finished, you can proceed to identify those elements that, according to the panel's experience, are critical for competent performance of each function. The results of this should provide an answer to the question: What are the elements whose performance presents the greatest problems or errors and which are fundamental for competency in that function or profession?

Proceed to identify the critical or basic functions as follows:

- Proper performance of that function is considered essential.
- It is viewed as difficult.
- A competent worker knows how to manage that aspect well.

There are two purposes for this selection process. The first is to identify priorities and critical aspects to be taken into account in the learning process. The second is to save time in the workshop by identifying key elements to start the process of developing standards.

### **Standards identification exercise**

This consists of identifying the essential aspects for competent performance of each element.

The standards should serve as a key basis for self-assessment/assessment and are expressed using evaluation statements that define the level of performance required for the position in both normal and unexpected situations.

In the workshop, it is advisable to focus the work of small groups on the critical elements identified. The facilitators move among the groups to guide the formulation and discussion. Once the task is done, facilitate a general discussion to add any suggestions and criticisms and to refine the statements.

### **Example: Silkscreen workshop**

Budget preparation

Performance criteria: What should I look at in the performance of that function to assess whether it is being adequately achieved?

The employee should ensure that:

The material and price are chosen based on the client's requirements

The calculation of the raw materials cost is correct and based on its yield and what is technologically possible

The other materials and inputs for the process have been carefully calculated

The timeframes estimated for each operation are realistic

The budget incorporates the company's indirect cost indices

Determination of the validity of the quote

Form of payment

Delivery deadline

Associated knowledge:

1. Knowledge of data (time statistics, etc.).
2. Knowledge of suppliers and prices.
3. Understanding of the processes and equipment to be used.
4. Clients' wants and needs.
5. Investigate new products.
6. Knowledge of the current inventory.

### **3. After the workshop**

Once the two stages of the workshop have concluded, a new stage begins in which the training entity determines the steps for continuing the work based on the outcomes from the workshop: the profile of competencies, the order of complexity, the critical elements, and the bases for developing standards.

Aside from the fact that the entities develop their specific strategies in accordance with the objectives they have set for themselves, once these products have been validated, they will serve as a reference for preparing training and evaluation instruments and developing curricula.

**Validation**

The objective is to ensure that the profile is recognized and understood by other companies and workers in the same area. The breadth of the sample is determined based on the objectives.

**Evaluation**

This methodology places a great deal of emphasis on the interaction of the self-assessment by the individual who is being trained and the assessment of the facilitators or supervisors.

A qualification scale with several levels (from 3 to 6 levels) can be used. For example:

1. Not yet competent.
2. Performs essential tasks but requires support.
3. Competent in normal situations.
4. Competent in the face of unexpected situations.

Implementation of the evaluation consists of a self-assessment and assessment, accompanied by instructional actions when necessary. An assessment can be performed initially to identify the individual's training needs and developmental assessments can be applied throughout the training to determine progress and difficulties.

Initially, the individual is presented with the profile (AMOD map) and asked to assess themselves in each of the sub-competencies that express what is expected of the employee. The instructor will assess the trainee and the two scores will be averaged.

The initial evaluation is used to prepare a preliminary training plan that addresses the individual path of the trainee. If the person is competent in one or several of the sub-competencies identified, based on either previous training or experience, the order and content of the curriculum elements are adapted to avoid unnecessary training.

Each time that the individual feels that they have improved their performance in a certain sub-competency, they undergo another assessment, which is confirmed by the instructor. Once they have achieved competency in each function, they present their scores to the committee of experts for evaluation and validation. This committee may issue a certificate of skills in that function.

**Preparation of teaching handbooks**

Teaching materials play a fundamental role in competency-based training. The teaching handbook is based on individualized instruction and conceived as an instrument to facilitate the process of responsible and increasingly autonomous learning by the trainee.

To fulfill the function of supporting individualized learning, the structure of the teaching handbook is centered around self-learning and based on instructions linked to the key or critical sub-competencies.



The teaching handbook includes the sequential development of the tasks defined in the workshop (teaching modules), in which the trainee will progress at their own pace, with the help of supervisors and specialized instructors. To facilitate the learning process, the handbook should offer a variety of instruments with diverse styles of learning for each individual.

Generally, a teaching handbook should include:

- A description of expected performance standards.
- Clear instructions for the use of those standards.
- The basic principles that support the functions addressed, in the context of the company or the work area.
- References to concrete problems that arise in work situations.
- Clear explanations, through the use of examples, of procedures and the consequences that arise from errors in application.
- Practical exercises (simulation, real situations).
- Self-assessment schemes throughout the process.
- Aspects to be evaluated and conditions under which the assessment will take place.

**Note:**

It is important to keep in mind that teaching materials cannot address all aspects of instruction. Therefore, they should focus on the most critical aspects and emphasize the aspects that an individual must know, the types of decisions they will have to make, the consequences of making the wrong decisions, and the safety aspects that they should take into account.

## Appendix 7: Example of job data sheets, Fundación Chile

Description	Area of interest	Employability competencies	Technical competencies	Related training
<p>Describe the critical functions and tasks to perform the occupation correctly, using as parameters the productive sectors and sub-sectors to which these occupations belong.</p> <p><b>What is the work like?</b> Briefly describe the conditions under which it is performed, whether the worker has to be standing, sitting, use machinery, etc.</p> <p><b>Types of employment:</b> List the possibilities of performing the occupation in the sectors and sub-sectors where there is demand: permanent employee or independent contractor; work schedule, specifying the different possibilities.</p> <p><b>Related occupations:</b> Occupations which this job relates to on a day-to-day basis.</p> <p><b>Links of interest:</b> Links to general interest sites related to the occupation, such as trade associations, specialized publications and research.</p>	<p>The areas of interest are groupings of occupations linked to concrete activities in the working world. These, in turn, are related to interests and personality traits, defined in the World of Work Map, Prediger 1976.</p>	<p>Competencies required to enter the occupation, tenure and personal development in the occupation.</p>	<p>Knowledge and technical skills established by companies or the corresponding business sector for performing functions associated with the occupation.</p>	<p>Specify information referring to the training parameters that the business sector associates with performance of the occupation. The related levels of qualification are based on those parameters.</p> <p>The desirable certifications and training courses are identified.</p>

**Example of job data sheet: Tourism handbook.**

Description	Area of interest	Employability competencies	Technical competencies	Related training
<p>A guide for tourists to local services and tours in a country, region, city, or place. Provides information about the history, archaeology, environment, monuments, works of art, culture, natural or man-made attractions, places of interest and anything that could be of general interest to visitors.</p> <p><b>What is the work like?</b> Working as a tourist guide is physically demanding. It may include manual labor such as loading and unloading equipment, walking and standing while providing services. The tourist guide must respond to visitor concerns and questions at all times. Their work includes being out in the field most of the time.</p> <p><b>Types of employment:</b> The tourist guide can work in different schemes: full-time, part-time, or as an independent contractor. They also perform diverse services: transfers (airport-hotel), city tours, adventure sports.</p> <p><b>Occupations to which it is related:</b> Travel agent, porter, receptionist, driver.</p> <p><b>Links of interest:</b> <a href="http://www.sernatur.cl">www.sernatur.cl</a> <a href="http://www.turismochile.cl">www.turismochile.cl</a></p>	<p>Services for individuals</p> <p>This area has to do with activities linked to provision of services for individuals. It includes occupations related to working with people. This type of work involves to an interest in socializing and preference for activities that bring the individual into contact with others. People in this line of work demonstrate an attitude characterized by empathy and service.</p>	<p>They must be able to express themselves both orally and in writing.</p> <p>Self-awareness and self-control.</p> <p>The ability to work and build trust within a team.</p>	<p>Ability to speak foreign languages.</p> <p>Knowledge of the geography and history of tourism destinations.</p> <p>Possess information that is helpful to tourists.</p>	<p>Eco-tourism and hospitality</p> <ul style="list-style-type: none"> <li>• Technical studies in tourism.</li> <li>• Technical studies in tourism and hospitality.</li> <li>• Studies in administration, with a specialty in tourism.</li> <li>• Language courses.</li> <li>• First aid courses.</li> </ul>

## Appendix 8: Analysis of occupations with over and undersupply of labor

		Filling vacancies		
		High	Medium	Low
Level of demand	High	The occupations in this position probably require greater training of personnel or there are challenges in hiring personnel, such as low salaries, workplace risks, among others.	The number of job openings is relatively high and they are only partially filled.	The number of job openings is relatively high but they are also filled to a significant degree; there is a balance between supply and demand in these occupations.
	Medium	The level of job openings is medium. The level of coverage is low.	The level of job openings is medium and the coverage level is also medium.	The level of job openings is medium. The occupations in this position tend to show a balance between supply and demand.
	Low	In these occupations, hiring is indifferent and there is low demand for labor.	The occupations in this position are close to market saturation.	These occupations show saturation of the labor market and a low probability of placement.

## **Appendix 9: Example of technical terms of reference**

The following document was prepared by IYF for the design of job profiles based on competency standards for the "financial services" and "transportation and telecommunications" sectors.

### **1. Background**

(Entity name) will execute the "Development of Employability Competencies and Use of Information and Communication Technologies (ICT) to Incorporate Youth into the Labor Market" as part of the aforementioned initiative. The purpose of this program will be to develop an employability and ICT model that links companies, training funds and providers, integrating components related to defining the human capital needs of companies, the development of competencies, and the incorporation of youth into the job market.

The general objective of the project is to design and test a modular training program aimed at developing employability competencies, entrepreneurship, and use of ICT with 700 low-income youth, both male and female, from (location), and place at least 50% of them in employment.

The program will focus on 2 industries –"financial services" and "telecommunications"–and in both industries, occupations will be identified where there is potential for employing youth who meet the characteristics of the program. The competencies related to productive functions in the sector where ICT have been integrated will be identified.

### **2. General objective of the assessment**

Identify 4 job profiles in 2 industries, identifying the standards for labor competencies associated with those productive functions.

#### **2.1 Specific objective**

Identify the standards for labor competencies (technical, employability, basic PC use) associated with productive functions that integrate ICT using functional analysis in two industries.

Group the labor competency standards identified into job profiles that can be translated into a modular training program with a duration of 300 hours.

Create at least 2 job profiles per business sector, per the model developed by (entity name).

The information gathered in the assessment will be used to design a modular training program that includes the development of technical competencies, employability, and basic PC use required for the job profiles developed with the companies.

### 3. Methodology

Four consultants will be hired, each of which will be responsible for developing a job profile for one industry. The consultant's proposal must include the following elements:

Working together with the technical counterpart of \_\_\_\_\_, the consultant should use the information provided from the sector assessment to define the functions that include use of ICT and represent a potential source of employment for youth.

For those functions selected, they should identify the competency standards, using the functional analysis methodology. This implies organizing at least 2 technical round tables with workers from that industry to build a functional map.

The key activities should be grouped into labor competency units (at least 4 labor competency units should be defined for each profile).

- The competency standards should be identified and validated by people who work in the industry, who should define the performance criteria, list the required knowledge and behaviors and define the application contexts (organize a third technical round table).
- Definition of job profiles.
- Integration of validated employability competencies into the job profile (see PREPARADO, at [www.preparado.cl](http://www.preparado.cl)).
- Integration and validation of basic competencies associated with PC use, based on the ICDL international standard (see Syllabus 4.0 at [www.licenciadigital.cl](http://www.licenciadigital.cl)).
- Validation of the complete profile with sector representatives, through interviews with key informants.

When creating the technical round tables, keep the following in mind:

- Each round table should have at least 6 workers who perform that role.
- The third round table should consist of the direct supervisors or managers of individuals who perform that role. It is not necessary for the same participant to attend all of the technical round tables. The technical round table should consist of representatives from at least 6 different companies in the industry. Fifty percent of the individuals participating should come from large companies.
- The participants should be from private companies, the public sector, or work as independent service providers.
- The participants should have at least 5 years of experience in the industry.

For the technical round tables, the following should be available:

- A comfortable room with a table and chairs and sufficient lighting.
- A computer and a projector (to help with building the functional map).
- Incentives for the participants (payment for attendance, payment of transportation, other incentives that will ensure that they participate).
- Coffee or lunch if necessary.
- Consider documenting the technical round tables (participant testimony, photos, videos or other item that the consultant considers relevant).

The consultant should be available to participate in an orientation activity.

#### **4. Products**

A functional map that represents the chosen role (main purpose, key functions, sub-functions, activities) created together with people who work in the area.

- At least 4 technical competency standards (competency unit) validated by representatives from the business sector.
- Selection of employability competencies pertinent to the job profile.
- Selection of basic competencies in PC use pertinent to the job profile.
- A job profile that can be translated into a modular training program, that has been validated by the business sector and includes technical and employability competencies and basic PC use.

#### **5. Reports**

The consultant should submit two reports:

- First report: functional map and competency units.
- Second report: job profile that includes technical and employability competencies and PC use.

#### **6. Time period for execution**

The consultancy should take place within a one-month period. The consultant should begin the consultancy the day after the contract is signed.

#### **7. Evaluation of the proposals**

The proposals will be evaluated based on the consultant's experience with related issues, the technical design, and the price.

#### **8. Technical counterpart**

The technical counterpart for the assessment will be the project manager and professionals on the execution team.

#### **9. Payment conditions**

The consultancy will be paid against delivery of products and once the technical counterpart approves the job profiles.

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### **Other resources**

The following are some resources that may be useful in designing labor market assessments:

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"The Duke University Initiative on Survey Methodology" <http://dism.ssri.duke.edu/resources.php>. 2014. Provides guidelines for designing questions.







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