

RIAL SEMINAR ON YOUTH EMPLOYMENT

Rio de Janeiro, May 20 – 21, 2008

Panel 3 – Presentation Summary of CAPLAB

Job Training Program

The program's chief aim is to promote youth employment, particularly among the most underprivileged sectors of the population. Implemented in Peru through the Service Center for Job Training and Development (CAPLAB), its strategic partners are the Ministry of Education, the Ministry of Labor, the regional governments, and some local governments; it also receives financial support from the Swiss development agency, COSUDE.

Summary of Experience:

1. Identification of situation and goal

Development of the CAPLAB Program helped identify barriers to Professional Technical Training in Peru that chiefly affect the poor and youth segments of the country's population; in addition, the available training that exists suffers from problems of relevance and quality, caused by a range of factors including the absence of specific policies for the structured reorientation of that supply toward labor demands.

2. Integrated Professional Technical Training Strategy offered by CAPLAB

a. Professional training structured to meet labor demands:

- Reorientation of the available training and quality improvements through: occupational profiles in line with demand, and study plans based on them and structured into terminal training modules with points of access to the market and Progressive Certification.
- Changes in the organizational and administrative structure of training centers to enable the possibility of dialogue and feedback with productive sectors.
- Skill-based training approach, geared toward job placement through hiring and self-employment.
- Evaluation of skills.
- Follow-up of graduates.
- Development of productive projects at the centers themselves, and access to business plan modules.
- Renewal of equipment and tools for training and production in accordance with training needs, using public and private funding and the efforts of the centers themselves.

b. Training of teachers and trainers:

- Academic approach based on meaningful skill-based learning.
- Assessments of quality of learning and of work performance.
- Training and refresher courses on managerial, educational, and productive technical topics.
- Trainer training.
- Creation of national Interlearning Networks.

c. Information, mediation, and placement services

- c.1 Network of Job Information and Placement Centers (RED CIL ProEmpleo), providing:
 - Employment agency
 - Job search assistance
 - Labor information
- c.2 Socioeconomic Labor Observatory gathers and disseminates labor information in a decentralized fashion.

3. *Results of applying the model at 300 Training Centers*

- Indicators of the equality, relevance, and quality of training.
- Base line and studies of results and impact.
- Improved access for groups of young people from the most vulnerable sectors.
- Higher percentages of women in competitive jobs with better employment conditions.
- More than 60% of the young people trained with this approach secured jobs.
- Approximately 15% began their own businesses.
- Income earned by graduates invested in education, health, and food.
- Good practices in the institutionalization process through public policies and agreements with worker groups.

4. *Main challenges and difficulties*

- The topic is not a high priority in the affected sectors, and investment is inadequate.
- Frequent changes in public officials and low levels of specialization among them.
- Low appreciation of technical professional training among the population.
- Program replication and sustainability not assured because of low priority on the public agenda.
- Low investment in the implementation of TPT Centers.
- Low levels of linkage with productive sectors.

5. *Incorporation of Professional Training into the education system*

- The General Education Law sets goals, levels, and strategies.
- The National Guidelines for Professional Training Policy ordered the creation of the National Professional Training System, which should allow access from a lower level of training with a skills certificate.
- The training supply is structured to be provided at training centers with student attendance. The modular organization of the training programs allows participants to join and leave in accordance with their work needs. The Training Methods Law provides for internships in companies for predetermined durations, job training promoted by the companies themselves, forms of training adapted to campesino organizations – experiences that still make scant use of ICTs.
- Participants receive information about training opportunities, vocational guidance, and job information through the services of the Labor Information Centers and the CIL ProEmpleo network which, run by the Ministry of Labor, has a broad network of CIL Centers and the Peru Employment Portal, which are intranet-equipped and report work opportunities; thus, effective connections are made between the available supply and job seekers.
- The sustainability of these actions depends on the political will of the ministries involved. It is challenged by changes in the responsible authorities and, most particularly, because professional training is not the top priority in either the public sector or the business community, in spite of the country's growing demands for competitiveness. It should be noted,

however, that the topic occupies a much more prominent position on the public agenda than it did 10 years ago.

6. *The skills addressed by the training programs*

CAPLAB has promoted the skill-based approach in its training program based on occupational profiles in line with demand; the Participatory Occupational Analysis (AOP CAPLAB) establishes comprehensive skills at the basic, technical/productive, generic, and specialized levels of personal development, encouraging the development of social skills.

7. *Evaluation of learning and of national performance*

CAPLAB has developed a set of tools for describing and assessing students' learning. The indicators it uses are the learning acquired as indicated by the profiles, and the students' level of satisfaction. An Impact Evaluation Study has also been carried out, indicating the percentage of graduates and their job placements and business initiatives.

This impact evaluation has yielded positive results regarding the expected employment conditions and the validity of the model used.

8. *Impact on public policies*

CAPLAB promotes social dialogue, consensus-building, and negotiation among stakeholders and other agents at the national, regional, and local levels involved with Technical Professional Training; this helps promote the improvements in quality, job adaptation, equitable access, and incorporation into the competitive job market that facilitate the sustainability of the actions.