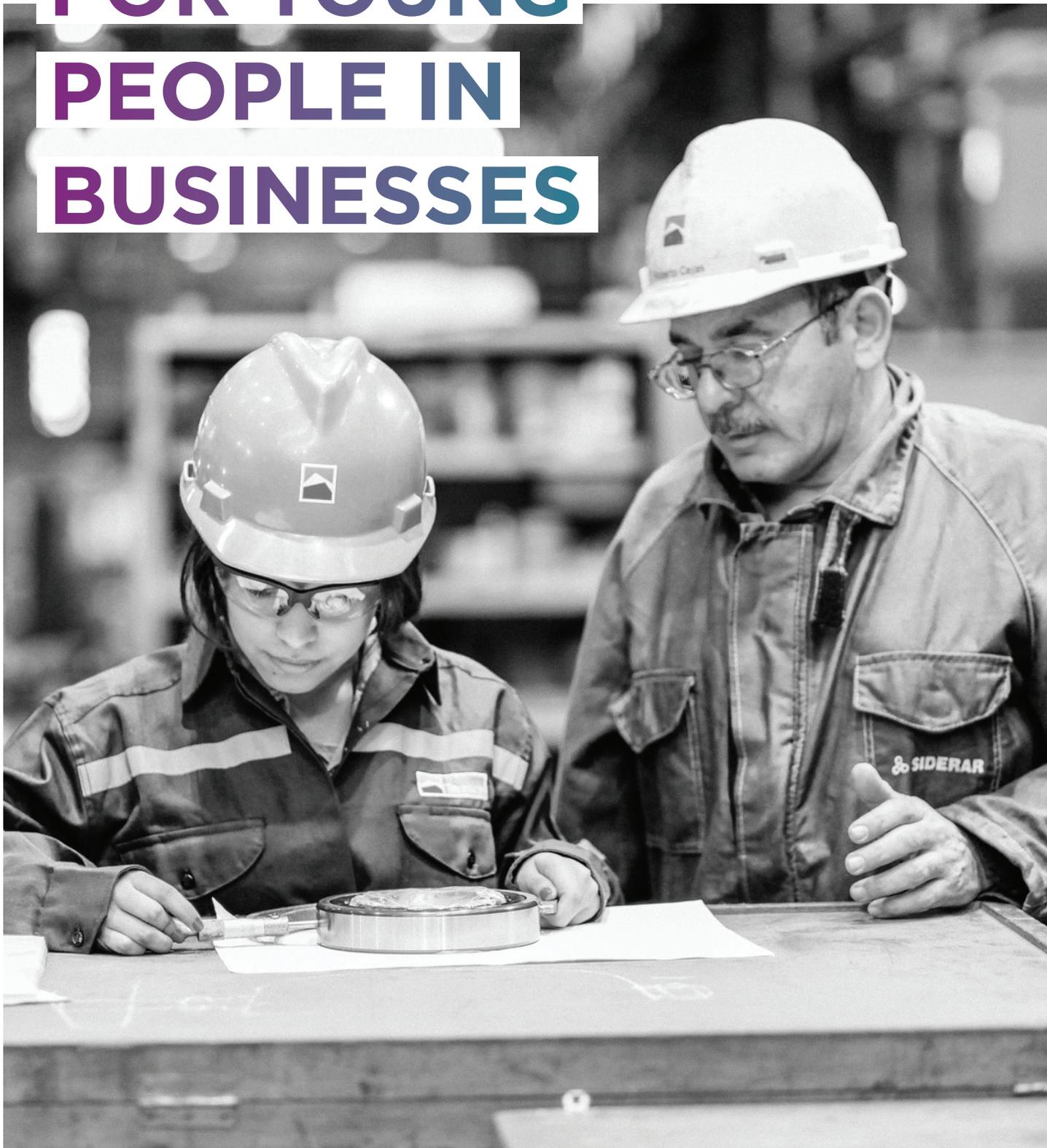


REPORTE/ /

# APPRENTICESHIPS FOR YOUNG PEOPLE IN BUSINESSES



**GAN** ARGENTINA



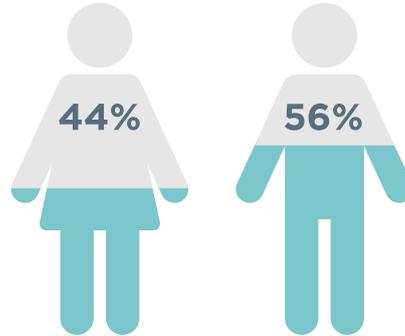
UNIÓN INDUSTRIAL  
ARGENTINA



## KEY OUTCOMES ABOUT THE YOUNG PEOPLE



71% Highschool completed or more



The majority of the interviewees stated that they are the child of the head of the household.

### EMPLOYMENT HISTORY:

- 44% unemployed
- 16% self-employed
- 38% were employed  
Of which 46% were not registered.
- 2% inactive

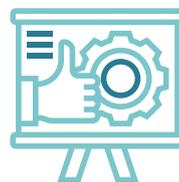


FOR THE MAJORITY, WAS THEIR FIRST EXPERIENCE AT A REGISTERED BUSINESS.

Main path of entry:  
**Employment Offices**



3 in every 4 young people entered via the Public Employment Service.



89% state that they have received **Work-based training in the tasks.**

Work-based training in the tasks to be undertaken is notable. All young people interviewed stated having or having had a person at the company who guided/supervised them while undertaking tasks on a daily basis.

## YOUNG PEOPLE HIGHLIGHTED THE FOLLOWING ASPECTS:

### SOFT SKILLS

- Undertaking tasks with other team members.
- Being involved and communicating with their peers.
- Responsible time keeping.
- Respetar a otros.
- Respecting others.
- Speaking without hesitation.
- Interacting with and listening to clients.

### HARD SKILLS

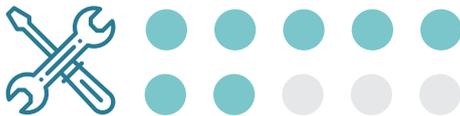
- Using specific software programs.
- Cell phone repair.
- Using injectors and other machinery.
- Budget development.
- Packaging.
- Product tracking.

## EMPLOYMENT OUTLOOK:

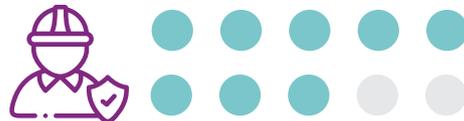


The **89%** considered the possibility of obtaining employment at the business where they are undertaking their apprenticeship.

89%



7 in every 10 considered the possibility of **obtaining employment at another business** in the occupation for which they were trained.



8 in every 10 perceived their **employment situation to be better** than prior to starting the apprenticeship.

## THE APPRENTICESHIP EXPERIENCE GAVE RISE TO NEW EXPECTATIONS:



- A) MORE TRAINING AND THE ACQUISITION OF WORK EXPERIENCE.
- B) DESIRE FOR EFFECTIVE LABOR INTEGRATION AND COVERING OF FINANCIAL NEEDS.
- C) FAMILY VIEWS.



# KEY OUTCOMES ABOUT THE EMPLOYERS

## ACCESS TO TRAINING FOR WORK:

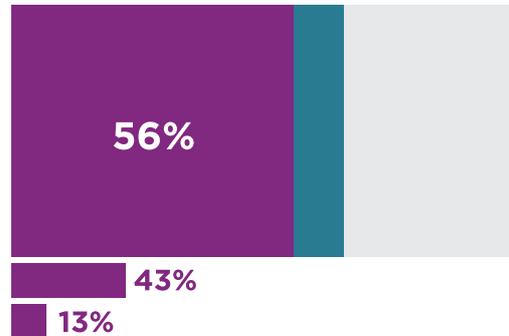
• **56%** made contact via the **Public Employment Service Network**

Of which:

- **43%** via Employment Offices and the remaining

- **13%** via MTEySS Regional Offices

• **10%** via word of mouth/contacts



## REASON FOR USING THE EPT PROGRAM:



**67%** with the aim of **training workers** to later join their workforce.



**53%** used it due to the **financial incentives.**



**30%** due to the **legal framework** offered for training apprentices.



**90%** were assessed by the **Public Employment Service:**

- 57% by Employment Offices
- 33% by Territorial Offices



**70%** considered the presentation of the project to the AEPT to be easy and straightforward.



Following the establishment of the apprentice profile by the business itself, the referral made by the Employment Offices was :



- 7%** completed in under one week
- 45%** between one and two weeks
- 48%** in three weeks or more

On a scale of 1-10, the interviewees rated the apprentice profile assigned in response to the request as **6.3 points**, on average.



On a scale of 1-10, the average apprentice performance was rated **7.5 points**.

#### STRENGTHS AND WEAKNESSES MENTIONED BY THE BUSINESSES :

##### STRENGTHS

- Benefit for the business stood out (simplicity/ease of the process, filling of the vacancy, financial profit and the support of the Employment Office).
- Benefits for the apprentices, such as work experience and an employment opportunity for young people.

##### WEAKNESSES

- Delay in the payment of State incentives to the apprentices.
- The age restrictions for candidates.



THE AEPT RECEIVED A  
VERY POSITIVE RATING FROM  
ALL EMPLOYERS INTERVIEWED.

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# 1.

# PRESENTATION

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**Training for Work Program** (hereinafter AEPT) is a program driven by the Secretary of Employment for the Ministry of Labour, Employment and Social Security (MTEySS), which has grown steadily since its launch in 2007 in terms of the number of workers included in its projects.

This document presents the results of the research project **“Apprenticeships for Young People in Businesses”**, carried out within the Faculty of Social Sciences at the University of Buenos Aires, and with financial support from the Global Apprenticeship Network.

Apprenticeships undertaken via work-based training have begun to find their place within the instruments for the labor integration of young people on a national, regional and global scale.

The Training for Work Program **enables unemployed workers to participate in apprenticeships, taking on occupational roles within businesses**, during which they undertake training activities in a workplace with the guidance of a mentor.

In recent years, work apprenticeships have experienced growth, not just on a national scale but on a regional and international scale. This growth attracted the attention of non-governmental organizations, actors in the world of work, and public policy makers responsible for employment issues, in addition to occupying part of the academic reflection, in particular that which specializes in the study of youth unemployment.

The actions promoted by social actors include projects implemented by non-governmental organizations in order to encourage educational practices in the workplace (an action that is, in some ways, different to the AEPT, but does share similarities) driven by authorities aimed at international aid, such as the US Department of Labor<sup>1</sup>. A notable aspect of this order of actions is the incorporation of the Argentine Industrial Union to the Global Apprenticeship Network (GAN)<sup>2</sup> as a focal point in the country.

Furthermore, the government included a specific section regarding the AEPT within a project concerning labor legislation change that was sent to the National Congress of Argentina in 2017<sup>3</sup>. Even though this project did not become legislative, it gave greater visibility to the AEPT. On an academic level, several different studies were carried out, in many of which the AEPT are linked exclusively to the Jóvenes con Más y Mejor Trabajo Program (Young People with More and Better Work Program) (Tufillaro, 2013; Vezza, 2014; Mazorra et al, 2013); however, there are also various jobs dedicated exclusively to the AEPT (Pozzer, 2015; Pozzer, 2019), and even an impact assessment (Castillo et al, 2014).

This report will be structured as follows: subsequent to the preceding presentation, the analysis framework in which the Training for Work Program is understood conceptually is established. The following section will describe the characteristics,

1 See <https://www.proyecto-noemi.org/>

2 See <https://www.gan-global.org/>

3 This project became part of the CNA on November 18th 2017, presented by the Ministry of Labour, the Chief of the Cabinet of Ministers and the President.

results and impacts of the program (from previous studies), and the results of the interviews done to youth and businesses (third and fourth chapters). To conclude, the document addresses a potential working hypothesis for future studies and research (fifth chapter).

This document employs the generic terms “workers” in reference to both male and female workers, “employers” for both male and female employers, and “the participants” or “apprentices” when referring to the male and female program participants/apprentices.

## LABOR COMPETENCES: FRAMEWORK OF ANALYSIS FOR TRAINING FOR WORK PROGRAM

This study of the Training for Work Program is centered on the focus of work skills. This allows us to understand learning practices in their different dimensions.

There are different definitions of labor competencies. For this study, labor competencies are considered those “...*identifiable and evaluable set of knowledge, attitudes (...) and related skills, that allow satisfactory performance in real work situations, according to standards used in the occupational area...*”<sup>4</sup>.

In this case, knowledge is understood to mean certain *know-how*, skills such as know-how to do and attitudes such as know-how to be. In turn, there are usually two kinds of skills, those referred to in the literature as specific, technical or hard and, the general ones, social or soft.

Specific, technical or hard skills increase a person’s productivity in a narrow range of occupations, sectors or companies. These involve, for example, the operation of a certain machinery or management of work processes. In contrast, general, social or soft increases a person’s productivity in a wide range of occupations, sectors or companies. Among other things, they include team work, relations with bosses and peers, customer service (external or internal to the organization itself), the organization of their own tasks, etc.

This approach, succinctly stated here, is used as a conceptual framework when establishing some learning analysis dimensions, in particular, when distinguishing those

4 Res. Nº55/96, Federal Council of Culture and Education, Argentina, Cinterfor/OIT Nº141, December 1997.

contributions made, by the experience of training for work, to young people. This last distinction between skills allowed to conceptually order those that the young people themselves understood or rescued as what they had learned in their learning experience in companies.

## TRAINING FOR WORK PROGRAM

The Training for Work Program is defined as those that are intended to “*increase the skills (...) of unemployed workers and promote their employability through the development of qualifying practices in work environments that include processes training and the accompaniment of a tutor*”. (MTEySS Resolution No. 696-2006).

In this framework, companies prepare a learning project to incorporate apprentices into Training for Work Program activities.

In these projects, the practical and theoretical training activities, if any, should be stated, specifying the occupation or role to be performed by the apprentice after the completion of the Training for Work Program, job profile.

These actions have an hourly load of up to 4 hours a day or a maximum of 20 hours a week, and projects can be extended for a maximum of up to 6 months. After the project is completed, young people receive a certificate from the company.

In turn, there are economic and regulatory incentives to encourage the participation of apprentices and employers. With regard to first one, in addition to training, a monthly stipend of \$ 5,400, health coverage and personal accident insurance are provided.

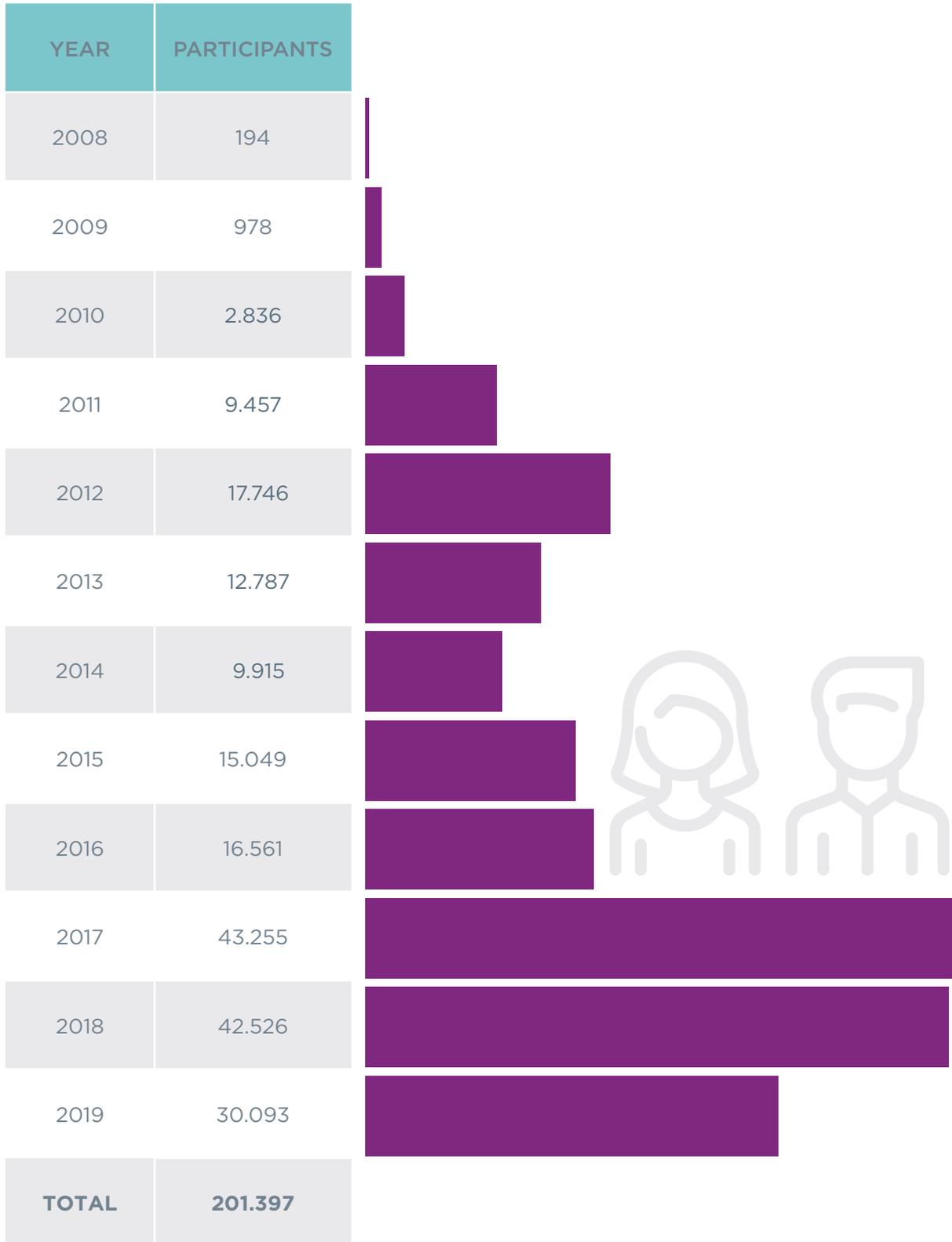
On the other hand, employers obtain the possibility of recruiting personnel, through the search and pre-selection of youth that the Employment Offices do, to train human resources according to their needs, do it through a legal learning framework (it is not a labor relationship) and share the expenses for these trainings with the Ministry of Labor, Employment and Social Security.

## MAIN RESULTS AND IMPACT OF THE AEPT IN THE LABOR INSERTION OF ITS PARTICIPANTS

Since its inception, a trend has been observed to increase the number of participants in the program, beyond any circumstantial drop, such as that of 2013 and

2019, due mainly to the issue of the more general behavior of the economy and / or budgetary restriction of the program (Table N ° 1).

**Figure 1: Number of participants, EPT 2008-2019**



**Source:** Monitoring Area. Secretary of Employment - MTEySS.

These actions are open to several groups of unemployed workers with unemployment insurance; in other words, those who receive financial support due to their current employment status. However, the most significant group in these actions are young people aged between 18 and 24, who are participating in the Jóvenes con Más y Mejor Trabajo Program (Young People with More and Better Work Program), representing 52% of all participants (Figure 2).

In terms of gender distribution, there are more female participants (53% - Figure 2).

**Figure 2. Distribution of AEPT participants, 2008-2019**

AGE	GENDER		TOTAL	
	FEMALE	MALE	NUMBER	%
FROM 18 TO 24	55701	49834	105535	52%
FROM 25 TO 45	47754	41380	89134	44%
46 AND OVER	3720	3008	6728	3%
TOTAL	107175	94222	201397	100%

**Source:** Monitoring Area. Secretary of Employment - MTEySS.

The line of action for training for work has received varied evaluations, all of which have had positive results<sup>5</sup>. Of these evaluations, the impact assessment carried out by the Ministry of Labor, Employment and Social Security, Under-Secretary for Technical Programming and Labour Studies should be mentioned.

This evaluation defined the labor integration of its participants in registered employment as an impact indicator of the program. Within this framework, the situation of each apprentice was observed upon completion of their participation in the training for work project in the Sistema Integrado Previsional Argentino (Argentine Integrated Social Security System), within which all workers who are registered and who make Social Security contributions are recorded.

5 Castillo *et al* (2014); UNGS (2015); Banco Mundial (2014)

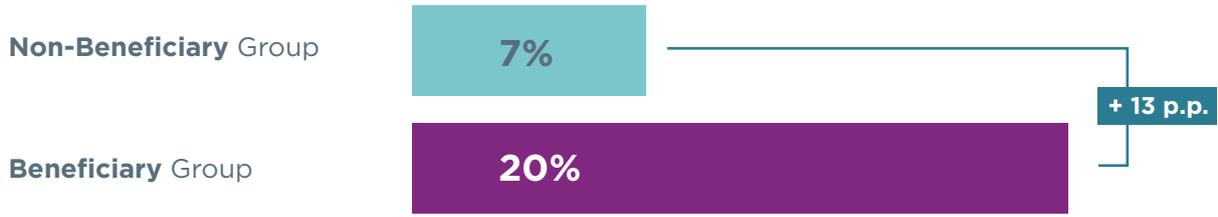
In terms of **METHODOLOGY**, the following aspects should be noted:

- A quasi-experimental model was employed
- Surveys were carried out before and after the intervention
- Two groups were formed: one benefited from the program and the other, with similar characteristics, did not benefit from the program (comparison group)
- The Propensity Score Matching model was adopted, identifying beneficiaries and non-beneficiaries with similar characteristics prior to participating in the policy
- Work was carried out based on the administrative records of those who registered at the Employment Offices in order to build the baseline, and on records of the Argentine Integrated Social Security System, to build the line of impact.
- The group in question was formed of 2,784 participants from the training for work actions.
- The observation was carried out with apprentices who participated in the training for work actions in 2011.

This methodology facilitated the observation of the behaviors of both groups, and thus led to the estimation of the effectiveness of the program on its participants by isolating other contextual factors that may influence the occupational status of both participants and non-participants.

The main conclusion of this evaluation is that **those who participated in apprenticeship actions within the framework of the program achieved almost three times more integration in formal employment** than those with similar characteristics, but who did not participate in the program (Figure 2).

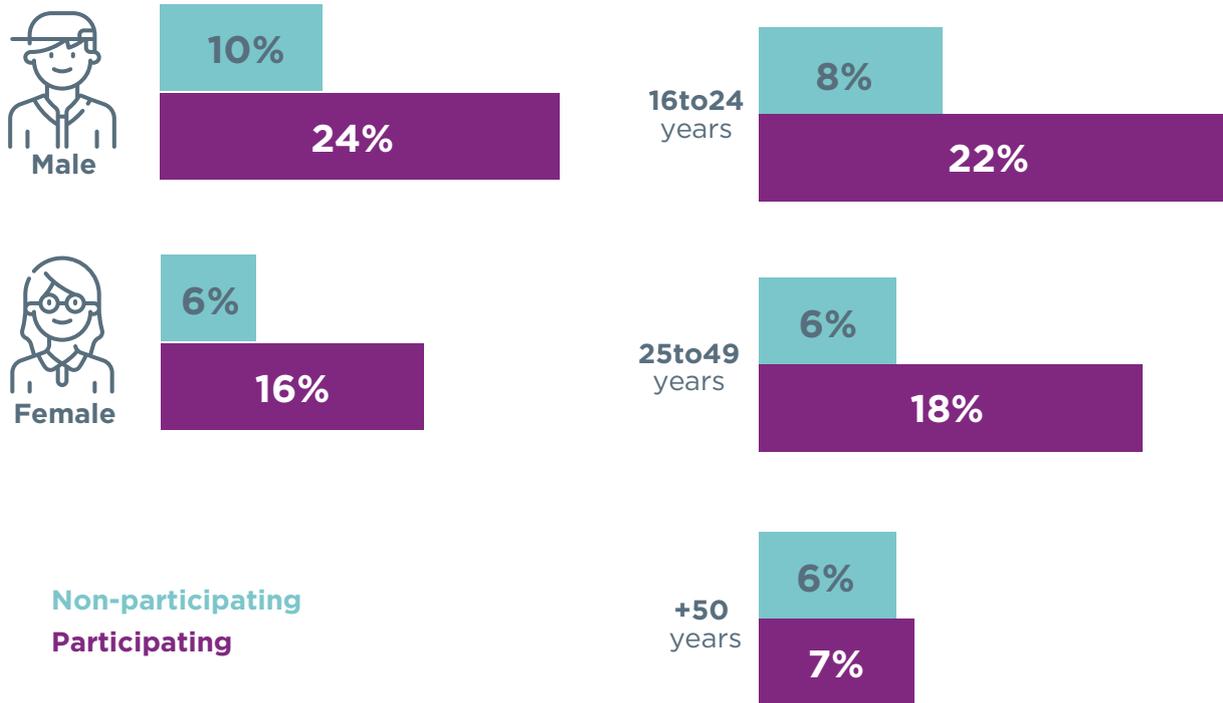
**Figure 2. Probability of integration into private employment for AEPT participants and non-participants**



Source: Observatory of Employment and Business Dynamics SSPTyEL -MTEySS, based on the SIPA and administrative records of the Employment Offices.

The impacts of the program are positive among the different participant groups, independently of their socio-labor attributes. This implies that the program benefits women/men and young people/adults alike (Figures 2 and 3).

**Figure 2 and 3. Probability of integration into private employment for training action participants and non-participants, according to gender and age**



Source: Observatory of Employment and Business Dynamics SSPTyEL -MTEySS, based on the SIPA and administrative records of the Employment Offices.

As a corollary, **the contribution of this tool to the improvement of the participants' occupational status was significant.**

**2.**

# **KEY RESEARCH PROJECT CHARACTERISTICS**

—

## 2.1 TOPIC



In this study, the apprenticeships carried out by young people in private businesses have been limited to the Training for Work Program implemented by the Ministry of Labour, Employment and Social Security.

## 2.2 GOALS



The objective of the research was to find out how apprenticeships work within the Training for Work Program framework from the perspective of the young apprentices and employers.

This objective was approached from six dimensions. Although closely related, it was considered relevant to observe them separately for the purpose of a more orderly analysis. In this respect, the specific objectives were defined in accordance with these dimensions.

### SPECIFIC GOALS

- To describe the characteristics acquired through apprenticeship experiences with regards to the acquisition of labor skills, in particular those referred to as hard and soft.
- To observe and report on the conditions under which the apprenticeship experiences are undertaken, specifically regarding the work environment/workplace, tools and the legal and economic aspects.
- To find out how the apprentices and employers rate the apprenticeships.
- To identify the value of the apprenticeship in terms of employability and labor integration of the apprentices.
- To describe how both apprentices and employers visualize and understand the learning relationship as a unique way of creating links within the world of work.
- To describe and analyze the experience of the businesses with regards to apprenticeships, in particular in terms of their experience using the Training for Work Program.

## 2.3 METHODOLOGY



### TYPE OF RESEARCH

Exploratory research with quantitative and qualitative methodology.

### UNIVERSE

Businesses participating in the line of Training for Work Program implemented by the Ministry of Labour, Employment and Social Security.

### SAMPLE

An intentional (non-probabilistic) sample was developed involving businesses by quotas according to economic sector, size and geographical location. The young people and employers who were interviewed were taken from this business sample. These quotas were established intentionally, meeting two criteria:

- a) in terms of size, an approximate relationship was maintained with the business structure that participates in the Training for Work Program. That is, the largest number of businesses participating are those classified as micro and small, followed by the medium and, finally, the large businesses,
- b) regarding the activity sector, the decision was made to find out more about what happened within the businesses in the industrial sector than those in the services sector, even when they constitute around three-quarters of the total businesses in the Training for Work Program<sup>6</sup>.

In terms of geographical distribution, the Autonomous City of **Buenos Aires** and surrounding areas, in addition to La Plata, were chosen, where there is a high concentration of Training for Work Program. For contrast, two additional cities were selected: San Miguel de **Tucumán** and Resistencia in the province of **Chaco**.

Since it was an intentional, non-probabilistic sample, the results cannot be extended to the universe. However, it is understood that the sample design allows for the capture of a broad variety of situations, in order to facilitate a more in-depth study of some of the findings in a subsequent study.



<sup>6</sup> There were two reasons behind the expansion of the number of industrial businesses within the total number of businesses: a) the role of the apprentice emerged in industries where teachers trained apprentices in trades. The key aspect here was the study of the extent to which the AEPT fit this occupational category and b) the focus point of the GAN is the UIA, where there is a particular interest in broadening the use of these public employment policy tools.

As indicated by the following, the results of the sample of businesses were formed as follows:

Size <sup>6</sup>	Sector	Industry	Services
Large		2	1
Medium		2	1
Small		16	4
Micro		2	2
<b>Total</b>		<b>22</b>	<b>8</b>

Area	Businesses
AMBA <sup>7</sup> + La Plata	20
Tucumán	5
Chaco	5

## UNIT OF ANALYSIS

The apprenticeships implemented within the framework of the Training for Work Program for the Ministry of Labour, Employment and Social Security.

## DATA COLLECTION UNITS

- **Young apprentices:** those who were undertaking or had completed training within the framework of the Training for Work Program.
- **Employers:** those who were responsible for managing the projects and tasks undertaken by the apprentices.

## DATA COLLECTION TECHNIQUES

- Semi-structured individual **interviews** with employers and apprentices in the space where the apprenticeship actions were undertaken.
- **Non-participant observation** of learning practices (in situ) in each of the businesses visited.
- Apprentice **focus group**.

<sup>7</sup> The businesses were categorized in accordance with the following criteria: up to 5 workers (Micro), from 6-50 workers (Small), from 51-250 workers (Medium) and more than 251 workers (Large).

<sup>8</sup> Buenos Aires Metropolitan Area

## NUMBER OF CASES

**30 businesses** were visited, where the following were carried out:

- **30 individual interviews with workers/employers** (20 in AMBA, 5 in Tucumán and 5 in Chaco).
- **45 interviews with young apprentices** (30 in AMBA, 8 in Tucumán and 7 in Chaco).

In total, **75 interviews** were carried out.

Gender quotas were met in terms of apprentices, with the aim of working on aspects linked to gender. Quotas of young people who were participating in apprenticeship actions were also met (approximately 70%), in addition to those who had already participated (approximately 30%).

Upon visiting the businesses, an observation guide was completed, focusing on understanding the space and conditions of the practices, interpersonal relations and other information of interest regarding the project goals.

For descriptive purposes, the data are presented in tables with percentages and refer exclusively to the young people and employers who were interviewed.

**Figure 1. People interviewed according to the time of the interview and percentage of the total**

	PTRAINING FOR WORK PROJECT	
TIME OF THE INTERVIEW	(in progress)	(post-placement)
PEOPLE INTERVIEWED	<ul style="list-style-type: none"> <li>• Young people active in the project (equal quotas by gender)</li> <li>• Employers</li> </ul>	<ul style="list-style-type: none"> <li>• Young people integrated into businesses (equal quotas by gender)</li> <li>• Young people NOT integrated into businesses (equal quotas by gender)</li> <li>• Employers</li> </ul>
PERCENTAGE OF THE POPULATION	70% young people 70% businesses	30% young people 30% businesses

## DIMENSIONS OF RESEARCH

The development of the forms applied within the framework of the semi-structured interviews corresponds to the process of operationalizing the analytical dimensions and variables of interest as part of this research. The outline is as follows:

Dimension	Variables	Questions
Apprenticeship description	Access. Activities. Hard and soft skills.	How did you access the apprenticeship at the business? What tasks do you undertake? What did you learn from these? What specific knowledge did you employ? Do you have to work with others? Do you work in a team? Do you have to communicate the product of the activity? etc.
Conditions under which the apprenticeship is undertaken	Goals and the subjective assessment of the conditions: environmental, economic and legal conditions of the apprenticeship.	Job description. Do you use machinery and/or tools? Safety and hygiene in the workplace. Are your tasks supervised on a daily basis? How much do you earn? What do you think of this amount? Do you have a contract? Etc.
Apprenticeship experience rating	Quantity and quality of the apprenticeship,	How would you rate the apprenticeship experience? What motivated you to participate in an apprenticeship? How much knowledge/new activities did you gain during this experience? Is this knowledge required by the labor market? Positive aspects? Negative aspects? What could be improved? What new expectations arose from the apprenticeship? Etc.
Relationship between the apprenticeship and labor integration	Post-apprenticeship insertion - Employability: contribution specifics of the apprenticeship	Is there a possibility of obtaining employment in the business? Is there a possibility of employment in other businesses in the sector? Did the apprenticeship experience improve your CV? Did the apprenticeship improve your self-esteem on an employment level? Did the apprenticeship equip you with new tools for seeking employment? Etc.
Relationship between the apprentice and other workers	Link between the apprenticeship and the employment relationship	Is the apprenticeship recognized as a non-work contract? Is the apprenticeship the initial stages of the labor relationship? Do you think you were assigned tasks based on your gender? Did you observe gender equality in the department of the business where you undertook your apprenticeship?
Employer experience	Access to the AEPT. AEPT processing. Link with the State. Use for the company. Evaluation of the experience	How did you find out about and access the AEPT? How was the project formed? How would you describe your relationship with the staff at the Employment Office? How would you rate the apprenticeship experience at your business? What could be improved? How simple or bureaucratic was the management of the apprenticeship before the State? Did the regulations provide you with the cover you expected in order to integrate apprentices? Did you recruit any apprentices as workers?

Source of information: Apprentices

Employers

## FIELD RESEARCH PROCEDURE

The interviews were based on a semi-structured format, consisting predominantly of closed questions and some open questions.

The following steps were followed:

- **1º** Business selection. The Secretary of Labor and Employment provided a list of the businesses that were participating in the line of Training for Work Program in AMBA (Buenos Aires Metropolitan Area), the city of San Miguel de Tucumán and Resistencia, Chaco.
- **2** Thirty (30) businesses were selected in accordance with the criteria established in the sample, with their respective potential replacements. A list of 120 businesses was obtained.
- **3** An official at each of the selected businesses was contacted via telephone or email, as were the Employment Offices in the case of young people who participated in the training for work projects.
- **4** An interview was arranged with the apprentices and the officials at each business.
- **5** The interviews were carried out.
- **6** Notes were made regarding what was observed using the Observation Guide.
- **7** A focus group for active apprentices was formed.
- **8** The information obtained during the interviews, observation guides and the focus group was edited.
- **9** The interviews carried out by the interviewers were monitored.



The field research began on September 12th and was completed on **November 11th, 2019**.

## DATA ANALYSIS AND INFORMATION PROCESSING

The following activities were carried out:

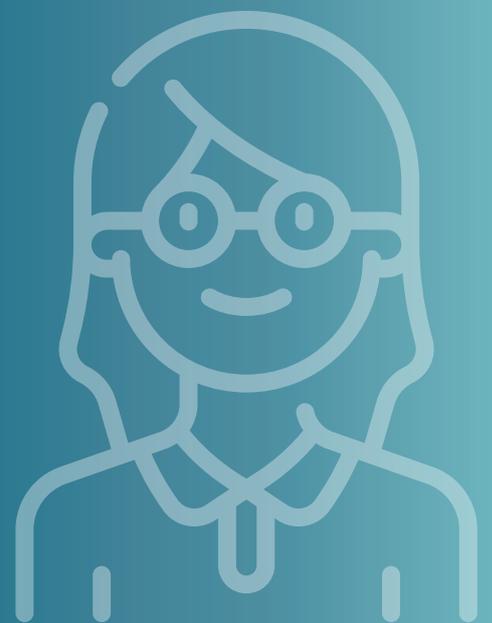
- **1** A database was created using the information obtained from the closed responses on the interview form, in addition to the organization of the information obtained from the open questions.
- **2** The information stored in the database was processed and a set of basic tables regarding the different dimensions of the study was produced.
- **3** The data obtained from the open responses (qualitative) was analyzed, identifying any categories which emerged.
- **4** The first descriptive report was completed using the results and findings obtained.
- **5** The information from the observations, interviews and focus group was included in the report.
- **6** A series of policy recommendations regarding the AEPT was developed (in another document).
- **7** A brief comparative analysis was carried out based on the regulations that govern the apprenticeships in businesses, as a differential addition and product of the fieldwork (forms part of a separate report).



**3.**

**KEY OUTCOMES OF  
THE SEMI-STRUCTURED  
INTERVIEWS CARRIED  
OUT WITH THE  
YOUNG APPRENTICES**

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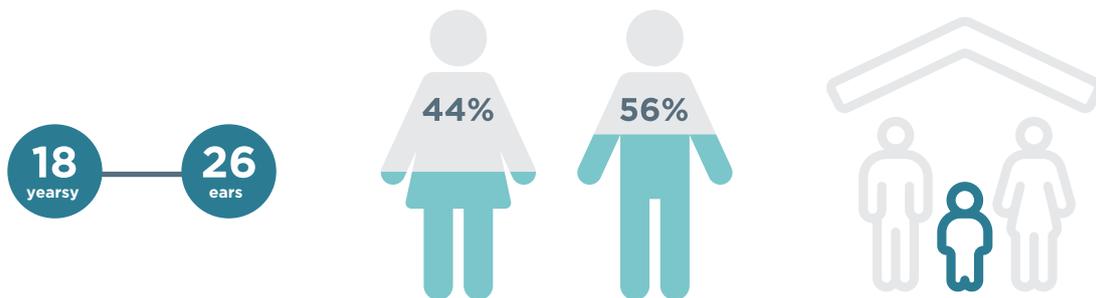


### 3.1 YOUTH PROFILES

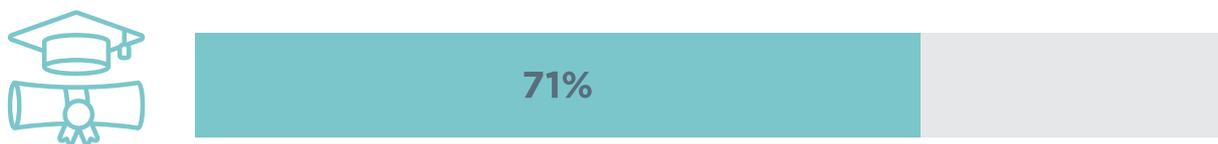
According to what was prescribed in the methodology, and in particular, to the design of the sample, 3 groups of young people were formed for interview (Figure 1):

- **Young apprentices** participating in the program at the time of the interview (28 young people).
- **Employed young people** who were integrated as workers at the business following their training experience within the program framework (10 young people).
- **Unemployed young** people who participated in the training experience offered by the program, but who were not hired upon completion (7 young people), bringing the total of young people interviewed to 45.

The age range of the young people interviewed was between 18 - 26 years of age, **44%** of whom were **female** and **56%** were **male** (Figures 2 and 3). In turn, the majority of the interviewees stated that **they are the child of the head of the household** (Figure 4).



In terms of their education, **71%** of the participants who were interviewed **completed secondary education or higher**. The remaining young people did not complete secondary education (Figure 5).



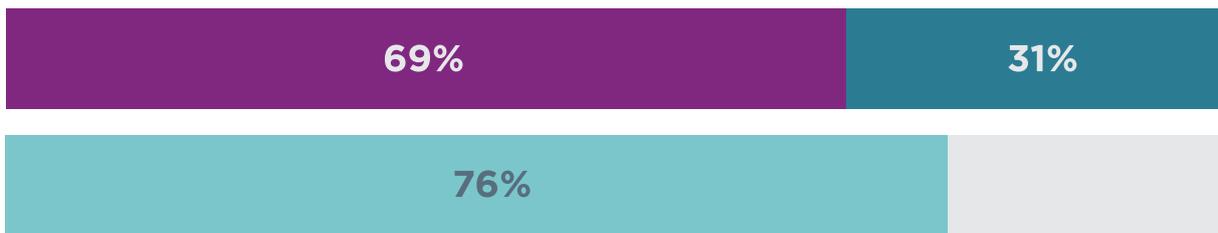
In relation to work experience, **38%** of the interviewees participating in the Youth program **were in contracted employment prior to participating in the program**, **16%** **were self-employed** and **44%** **were unemployed**. The remaining 2% were inactive (Figure 6).



Those who were employed prior to joining the program were working in shops or in businesses, undertaking tasks including sales, customer service, cleaning, loading and unloading, administration, accounts, security, cooking, dish washing, and restocking, among others. Meanwhile, others did so in private households. The latter carried out tasks such as childcare or renovation.

## 3.2 ACCESS MECHANISMS FOR YOUNG PEOPLE TO THE APPRENTICESHIP OPPORTUNITIES IN BUSINESSES

The young people interviewed completed the program at **businesses in the industrial (69%)** and **services (31%)** sectors (Figure 7), and the majority were placed in **micro/small businesses (76%)** (Figure 8).



What mechanisms or institutions stand out in the process of young people accessing their training experience at the businesses?

**The Employment Office** stood out as the main source of referral (**73%** of the young people interviewed accessed the program via this institution), while access to the program through contacts was less frequent (Figure 9). Occasionally, the young people mentioned the need for greater publicity of the program: *“If I had heard about it earlier, I would have signed up before”*.



During the access process, the majority of these young people were interviewed at the **Employment Office (64%)** (Figure 10), many of whom (68%) recognized that while attending, they were explained their rights and responsibilities as apprentices (Figure 11). They also stated that they were given details about the program, clarification of doubts/queries and were also asked about their previous experiences,

preferences, means of mobility and other matters. Some testimonies referring to the characterization of those instances highlighted that **“they explained to us what it was about”, “It was a good, complete interview. They guided us, answered questions, they were friendly”;** **“They asked me if I had worked before and about my experience”**. Within the design of the Training for Work Program, the role of the Employment Office was very important in terms of assessing the young people based on their participation in the project. In this respect, the positive feedback given by the young people in relation to this process expressed a positive aspect of the program implementation. However, this was not the case for all apprentices.

On the other hand, when asked about their rights and obligations, they remembered having been assessed during the interview at the Employment Office. The majority highlighted the maximum number of working hours a day and the duration of the program, among others: **“the duration would be between 3 and 6 months, how much we would be paid and that we would be required to attend for 4 hours/day, between Monday and Friday. What the company did”**.

Lastly, in terms of the level of formality of the apprenticeship access process, the majority of the young people stated that they signed an apprenticeship contract (84%) (Figure 12).

## 3.3 KEY CHARACTERISTICS OF THE APPRENTICESHIP UNDERTAKEN BY THE YOUNG PEOPLE

### 3.3.1 OCCUPATIONS AND TASKS

The main occupations included:



ADMINISTRATION



CUSTOMER SERVICE



SALES



OPERATIONS



These different occupations involved diverse tasks. In the case of **administrative** roles, the testimonies mentioned tasks such as “*processing invoices, business accounts*”, “*accounting, card settlement*”, “*in the case of files for different clients, I contacted the client to inform them of their financial debts*”, etc.



The **customer service** positions, on the other hand, were comprised of tasks such as “*handling networks, uploading products to the networks, answering customer questions and referring them to another sector*” and “*customer service over the phone*”.



The **sales** roles included tasks such as “*welcoming, bidding farewell, making sales*”.



Finally, the **operators** performed tasks such as “*food fractionation*”, “*woodwork*”, “*welding*”, “*collecting packets (of biscuits) from the machines and packing them in boxes*”, “*(making) the finishes for the axial and seals for water pumps*”. Occasionally, more rigorous tasks were also detected, such as “*industrial injector handling*”. Within the framework of these roles, occasionally the apprentices rotated within different areas; “*packaging and logistics and sometimes we’re involved in other sectors*”.

Observations carried out in the workplace demonstrated otherwise. In some cases, the apprentices would find themselves performing tasks equivalent to those of the workers at the business, while in others, task loads, responsibilities and schedules were what differentiated workers from apprentices. The focus group demonstrated that **“at this point in the apprenticeship (6 months) the young people seem to perceive that the only difference between them and the rest of the operators is that they work fewer hours and receive less money”**.

The majority of the young people interviewed stated that they **use machinery and/or tools** within their apprenticeship experience at the business (**87%**) (Figure 13). These included computers, printers and card machines; tools such as grinders, drills, welding machines, sanders and manual hoists; printing, cutting and pre-cutting machines; sewing machines; coffee machine and printer. Certain testimonies stated use of more sophisticated tools, including sublimation printers and injectors.



87%

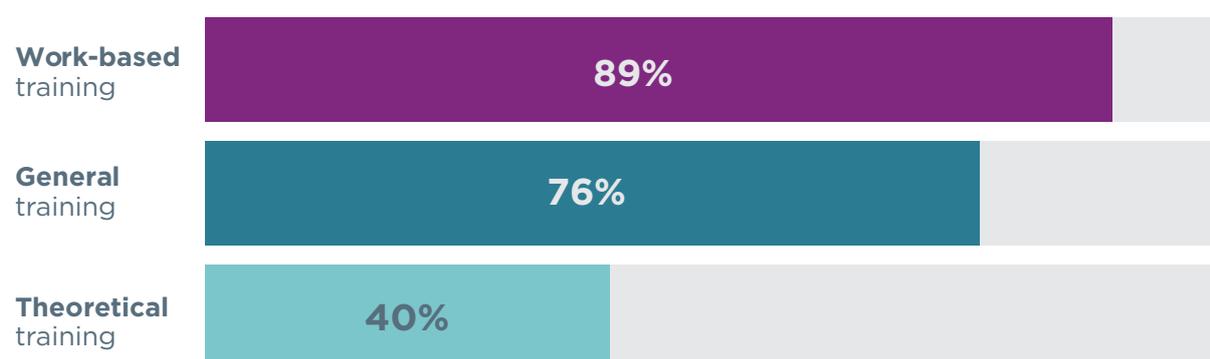
The number of tasks that the apprentices carried out individually and in groups was investigated and the results indicate that although both modalities were part of their everyday experience at the business, their tasks were predominantly carried out individually. It should be highlighted that the fact that tasks can be carried out individually is not to the detriment of group work. The group work dynamic was sometimes made up of practices and tasks that are carried out individually.

### 3.3.2 TRAINING AS PART OF THE APPRENTICESHIP PROCESS

When apprentices were asked about the varied training they received during the framework of their experience, they highlighted the **work-based training**, in particular the tasks to be performed (**89%** of the young people interviewed expressed that they had received work-based training) (Figure 14). This is in line with the Training for Work Program which promotes these training actions based on practical experiences.

**General training** about the business and the apprentice's role in the business has also been identified by the majority of the young people who were interviewed (**76%**), however less so than more specific training regarding tasks the apprentice is to undertake, as mentioned previously (Figure 15).

On the other hand, training in tasks outside their role is less common than those mentioned previously (only **40%** of the apprentices interviewed stated that they had received training about other tasks) (Figure 16). This is known as "**theoretical training**" and is provided with the aim of offering training regarding the business activity on a more general scale.



In contrast, upon analyzing the presence of the aforementioned training according to the size of the business in which the young people are placed, **medium/large businesses** stood out. The results demonstrated that in these businesses, there are more young people who received general training about the business and the workplace (91% of the young people interviewed were participant in medium/large

businesses, compared to 71% of participants in micro/small businesses) (Figure 17).

Similarly, training regarding the tasks to be performed outside their job role, as mentioned previously, is less common. It is more common in medium/large businesses (64%) than in micro/small businesses (32%) (Figure 18).

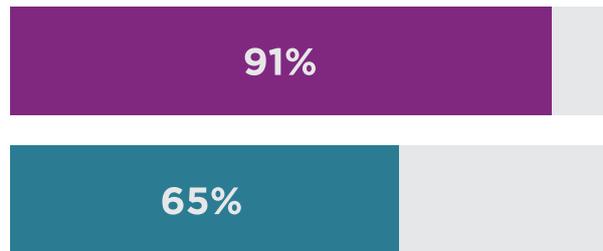
### 3.3.3 THE LINK BETWEEN THE KNOWLEDGE OBTAINED IN SCHOOL AND THE APPRENTICESHIP AT THE BUSINESS

Training for Work Program is a particular part of training, vocational or apprenticeship practices that are not explicitly linked to the possibility of applying previous knowledge to an experience, unlike educational internship systems which do combine practices with curricular content. However, although this aspect is not covered by the program, it is important to outline how young people identify the articulation of their previous knowledge with the training for work.

To what extent do the young people participating in apprenticeships at businesses identify the application of knowledge acquired in school? Can differences be identified in this aspect with regards to whether the young people are placed in medium/large or micro/small businesses?

A significant number of the young people interviewed identified having applied knowledge acquired during their educational career (71%) and, again, the size of the business appears to influence this aspect.

While **91%** of the young participants in the program in **medium/large businesses** identified having applied knowledge acquired at school, this proportion falls to **65%** in the case of young people in **micro/small businesses** (Figure 19).



Accounting and IT tool management stood out as knowledge acquired at school that had then been applied by the apprentices. In turn, mathematics had also been applied on various occasions. Some testimonies exemplified the identification of this disciplinary area within the framework of the apprenticeship at the business:

*“reasoning, applying mathematical knowledge”, “basic knowledge, mathematics”, “basic mathematics”, “rule of three to calculate a value”, “numbers, percentages, using excel to make presentations and reports”.* Albeit less so, they mentioned the application of knowledge linked to Language



and Literature: *“the use of formal language”, “literature, text comprehension”* and other knowledge acquired at school, such as *“friendship, respect for colleagues and seniors”, “group work”* and *“paying attention, concentrating”*. Similarly, the focal group stated that *“I’m applying some of the knowledge I gained at school, now. School prepared me well for this experience”*.

Finally, when asked if the monitor at the business linked any tasks undertaken within the training experience framework with topics studied at school, this was also more common in larger businesses (64% of the young people interviewed in medium/large businesses identified that this was the case, compared to 24% in micro/small businesses) (Figure 20).

### 3.3.4 MENTORING, SUPERVISION AND SUPPORT FOR YOUNG PEOPLE IN THE APPRENTICESHIP PROCESS

All of the young people interviewed stated having had (depending on whether they are currently participating in the program or participated previously) a **business representative to guide/supervise them while undertaking tasks on a daily basis** (Figure 21). This individual may be a colleague, manager or occasionally the business owner.



However, when asked about the managerial attitude towards the apprentices, the general overview was that they were **collaborative, treated them well and gave them guidance**. Within the different experiences, situations ranging from informality and trust to very formal was observed, although most cases reported a good working environment and comfortable workspaces.

It becomes evident that task planning may be done on a daily basis or instructions may be given at the beginning and then reviewed by seniors or colleagues, as appropriate, if any queries were to arise. For example, one of the apprentices stated:

*“they explained how to do things, how to mold, how to cut parts. I learned something new every day”*. In the focal group, some participants also mentioned having received *“theoretical training, leaflets, factory presentation videos (business) and a guide about the activities they were required to undertake”*.



As reported by the apprentices, although diverse, the forms of supervision included practices in which **“every day they assign tasks and later they record the corrections in a notebook”**, **“they give you indications as to how to undertake your tasks correctly”**, **“they correct me, they teach me how to weld. They observed what I was doing to make sure it was correct”**, **“(my senior) comes over and looks at the work and tells you whether or not you’re doing it correctly”**, **“they assigned me work and told me if it was well done and then gave recommendations based on the results”**. Experiences ranged from very strict environments controlled by seniors to more independence for the apprentices.

**The guidance and mentoring** provided by the business, independent of the size of the establishment itself, **played a part in the apprentice experience**. The more closely they are mentored, the greater possibility they will have to learn and gain experience. The apprentice is generally more enthusiastic where this is the case, and it tends to lead to more motivation to continue their studies.

In turn, the provision of **reference/manual or instructional material** to be used as a guide while undertaking their tasks was inconsistent among the young people interviewed, according to the sector of activity within which they are working. While **79%** of young people in the **services** sector identified the existence of this support material for the performance of their tasks, this number falls to **19%** among young people interviewed in the **industrial sector** (Figure 22).



Finally, upon analyzing this same aspect according to the size of the business in which they are undertaking their internship, the existence of supporting manuals or instructional information for the tasks carried out by the apprentices was greater in the bigger businesses (55% in medium/large businesses and 32% in micro/small businesses) (Figure 23).

### 3.3.5 COMMUNICATION WITH OTHERS WITHIN THE APPRENTICESHIP FRAMEWORK

**All** of the young people interviewed within the **industrial sector** identified that they are linked with other workers in order to undertake the tasks they have been assigned. In the case of the young people interviewed within the **services sector**,

this number falls to **79%** (Figure 24).



To what extent is this significant presence of a link with other workers identified as **group work**?

The majority of the young people interviewed, who identified that in order to undertake their tasks they need to communicate with other workers, associated this link with group work, whether that be for all the tasks they undertake or just for some (93%) (Figure 24). The link may be with the whole team or part of the team, depending on the situation. In order to demonstrate these possible dynamics, it is worth highlighting two testimonies: ***“(I work) with everyone. What you start, someone else will continue”***, ***“with the accounting guys for card settlements and my colleagues upstairs for invoice management”***.

Analysis of this aspect according to activity sector demonstrates that the presence of group work was greater among the young people interviewed in the services sector: all young people interviewed recognized working as a group for at least some of the tasks within the framework of their experience (Figure 25).

In turn, it is also of interest to analyze the relationship between the level of education of the interviewees and the identification of group work. In this aspect, the level of education appears to influence the probability of undertaking tasks with others, associated with the concept of teamwork. The results demonstrated that, at a higher educational level, there are more tasks being undertaken that are associated with the concept of teamwork -100% of the young people interviewed with a higher educational level (tertiary/university - incomplete - complete) identified undertaking at least some tasks in a team - this proportion falls to 85% in the case of young people with incomplete secondary education (Figure 26).

Conversely, the young people were asked if within the framework of their tasks they had to communicate with clients/public. In this case, differences can also be observed in terms of educational level: 62% of the young people interviewed with a high educational level (tertiary/university incomplete-complete) communicated with clients/public, compared to 15% in the case of young people with incomplete secondary education (Figure 27). This communication can range from telephone calls and virtual interaction, to sales and product delivery.

The other aspects taken into consideration for analysis (activity sector, geographical

location of the business, business size and gender) also demonstrate differences in relation to the link between young people and clients/members of the public. In this respect, within the framework of tasks undertaken during the apprenticeship experience, in the case of the young people interviewed the link between the young people and the clients is greater in micro/small businesses (Figure 28), in the services sector (Figure 29) and in businesses located in the interior (Figure 30).

Finally, in the case of women, the link with clients/members of the public is marginally greater than that of men (Figure 31).

### 3.3.6 SKILLS ACQUIRED OR STRENGTHENED BY WAY OF THE APPRENTICESHIP

**The experiences of apprenticeships in workplaces have had a clear and positive impact on the labor skills of the young people,** not only through integration and/or strengthening of knowledge, but also in terms of skills and attitudes towards work.

During the interviews, the young people were not questioned in terms of skills, but instead, they were simply asked what they had learned. All the interviewers were responsible for categorizing the responses within hard or soft skills, as mentioned previously in this document.

Although the level of learning also depended on the young person, their participation in the training experience alone enabled access to skills, many of which are acquired consciously, as is the case with hard skills. Other skills, however, are incorporated simply by being in a working environment and spending a day alongside other workers.

Numerous, diverse hard and soft skills are obtained. In the first case, they referred to simple tasks such as using a coffee machine, or more complex tasks such as handling industrial machinery. In the second group, some referred to personal issues, such as responsibility, and others, for example, to the link with the environment, such as sociability.

HARD Skills	SOFT Skills
<ul style="list-style-type: none"> <li>• Cooking</li> <li>• Stock control</li> <li>• Sewing</li> <li>• Budget development</li> <li>• Report development</li> <li>• Packaging</li> <li>• Invoicing</li> <li>• Credit card settlement</li> <li>• Using the coffee machine</li> <li>• Handling industrial machinery</li> <li>• Handling computer equipment</li> <li>• Handling accounting tools</li> <li>• Handling construction tools</li> <li>• Handling computing tools</li> <li>• Molding</li> <li>• Ordering</li> <li>• Painting</li> <li>• Drafting</li> <li>• Welding</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Attention</li> <li>• Self-confidence</li> <li>• Friendship</li> <li>• Commitment</li> <li>• Communication</li> <li>• Empathy</li> <li>• Speaking fluently</li> <li>• Initiative</li> <li>• Frustration management</li> <li>• Language management</li> <li>• Time management</li> <li>• Work management</li> <li>• Patience</li> <li>• Punctuality</li> <li>• Relationships with other individuals</li> <li>• Responsibility</li> <li>• Socializing within the environment</li> <li>• Teamwork</li> </ul>

## 3.4 DESCRIPTION OF THE FRAMEWORK WITHIN WHICH THE APPRENTICESHIP IS UNDERTAKEN

### 3.4.1 WORKING HOURS AND PROTECTIVE MEASURES

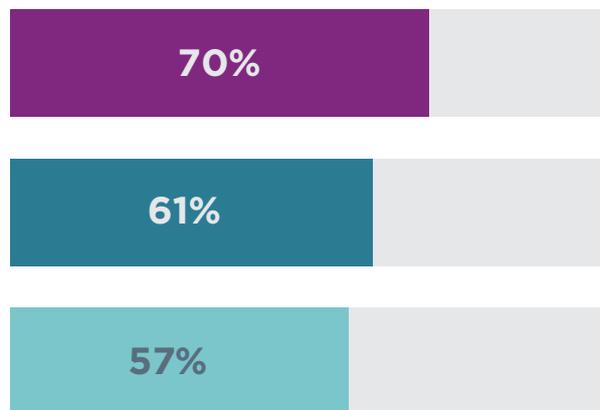
To what extent are the apprentices provided with personal protective equipment in order to undertake their tasks? How about accident and health insurance?



The majority of the young people interviewed attended their apprenticeship at the business from **Monday to Friday** with a total of **20 hours per week** (in approximately 90% of cases).

Where this is not the case, this implies non-compliance with the regulations and if registered by the Ministry of Labor, Employment and Social Security, will incur a penalty. This penalty establishes that the Training for Work Program is no longer such, and rather than continuing the apprenticeship they come to constitute an employment relationship between the business and the young person (Figures 38 and 39).

On the other hand, when asked about **talks or training linked to safety and hygiene measures**, talks on safety were more common (**70%** of the apprentices state that they received talks or training regarding **safety regulations**), followed by talks/training regarding **accident prevention (61%)** and on **using elements of personal protective equipment (57%)** (Figures 40, 41 and 42).



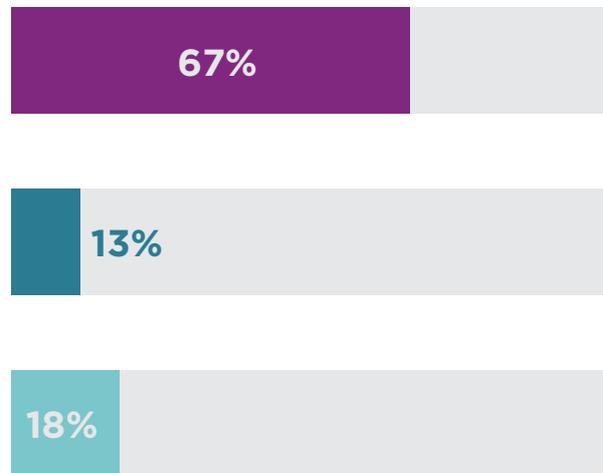
In this aspect, some testimonies reflected the formality of the training process: **“a hygiene and safety technician at the business provides monthly training to all staff”, “safety and hygiene personnel came and explained the care we must take when using the tools”**. In parallel, other testimonies revealed a more informal attitude towards safety and hygiene: **“the employer spoke about safety regulations”, “they tell us we have to use the belt when lifting heavy objects and gloves when cutting. We’re given an informal talk by whoever is supervising”**. One of the testimonies described learning through a test: **“at the end of the first month, staff in the quality area gave us a multiple-choice test. The majority passed. However, 3 or 4 had to retake the test”**.

The talks and training regarding hygiene regulations, in addition to fire prevention, were more common among the apprentices interviewed (50% and 41%, respectively) (Figures 43 and 44).

The aforementioned talks or training varied according to the activity sector. Accordingly, the training regarding safety regulations, in addition to the use of personal protective equipment and accident prevention, were more present among apprentices within the industrial sector. By contrast, the training areas regarding hygiene regulations were more frequent among the young people placed in the services sector (Figures 45-48).

On the other hand, the availability of personal protective equipment in order to undertake their tasks, where appropriate, varied. Firstly, gloves, especially in the industrial sector, were identified by the apprentices as generally being provided (68%), followed by uniforms (62%), footwear (34%) and a helmet (23%) (Figures 49-52).

When asked about whether they were given **personal accident insurance** while undertaking the project, **67% stated yes**, whereas **13% were unsure** and **18% stated that they were not provided with protection**. In turn, upon analyzing by activity sector, this protection was more common among apprentices within the industrial sector (74% vs. 57% in the case of young people within the services sector) (Figure 53).



Finally, health insurance was recognized by 6 in every 10 participants who were interviewed. This was greater among apprentices in AMBA (74%) than their peers in the interior (50%) (Figure 54).

### 3.4.2 RATING OF THE INCOME RECEIVED



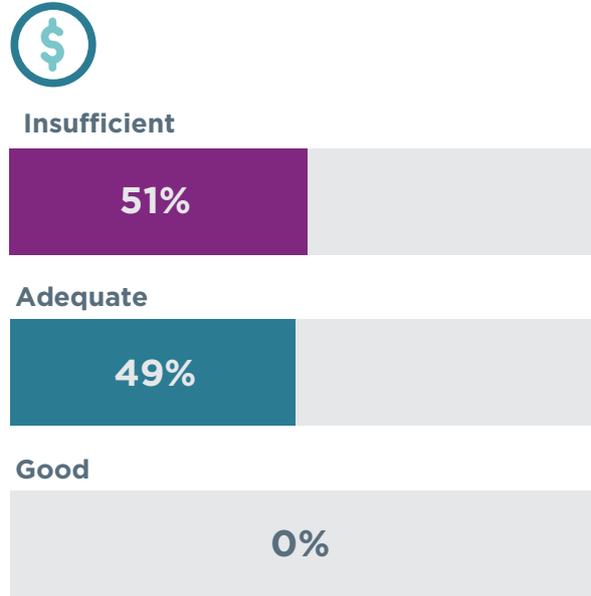
In terms of the declaration of income for participating in the project, the young people interviewed earned an **average of 6,213 pesos**. Upon analyzing the distribution in terms of percentiles, 50% of the young people earned between 5,000 and 6,000 pesos (25th percentile to 75th percentile) (Figure 55). During fieldwork, the minimum amount each apprentice should have earned was \$5,400.

On the other hand, upon analyzing the average income according to geographical location of the businesses, AMBA stands out, as the young people interviewed

received a higher average income than their peers (6,561 and 5,443, respectively) (Figure 56).

How do the apprentices feel about the amount earned in relation to the tasks they undertake and the number of hours they attend the apprenticeship?

This aspect has received the lowest rating so far, with **51%** of the apprentices interviewed stating that they believe it to be **insufficient** - testimonies from the apprentices stated that *“they pay little”, “(a negative aspect of the program is) the wage in comparison to other jobs with the same hours”, “the money wasn’t enough. Many had children and the money didn’t go very far”* - compared with **49%** who rated it as **adequate**. It should be highlighted that none of the apprentices rated the amount earned as “good” (Figure 57).



With regards to the insufficient income, occasionally the distance between the establishment and the apprentice’s home address came into play in terms of cost and commuting time. The lack of travel expenses is of particular relevance here. In some cases, it was observed that the apprentice’s home address was in Lugano and the business where they attended the program was in Nuñez. In this case, the distance between both neighborhood is over 20 km and requires to take 2/3 busses, which affected the decision of the apprentice to continue working in the business when offered.

It is worth analyzing this according to other aspects. Paradoxically, the young people from AMBA, who on average receive a higher income than their peers in the interior, rated this aspect more negatively (61% of the young people from AMBA interviewed rated the wages as insufficient, whereas 29% of the young people from the interior generally rated their wages as “adequate”) (Figure 57).

On the other hand, differences can also be observed in terms of gender. Male participants were generally more critical (60% rated their wages for participating in the project as “insufficient”, whereas the same proportion of women rated it “adequate”) (Figure 58).

## 3.5 GENDER EQUALITY



To what extent do the apprentices consider there to be gender equality during their training experience at businesses? Are there differences in terms of the appreciation of certain aspects linked to this topic between men and women<sup>9</sup>?

The majority of the young people interviewed did not believe to have been assigned tasks according to their gender. However, this rating demonstrates differences between men and women: while 100% of the women interviewed did not believe to have been assigned tasks according to their gender, this percentage falls to 76% among men (Figure 32). Most of this group of men, who stated that they did believe that their gender impacted the tasks they were assigned, corresponds to young people who carried out their training in micro/small businesses within the industrial sector. It is important to highlight some testimonies in response to the question “why do you believe that you were assigned tasks according to your gender? Which tasks? *“Carrying flour, for being strong, heavier”, “these are things that only men can do”, “I think it’s more of a man’s job, but I’m not sure why”.*

In contrast, in terms of the rating of how their **gender influenced the way they were treated by colleagues**, almost all **women (95%)** did not believe it to have any influence, whereas this was the case in only **80% of men**. 16% considered their gender to have a positive influence on the way in which they were treated by their peers (Figure 33).



95%



80%

In contrast, the rating given by men and women regarding their gender and the way in which they were treated by their seniors or managers did not present significant differences. In other words, in terms of the perception regarding the way in which they were treated by seniors or managers, both the women and men interviewed had a similar view. They agreed that their gender did not influence the way in which

<sup>9</sup> It should be highlighted that none of the interviewees identified as having a different gender identity

they were treated. This was the case for the majority of those interviewed (85%-80%), and 15%-16% of women and men (respectively) identified a positive influence (Figure 34).

In turn, the possibility of progressing in their work experience by way of promotions was not influenced by gender for the majority of the women and men interviewed (between 8 and 7 in every 10 apprentices, respectively). However, a difference can be observed in favor of men, as while **20% of the men** interviewed **considered that their gender had a positive influence on their possibilities of promotion**, only **5% of the women** interviewed had a similar view with regards to promotion (Figure 35).



Similarly, the proportion of men who considered their gender to have a positive influence on recruitment was greater (32%) than in their female peers (5%) (Figure 36). In other words, a greater number of men identified that their gender has a positive influence on their possibility of obtaining employment at the business.

Finally, when asked about gender equality, in general 8 in every 10 apprentices interviewed stated that there was gender equality. Upon analyzing this overall assessment according to activity sector, it can be observed that the perception in terms of gender equality within the area in which they were undertaking their apprenticeship was greater among young people within the services sector (93%) than their peers in the industrial sector (71%) (Figure 37).

## 3.6 RELATIONSHIP BETWEEN THE APPRENTICESHIP AND LABOR INTEGRATION

### • ACTIVE APPRENTICES

When interviewed, the majority of the young people who were participating in the project (“active” apprentices) had a positive view on labor integration: **89% considered themselves to have the possibility of obtaining employment at the business** (Figure 59). One testimony indicated *“because they invested a lot in my training”* as one of the reasons for which they could stay at the business. Among the young people with a positive perspective regarding their recruitment at the business, the perception of their performance in the business stood out as the main motive for this rating (72%) (Figure 60). Some interviewees stated: *“the manager*

***told me she's happy with my work***". In other words, there was significant expectation by participants to be recruited by the business, with perceptions that ranged from situations in which they are very confident that they will remain working there, to situations of uncertainty.

#### • EMPLOYED APPRENTICES

In the case of employed apprentices (those who were recruited by the business following their experience in the project), **the perception in terms of the motives for which they were recruited was also based on how they would rate their performance during the apprenticeship** (100%) (Figure 61). It should be mentioned that this positive self-rating within the experience framework was also the case in terms of their perception of the possibility of obtaining employment at another business (70% of the employed young people believed that they could have obtained employment in another business in the role for which they were trained) (Figure 62). In other words, these data demonstrate a positive rating of the project and its ability to broaden employment opportunities.

#### • UNEMPLOYED YOUNG PEOPLE

The unemployed young people (those who completed the project but were not recruited by the business, and at the time of the interview were looking for work) stated that **the decrease in activity/demand was the main reason for which they were not recruited** (Figure 63).

When considering whether **the project experience provided them with new tools in terms of obtaining employment at another business**, the three different groups of young people (active, employed and unemployed) stated yes (approximately 90% of the cases in each segment) (Figure 64).

In terms of skills that the apprentices believed will help them obtain employment at other businesses, they mentioned experience in using tools, machinery, sales and systems, in addition to soft skills such as negotiation, teamwork and more general aspects, as can be observed in the following quote: ***"they always ask about performance in other jobs"***.

Paradoxically, upon rating how they considered themselves in terms of their employment upon completion of the project, all unemployed young people interviewed stated that they saw themselves as **"better"**, compared with 90% and 86% of active and employed young people, respectively. In the case of active and employed apprentices, approximately 1 in every 10 young people stated their

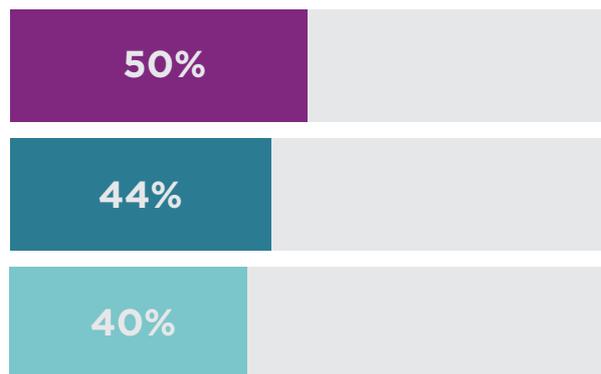
employment situation to be “the same” (Figure 65).

Finally, it should be highlighted that the young people who obtained employment within the businesses in which they carried out their apprenticeship were all employed to fill the role they were trained in as apprentices (Figure 66). The majority were hired through the Labor Integration Program (PIL) - 70% (Figure 67).

### 3.7 EVALUATION OF THE APPRENTICESHIP EXPERIENCE BY THE YOUNG PEOPLE

What motivated the young people interviewed to participate in the project? How do the apprentices rate their experience? Are there differences in terms of rating in any of the aspects?

In terms of the motives to participate in the apprenticeship, almost **half** of the apprentices interviewed identified the possibility of **“taking their first steps in the working world”**, followed by **“learning a trade”** (44%), and **“for the money”** (40%) (Figure 68). (This is a multiple option question, and does not add 100%)



These motives, among others, can be identified in the following testimonies: **“motivated to work”**, **“because they told me it was somewhere I could learn”**, **“to gain experience and due to necessity”**, **“because I actually needed this job”**, **“I didn’t have any experience to put on my CV and this added a lot”**.



In contrast, the overall **rating of the experience was positive** among the young people interviewed, with an average of **8.5 points** (on a scale of 1 to 10). This positive view in terms of their experience was generalized: from the 25th percentile, the rating was 8 points, with 75% of interviewees giving a rating between 8 and 10 points (Figure 69).

In turn, the apprentices expressed the positive aspects of the project in their testimonies. Some focused on experience: **“an opportunity to put theoretical**

*knowledge into practice and gain work experience”, “it’s good because you gain experience. Nobody will take you on without experience”, “you make friends, improve language”.* Others centered on the work environment and personal satisfaction: *“the way you’re welcomed by the business, feeling comfortable”, “I like it, working gives me a lot of energy”.* Others stressed the possibility of labor integration and financial income: *“it gives you the chance to continue”, “I learned a lot about the trade, how to work as a team and handle my money independently”.* The majority of cases considered themselves to have observed significant progress on a personal level as a result of the knowledge acquired from the apprenticeship experience.

The apprentices were also asked about the new expectations that had arisen from the project. Again, the following topics were brought up:

**A. Training and acquisition of experience**

**B. Desire for effective labor integration and fulfilment of financial needs**

**C. Expectations and family views, in addition to more self-confidence**



The following testimonies demonstrate these topics. In the first group (A.), *“Many expectations, predominantly in terms of growth and new habits I didn’t have before”*, in the second (B.) *“Becoming independent. I was unemployed for two years because I just didn’t have any luck”*; and within the third group (C.), *“For me it changed everything. I was always hanging around on street corners before. My parents told me to stop as I wouldn’t find anything there. My family was very happy when I started at the factory”, “To continue growing at the business and on a personal level... I was studying, but this motivates me”, “My family was very happy. It makes me want to learn harder things to gain more experience”, “Thinking I can do something and achieving it”.*

The **negative aspects** of the project mentioned by the apprentices generally referred to the insufficient stipends, but also to the levels of **uncertainty**: *“I don’t know what my situation is or if I’m going to stay or not”.* They also mentioned other issues such as the **distance** from their home address or the **working hours**: *“I’d like to work more hours”, “the distance from my house to the business”.*

When asked what **aspects could be improved**, some apprentices responded similarly to their previous comments regarding their **income** and **working hours**: *“the payment should be increased”, “the money was insufficient for 4 hours’ work”,*

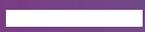
*“the business can contract you before completing the apprenticeship”, “take travel expenses into account during training and improve the wages”, “a 6-month training period is a long time. 3 months would be fine”,*

The aspects which demonstrate differences in terms of the rating of the experience by the young people interviewed, although minor, can be identified in the activity sector (the average in the industrial sector is 8.6, and 8.3 in the services sector - Figure 70); the level of education (the rating of the experience by young people with a high level of education was marginally higher - Figure 71), as is the situation in which the apprentices find themselves regarding the program (Figure 72). Regarding the latter, the rating was higher among apprentices who completed the experience and were unemployed when interviewed (8.7 on average) than their peers involved in a project when interviewed (8.5) and the young people who completed the project and were employed (8.3).



4.

# KEY OUTCOMES FROM THE SEMI-STRUCTURED INTERVIEWS CARRIED OUT WITH EMPLOYERS



## 4.1 EMPLOYER PROFILES

The segment of businesses surveyed – participants in the Training for Work Program under the **National Secretariat of Labor and Employment** – was composed of **30 cases**, of which **67% were participating in the program at the time of the survey**, while the remaining **33% had already completed the program** (Figure 1).

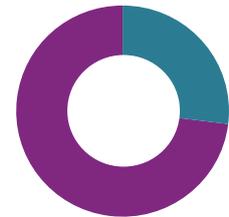
**30 cases:**



The businesses visited within the survey framework were in 3 large urban centers in Argentina: the cities of Resistencia -**Chaco**- and **Tucumán** (33%) and the Metropolitan Area of **Buenos Aires** (AMBA) (67%). (Figure 2). It should be highlighted that approximately one third of Argentina's inhabitants reside in AMBA.

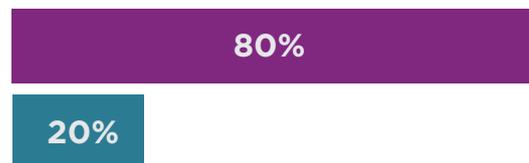
The interviews were carried out during the months of September and October 2019. The employers interviewed and who provided information regarding the apprenticeship experience were men and women, in equal proportion, both on a general level and in each of the branches of activity analyzed (industry and services) (Figure 3).

On the other hand, in terms of the activity sector of the businesses interviewed, approximately **3 in every 4 businesses corresponded to the industrial activity branch**, while **27% provide services** (Figure 4).



In this case, the businesses were categorized according to the following criteria:

- **Micro** up to 5 workers
- **Small** between 6 and 50 workers
- **Medium** between 51 and 250 workers
- **Large** more than 251 workers



In relation to the size of the businesses participating in the survey, **80% were micro or small**, while the remaining **20%** corresponded to **medium or large businesses** (Figure 5).

Finally, the number of times the businesses participated in the program differed:

37% participated once or were participating for the first time, whereas 33% of businesses participated between two and four times and 30% participated five times or more. Therefore, the larger businesses had more experience, as the majority was participating in the program for at least the fifth time. (Figure 6).

## 4.2 AEPT AWARENESS, AEPT PARTICIPANT ACCESS RATING AND MOTIVES



The training program has been broadcast through various means, including Employment Offices, National Agencies for the Ministry of Production and Labor (MPyT)<sup>10</sup> and Business Chambers, in addition to advertisements in newspapers, on the internet or through social networks.

When asked about how they **found out about the program**, the majority of the employers interviewed highlighted the involvement of **Employment Offices (43%**, Figure 7). These offices were given significant recognition by industrial businesses (half of the industrial businesses found out about the program through Employment Offices, compared to just 25% in the case of businesses in the services sector) (Figure 7). Although the MTEySS has generally carried out awareness actions, on occasions it has been the workers who have discovered the program: *“the human resources department began to look for different ways to bring people into the company and they found this program in the Ministry of Labor,”* said a representative of a multinational company that participated in the initiative. On the contrary, the **MTEySS regional agencies** played a less significant role in raising awareness of the Training for Work Program: around **1 in every 10** employers found out about the program by this means (Figure 7). This apparent less significant role played by the regional agencies should be contextualized within the framework of the institutional adjustment and breakdown that was occurring at the MPyT at the time of the survey.

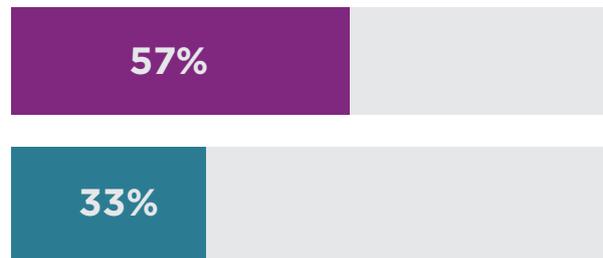


<sup>10</sup> Presidential Decree No. 7 of 2019 (December 10, 2019) states that the rank of Ministry is restored to the National Ministry of Labor, Employment and Social Security, which in 2018 had lost its ministerial rank and was subsumed under the Ministry of Production and Labor. As the fieldwork was carried out prior to this decree, the data collection instruments make reference to the Ministry of Production and Labor (MPyT). However, in order to facilitate the interpretation of this information, the document will reference its historic and current appellation (MTEySS).

Other mediums such as the business chambers, internet, and word of mouth/contacts (although less so than the aforementioned mediums), played a role in some cases in terms of making businesses aware of the program (Figure 7).

Once they have discovered the program and in order to receive apprentices, **businesses must present an apprenticeship project in order to integrate the young people into the Training for Work Program.**

In order to do so, they should have been assessed by a number of sources. In particular, the investigation demonstrated that those businesses that received advice mainly received it from **public bodies** (which was the **Employment Office for 57%** of the businesses visited and **regional agency of the MTEySS in 33%** of the cases examined) (Figure 8).



When analyzing the main advisory body for the formulation of the project according to the location of the businesses, the Employment Offices were recognized by 80% of the interviewed employers from the interior of the country (San Miguel de Tucumán and Resistencia), while in AMBA, 45% received advice from the Employment Offices (Figure 9).

In other words, in view of the last two indicators analyzed, the Employment Office occupies a prominent place not only in the acknowledgement of the existence of the program, but also in terms of the assessment when formulating the labor apprenticeship project.



Regarding the **person responsible for undertaking the procedures to access the program**, most of the interviewees (**43%**) identified the **executive director/general manager** of the business as the responsible person, followed by the **owner of the business** and the head of the human resources department in **20%** of the cases (Figure 10).

Upon analysis of the difference according to the type of activity, the heads of human resources departments in businesses within the services sector stood out as

responsible for this process, according to 4 in every 10 interviewees. In the industrial sector, the executive director/general manager was named the key actor in this process (Figure 10).

During the interviews, employers were asked for their opinion regarding **the process of presentation and approval of the project**. This aspect was particularly sensitive as there is a widespread idea that in order to access state support, there is significant paperwork and a high level of bureaucracy. The results showed something different from these ideas, demonstrating a high rate of compliance: **70%** of the interviewees evaluated this process as **easy and straightforward**, while **27%** described it as **“normal”**, that is, in line with their expectations of an administrative-bureaucratic process. (Figure 11).



**70%** of the interviewees  
evaluated this process as  
**EASY AND STRAIGHTFORWARD.**



Although for the most part it has been a positive evaluation (**“well outlined”** stated one of the employers interviewed), the employers have made reference to the variable time frame when describing the project presentation and approval process: **“At times it was fast and others it wasn’t”, “There was a delay in approval”, “Slow in receiving CVs”, “A gap between presentation and filling the role”**. However, generally, the balance has been good, as stated by the businesses: **“There was a period of analysis by the legal department at the business and also by the Ministry, but only what was required to make good use of the program”**.

Upon analysis of the evaluation of this process according to activity sector, it was entirely positive in the case of businesses in the services sector (all interviewees in this sector identified the process as being easy and straightforward, compared to 59% in the industrial sector) (Figure 11).



On the other hand, when asked about the reasons why they decided to use the Training for Work Program (multiple choice question), the need to **train personnel who then enter the business** was highlighted as the main reason in both sectors of activity (64% in the case of industrial businesses, as opposed to 75% in the case of service businesses).

This information is very significant as there is a concurrence between the business needs, the needs of the young people participating and the goals of the public employment policy, in this case, the Training for Work Program. This concurrence of interests is favorable in terms of what can be expected from the operation of apprenticeships undertaken by young people in businesses.



The **economic incentives** of the program were another significant reason for participation in the case of businesses in the services sector (75% of the interviewees identified this motive) (Figure 12).



The **legal incentives** of the program were not as common as the aforementioned motives (approximately 3 in every 10 employers in each of the sectors highlighted this aspect) (Figure 12).

Of the aspects mentioned by the interviewees themselves, other motives for using the program have arisen, including it is **“something new”**, or associated with **mutual benefits** (“*The program offers benefits for both the business and the participants*”), in addition to the enthusiasm and opportunities the program provides the young people: “*The young people want to work and learn*”, “*I decided to use the program to give them the possibility of learning new things and some work experience (the young apprentices)*”.

One of the cases mentioned the importance of the program as a means of selection for future workers: “***The program is fantastic. We generally don’t use any other means of selection, as we had bad experiences with direct recruitment***”.

## 4.3 DEVELOPMENT OF THE TRAINING FOR WORK ACTIONS



From the moment that the business' participation in the program is approved, there are several situations that are possible to investigate: the referral times; the number of applicants sent; the adequacy between the request and the profiles received; the guidance received by the applicants; the integration into the work team; and the level of guidance that the businesses have had from the Employment Office. The following outlines the progression of the project according to the analysis of the aforementioned variables.

In terms of **applicant referral**<sup>11</sup>, upon approval of the project, the list of candidates should, ideally, take no more than 5 working days. This may vary depending on the geographic location of the businesses. At this point, the employers in AMBA that were interviewed identified shorter deadlines: 60% stated that the time taken to refer applicants was less than two weeks, compared to 33% in the case of those from the interior, where the time frame was mostly identified as being between 3 and 4 weeks (44% of those interviewed) (Figure 13).



However, in relation to the **number of applicants** sent per vacancy, the interior presents a lower average than AMBA: in **AMBA**, the average was almost **9 applicants per available vacancy**, while in **the interior** this falls to **3.5**, compared to a **general average** of **6.9** (both sectors) (Figure 14).



This difference can also be observed upon analyzing the data organized by categories: 50% of the employers from AMBA that were interviewed stated that they received

<sup>11</sup> A brief reference was made to this aspect in the previous section, when the business was asked about the characteristics of the project presentation and approval process.

6 applicants or more per vacancy, compared to 10% of employers in the interior (Figure 15). In this section, it is worth noting a testimony from a multinational fast food chain that recruits a significant number of candidates annually, which explained that in relation to the number of applicants sent per vacancy offered, ***“It has always been lower than requested. If they had sent more applicants, more people would have been integrated”***.

When **rating attributes** such as

- **the applicant profiles**
- **the overall performance of the apprentices**
- **the level of integration with the other workers at the business**

a scale of 1 to 10 was used (1 - very bad and 10 - very good).

Within the framework of this scale, the activity sector does not appear to come into play in terms of evaluating the average applicant profile compared with that which was requested by the business: both activity sectors being analyzed presented an average rating similar to the overall average (6.3). The median (average distribution rating) was 7 points. In other words, **half of the interviewees rated the average applicant profile 7 points or more** (Figure 16).



However, upon analyzing the data according to the geographical location of the business, AMBA presents an average that is marginally higher (6.5, compared with its peers in the interior that had an average of 5.9) (Figure 17).

Upon evaluating the **performance of the apprentices**, the employers interviewed from both activity sectors generally gave a positive rating, with an **average of 7.5 points** (Figure 18). Although marginal, negative ratings have generally centered upon the issue of absenteeism.



On the other hand, upon analyzing the distribution of the rating of the performance of the apprentices according to percentile, the homogeneity of the employer approval can be observed, as 75% rated it 7 points or higher (25th percentile = 7).

When observing whether there are differences according to the location of the businesses, it can be observed that the performance rating of the apprentices was almost one point higher among the entrepreneurs interviewed from AMBA (7.9) than among their peers from the interior (6.7) (Figure 19).

In other words, based on the above, most of the employers that were interviewed rated both the average applicant profile (with regards to the profile requested by the business) and their overall performance positively.

What are their views on the integration of the apprentices with the other business workers?



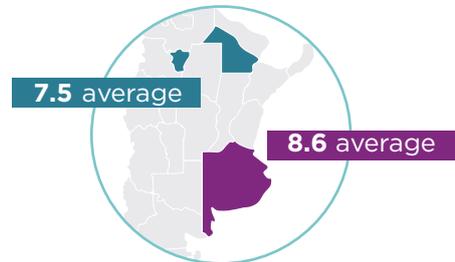
In relation to the rating of the **integration of the apprentices with the other business workers**, the average rating was 8.2, with a higher rating than the aforementioned aspects (Figure 20).



As in the case of the evaluation of the performance of the apprentices, when analyzing the distribution of this evaluation according to percentiles, it can be observed that this positive evaluation of the integration of the apprentices is homogeneous among the employers, as 75% rated it 8 points or more (25th percentile = 8).

When these data are analyzed according to activity sector, the perspective of the employers interviewed within the services sector is marginally more positive than their peers in the industrial sector (8.5 on average, compared to 8.1, respectively).

On the other hand, differences in favor of **AMBA** can again be observed according to the geographical location of the business: **8.6 points** on average compared to **7.5** in the case of employers from the **interior** (Figure 21).



Finally, when asked about other aspects of the program implementation process, in accordance with the program’s regulations, 90% of the employers interviewed identified that someone was designated to guide the integration into the project and subsequent completion of the tasks assigned to the apprentice (Figure 22). A similar proportion (93%) of the businesses have been contacted in order to find out about the progress of the project and to resolve any queries or issues that could have arisen (Figure 23), demonstrating guidance by the Employment Office. In this aspect, there are no significant differences according to the activity sector or geographical location of the business.

### 4.3.1 EVALUATION OF THE LEGAL FRAMEWORK



How do the employers that were interviewed rate the legal framework of the program?

Are there differences according to the type of activity or geographical location of the businesses?

A high rating of the **legal framework of the program** can be observed among the employers interviewed: **97%** rated it as **good or very good**. When analyzing the nuances or differences between the different types of activity, it can be observed that although in both sectors the rating of the legal framework was positive, it was higher among employers in the services sector. 75% of employers in this sector described it as very good, while this rating falls to 36% in the case of the industrial sector (Figure 24).

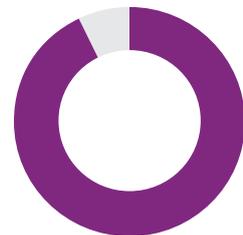


Along the same lines, but with a less significant difference, in the interior, the proportion of employers interviewed who highlighted the legal framework as being very good was greater (60% vs. 40% in the interior) (Figure 25).

### 4.3.2 RISK, ACCIDENT AND HEALTH INSURANCE

To what extent did the employers interviewed take out risk, accident and health insurance? What is their view on this insurance?

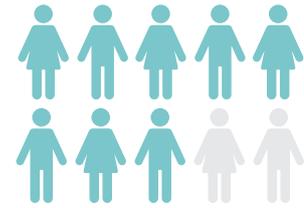
**Taking out accident and risk insurance for the apprentices is an essential requirement of the program.** Within this framework, **93%** of the employers interviewed confirmed having taken out the relevant insurance. The cases in which this insurance was not taken out correspond to a couple of micro/small industrial companies, located in the interior of the country (Figure 26)<sup>12</sup>.



The **accident and risk insurance** taken out for the apprentices was **generally rated good (54%)**. The services sector (Figure 27) and the geographical location in the interior (Figure 28) demonstrated a more positive opinion with regards to the insurance taken out (the rating of this aspect falls into the very good category).

<sup>12</sup> In accordance with the resolutions of the Training for Work Actions, the businesses must assign one Mentor per every ten Young people.

8 in every 10 employers interviewed confirmed they had taken out health insurance for the apprentices. No differences can be observed in terms of the activity sector, but they can be observed in terms of geographical location (85% of the businesses in AMBA that were interviewed took out this service, compared to 70% of their peers in the interior) (Figure 29).



In terms of the rating of the health insurance taken out for the apprentices, the opinion was more heterogeneous than in previous aspects. The employers in the services sector generally rated it as very good (57%), while employers in the industrial sector rated it as good (53%). It also received some neutral or negative ratings (neither good nor bad, bad, very bad) (Figure 30).

The geographical location of the business does not generally show any issues in terms of the rating of the insurance taken out (Figure 31).

### 4.3.3 VALUE OF THE NON-REMUNERATIVE STIPENDS RECEIVED BY THE YOUNG PEOPLE



When surveyed, it was observed that the young people received a sum of **\$5,400**, in accordance with the Training for Work Program. It is worth mentioning, for reference, that the Minimum Adjustable wage amounted to \$16,875.

As mentioned previously, the value of the stipends is an aspect that the employers interviewed had given significant mention as a **weakness of the program**. It is the aspect with the lowest rating, with **4 in every 10 employers** interviewed rating it as **bad or very bad** (Figure 32).



**BAD OR VERY BAD**

When justifying the reasons for this rating, the employers interviewed mentioned how low the stipends given to the apprentices were, further aggravated by the inflationary context of the country itself: **“Given the situation the country is in, it’s very low”, “It’s very little, given the context”, “It’s very little, given how we live today (economic needs)”**. According to a multinational business interviewed regarding the stipends, **“It was very low, so the business decided to add to the stipends in order to give an entry level salary”**.

When analyzing the differences in the rating of the stipends received by apprentices according to activity sector, those in the industrial sector were marginally more positive towards the stipends given (41% rated it as good or very good), as opposed to 13% of employers in the services sector (Figure 32).

#### 4.3.4 PROGRAM PARTICIPATION AND APPRENTICE RECRUITMENT



In line with the aforementioned rating of apprentice performance, the integration of young apprentices in the businesses was high in the businesses visited: **57% of the employers interviewed confirmed that they had integrated young people from previous projects** (Figure 33).

It should be mentioned that in a previous impact assessment study (with a different methodology and data source to this study), the **rate of integration of apprentices into the businesses was 22%**, of which only **19% were integrated into the same business**. In other words, **the percentage of people who are integrated into a different business** to the business in which they completed the Training for Work Program is far more significant (**81%**)<sup>13</sup>.



Regarding this aspect, the activity sector and geographical location of the business do not present significant results (marginal difference in favor of businesses in the services sector, as is the case with businesses in AMBA) (Figures 33 and 34). However, the size of the business demonstrates a more significant difference: all employers from medium and large businesses interviewed confirmed having integrated young people from previous projects, whereas their peers at micro and small businesses only integrated young people in almost half the cases (Figure 35).

For businesses that integrate apprentices, the number of workers incorporated varied, with more than a third of cases placed in the category “between 2 and 4 workers”, followed by “between 5 and 10 workers” (Figure 36).

13 See Castillo, Oaco, Scheller (2014).

### 4.3.5 FUTURE ENGAGEMENT

When asked if they would use the program again, or recommend it, the employers interviewed gave a unanimous response: 100% stated yes, which can be understood as an expression of agreement with the program by the employers interviewed (Figure 37).



**100%** of businesses would  
**USE AND RECOMMEND**  
the program again

## 4.4 INTERVIEWEE EVALUATION OF THE PROGRAM

### 4.4.1 STRENGTHS AND WEAKNESSES



The analysis of the strengths and weaknesses of the program is based on two open questions, which were asked with a special focus on collecting information based on what the employers understood to be strengths and weaknesses.

Among the main **STRENGTHS** communicated by the businesses in relation to the program, an initial distinction can be made between those businesses that made reference to the **benefit for the business** (ease/straightforward nature of the process, filling the vacancy, economic benefit and the support from the Employment Office) and those which made reference to the **benefit to the apprentice**, such as the labor experience and the opportunity of employment for young people.

- Firstly, the economic benefits were recognized: ***“From the context, it’s a financial aid for the company. It enables you to employ and train someone at a low cost”, “It’s a form of aid for SMEs”.***
- Secondly, they identified benefits associated with filling vacancies, trust in the process and the possibility of completing a training period. This was demonstrated by the following testimonies: ***“You can meet the people you will be hiring in a context of trust”, “This is a more secure recruitment process***

*for small companies like ours”, “It gives a sensation of trust when recruiting someone. It gives you time to assess their performance”. “They sent people with good potential. In this day in age, it’s hard to find young people who are enthusiastic about working and who have human values”, “You get to know the future worker in action”, “Training the young people starting with the basics”.*

- Thirdly, motives related to the employment opportunities for the young people can also be observed: **“Opportunity for the apprentices”, “It offers the possibility of entering the world of work”, “It offers opportunities to enter the formal world of work for the young people and a career within the business”.** There was also mention of inclusive aspects such as the opportunity to **“Integrate into different social sectors”, “Integration of people who wouldn’t otherwise be able to access a big company”.**
- Finally, other motives highlighted the process of gaining experience as one of the program strengths: **“It gives the young people a sense of responsibility”, “It gives them their first work experience”.**
- Occasionally, the process of support from the State was mentioned: **“you feel as though you’re supported by the State”, “Accuracy in the search carried out by the Employment Office... there’s always someone right for the role”, “The program managers are well prepared”.**

Among the **WEAKNESSES** outlined,

- the delay in incentive payments to the apprentices by the State stood out,
- in addition to the age restrictions for applicants. The lack of experience of the apprentices was also mentioned: **“they have no previous training, especially in IT tools”,** in addition to the program period being relatively short, whether that be the duration period of the program itself, or the working hours. **“(It’s a weakness) how strict the program is. They can’t do an hour more than those stated by the program”, “we can’t extend the period beyond that which is outlined by the project, even though the young people want to work more hours”.**
- Thirdly, there was criticism regarding the low incentive payment: **“The low salary they’re paid”, “the payment of travel expenses is difficult, especially for those who live further away”, “complicated” due to the “cost of SUBE”.**
- Fourth, absenteeism: **“the program regulations are more flexible, which creates issues between apprentices and business workers (e.g. controlling absenteeism)”, “We had to replace an individual because they were often absent”, “As their attendance isn’t controlled, they feel that they can miss**

**work”.**

- Additionally, other arguments regarding the weaknesses of the program mentioned the lack of benefits for businesses to recruit following the completion of the project, as well as the waiting time to launch the program: **“The time you have to wait between the end of one program and the beginning of another... 5 months” and “bureaucracy and signing paperwork”.**

#### 4.4.2 OVERALL EVALUATION OF THE PARTICIPATION IN TRAINING FOR WORK PROGRAM

The program was given a very positive evaluation by businesses. The following testimonies stand out:



***Good, it was very useful for everyone.***

***Excellent and well organized.*** ”

It should be highlighted that a significant number of the ratings, although positive, also demonstrated shortfalls:

***“The essence of the program itself is very good. From the perspective of the individual, being able to access work or training for work. From the business point of view, being able to evaluate a candidate more and have a financial benefit and from the community perspective, giving an opportunity to people who would find it more difficult otherwise. If there were to be adaptations on an administrative level, working hours, absenteeism, legal framework... Reduce risks”.***

Some testimonies recommended the experience and stated that it had been **“enriching”, “super-positive”, “rewarding, a lot was learned”** and they argued that at the same time, there were many aspects that could be improved.

Occasionally, some statements highlighted the selection process (**“good**

*pre-selection*”) and they focused on mentioning the fact that they had responses from the Employment Office: **“for small companies, it makes them feel more secure knowing that they have the support of a third party to carry out recruitment”**. This gave a feeling of security to SMEs and received a positive evaluation from a business which offers a public service provided by the State: **“It was the best recruitment tool we had”**. However, certain testimonies have expressed the need for a more adequate match in terms of profiles sent in response to the vacancy. With this same approach, the organization has been valued, however, some testimonies have expressed the need for more bureaucratic simplicity during the process.

Finally, it is important to mention that a significant number of these evaluations focused on the notion of **“opportunity”** for both parties, even more so in cases that have proceeded to recruit the young people.



# 5.

## CLOSING REMARKS

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The participation of **young people in apprenticeships in the workplace**, framed in the Training for Work Program, assumed different aspects and nuances according to the characteristics of the participants, as well as the businesses where these experiences took place.

As stated in previous sections, this research aimed to explore some of these aspects in the case of young people and businesses. As the observation and survey progressed, and even more so following the beginning of the information analysis, different ideas about the participation of young people in Training for Work Program began to take shape. These facilitated the development of a working hypothesis.

The working hypothesis of this research, in order to facilitate more in-depth future studies, is that participating in Training for Work Program within a business provides a **work socialization experience** for young people, and extends it to those who have had it in intermittent and informal self-employment activities **where they incorporate both hard and soft skills**. This has a **positive impact on their perception of their current situation and future career path**. However, **the mechanisms for participation and benefits received by young people are yet to be strengthened**.

This hypothesis was developed based on specific indicators or dimensions, which are important to review.



**Work socialization** was analyzed based on four indicators that were revealed during the interviews. These are as follows:

- The occupational status prior to participating in the Training for Work Program
- The practical apprenticeship in the workplace
- Having a mentor or tutor from the business to support/supervise the apprentice's learning process
- Working with other people at the business on daily tasks

The information presented in this document demonstrates that 44% of young people were unemployed when they joined the program and 2% were inactive (Figures 6 - AJ<sup>14</sup>). Regarding the apprenticeship in the workplace, 9 in every 10 young people were trained in this aspect (Figures 14 - AJ) and they all had someone to guide/supervise them daily within the experience framework. Finally, 93% of the young people stated that they communicated with other workers at the business (Figures 24 - AJ). In other words, in accordance with the information gained, the socialization experience represented in the Training for Work Actions is an aspect that should be highlighted.

14 Figure 6 of the Annexe consisting of figures from the Young People section (AJ).



## SKILLS

The **integration and/or strengthening of hard and soft skills** is directly related to those mentioned by the young people when interviewed. In this sense, the young people interviewed stated an important list of aspects linked to soft and hard skills, in accordance with what has been established in this report.



## POSITIVE PERCEPTION

The **positive perception regarding their current situation and future career** consisted of three indicators. They are as follows:

- The self-assessment of the possibilities of obtaining employment at the business upon completion of their training
- The possibility of obtaining employment at other businesses (in the occupation for which they were trained during the apprenticeship)
- The integration of new tools, in a broad sense, that will enable them to obtain employment

The self-assessment regarding the possibility of obtaining employment at the business was positive among the active apprentices (89% - Figures 59 - AJ), in addition to the perception regarding the possibilities of obtaining employment at another business in the occupation for which they were trained during the apprenticeship (96%).

In turn, approximately 9 in every 10 interviewees, corresponding to the different apprentice profiles (active, employed and unemployed), considered the project to have equipped them with new tools in order to obtain employment (Figures 64 - AJ). In other words, based on the indicators analyzed, the program has a positive impact on perception regarding the employment opportunities for young apprentices.



## MECHANISMS OF PARTICIPATION AND BENEFITS

Finally, **the need to strengthen the mechanisms of participation and benefits received** by the young people can be observed by way of four aspects. They are as follows:

- Being interviewed prior to being referred to the business by the Employment Office
- Being aware of their rights and obligations
- The signing of the apprenticeship contract
- Having access to personal accident and health insurance coverage.

In this respect, the data demonstrate that 64% of young people referred by the Employment Offices stated that they had been interviewed previously (Figures 10 - AJ) and a similar proportion (68%) stated that their rights and obligations as an apprentice were explained to them at this institution (Figures 11 - AJ).

On the other hand, regarding the signing of the apprenticeship contract, 84% of the apprentices interviewed stated that they signed this document (Figures 12 - AJ).

Finally, in terms of the benefits received by the apprentices, approximately 7 in every 10 young people interviewed stated that they had access to personal accident and health insurance within the project framework (Figures 53 and 54 - AJ).

With regard to the employers interviewed, the information collected enabled progress to be made in terms of characterizing their participation and gave some indications for continual exploration, in particular those linked to how they understand the nature of the AEPT. However, even so, these did not enable definitive progress to be made in terms of the development of a new working hypothesis.



# 6.

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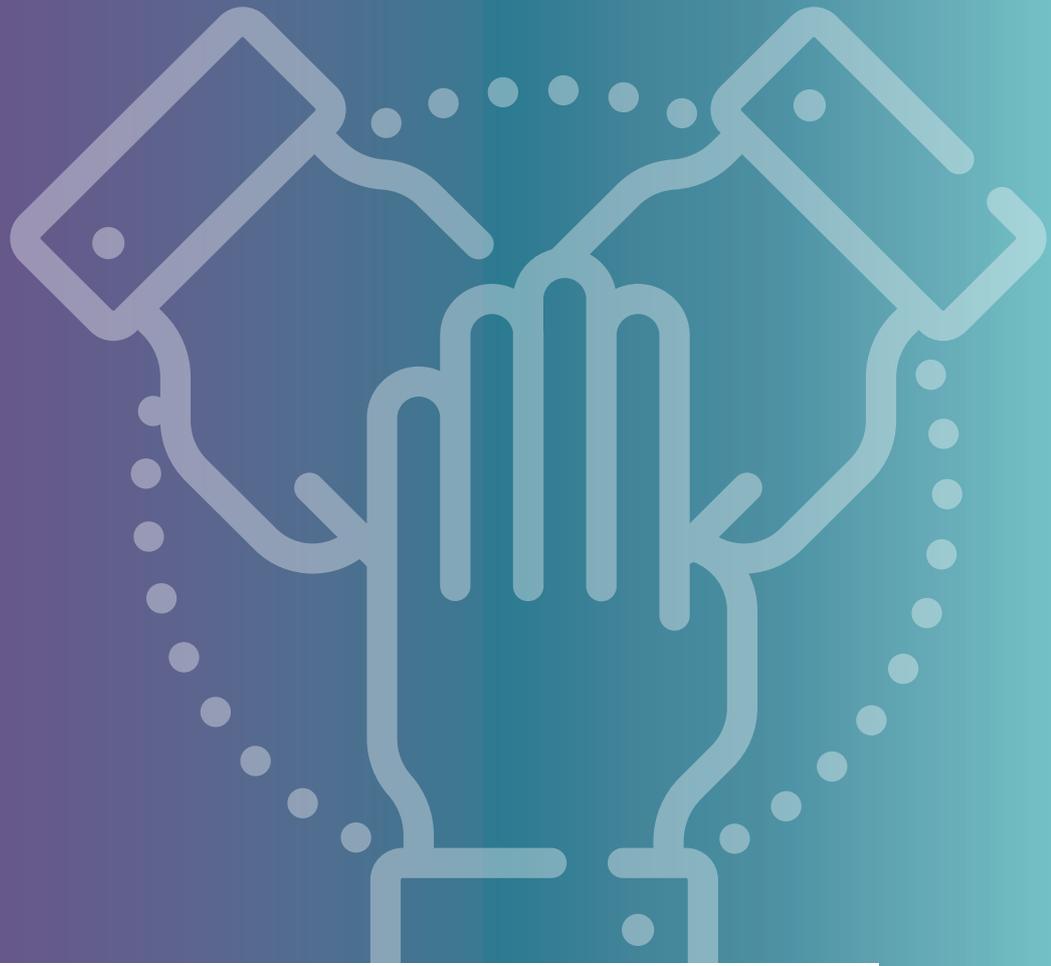
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7.

# TEAM

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Director

**Esteban Bogani**

Coordinator

**Malena Saguier**

Data-collection instrument design

**Esteban Bogani and Malena Saguier**

Fieldwork coordinators

**Lázaro Cartagena and Diego Di Marzio**

Interviewers

**Amalia Tasca, Anai Dell Armi, Ariel Roger,  
Clementina Pruneda Paz and Paula Weigel**

Databases

**Diego Di Marzio**

Information analysts

**Malena Saguier and María Eugenia Scofienza**

**8.**

**ANNEXE I  
FIGURES: INTERVIEWS  
WITH YOUNG PEOPLE**

—

**Figure 1. Type of apprentice**

	%
Active apprentices	62%
Employed	22%
Unemployed	16%
<b>Total</b>	<b>100% (45% young people)</b>

**Figure 2. Interviewee age - in %**

	%
18	2.2%
19	20.0%
20	13.3%
21	11.1%
22	15.6%
23	22.2%
24	6.7%
25	4.4%
26	4.4%
<b>Total</b>	<b>100.0%</b>

**Figure 3. Interviewee gender - in %**

	%
Female	44%
Male	56%
Other	0.0%
<b>Total</b>	<b>100.0%</b>

**Figure 4. Relationship to the head of the household - in %**

	%
Head	8.9%
Spouse	4.4%
Son/daughter	82.2%
Other family member	4.4%
<b>Total</b>	<b>100.0%</b>

**Figure 5. Interviewee level of education - in %**

	%
Incomplete secondary education	29%
Complete secondary education	42%
Incomplete - Complete Tertiary or University education	29%
<b>Total</b>	<b>100%</b>

**Figure 6. Activity status - in %**

	%
RD - Permanent Registered	11%
RD - Permanent Unregistered	4%
RD - Temporary Registered	9%
RD - Temporary Unregistered	13%
I - Self-employed	16%
Unemployed (Participating in the Youth program)	44%
Inactive	2%
<b>Total</b>	<b>100.0%</b>

**Figure 7. Activity sector of the business in which they participate - in %**

	%
Industry	69%
Services	31%
<b>Total</b>	<b>100.0%</b>

**Figure 8. Size of the business in which the apprenticeship is undertaken - in %**

	%
Micro/Small	76%
Medium/Large	24%
<b>Total</b>	<b>100%</b>

**Figure 9. Means of access to the apprenticeship at the business**

	%
They referred you from the Employment Office	73%
You approached the business directly	7%
An acquaintance/friend told you about the business	16%
The business advertised	0%
Other	4%
<b>Total</b>	<b>100%</b>

**Figure 10. Young people sent by the Employment Office: % of young people interviewed by this office**

	%
Yes	64%
No	36%
<b>Total</b>	<b>100%</b>

**Figure 11. Young people sent by the Employment Office. % of young people to which they explained their rights and obligations as an apprentice**

	%
Yes	68%
No	32%
<b>Total</b>	<b>100%</b>

**Figure 12. % of young people who signed an apprenticeship contract**

	%
Yes	84%
No	16%
<b>Total</b>	<b>100%</b>

**Figure 13. % of young people that use machinery and/or tools**

	%
Yes	87%
No	13%
<b>Total</b>	<b>100%</b>

**Figure 14. % of young people given training in the tasks they would be undertaking**

	%
Yes	89%
No	11%
<b>Total</b>	<b>100%</b>

**Figure 15. % of young people who were given general training about the business and their role as an apprentice upon joining the project**

	%
Yes	76%
No	24%
<b>Total</b>	<b>100%</b>

**Figure 16. % of young people given training in the tasks they would be undertaking outside of their role**

	%
Yes	40%
No	60%
<b>Total</b>	<b>100%</b>

**Figure 17.** % of young people given general training about the business and the workplace, according to the size of the business in which the experience takes place

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Yes	71%	91%	76%
No	29%	9%	24%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 18.** % of young people given training in the tasks they would be undertaking outside of their role, according to the size of the business

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Yes	32%	64%	40%
No	68%	36%	60%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 19.** % of young people who applied knowledge they acquired at school to the tasks they perform, according to the size of the business

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Yes	65%	91%	71%
No	35%	9%	29%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 20.** % of young people whose monitor linked a task carried out at the business with a topic studied at school

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Yes	24%	64%	33%
No	76%	36%	67%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 21.** % of young people who received guidance/supervision when undertaking tasks on a daily basis

	%
Yes	100%
No	0%
<b>Total</b>	<b>100%</b>

**Figure 22.** % of young people with access to reference/manual/instructional material to use a guide, according to activity sector

	INDUSTRY	SERVICES	TOTAL
Yes	19%	79%	38%
No	81%	21%	62%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 23. % of young people with access to reference/manual/instructional material to use as a guide, according to the size of the business**

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Yes	32%	55%	38%
No	68%	45%	62%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 24. % of young people required to communicate with other workers, according to the activity sector**

	INDUSTRY	SERVICES	TOTAL
Yes	100%	79%	93%
No	0%	21%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 25. Young people required to communicate with other workers: % who engage in team work according to the activity sector**

	INDUSTRY	SERVICES	TOTAL
Yes	67%	90%	73%
Yes, for certain tasks	23%	10%	20%
No	10%	0%	8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 26. Young people required to communicate with other workers: % who engage in team work according to their level of education**

	INCOMPLETE SECONDARY EDUCATION	COMPLETE SECONDARY EDUCATION	INCOMPLETE - COMPLETE TERTIARY/UNIVERSITY EDUCATION	TOTAL
Yes	62%	71%	90%	73%
Yes, for certain tasks	23%	24%	10%	20%
No	15%	6%	0%	8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 27. % of young people required to communicate with clients/public when undertaking tasks**

	INCOMPLETE SECONDARY EDUCATION	COMPLETE SECONDARY EDUCATION	INCOMPLETE - COMPLETE TERTIARY/UNIVERSITY EDUCATION	TOTAL
Yes	15%	42%	62%	40%
No	85%	58%	38%	60%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 28. % of young people required to communicate with clients/ public according to the size of the business**

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Yes	50%	9%	40%
No	50%	91%	60%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 29. % of young people required to communicate with clients/ public according to the activity sector**

	INDUSTRY	SERVICES	TOTAL
Yes	29%	64%	40%
No	71%	36%	60%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 30. % of young people required to communicate with clients/ public, according to the geographical location of the business**

	AMBA	INTERIOR	TOTAL
Yes	29%	64%	40%
No	71%	36%	60%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 31. % of young people required to communicate with clients/ public, according to gender**

	FEMALE	MALE	OTHER	TOTAL
Yes	45%	36%	0%	40%
No	55%	64%	0%	60%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>

**Figure 32. % of young people who believe they were assigned tasks according to their gender**

	WOMEN	MEN	TOTAL
Yes	0%	24%	13%
No	100%	76%	87%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 33. Rating of the influence gender has on the way they are treated by their colleagues - in %**

	WOMEN	MEN	TOTAL
Yes, positively	5%	16%	11%
Yes, negatively	0%	0%	0%
No influence	95%	80%	87%
N/A	0%	4%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 34. Rating of the influence gender has on the way they are treated by their seniors or managers - in %**

VALORACIÓN	WOMEN	MEN	TOTAL
Yes, positively	15%	16%	16%
Yes, negatively	0%	0%	0%
No influence	85%	80%	82%
N/A	0%	4%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 35. Rating of the influence gender has on the possibility of promotion - in %**

	WOMEN	MEN	TOTAL
Yes, positively	5%	20%	13%
Yes, negatively	5%	0%	2%
No influence	85%	72%	78%
N/A	5%	8%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 36. Rating of the influence gender has on the possibility of recruitment - in %**

	WOMEN	MEN	TOTAL
Yes, positively	5%	32%	20%
Yes, negatively	5%	0%	2%
No influence	89%	60%	73%
N/A	0%	8%	5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 37. Perception of gender equality in the department in which they are undertaking their apprenticeship, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Yes	71%	93%	78%
No	19%	7%	16%
Unknown	10%	0%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 38. % of young people who work from Monday to Friday, according to activity sector**

	INDUSTRY	SERVICES	TOTAL
Yes	97%	86%	93%
No	3%	14%	7%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 39. % of young people who work up to 20 hours/week, according to activity sector**

	INDUSTRY	SERVICES	TOTAL
Yes	94%	86%	91%
No	6%	14%	9%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 40. % of young people that received a talk or training regarding safety regulations**

	%
Yes	70%
No	30%
Unknown/Not appropriate	0%
<b>Total</b>	<b>100%</b>

**Figure 41. % of young people that received a talk or training regarding accident prevention**

	%
Yes	61%
No	39%
Unknown/Not appropriate	0%
<b>Total</b>	<b>100%</b>

**Figure 42. % of young people that received a talk or training regarding the use of personal protective equipment**

	%
Yes	57%
No	36%
Unknown/Not appropriate	7%
<b>Total</b>	<b>100%</b>

**Figure 43. % of young people that received a talk or training regarding hygiene regulations**

	%
Yes	50%
No	50%
Unknown/Not appropriate	0%
<b>Total</b>	<b>100%</b>

**Figure 44. % of young people that received a talk or training regarding fire prevention**

	%
Yes	41%
No	59%
Unknown/Not appropriate	0%
<b>Total</b>	<b>100%</b>

**Figure 45. % of young people that received a talk or training regarding safety regulations**

	INDUSTRY	SERVICES	TOTAL
Yes	80%	50%	70%
No	20%	50%	30%
Unknown/Not appropriate	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 46. % of young people that received a talk or training regarding personal protective equipment**

	INDUSTRY	SERVICES	TOTAL
Yes	70%	29%	57%
No	30%	50%	36%
Unknown/Not appropriate	0%	21%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 47. % of young people that received a talk or training regarding accident prevention**

	INDUSTRY	SERVICES	TOTAL
Yes	67%	50%	61%
No	33%	50%	39%
Unknown/Not appropriate	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 48. % of young people that received a talk or training regarding hygiene regulations**

	INDUSTRY	SERVICES	TOTAL
Yes	47%	57%	50%
No	53%	43%	50%
Unknown/Not appropriate	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 49. Access to gloves (as an element of personal protective equipment required to perform tasks), according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Yes	72%	40%	68%
No	28%	60%	32%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 50. Access to uniform (as an element of personal protective equipment required to perform tasks) - in %**

	%
Sí	62%
No	38%
<b>Total</b>	<b>100%</b>

**Figure 51. Access to footwear (as an element of personal protective equipment required to perform tasks) - in %**

	%
Yes	34%
No	66%
<b>Total</b>	<b>100%</b>

**Figure 52. Access to a helmet (as an element of personal protective equipment required to perform tasks) - in %**

	%
Yes	23%
No	77%
<b>Total</b>	<b>100%</b>

**Figure 53. Access to personal accident insurance within the project framework, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Yes	74%	57%	69%
No	13%	14%	13%
Unknown/Not appropriate	13%	29%	18%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 54. Access to health insurance, within the project framework, according to the geographical location of the business - in %**

	AMBA	INTERIOR	TOTAL
Yes	74.2%	50.0%	66.7%
No	19.4%	21.4%	20.0%
Unknown/Not appropriate	6.5%	28.6%	13.3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 55. Average income for participating in the project**

TOTAL			
Average	25th percentile	Median	75th percentile
6213	5000	5400	6900

**Figure 56. Average income for participating in the project, according to geographical location of the business**

AMBA				INTERIOR			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
6561	5000	6000	7500	5443	4900	5200	5400

**Figure 57. Rating of the income received in relation to the tasks and working hours, according to geographical location of the business**

	AMBA	INTERIOR	TOTAL
Insufficient	61%	29%	51%
Adequate	39%	71%	49%
Sufficient	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 58. Rating of the income received in relation to the tasks and working hours, according to gender - in %**

	FEMALE	MALE	OTHER	TOTAL
Insufficient	40%	60%	0%	51%
Adequate	60%	40%	0%	49%
Sufficient	0%	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>

**Figure 59. % of active young people who believe they can be recruited by the company**

	%
Sí	89%
No	11%
<b>Total</b>	<b>100%</b>

**Figure 60. Active young people who believe they can be recruited by the company: Perception regarding the motives - %**

	%
For my performance during the apprenticeship	72.0%
The business intends to recruit some of the apprentices since starting the project	4.0%
The business uses the project to start the worker recruitment process	8.0%
Other	16.0%
<b>Total</b>	<b>100.0%</b>

**Figure 61. Employed young people who believe they can be recruited by the company: Perception regarding the motives - %**

	%
For my performance during the apprenticeship	100%
The business intends to recruit some of the apprentices since starting the project	0%
The business uses the project to start the worker recruitment process	0%
Other	0%
<b>Total</b>	<b>100%</b>

**Figure 62. Employed young people who think they would have been able to obtain employment at another business, in the occupation for which they have been trained - in %**

	%
Yes	70%
No	30%
<b>Total</b>	<b>100%</b>

**Figure 63. Unemployed apprentices. Perception of motives for which they were not recruited into the business in which they completed their training experience**

MOTIVOS	%
A fall in activity/demand led to the business not recruiting me	29%
For my performance during the apprenticeship	0%
The business uses the project to replace workers	14%
Other	57%
<b>Total</b>	<b>100%</b>

**Figure 64. % of young people who believe that the project provided them with new tools, in general, to obtain employment in another business, according to the apprentice's situation**

	ACTIVE	EMPLOYED	UNEMPLOYED
Yes	93%	90%	86%
No	7%	10%	14%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 65. % of young people who consider themselves to be better, the same or worse after having participated in the project, according to the apprentice's situation**

	ACTIVE	EMPLOYED	UNEMPLOYED
Better	86%	90%	100%
The same	14%	10%	0.0%
Worse	0%	0%	0.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 66. Employed apprentices: % of young people recruited to undertake the same role in which they were trained as apprentices**

	%
Yes	100%
No	0%
<b>Total</b>	<b>100%</b>

**Figure 67. Apprentices Employed apprentices: % of young people recruited via the Labor Integration Program (PIL)**

	%
Yes	70%
No	10%
Unknown/Not appropriate	20%
<b>Total</b>	<b>100%</b>

**Figure 68. Reasons for participating in the program - in %**

	INDUSTRY	SERVICES	TOTAL
To learn the trade	45%	43%	44%
To take the first steps in the world of work	48%	43%	47%
To improve my CV	26%	29%	27%
For the money	48%	21%	40%
They referred me from the Employment Office	13%	0%	9%
Other	26%	36%	29%
<b>Total</b>	<b>206%</b>	<b>171%</b>	<b>196%</b>

**Figure 69. Average rating of the experience in the project, on a scale of 1 to 10**

TOTAL			
Average	25th percentile	Median	75th percentile
<b>8.5</b>	<b>8.0</b>	<b>8.0</b>	<b>10.0</b>

**Figure 70. Average rating of the experience in the project, on a scale of 1 to 10, according to activity sector**

INDUSTRY				SERVICES			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
<b>8.6</b>	<b>8.0</b>	<b>8.0</b>	<b>10.0</b>	<b>8.3</b>	<b>7.0</b>	<b>8.0</b>	<b>9.0</b>

**Figure 71. Average rating of the experience in the project, on a scale of 1 to 10, according to level of education**

INCOMPLETE SECONDARY EDUCATION				COMPLETE SECONDAR EDUCATION				TERTIARY OR UNIVERSITY INCOMPLETE-COMplete			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
8.3	8.0	8.0	9.0	8.3	7.0	8.0	10.0	8.9	8.0	9.0	10.0

**Figure 72. Average rating of the experience in the project, on a scale of 1 to 10, according to the apprentice’s situation**

ACTIVE				EMPLOYED				UNEMPLOYED			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
8.5	7.8	8.0	10.0	8.3	7.0	8.0	9.0	8.7	8.0	9.0	9.0



**9.**

**ANNEXE II  
FIGURES: INTERVIEWS  
WITH EMPLOYERS**

—

**Figure 1. Status of business participation in the program - in %**

	%
Active	67
Completed	33
<b>Total</b>	<b>100</b>

**Figure 2. Geographical location of the businesses - in %**

	%
AMBA	67
Resistencia	17
Tucumán	17
<b>Total</b>	<b>100</b>

**Figure 3. Gender of the employers interviewed, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Female	50%	50%	50%
Male	50%	50%	50%
Other	0%	0%	0%
Total	100%	100%	100%
<b>Nº</b>	<b>22</b>	<b>8</b>	<b>30</b>

**Figure 4. Activity sector of the businesses - in %**

	%
Industry	73
Services	27
<b>Total</b>	<b>100</b>

**Figure 5. Business size - in %**

	%
Micro/Small	80
Medium/Large	20
<b>Total</b>	<b>100</b>

**Figure 6. Number of times they have participated in the program, according to the size of the business**

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Once	42%	17%	37%
Between 2 and 4 times	38%	17%	33%
Between 5 and 10 times	21%	50%	27%
More than 10 times	0%	17%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 7. How they found out about the program, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
At the Employment Office	50%	25%	43%
The Regional Agency of the MTEySS	14%	13%	13%
They were visited by the Employment Office at their establishment	0%	0%	0%
They were visited by the Regional Agency of the MTEySS at their establishment	5%	0%	3%
Through acquaintances	14%	0%	10%
Through an advertisement in the newspaper	0%	0%	0%
Business Chamber	0%	13%	3%
Internet	5%	13%	7%
Other	14%	38%	20%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 8. Advisory body in the formulation of the project - in %**

	%
Employment Office	57%
MTEySS Employment Agency	33%
Accounting firm	3%
Another company	0%
Business Chamber	0%
Not assessed	7%
Other	0%
<b>Total</b>	<b>100%</b>

**Figure 9. Advisory body in the formulation of the project, according to the geographical location of the business - in %**

	AMBA	INTERIOR	TOTAL
Employment Office	45%	80%	57%
MTEySS Employment Agency	45%	10%	33%
Accounting firm	5%	0%	3%
Another company	0%	0%	0%
Business Chamber	0%	0%	0%
Not assessed	5%	10%	7%
Other	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 10. Person responsible for the procedure in order to access the program, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Business owner/partner	23%	13%	20%
Executive director/general manager	50%	25%	43%
Human resources manager	14%	38%	20%
External accounting services/human resources management	0%	13%	3%
Other	14%	13%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 11. Characteristic project presentation and approval process, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Easy and straightforward	59%	100%	70%
Normal	36%	0%	27%
Slow and complicated	5%	0%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 12. Reasons for which they decided to use the Training for Work program, according to activity sector - in %** \*Multiple choice question

	INDUSTRY	SERVICES	TOTAL
They needed to train individuals to later recruit into their business	64%	75%	67%
They needed personnel and they heard about the program/they were offered the program via the Employment Office	55%	13%	43%
They were interested in the financial incentives of the program	45%	75%	53%
They were interested in the legal incentives of the program	32%	25%	30%
Other	32%	63%	40%
<b>Total*</b>	<b>227%</b>	<b>250%</b>	<b>233%</b>

**Figure 13. Time taken from applicant referral to integration into the business, according to geographical location - in %**

	AMBA	INTERIOR	TOTAL
Less than a week	10%	0%	7%
Between 1 and 2 weeks	50%	33%	45%
Between 3 and 4 weeks	25%	44%	31%
More than 4 weeks	15%	22%	17%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 14. Average number of applicants sent per vacancy offered by the business, according to geographical location**

AMBA				INTERIOR				TOTAL			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
8.6	3.0	7.3	11.5	3.5	1.0	2.8	5.0	6.9	2.5	4.3	11.0

**Figure 15. Number of applicants sent per vacancy offered by the business, according to geographical location - in %**

	AMBA	INTERIOR	TOTAL
Less than 3 candidates	15%	50%	27%
Between 3 and 5 candidates	35%	40%	37%
Between 6 and 12 candidates	35%	0%	23%
More than 12 candidates	15%	10%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 16. Rating of the average applicant profile in relation to the request made by the business (on a scale of 1 to 10), according to activity sector**

INDUSTRY				SERVICES				TOTAL			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
6.4	5.0	7.0	8.0	6.3	5.0	7.0	7.0	6.3	5.0	7.0	7.8

**Figure 17. Rating of the average applicant profile in relation to the request made by the business (on a scale of 1 to 10), according to geographic location**

AMBA				INTERIOR				TOTAL			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
6.5	5.5	7.0	7.8	5.9	4.0	6.5	7.5	6.3	5.0	7.0	7.8

**Figure 18. Average rating (on a scale of 1 to 10) of general apprentice performance, according to activity sector**

INDUSTRY				SERVICES				TOTAL			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
7.5	7.0	7.0	9.0	7.5	6.5	8.0	8.5	7.5	7.0	7.5	9.0

**Figure 19. Average rating (on a scale of 1 to 10) of general apprentice performance, according to geographical location**

AMBA				INTERIOR				TOTAL			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
7.9	7.0	8.0	9.0	6.7	6.0	6.5	8.0	7.5	7.0	7.5	9.0

**Figure 20. Average rating (on a scale of 1 to 10) of apprentice integration with the other business workers, according to activity sector**

INDUSTRY				SERVICES				TOTAL			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
8.1	7.0	8.0	9.0	8.5	8.0	8.5	9.0	8.2	8.0	8.0	9.0

**Figure 21. Average rating (on a scale of 1 to 10) of apprentice integration with the other business workers, according to geographical location of the business**

AMBA				INTERIOR				TOTAL			
Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile	Average	25th percentile	Median	75th percentile
8.6	8.0	8.5	9.0	7.5	6.0	8.0	8.0	8.2	8.0	8.0	9.0

**Figure 22. Designation of a specific individual to oversee apprentice entry and task completion - in %**

	%
Yes	90%
No	10%
<b>Total</b>	<b>100%</b>

**Figure 23. Workplace visit or call from the employment office during the project to oversee progress and/or resolve queries/issues - in %**

	%
Yes	93%
No	7%
<b>Total</b>	<b>100%</b>

**Figure 24. Rating of the legal framework of the program, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Very good	36%	75%	47%
Good	59%	25%	50%
Neither good nor bad	0%	0%	0%
Bad	5%	0%	3%
Very bad	0%	0%	0%
Unknown/Not appropriate	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 25. Rating of the legal framework of the program, according to geographical location of the business - in %**

	AMBA	INTERIOR	TOTAL
Very good	40%	60%	47%
Good	55%	40%	50%
Neither good nor bad	0%	0%	0%
Bad	5%	0%	3%
Very bad	0%	0%	0%
Unknown/Not appropriate	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 26. Accident and risk insurance for the apprentices, according to geographical location of the business - in %**

	AMBA	INTERIOR	TOTAL
Yes	100%	80%	93%
No	0%	20%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 27. Rating of the accident and risk insurance for the apprentices, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Very good	25%	75%	39%
Good	65%	25%	54%
Neither good nor bad	5%	0%	4%
Bad	0%	0%	0%
Very bad	0%	0%	0%
Unknown/Not appropriate	5%	0%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 28. Rating of the accident and risk insurance for the apprentices, according to geographical location of the business - in %**

	AMBA	INTERIOR	TOTAL
Very good	30%	63%	39%
Good	60%	38%	54%
Neither good nor bad	5%	0%	4%
Bad	0%	0%	0%
Very bad	0%	0%	0%
Unknown/Not appropriate	5%	0%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 29. Health insurance for the apprentices, according to geographical location of the business - in %**

	AMBA	INTERIOR	TOTAL
Yes	85%	70%	80%
No	10%	10%	10%
Unknown/Not appropriate	5%	20%	10%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 30. Rating of the health insurance taken out for the apprentices, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Very good	12%	57%	25%
Good	53%	29%	46%
Neither good nor bad	18%	14%	17%
Bad	6%	0%	4%
Very bad	6%	0%	4%
Unknown/Not appropriate	6%	0%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 31. Rating of the health insurance taken out for the apprentices, according to the size of the business - in %**

	AMBA	INTERIOR	TOTAL
Very good	24%	29%	25%
Good	47%	43%	46%
Neither good nor bad	18%	14%	17%
Bad	0%	14%	4%
Very bad	6%	0%	4%
Unknown/Not appropriate	6%	0%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 32. Rating of the stipends paid to the apprentices, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Very good	5%	13%	7%
Good	36%	0%	27%
Neither good nor bad	18%	50%	27%
Bad	36%	38%	37%
Very bad	5%	0%	3%
Unknown/Not appropriate	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 33. The integration of young apprentices from previous projects, according to activity sector - in %**

	INDUSTRY	SERVICES	TOTAL
Yes	55%	63%	57%
No	45%	38%	43%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 34. The integration of young apprentices from previous projects, according to the geographical location of the business - in %**

	AMBA	INTERIOR	TOTAL
Yes	60%	50%	57%
No	40%	50%	43%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 35. The integration of young apprentices from previous projects according to business size - in %**

	MICRO/SMALL	MEDIUM/LARGE	TOTAL
Yes	46%	100%	57%
No	54%	0%	43%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Figure 36. Number of workers from previous projects incorporated into the business - in %**

	%
One worker	17.6%
Between 2 and 4 workers	35.3%
Between 5 and 10 workers	29.4%
More than 10 workers	17.6%
<b>Total</b>	<b>100.0%</b>

**Figure 37. I would use/I would recommend the Training for Work program again - in %**

	%
Yes	100%
No	0%
<b>Total</b>	<b>100%</b>



**10.**

**ANNEXE III  
DATA-COLLECTION  
INSTRUMENTS**

—

## 10.1 ACTIVE APPRENTICES FORM

RESEARCH PROJECT APPRENTICESHIPS IN BUSINESSES	FORM <b>ACTIVE APPRENTICES</b>
--	-----------------------------------

### 1. INTERVIEWEE AND INTERVIEW DETAILS

INTERVIEWEE		INTERVIEW	
NAME		DATE:	
GENDER Female <input type="checkbox"/> Male <input type="checkbox"/> Other <input type="checkbox"/>	AGE		
AREA / CITY (place of residence)		INTERVIEWER .....	SURVEY N° .....
IN YOUR HOUSEHOLD, WHAT IS YOUR RELATION (to the head of the household)?	Head <input type="checkbox"/> Spouse <input type="checkbox"/> Son/Daughter <input type="checkbox"/> Other family member <input type="checkbox"/>		
BUSINESS (BUSINESS NAME):			

### 2. LEVEL OF EDUCATION

LEVEL OF EDUCATION			
00 - No education	<input type="checkbox"/>	01 - Can read and write	<input type="checkbox"/>
ELEMENTARY LEVEL			
02 - Elementary incomplete	1 - Dropped out	Passed final year	
	2 - Current	Year of study currently being undertaken	
03 - Elementary complete			
MIDDLE LEVEL			
04 - Secondary	Incomplete		Complete
	1- High school		
	2- Technician		
	3- Commercial		
<i>(if incomplete)</i>			
1 - Dropped out	Passed final year	2 - Current	Year of study (current)
TERTIARY/UNIVERSITY LEVEL			
05 - Tertiary / University			
Incomplete		Complete	
Degree/title .....			
<i>(if incomplete)</i>			
1 - Dropped out	Passed final year	2 - Current	Year of study (current)

### 3. EMPLOYMENT HISTORY

#### 3.1 PRIOR TO JOINING THIS BUSINESS, YOU WERE...?

<b>EMPLOYED (SKIP TO 3.2)</b>	Contracted	Permanent	Registered <input type="checkbox"/> Unregistered <input type="checkbox"/>
		Temporary	Registered <input type="checkbox"/> Unregistered <input type="checkbox"/>
	Independent <input type="checkbox"/>	Self-employed <input type="checkbox"/>	
<b>UNEMPLOYED (SKIP TO 3.3)</b>			
<b>INACTIVE (UNEMPLOYED AND NOT LOOKING FOR WORK) (SKIP TO 3.3)</b>			

#### 3.2 WHAT WAS YOUR OCCUPATION?

OCCUPATION	
TASKS CARRIED OUT	

SKIP TO 4.1

#### 3.3 WAS THIS APPRENTICESHIP YOUR FIRST WORK EXPERIENCE?

YES  (SKIP TO 4.1) NO

#### 3.4 PRIOR TO BECOMING AN APPRENTICE, WHAT WAS YOUR OCCUPATION?

OCCUPATION	
TASKS CARRIED OUT	

## 4. ACCESS TO THE APPRENTICESHIP

### 4.1 HOW DID YOU ACCESS THE APPRENTICESHIP AT THE BUSINESS?

- Referral from the Employment Office
- You approached the business directly (SKIP TO 4.4)
- An acquaintance/friend told you about the business (SKIP TO 4.4)
- The business advertised (SKIP TO 4.4)
- Other (specify) (SKIP TO 4.4)  .....

### 4.2 DID THEY INTERVIEW YOU AT THE EMPLOYMENT OFFICE PRIOR TO GOING TO THE BUSINESS?

YES       NO



**4.2.1** What was the interview like? Did anything stand out?

---

### 4.3 DID THE EMPLOYMENT OFFICE INFORM YOU OF YOUR RIGHTS AND OBLIGATIONS AS AN APPRENTICE?

YES       NO



**4.3.1** Do you remember any? Which ones?

---



---

### 4.4 DID YOU SIGN THE APPRENTICESHIP CONTRACT?

YES       NO

## 5. MAIN CHARACTERISTICS OF THE APPRENTICESHIP

### 5.1 IN WHICH OCCUPATION ARE YOU UNDERTAKING THE APPRENTICESHIP?

OCCUPATION	
TASKS CARRIED OUT	

### 5.2 DO YOU USE MACHINERY AND/OR TOOLS?

YES       NO



**4.2.1** Which ones?

---

### 5.3 WHEN YOU STARTED THE APPRENTICESHIP, WERE YOU GIVEN GENERAL TRAINING ABOUT THE BUSINESS AND YOUR APPRENTICESHIP WORKPLACE?

YES       NO

### 5.4 WERE YOU GIVEN TRAINING IN YOUR ROLE REGARDING THE TASKS YOU WOULD BE UNDERTAKING?

YES       NO

**5.5 WERE YOU GIVEN TRAINING REGARDING THE TASKS YOU WOULD BE UNDERTAKING OUTSIDE YOUR ROLE?**

YES  NO

**5.6 DID YOU APPLY KNOWLEDGE YOU ACQUIRED AT SCHOOL TO THE TASKS YOU WERE UNDERTAKING?**

YES  NO

**5.6.1** To what extent did you apply the knowledge you acquired at school?

**5.7 DID THE MONITOR AT THE BUSINESS LINK A TASK UNDERTAKEN AT THE BUSINESS WITH A TOPIC YOU STUDIED AT SCHOOL?**

YES  NO

**5.7.1** What topic? how? can you provide an example?

**5.8 IS THERE ANYONE IN THE BUSINESS WHO GUIDES/SUPERVISES YOU IN YOUR DAILY TASKS?**

YES  NO

**5.8.1** How do they guide/supervise you? Can you provide an example?

**5.8.2** Did you use any reference material/manual/instructions as a guide?

YES  NO

**5.9 DO YOU HAVE TO WORK WITH OTHER WORKERS IN ORDER TO UNDERTAKE YOUR TASKS?**

YES  NO  (SKIP TO 5.11)

**5.10 DO YOU WORK AS A TEAM?**

YES  YES, FOR CERTAIN TASKS  NO

**5.10.1** Who with? For which tasks?

**5.11 DID YOU HAVE TO ENGAGE WITH CLIENTS/PUBLIC TO UNDERTAKE YOUR TASKS?**

YES  NO

**5.11.1** What was the goal? To undertake which tasks?

**5.12 CAN YOU NAME AT LEAST THREE THINGS YOU LEARNED DURING YOUR EXPERIENCE AS AN APPRENTICE?**

HARD SKILLS	SOFT SKILLS

**5.13 DO YOU THINK THEY ASSIGNED YOU TASKS BASED ON YOUR GENDER?**

YES  NO



**5.13.1** Why? Regarding which tasks?

**5.14 DO YOU THINK THAT BEING MALE/FEMALE/OTHER INFLUENCES...?**

	YES, POSITIVELY	YES, NEGATIVELY	NO INFLUENCE	N/A
THE WAY YOU ARE TREATED BY				
YOUR COLLEAGUES				
THE WAY YOU ARE TREATED BY				
YOUR SENIOR OR MANAGER				
POTENTIAL PROMOTIONS				
BEING RECRUITED				

**5.15 IS THERE GENDER EQUALITY IN THE DEPARTMENT IN WHICH YOU ARE UNDERTAKING YOUR APPRENTICESHIP?**

YES  NO  I DON'T KNOW

**6. DEVELOPMENT OF THE APPRENTICESHIP CONDITIONS**

**6.1 WHAT DOES YOUR APPRENTICESHIP TIMETABLE LOOK LIKE?**

(BASED ON A TYPICAL WEEK)

SUNDAY	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	

**6.2 DID YOU ATTEND A TALK/TRAINING ABOUT...?**

	YES	NO	N/A
HYGIENE REGULATIONS			
SAFETY REGULATIONS			
FIRE PREVENTION			
ACCIDENT PREVENTION			
USING PERSONAL PROTECTIVE EQUIPMENT			



**6.2.1** What were the characteristics of those skills? (who taught you? how? when? how many people? etc.)

**6.3 DO YOU REQUIRE PERSONAL PROTECTIVE EQUIPMENT TO UNDERTAKE YOUR TASKS? (SEE OPTIONS)**

	YES	NO	N/A
HELMET			
GLOVES			
FOOTWEAR			
UNIFORM			
OTHER (SPECIFY)			

**6.4 HOW MUCH ARE YOU PAID TO JOIN THE PROGRAM?**

\$ ..... Unknown (SKIP TO 6.5)   
 I HAVE NOT YET BEEN PAID   
 (specify the reason for which you were not paid)

**6.4.1 IN RELATION TO THE TASKS YOU PERFORM AND THE NUMBER OF WORKING HOURS, YOU BELIEVE THIS AMOUNT TO BE...**

INSUFFICIENT  ADEQUATE  SIGNIFICANT

**6.5 ARE YOU PROVIDED WITH PERSONAL ACCIDENT INSURANCE WHILE UNDERTAKING THE PROJECT?**

YES  NO  I DON'T KNOW

**6.6 ARE YOU PROVIDED WITH HEALTH INSURANCE WHILE UNDERTAKING THE PROJECT?**

YES  NO  I DON'T KNOW

**7. RELATIONSHIP BETWEEN THE APPRENTICESHIP AND LABOR INTEGRATION**

**7.1 A YOU BELIEVE YOU HAVE THE POTENTIAL TO BE RECRUITED BY THE BUSINESS?**

YES

NO  → **7.1.A.1** Why?

- A FALL IN ACTIVITY/DEMAND LED TO THE BUSINESS NOT RECRUITING ME
- FOR MY PERFORMANCE DURING THE APPRENTICESHIP
- THE BUSINESS USES THE PROJECT TO REPLACE WORKERS
- OTHER  Specify: \_\_\_\_\_



**7.1.B.1** Why?

- FOR MY PERFORMANCE DURING THE APPRENTICESHIP
- THE BUSINESS INTENDS TO RECRUIT SOME OF THE APPRENTICES AFTER STARTING THE PROJECT
- THE BUSINESS USES THE PROJECT TO START THE WORKER RECRUITMENT PROCESS
- OTHER  Specify: \_\_\_\_\_

**7.2 UPON COMPLETION OF THE PROJECT, DO YOU THINK YOU WILL OBTAIN EMPLOYMENT AT ANOTHER BUSINESS IN THE OCCUPATION FOR WHICH YOU WERE TRAINED?**

YES  NO

**7.3 DO YOU THINK THE PROJECT PROVIDED YOU WITH NEW TOOLS, IN GENERAL, TO OBTAIN EMPLOYMENT AT ANOTHER BUSINESS?**

YES  NO

7.3.1 Which? What tools can you identify?

**7.4 AFTER HAVING PARTICIPATED IN THE PROGRAM, HOW DO YOU VIEW YOUR EMPLOYMENT SITUATION?**

BETTER  THE SAME  WORSE

**8. APPRENTICESHIP EVALUATION**

**8.1 WHY DID YOU PARTICIPATE IN THE PROGRAM? (MULTIPLE CHOICE)**

- TO LEARN THE TRADE
- TO TAKE MY FIRST STEPS IN THE WORLD OF WORK
- TO IMPROVE MY CV
- FOR THE MONEY
- THEY REFERRED YOU FROM THE EMPLOYMENT OFFICE
- OTHER (SPECIFY)

**8.2 ON A SCALE OF 1 TO 10, WITH 1 BEING VERY BAD AND 10 BEING VERY GOOD, HOW WOULD YOU RATE YOUR EXPERIENCE IN THE PROJECT?**

1	2	3	4	5	6	7	8	9	10

**8.3 WHAT ARE THE POSITIVE ASPECTS OF THE PROJECT?**

**8.4 WHAT ARE THE NEGATIVE ASPECTS OF THE PROJECT?**

**8.5 WHAT COULD BE IMPROVED?**

**8.6 WHAT NEW EXPECTATIONS AROSE AS A RESULT OF THE PROJECT?**

**8.7 TELEPHONE**

**THANK YOU!!**

**Duration of the interview:** (RECORD IN MINUTES)

**INTERVIEWER OBSERVATIONS:** (include all additional information here)

## 10.2 ACTIVE EMPLOYER FORM

RESEARCH PROJECT APPRENTICESHIPS IN BUSINESSES	FORM ACTIVE EMPLOYERS
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### 1. INTERVIEWEE AND INTERVIEW DETAILS

BUSINESS		INTERVIEW	
BUSINESS NAME:		DATE:	
ROLE:			
NAME:		INTERVIEWER .....	SURVEY N°:
GENDER Female <input type="checkbox"/> Male <input type="checkbox"/> Other <input type="checkbox"/>	AGE:		

### 2. KNOWLEDGE, ACCESS AND USE OF PUBLIC PROGRAMS

#### 2.1 HOW DID YOU FIND OUT ABOUT THE TRAINING FOR WORK PROGRAM?

- At the Employment Office
- The Regional Agency of the MTyP
- Visited by the Employment Office at the establishment
- Visited by the Regional Agency of the MTyP at the establishment
- Word of mouth/contacts
- Newspaper advert
- Business Chamber
- Internet: Twitter  Facebook  MTyP Portal
- Other  (specify).....

#### 2.2 WHO WAS RESPONSIBLE FOR THE PROCEDURE IN ORDER TO ACCESS THE PROGRAM?

- Business owner/partner
- Executive director/general manager
- Human resources manager
- Accounting service/external human resources service
- Other  (specify).....

#### 2.3 WHICH ORGANIZATION ASSESSED YOU DURING THE FORMULATION OF THE PROJECT?

- Employment Office
- MTyP Employment Agency
- Accounting Firm
- Another business
- Business Chamber
- Not assessed
- Other  (specify).....

**2.4 HOW WOULD YOU DESCRIBE THE PROJECT PRESENTATION AND APPROVAL PROCESS?**

- Easy and straightforward
- Normal
- Slow and complicated

Why? .....

**2.5 WHY DID YOU DECIDE TO USE THE TRAINING FOR WORK PROGRAM? (MULTIPLE CHOICE)**

- Needed to train individuals to later recruit into the business
- Needed personnel and heard about the program/offered the program via the Employment Office
- Interested in the financial incentives of the program
- Interested in the legal incentives of the program
- Other (specify)  .....

**3. TRAINING FOR WORK EXPERIENCE**

**3.1 FOLLOWING THE APPROVAL OF THE PROJECT, HOW WOULD YOU DESCRIBE THE TIME TAKEN FROM APPLICANT REFERRAL TO INTEGRATION INTO THE BUSINESS?**

WEEKS .....

**3.2 HOW MANY CANDIDATES DID THEY SEND FOR EACH VACANCY AT THE BUSINESS?**

CANDIDATES PER VACANCY .....

**3.3 ON A SCALE OF 1 TO 10, WITH 1 BEING VERY BAD AND 10 BEING VERY GOOD, HOW WOULD YOU RATE THE AVERAGE CANDIDATE PROFILE IN RESPONSE TO THE REQUEST SENT BY THE BUSINESS?**

1	2	3	4	5	6	7	8	9	10

**3.4 DID THE BUSINESS DESIGNATE A SPECIFIC INDIVIDUAL TO OVERSEE APPRENTICE ENTRY AND TASK COMPLETION?**

YES  NO

**3.5 ON A SCALE OF 1 TO 10, WITH 1 BEING VERY BAD AND 10 BEING VERY GOOD, HOW WOULD YOU RATE THE GENERAL APPRENTICE PERFORMANCE?**

1	2	3	4	5	6	7	8	9	10

**3.6 ON A SCALE OF 1 TO 10, WITH 1 BEING VERY BAD AND 10 BEING VERY GOOD, HOW WOULD YOU RATE THE INTEGRATION OF APPRENTICES WITH THE OTHER WORKERS AT THE BUSINESS?**

1	2	3	4	5	6	7	8	9	10

**3.7 DURING THE PROJECT, DID YOU RECEIVE A VISIT OR CALL FROM THE EMPLOYMENT OFFICE TO OVERSEE PROGRESS AND/OR RESOLVE ANY QUERIES/ISSUES THAT MAY HAVE ARISEN?**

YES  NO

**4. APPRENTICESHIP EVALUATION**

**4.1 CAN YOU NAME 3 STRENGTHS OF THE PROGRAM?**


**4.2 CAN YOU NAME 3 WEAKNESSES OF THE PROGRAM?**


**4.3 HOW WOULD YOU RATE THE LEGAL FRAMEWORK OF THE PROGRAM?**

VERY GOOD   
GOOD   
NEITHER GOOD NOR BAD   
    BAD  | Why?  
    VERY BAD  | .....  
I DO NOT KNOW / NO RESPONSE

**4.4 HOW WOULD YOU RATE THE ACCIDENT AND RISK INSURANCE TAKEN OUT FOR THE APPRENTICES?**

VERY GOOD   
GOOD   
NEITHER GOOD NOR BAD   
    BAD  | Why?  
    VERY BAD  | .....  
I DO NOT KNOW / NO RESPONSE

**4.5 HOW WOULD YOU RATE THE HEALTH INSURANCE TAKEN OUT FOR THE APPRENTICES?**

VERY GOOD   
GOOD   
NEITHER GOOD NOR BAD   
    BAD  | Why?  
    VERY BAD  | .....  
I DO NOT KNOW / NO RESPONSE



## 10.3 OBSERVATION GUIDE: NON-PARTICIPANT

RESEARCH PROJECT APPRENTICESHIPS IN BUSINESSES	OBSERVATION FORM: <b>NON-PARTICIPANT</b>
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### 1. BUSINESS DETAILS

BUSINESS	OBSERVATION	
.....	<b>OBSERVER</b>	<b>OBSERVATION N°:</b>
<b>NUMBER OF APPRENTICES (ACTIVE)</b>	.....	
<b>NUMBER OF WORKERS (IN THE AREA ON THE DAY OF THE VISIT)</b>	<b>START TIME</b>	<b>END TIME</b>
	<b>DURATION OF THE OBSERVATION</b> (TIME DEDICATED ONLY TO THIS TASK)	
	<b>DATE:</b>	

### 2. APPRENTICESHIP WORKPLACE CONDITIONS

#### 2.1 WHAT DOES YOUR APPRENTICESHIP

	YES	NO	Unknown/Not appropriate
INSUFFICIENT OR INADEQUATE LIGHT			
INSUFFICIENT OR INADEQUATE VENTILATION			
IT IS A DAMP PLACE			
IT IS A SMALL SPACE			
THE TEMPERATURE IS VERY HIGH OR VERY LOW			
THE RESTROOMS ARE IN BAD CONDITION			
PROTECTION, SIGNAGE AND NON SLIP PROVIDED - IN BAD CONDITION OR NON-EXISTENT			

### 3. LINKS BETWEEN THE APPRENTICE AND THEIR WORKING ENVIRONMENT

#### 3.1 IS THERE A GUIDE/MENTOR PRESENT OR AVAILABLE TO THE APPRENTICE?

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**3.2 DOES THE APPRENTICE HAVE INSTRUCTIONS OR A WORK PLAN TO FOLLOW?**

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**3.3.HOW WOULD YOU DESCRIBE THE ATTITUDE OF THE APPRENTICE TOWARDS THEIR ROLE AND TASKS?ENTHUSIASTIC? LACK OF INTEREST?**

---

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**3.4 WHAT PROPORTION OR PERCENTAGE OF THE TASKS DOES THE APPRENTICE UNDERTAKE INDIVIDUALLY?**

---

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**3.5 ARE ANY TASKS CARRIED OUT AS PART OF A GROUP?**

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**3.6 HOW WOULD YOU DESCRIBE THE MANAGER'S ATTITUDE TOWARDS THE APPRENTICE? COLLABORATIVE? SELFISH? ARE THEY IGNORED?**

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**3.7 HOW WOULD YOU DESCRIBE THE GENERAL WORKING ENVIRONMENT IN THE AREA ASSIGNED TO THE APPRENTICE?**

---

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**3.8 DOES THE APPRENTICE INTERACT WITH CLIENTS? HOW WOULD YOU DESCRIBE THIS RELATIONSHIP?**

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**3.9 ACCORDING TO WHAT YOU HAVE OBSERVED, IS THERE GENDER EQUALITY IN THE BUSINESS?**

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**3.10 IN YOUR OPINION, IS THE APPRENTICE REPLACING A WORKER?**

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ADD ANY OTHER COMMENTS REGARDING THE INTERACTIONS OBSERVED BETWEEN THE APPRENTICE AND THE OTHER WORKERS AT THE BUSINESS AND/OR CLIENTS THAT YOU CONSIDER TO BE SIGNIFICANT REGARDING THE APPRENTICESHIP PROCESS

## 10.4 GUIDELINES: APPRENTICE FOCUS GROUP

### APPRENTICESHIP PROJECT FOR YOUNG PEOPLE IN BUSINESSES. FOCUS GROUP

#### Presentation

1) WE ARE RESEARCHERS IN THE SOCIAL SCIENCES FACULTY AT UBA AND ARE UNDERTAKING RESEARCH REGARDING YOUNG PEOPLE AND EMPLOYMENT

2) IN PARTICULAR, WE ARE INTERESTED IN FINDING OUT ABOUT THE TRAINING FOR WORK PROCESS, IN ORDER TO MAKE SUGGESTIONS FOR IMPROVEMENT

3) WE WILL PROPOSE A DEBATE REGARDING DIFFERENT ASPECTS OF TRAINING FOR WORK

4) THERE ARE NO RIGHT OR WRONG ANSWERS. ALL RESPONSES ARE IMPORTANT

5) THE INFORMATION YOU PROVIDE IS ANONYMOUS (WE WILL NOT RECORD YOUR NAME OR ANY OTHER INFORMATION). WE WILL ONLY USE THE INFORMATION PROVIDED TO FIND OUT MORE ABOUT TRAINING FOR WORK

#### Focus group dynamic

5 topics were chosen for the young people to debate and exchange opinions and ideas. The activity could be introduced as follows: "I'm going to read a statement and we will then have a debate during which you can respond freely based on your experience"

DIMENSION	STATEMENT
TRAINING AND EMPLOYMENT OPPORTUNITIES	"It is easy and straightforward for young people to access training at a business, similar to where you are placed"

DIMENSION	STATEMENT
LINK BETWEEN SCHOOL AND THE WORLD OF WORK	"I'm applying some of the knowledge I gained at school, now. School prepared me well for this experience".

DIMENSION	STATEMENT
EPT CHARACTERISTICS	"The business had a training plan for us and there is a mentor or individual who oversees and guides us during the apprenticeship"

DIMENSION	STATEMENT
DIFFERENCE BETWEEN TRAINING AND WORK AUTHORITIES	"The apprenticeship is similar to a job because it's repetitive and because I don't learn anything new"

DIMENSION	STATEMENT
EMPLOYABILITY AND LABOR INTEGRATION	"This experience at the business equips me to obtain employment"

**Questions to broaden the debate**

Once they have read the statements, there are a series of guide questions that can be used to broaden and strengthen the debate.

Among others:

- Is it the same for girls and boys?
- In this business or on a more general scale?
- What do you think happens to the other young people? The other businesses?



**Training for Work Program** (AETP from the initials in Spanish), is a program from the **Secretary of Employment of the Ministry of Labour**, Employment and Social Security, which grew steadily in number of workers, since it was launched on 2007. The program allows unemployed workers to participate in learning practices inside companies, where they carry out training activities accompanied by a Tutor.

The results of the research project “**Apprenticeships for young people in Businesses**”, from the **Faculty of Social Sciences of the University of Buenos Aires**, with the support of the **Global Apprenticeship Network (GAN)**, are presented in this document.



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