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EVALUATION

Performance Evaluation of the “Improving Access to Employment Program in El Salvador”

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PERFORMANCE EVALUATION OF THE “IMPROVING ACCESS TO EMPLOYMENT PROGRAM IN EL SALVADOR”

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ACRONYMS

AEROMAN	Empresa AEROMAN
AGAPE	Asociación AGAPE El Salvador
ALTHES	Asociación de Líderes del Talento Humano de El Salvador
BEL	Bolsa de Empleo Local (<i>Local Job Center</i>)
Carana	Carana Corporation
CASATUR	Cámara Salvadoreña de Turismo
CFA	Corporación de Franquicias Americanas (<i>Members include Pizza Hut, Kentucky Fried Chicken (KFC), China Wok, Wendy's, and Starbucks</i>)
CONSISA	Grupo CONSISA
ESFE	Escuela Superior Franciscana Especializada (<i>Franciscan Superior Specialized School</i>)
FEDISAL	Fundación para la Educación Integral Salvadoreña
FEPADE	Fundación Empresarial para el Desarrollo Educativo
FUNTER	Fundación Teletón Pro Rehabilitación
FUSALMO	Fundación Salvador Del Mundo
GOES	Government of El Salvador
IADB	Inter-American Development Bank
INSAFORP	Salvadoran Institute for Professional Formation, Secretariat of the Presidency
IO	Intermediate Objective
ITCA-FEPADE	Instituto Tecnológico Centroamericano
JICA	Japan International Cooperation Agency
JCAP	Joint Country Action Plan
LOP	Life of Project/Program
M&E	Monitoring and Evaluation
MOL	Ministry of Labor
MTPS	Ministerio de Trabajo y Previsión Social (<i>Ministry of Labor</i>)
MVA	Microsoft Virtual Academy
NGO	Non Governmental Organizations
PFG	Partnership for Growth
PMP	Performance Monitoring Plan
SEARCH	A human resources recruitment firm base in El Salvador
SIL	Servicio de Integración Laboral para personas con discapacidad (<i>Labor Integration Service for the Disabled</i>)
TOR	Terms of Reference
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

The Government of El Salvador (GOES) is determined to reverse the current trends of receding or marginal economic growth. To this end, US Government assistance to El Salvador recognizes this GOES-driven process and is supporting measures to overcome the pervasive barriers to increased investment and broad-based economic growth. Moreover, in timely consonance with national efforts to promote economic growth, the Partnership for Growth (PFG) Joint Country Action Plan (JCAP) 2011-2015 between El Salvador and the United States enables the Governments of El Salvador and the United States to jointly engage new efforts to ensure, among other things, that education of the labor force matches labor market demand.

Purpose and Background Consistent with a focus on workforce development that stems from valuable research conducted prior to the JCAP initiative, in December 2009 USAID awarded a contract to Carana Corporation to undertake the Improving Access to Employment Program in El Salvador (the Program), Contract EEM-I-00-07-00006-00, with a total funding of \$7.4 million. The Program, currently in its third year of implementation and scheduled to end in November 2013, focuses on improving the functioning of the Salvadoran labor market to make it capable of matching the supply of skilled workers with private sector demand for labor.

The Program was designed to make substantive contributions in four assistance areas (components):	
Component One: Promoting occupational skills standards and competency certification;	Supports outcomes relating to the enhanced ability of Program counterparts and partners to adopt new training approaches, particularly among trainees representing at-risk youth populations;
Component Two: Expanding consumer based reports and providing career counseling and placement;	Supports outcomes that relate to new or improved options for vocational counseling and information for persons with disabilities;
Component Three: Improving the labor market information system;	Supports outcomes that center on improved access and availability of information on job opportunities and employability within the private sector in El Salvador.
Component Four: Creating alliances with the private sector.	Supports crosscutting outcomes that relate to the ability of the Program to establish and expand alliances as viable and sustainable mechanisms to implement activities.

The Program's Performance Management Plan (PMP) covers four distinct areas of assistance including indicators that are mandated by Carana's contract with USAID, as well as indicators designed to facilitate performance management and enable program improvements. Overall, Program outcomes relate to coverage and engagement of individual beneficiaries, including at-risk youth and people with disabilities, in an effort to increase access to employment. By mid-year 2012, the Program had achieved a total of 4,886 new or improved jobs (4,629 new jobs, or 95% of the total, and 257 improved jobs, or 5%). Based on accruals from early 2010, Carana has already surpassed the original life of program (LOP) target of 4,480 by 9%. So far, 42% of persons benefiting from new or improved jobs are women, 21% are youths, and 3% are people with disabilities.

The Program's training activities have been designed to yield increased competencies relevant to available opportunities in the Salvadoran job

market, at times coupled with independent skills certification. Under the first two of the four areas of assistance, the Program has provided capacity-building inputs based on short-term training linked to real job vacancies. The third area of assistance relates to labor market studies undertaken and completed with Program resources and a fourth area of assistance promotes alliances with the private sector. Private sector alliances, developed as a fourth area of assistance, are viewed as the prime mechanisms for enabling immediate hiring following USAID-supported training, as well as sustained action beyond the life of the project.

Evaluation Purpose, Objectives and Questions

In July 2012, USAID/El Salvador issued a purchase order to International Business & Technical Consultants, Inc. (IBTCI) to undertake a mid-term performance evaluation of the Improving Access to Employment Program (the Program) in El Salvador. The main purpose of this performance evaluation is to inform USAID on how effective the public-private partnership model used in the Program in El Salvador was at a mid-term point in order to determine the effects on beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) and how to make adjustments, if necessary, for the remaining LOP.

The objectives of the evaluation as defined in USAID's scope of work (SOW) are: **1. To determine the effectiveness** of the public-private partnership model used in order to make assessments of whether this approach worked; **2. To identify mechanisms** in the model that have built local capacity to date and make recommendations on how to improve capacity of local organizations to foster sustainability; **3. To determine priority areas of action** for the remainder of the Program and; **4. To assess the effects** the program has had on beneficiaries (in facilitating access to employment).

Main Evaluation Questions

USAID provided IBTCI a set of evaluation questions, in order of priority, to be answered as a result of the Mid-Term Performance Evaluation. Four main evaluation questions (including sub-questions where useful) relate to outcomes and their sustainability, lessons learned in capacity building and priority areas for the last year of implementation.

The first four questions are: **1.** How effective has the public-private partnership model used in the Program been? **2.** What lessons have been learned about building capacity with local organizations in the area of workforce development? **3.** What difference has the Program made to the beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) in terms of facilitating access to employment? **4.** Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for Carana Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?

A final question was included in the SOW addressing the effectiveness of the program's branding strategy in the context of USAID's communications goals: **5.** How aware are beneficiaries that this Project is funded by USAID?

Evaluation Scope, Methodology and Limitations

This evaluation covers implementation from the start of the Program in FY 2010 through the second quarter of FY 2012, which accounts for roughly three-fourths of total Program implementation. The evaluation was designed to engage key sources in a productive way during the evaluation. The team provided USAID with weekly written reports, conducted a stakeholders meeting, a predeparture debriefing and discussion with USAID, and made a final presentation to USAID and other stakeholders on October 3, 2012.

Overall, the evaluation process covered three differentiated stages: (1) a review of secondary sources (document review) and initial preparations for the conduct of on-site observation visits and field interviews; (2) in-country data collection and preliminary data analysis activities; and (3) production of the final evaluation report. The three-person team spent 25 calendar days conducting field activities in El Salvador.

Findings Overall, the evaluation findings clearly steer away from identifying a **single model of public-private partnership** used by the Program. Instead, findings point to a number of solutions explored by the Program. In this respect, a useful example is the training sponsored by the Program on vocational orientation and job placement for the staff of all 52 **Bolsas de Empleo Locales (BEL)** of the Ministry of Labor (MTPS), including supervisors and regional coordinators. Sixteen (16) hours of training were scheduled on weekends over a period of three months. As additional examples of successful partnerships that incorporate meaningful collaboration between private sector entities and government counterparts:

1. **CASATUR** is the association of hotels and restaurants and is the private-sector organization that interfaces with the Ministry of Tourism;
2. The alliance with **The Salvadoran Institute for Professional Training (INSAFORP)** combined the Program's flexibility and quick response time with the vast training experience of this public sector institute;
3. **The Labor Integration Service for the Disabled (SIL)** has been working in association with MTPS on job placement for people with disabilities since 2007. The Program provided financial assistance and support for a "job fair" for persons with disabilities, including skills training for staff members.

Major factors that contributed to the achievement of program objectives varied by the type of alliance established by the Program. However, field interviews show strong evidence that close consultation and follow-up with prospective and actual partners has been a common thread throughout the implementation to date. Key success factors in the engagement of **public sector** actors in job centers have been: a. **Inclusive coverage** that ensures MTPS buy-in; b. **Appropriate training** content and delivery; c. Successful introduction of a better approach to **matching supply and demand**. As called for in the TOR, the evaluation team included consultations with three private sector firms that chose not to participate in the Program and was able to obtain feedback from two of them. One of the firms that did not participate alluded to missing key staff to guide and conduct Program-supported activities; the other mentioned conflicting policies with salary incentives to trainees proposed under the partnership.

Some of the most important elements for successfully engaging private sector partners are:

- A major emphasis made on **high-value certification**;
- The ability to incorporate a **sound pre-selection model**;
- Appropriate and effective **teacher training options**;
- A well-grounded approach to addressing **specialized labor market niches**;
- The ability to **synchronize training with employers' hiring calendars**;
- A sound and **replicable model for at-risk youth employment**.

...on progress achieved Gauging the progress of the Program activities towards achieving targets has demanded a close review of the quality and the reliability of the data collected and compiled by the Program. At the outset, the Program had a more general focus on alleviating unemployment and underemployment for all age groups. Over the course of the Program's evolution, it developed a progressively sharper focus on **two key aspects**,

which currently characterize its approach: (1) a focus on training for available jobs and (2) a youth-employment focus.

- Under **Component 1**, most targets have been achieved and surpassed and some targets that have not been met are due to positive evolution and changing expectations for Program outcomes. In particular, job placement and job improvement rates have exceeded the four-year targets.
- However, the number of persons that have participated or completed training programs is somewhat lower than had been originally anticipated, **over 70%** of these goals have been reached.
- The Program has also fallen somewhat short of its goals in terms of training for persons with disabilities—151 finished their training, **37 fewer than planned**. Despite government-established mandates for the hiring of people with disabilities, and even after undergoing appropriate training, most people with disabilities face prejudice and a lack of job opportunities.
- The number of trained vocational orientation or job placement counselors was exceeded in the first year of the project and the number of visits to the Project's website was exceeded in the second year of the program, and has grown exponentially since that time. It appears that original targets on trained counselors might have not anticipated the Program's ability to apply a highly effective and replicable model. Likewise, its more recent successes (including the recruitment of staff with relevant expertise) to use and benefit from social media activity, particularly Facebook, was not present at the outset of the implementation;
- The internship initiative has not yet achieved its targets, but recent trends look promising. By the end of June 2012, 398 internships had started in private firms, NGOs or government institutions, meeting approximately 40% of the target. Moreover, the number of students registered is increasing very fast, growing from 10,452 to around 14,000.
- Knowledge on the quality and efficiency of training programs has been inadequately addressed. Only three of the eight proposed reports assessing the quality and efficiency of training programs have been completed and none of these reports adequately addresses the objective of providing employers and job-seekers with information on the quality of training programs. Instead, the proposed consumer-based reports were replaced as a major focus of **Component 2**, and greater emphasis was placed on providing career counseling and placement in activities. As noted in the final Recommendations section of this report, while the Program has successfully accrued a specialized knowledge to support its own internal decision-making processes, there is still a lack of effective mechanisms for transferring this knowledge and know-how to **external** partners and key actors that can be instrumental in continuing this work beyond the LOP.

...regarding M&E • The monitoring and evaluation (M&E) plan shows evidence of careful information gathering and monitoring of results with feedback and substantive participation of the Program staff and alliance members. Data are organized following a suitable and relevant structure with an adequate verification process as well as detailed and well-documented records on indicators reported to USAID.

...regarding relationships & sustainability • Successful and productive relationships with business and sectoral organizations have expanded the

reach of the Program and assured sustainability. In developing relationships with organizations that have access to other existing networks, the Program has been able to position new workforce training and placement solutions as part of larger existing institutional portfolios.

- The Program has crafted successful and productive relationships with prominent members of the business community who can better assure its job placement goals. In developing this strategy, the Program worked closely with major employers in the service industry, youth-serving organizations, and youth training specialists to develop a curriculum for entry-level positions, as well as a system for selecting and training youth.

...regarding supply and demand

- Across the partnerships and the different training efforts they host, rates of placement fluctuate from just below 50% to 100%. A review of a cross-section of industries, skill levels and occupations addressed by the Program, shows evidence of a primary focus on directly and successfully matching supply with demand. Particularly during the later implementation period, demand has been consistently central for Program leadership in the context of the immediate needs of private sector operations.

...on lessons learned

Drawing from Program implementation to date, it is vital to keep in mind the useful lessons accrued throughout the process:

1. There are organizations that have accrued valuable and unique knowledge on workforce development and effective approaches to matching supply and demand that would **require further investments to fully incorporate and build on this knowledge**.
2. The ability of training curricula to **directly and rapidly address specific demands of specific industries and sectors** is critical to the continuity and credibility of any workforce development initiative in El Salvador since it more effectively matches workforce supply with actual sector demand for specific profiles and skills;
3. **A stronger alliance/partnership with the public sector**, specifically expanding the alliance with INSAFORP, is highly desirable to ensure sustainability and longer-term development of suitable models.
4. Alliance partners have **a greater awareness of opportunities** related to improving access to employment and of each other's relative strengths;
5. **The training-of-trainers models adopted by the Program** in areas related to market-driven language skills and IT has achieved high job placement rates and inherently reaches "choice" market niches.

...on communication

The evaluation team considered the effectiveness of the Program's branding strategy and communications goals, with the following findings:

1. Overall, beneficiaries **were aware of USAID financial support** of the activities they were engaged in.
2. When asked, beneficiaries tended to **positively meld USAID assistance with Carana's presence and assistance**, making no real distinction between one and the other;
3. Without a doubt, the Program's success with its online presence, particularly with **Facebook, is the main communication success story**.
4. Printed materials and various publications reviewed appeared appropriate for the type of media and expected audience reached;
5. **Comments and opinions expressed were all favorable and accurate** regarding the purpose, objectives and activities of the Program;

6. Most of the comments and opinions reviewed identified USAID support, often including **details of actual activities and denoting first-hand contact** with Program sources and spokespersons.

...regarding the last year In terms of priorities to consider for the last year of implementation, a number of areas and activities emerge from the review of the progress made by the Program to date:

1. Drawing on the network of alliances already established by the Program, it should seek to **expand its employer base and expand the number of sectors covered** to provide access to employment for youth targeted in the Committed Youth and Youth360 components.
2. Systematization of the solutions developed by the Program must yield a significant contribution to ensuring the relevance and effectiveness of new information made available on the quality of training and follow-up on the job placement rates that training programs achieve. This should be done by **actively engaging the diversity alliance partners and other counterparts**.
3. Establish alliances with organizations that specialize in the role of gender in the workplace to **better address societal biases and hindrances to the participation of women** in their ongoing Program activities.
4. Reinforce and expand Program activities with organizations and networks that already implement **successful models in the training, orientation and labor intermediation for disabled populations**.
5. Reinforce the work of associations and enterprises to **develop explicit models of social responsibility**.

Conclusions

1. There is not one “model” but rather several solutions that have emerged from the Program’s strategy, the relationships established and the engagement of the partners. However, most of the alliances have been formed in the private sector, while the relations formed with INSAFORP and the Ministry of Labor and Social Protection (MTPS) are important exceptions.
2. A major contribution has been the development of **an effective approach for pre-selection of candidates** for existing jobs offered through employers participating in the Program.
3. The **substantive participation of Allies** in development of curricula and training objectives, as well as significant technical contributions from Program staff and external consultants in the development of an effective didactic approach have been essential for the Program’s success in matching labor supply and demand.
4. The Program-supported training provided to MTPS staff working on BEL nationwide in job placement activities has encouraged them to go beyond merely registering potential workers’ information in a database. The Program was able to **promote behavioral changes** when addressing potential candidates and **raise performance standards** in terms of the extent and depth of service delivery.
5. An area of Program activities that warrants significant strengthening is **the effective and timely transfer of knowledge**.

Recommendations

1. *Develop a more proactive gender focus.*

During the stakeholders meeting conducted by the evaluation team, a recommendation was made to the senior staff of the Program to explore substantive consultations with organizations focused on the condition and development of women such as the Council of Women’s Affairs Ministers (COMMCA) and

the local chapter of UN Women in El Salvador. In addition, the Program should include an assessment of employment trends by sector and by rural and urban markets, and the relative position of men and women within these markets.

2. Continue to support innovation in assisting at-risk youth find employment.

The Program has made significant contributions in this regard, and should continue to support employment programs for at-risk youth.

3. Promote social responsibility in human resource management.

The Program should work with organizations such as ALTHES that have adopted a corporate social responsibility ethic as part of their mission and core values to further incorporate gender, youth employment, and disability issues into its agenda.

4. Renew a focus on developing labor market information quality of training.

Labor market information remains fragmented and poorly disseminated. The Program can begin to address the pressing need to strengthen a consumer-based information system by implementing measures that it indicated were necessary in its 2010 report on the quality and effectiveness of training programs,¹ namely that it “publicize the importance of measures of program quality and efficiency, and encourage institutions to gather and publicize the indicators.”

5. Further work should be focused on people with disabilities in areas such as post-placement coaching and self-employment opportunities.

As part of follow-up in the work place, the Program should engage post-placement coaching and specialized training to assist people with disabilities to retain their employment, honing skills to promote greater accommodation for disabilities that can further support sustained employment. Moreover, albeit in a more limited sphere, the Program should consider partnerships to develop entrepreneurial skills and business development opportunities for people with disabilities.

6. The Internship Platform should grow and evolve.

It may be possible to reach, or even exceed, targets for placing interns through the Joven360 platform if marketing of services to employers is increased. An internship manual that includes guidelines and tips for interns to engage in the activities supported by the Program could be a helpful tool to increase acceptance and optimizations of the internship experience.

7. Knowledge Transfer should be a high priority.

The Program could make a significant contribution by devoting substantial efforts to working with members of its existing network to promote knowledge transfer. Members of the Alliances believe that it is crucial to systematize the Program experience and to identify potential institutions that could play the role that Carana is presently playing.

¹ Cesar Guerrero and Christopher Lewis, Carana Corporation, 2010. Quality and Effectiveness of University Professional and Technical Training Programs in El Salvador, p. 7.

INTRODUCTION

On a number of key economic growth measures, El Salvador has declined during the past decade. The Government of El Salvador (GOES) is determined to reverse these trends of receding or marginal growth. Accordingly, a new development model based on programs and initiatives to enhance productivity has considered innovation, entrepreneurial initiative, and a more effective use of both human and material resources available throughout its diverse landscape. US Government assistance to El Salvador recognizes this GOES-driven process and supports measures to overcome the pervasive barriers to increased investment and broad-based economic growth.

A new framework for concerted action...

In conjunction with national efforts to promote economic growth, the Partnership for Growth (PFG) Joint Country Action Plan (JCAP) 2011-2015 between the Governments of El Salvador and the United States constitutes one of the core strategy documents guiding US Agency for International Development (USAID) programming in El Salvador. Launched in November 2011, the JCAP enables the Governments of El Salvador and the United States to jointly engage new efforts to ensure, inter alia, that education of the labor force matches labor market demand. In this way, the Partnership for Growth constitutes a critical contribution to strengthening the process and creating a valuable opportunity for Salvadoran development. However, since the PFG was signed in 2011, economic growth in El Salvador has continued to be stifled by a serious contraction of investment and exports.

In its Global Competitiveness Report for 2011-2012, the World Economic Forum indicated that El Salvador's competitiveness had worsened since its 2009 report¹. Of particular concern is that the country's inadequately educated workforce continues to be ranked as a problematic factor for doing business. This in turn echoes findings noted in the United Nations Development Programme's Human Development Report of 2007-2008² regarding the need to better match education with new opportunities for decent work as a key element of improving the standard of living of Salvadorans. This latter report also cites other findings that are of special relevance to initiatives promoted by the PFG, including the negative effect on social cohesion and democratic governance associated with the lack of decent work for youth. Furthermore, the report expressed a concern for the condition of Salvadoran women, who had reported longer working hours and significant inequities in wages, access to employment, and employment-based social protection.

A 2008 assessment on workforce development³ commissioned by USAID had already highlighted a major dilemma affecting the country's ability to significantly advance broad-based economic

¹ The Global Competitiveness Report 2011–2012, Professor Xavier Sala-i-Martin, Columbia University, Chief Advisor of the Centre for Global Competitiveness and Performance, World Economic Forum. 2011. Page 31.

² Informe sobre Desarrollo Humano El Salvador 2007 – 2008, El empleo en uno de los pueblos más trabajadores del mundo. United Nations Development Program, San Salvador, 2008, William Pleitez, General Editor, Page 10.

³ El Salvador Workforce Development Assessment, Best Practices for Promoting Trade-Led Equitable Growth in the LAC Region, USAID Contract No. AFP-I-00-04-00002-00, Task Order No. 9, prepared by the National Center on Education and the Economy (NCEE) and Chemonics International Inc. Executive Summary: Issues and Recommendations, Pages 1 and 2.

development. The assessment stated that while El Salvador's relatively low average wages may have provided an incentive to prospective employers, the expansion of assembly-line apparel industries (maquilas) created limited incentives for employers or workers to seek added training to improve job skills. Accordingly, the JCAP creates a framework⁴ to support innovation for workforce development aimed at breaking this vicious cycle while responding to two major development challenges: low productivity in the tradables sector and crime and insecurity. These two challenges to growth are clearly associated with the ability of the GOES to expand the capacity of its workforce and more effectively enable greater access to employment opportunities.

Ultimately, these two development challenges afford the Governments of the United States and El Salvador opportunities and the need to improve job and educational opportunities, foster private sector alliances and expand workforce training programs. The corresponding program actions within the context of JCAP can be expected to facilitate further investment in human capital and improve labor productivity.

A timely and congruent initiative:

The Improving Access to Employment Program in El Salvador

Consistent with this focus on workforce development that stems from valuable research conducted prior to the JCAP initiative, in December 2009 USAID awarded a contract to Carana Corporation to undertake the Improving Access to Employment Program in El Salvador, Contract EEM-I-00-07-00006-00, for a total funding of \$7.4 million. The Program, which is scheduled to end in November 2013, focuses on improving the functioning of the Salvadoran labor market to make it better capable of matching the supply of skilled workers with private sector demand for labor.

The Program Logic

In an effort to remain open to the opportunities afforded by changes in the labor market, the Improving Access to Employment Program is based on a process of continued learning and evolution. Annual work plans have identified areas of focus and activities that respond to emerging market needs and identified opportunities. The Program was designed to work jointly with the private sector, governmental institutions, non-governmental organizations, vocational training and educational institutions including technical high schools, other donors and international cooperation agencies in four areas of assistance: (1) promoting occupational skills standards and competency certification; (2) expanding consumer-based reports and providing career counseling and placement; (3) improving the labor market information system; and (4) creating alliances with the private sector.

The Program's ***development hypothesis*** is:

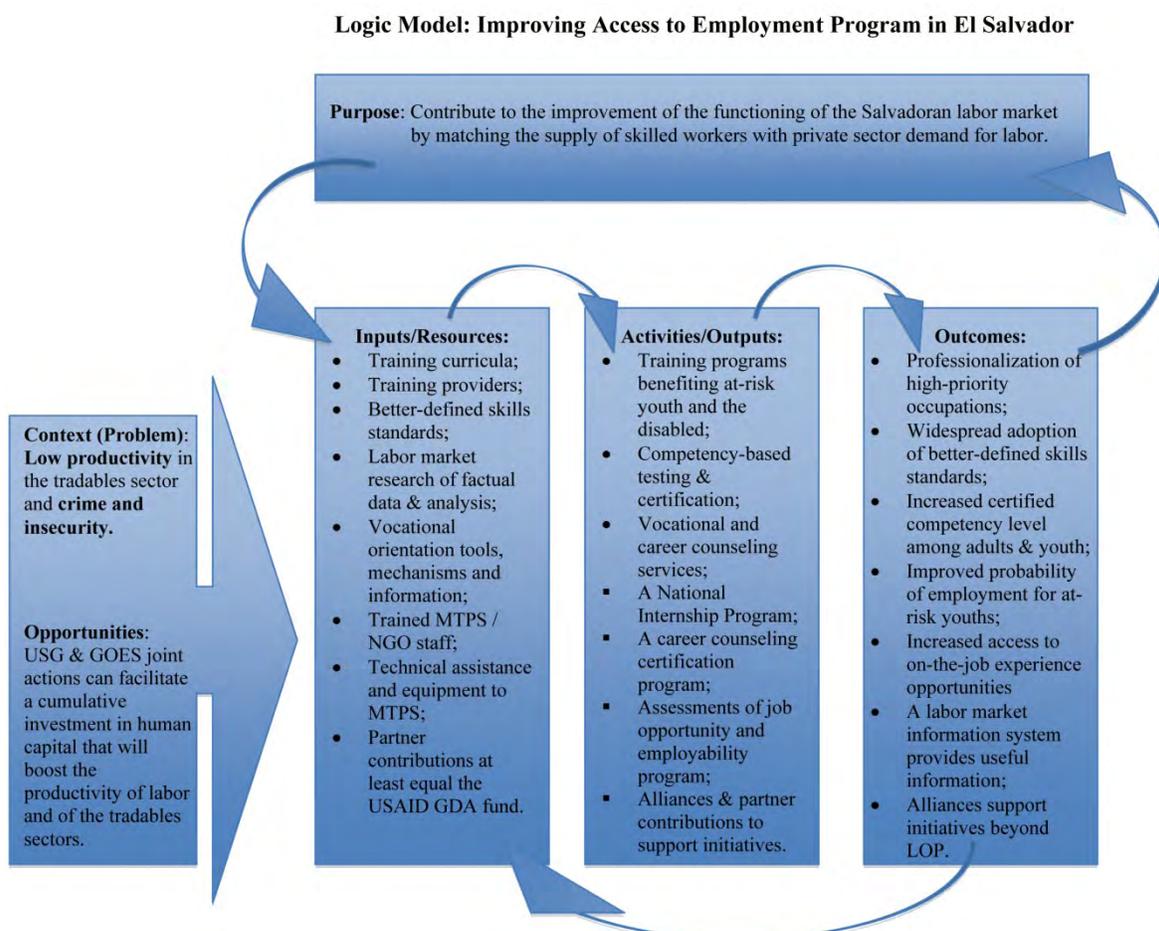
If workers' skills are matched with private sector needs; if labor market participants have access to quality market information; and if the private sector and Government are engaged in these efforts and contribute directly to the labor market through strategic alliances, then the Salvadorian labor market will function better and more efficiently and El Salvador will improve its competitiveness.

Under the first two of the four areas of assistance, the Program has provided capacity-building inputs based on short-term training. Training is designed to yield either certification completion or increased competencies relevant to available opportunities in the Salvadoran job market. Target

⁴ Partnership for Growth, El Salvador-United States, Joint Country Action Plan 2011-2015, Context, Page 4

outputs are expressed in number of individuals participating and completing training, continuing training beyond Program-supported activities, receiving job placement services, and being placed in jobs with Program support.

Figure 1



The third area of assistance relates to labor market studies undertaken and completed with Program resources. Most of these studies were conducted by specialists and incorporated into Carana’s ongoing assessments of barriers and opportunities in the labor market. The fourth area of assistance records private sector alliances expressed as a numerical target, and there was a dramatic increase in the number of alliances during the Program’s third year of implementation (see a summary of Key Program Performance Indicators in **Annex C**).

While most of the evaluation findings support the argument made by the *development hypothesis* regarding the need to match worker’s skills with private sector needs, the Program’s implementation to date **does provide some, but not enough, evidence** of the effectiveness or even viability of public-private strategic alliances as a major factor in improving the efficiency and competitiveness of the Salvadoran labor market. However, intended Program outcomes do relate to **conditions of change** in the labor market environment that could eventually contribute to a more efficient, possibly more competitive, use of human capital to address existing or emerging workforce demands. The driving premise is that the **orientation, capacity building and mediation** approaches hosted by the Program, in the context of a relatively small-scaled effort, have proven effective in augmenting the stock of competencies, knowledge, social and

personality attributes, that positively impact the ability of Salvadorans to be employed and produce economic value.

Consistent with the premise of supporting these conditions for desirable change, it was useful to review the Program's higher-level outcomes in terms of the aforementioned areas of assistance encompassed by the logic model. Responsive to these desired outcomes, four distinct Program components were identified:

- **Component One** supports outcomes relating to the enhanced ability of Program counterparts and partners to adopt new training approaches, based primarily on competencies that improve job placement success, particularly among trainees representing at-risk youth populations;
- **Component Two** supports outcomes that relate to the emergence of new or improved nationwide options for vocational and career counseling services and information for new job seekers and for persons with disabilities;
- **Component Three** supports outcomes that center on improved access and availability of information on job opportunities and employability within the private sector in El Salvador. Ultimately, outcomes in the private sector are expected to be influenced by launching of a national public-sector based strategy to stimulate youth employment;
- **Component Four** supports outcomes that are cross-cutting to all other Program components. Outcomes relate to the ability of the Program to establish and expand alliances as viable and sustainable mechanisms to implement activities. Alliances can also enable the Program to identify and address priority areas and emerging opportunities to foster improved access to employment.

Overall, outcomes relate to coverage and engagement of individual beneficiaries, including at-risk youth and people with disabilities, in an effort to increase access to employment. Within this context, private sector alliances are viewed as the prime mechanisms for assuring high rates of job placement, as well as sustained action beyond the life of the project. Alliances are also intended to promote partner financial contributions expected to at least equal the USAID GDA fund of \$1.75 million allocated for these activities. Among additional important roles for public-private alliances, their ability to support and bolster the availability and access to quality information on job opportunities and employability have been, and will continue to be, critical in linking private and public sector interests and activities in support of increased access to employment.

PROJECT BACKGROUND AND IMPLEMENTATION STATUS

The USAID Improving Access to Employment Program (the Program) is considered a key component of the joint United States Government (USG)-Government of El Salvador (GOES) Partnership for Growth (PFG). It is a major component of USAID/El Salvador's Strategic Objective 4: Workforce Development – New Employment and Improved Employment. The Carana Corporation is the prime contractor tasked with the implementation of the Program, the subcontractor, the Research Triangle Institute (RTI), was tasked with improving the quality of human capital, consistent with PFG Objective 3.

The Program began operations in December 2009 and is scheduled to end on November 30, 2013. A Chief of Party and three area managers for program operations, accounting, and communications manage the Program. Working directly under the COP, a specialist leads the work in training and certifications and providing oversight to five program managers and a variable number of outside consultants. Each of the five program managers oversees one of the following

activity areas: (1) participant screening and pre-selection processes; (2) at-risk youth programs; (3) English language training; (4) internships and persons with disabilities; and (5) quality of training. A monitoring and evaluation specialist is charged with all the performance monitoring activities. An organizational chart for the Program has been included in **Annex F**.

Working through a number of private sector alliances, the Program has built collaborative relationships with prominent members of the business community, educational institutions, and non-governmental organizations to develop curricula, build a cadre of trainers, and train, certify and employ youth. In this way, the Program has successfully implemented training partnerships with the Corporation of American Franchises and its member firms, such as Pizza Hut, as well as with firms such as Walmart, which are not members of the Corporation of American Franchises. More recently, the Program began new partnerships with Pollo Campero and Megaboutique, as well as with other businesses in localities such as San Miguel, Sonsonate, and Puerto de La Libertad, to prepare at-risk youth for entry-level employment.

Four Areas of Program Activities

The Program has been structured as four distinct functional components that track the four intermediate results of the Program. These components are grouped into two distinct categories of Program activities (see details in **Annex E**), one of which deals with services to individual beneficiaries (“Certification, Consumer-based Reporting and Career Counseling”) and the second of which deals with system-building issues (“Labor Market Information System and Private Sector Alliances”).

The Performance Management Plan (PMP) covering these four areas includes indicators contractually specified by USAID, as well as indicators designed to facilitate performance management and enable program improvements. USAID "F" indicators have also been included and highlighted where applicable. Implementing partners are able to input progress data directly into an online database, which is then validated by the Program's M&E Specialist. The data tracking system is currently being improved and its upgrades should be fully functional by late 2012. A summary diagram on selected indicators and high-level outcomes for each of the four areas of intermediate results is included in **Annex D**.

In terms of progress to date, **Table A-I** below presents the number of persons finding new job or job improvement disaggregated by sex, disability status and age (under 26). As of June 2012, 2,076 women had new or improved jobs, 760 above the cumulative target for 2012; 158 persons with disabilities (PWD) had new or improved jobs, 26 more than planned; and 1,036 young people had new or improved jobs, 412 less than the cumulative target for 2012.

By mid-year 2012, the Program had achieved a total of 4,886 new or improved jobs (4,629 new jobs, or 95% of the total, and 257 improved jobs, or 5%). Based on accruals from early 2010, the Program has surpassed the original life of program (LOP) target of 4,480 by 9%. So far, 42% of persons benefiting from new or improved jobs are women, 21% are youths, and 3% are persons with disabilities.

Component I: Promote Occupation Skills Standards and Competency Certification	Women	Youth	PwD*	Total Women, Youth & PwD	Global Target
I.4. Number of persons completing training programs	2,269	1,165	151	3,585	3,760
I.5. Number of persons finding a new job or receiving a job improvement, within 6 months of finishing training	2,076	1,036	158	3,270	2,632

* PwD: Persons with Disabilities

Table A-1 – TARGETS ACCRUED BY THE PROGRAM THROUGH JUNE 2012 FOR WOMEN, YOUTH AND PERSONS WITH DISABILITIES

Source: Carana/USAID Performance Management Plan and Logical Framework

EVALUATION PURPOSE, OBJECTIVES AND QUESTIONS

In July 2012, USAID/El Salvador issued a purchase order to International Business & Technical Consultants, Inc. (IBTCI) to undertake a mid-term performance evaluation of the Improving Access to Employment Program in El Salvador. **Annex A** contains the Scope of Work for this evaluation. The evaluation covered implementation from the start of the Program in FY 2010 through approximately the end of the second quarter in FY 2012, accounting for roughly three-fourths of total Program implementation. The in-country work was conducted between August 6 and September 1 by a four-person team comprised of Sergio Cambronero (Team Leader), Michael Midling (Workforce Development Expert), and, via a sub-contract with the Aguirre Division of JBS International, Francisco Molina (Salvadoran Labor Expert). The fourth team member, Silvia Lopez-Tull was responsible for providing all necessary logistic and administrative support.

The main purpose of this performance evaluation (consistent with USAID's Evaluation Policy) is to inform USAID on how effective the public-private partnership model used in the Improving Access to Employment Program in El Salvador was at a mid-term point, in order to determine the effects on beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) and how to make adjustments, if necessary, for the remaining time of the Program. There were no significant changes in the SOW technical requirements or evaluation questions. Minor adjustments were introduced and approved in the Evaluation Plan, associated with the methodology and timeline to better fit the timeframe and availability of sources (**Annex B**).

Evaluation Objectives

The objectives of the evaluation as defined in USAID's scope of work (SOW) are:

1. To **determine the effectiveness** of the public-private partnership model used in order to make assessments of whether this approach worked
2. To **identify mechanisms** in the model that have built local capacity to date and make recommendations on how to improve capacity of local organizations to foster sustainability
3. To **determine priority areas of action** for the remainder of the Program
4. To **assess the effects** the program has had on beneficiaries (in facilitating access to employment).

Participants and Audiences

The scope of work identified the main participants in the evaluation as: (1) program beneficiaries in general; (2) selected officials of the Government of El Salvador (GOES), principally from the Ministry of Labor (MTPS); (3) private sector partners, and; (4) academic institutional partners. The principal internal audiences of this evaluation are USAID/El Salvador and Carana Corporation, who are expected to use the results to make any final adjustments during the last year of implementation. Also, because Carana Corporation has managed and implemented the Program based on a process of constant learning and evolution and seeks to respond to market needs and emerging opportunities, the evaluation reviewed the lessons learned and best practices that could be drawn from Program implementation to date.

In addition to responding to the requirements of internal audiences, USAID also foresees the likely interest of a number of external audiences for the evaluation results, principally in the public sector. The main external audiences that were considered by the evaluation are entities of the GOES, particularly the Ministry of Labor, the Technical Secretariat of the Presidency, and the Salvadoran Institute for Professional Formation (INSAFORP). It is anticipated that these public sector audiences will use the results as input for Partnership for Growth (PFG) planning. Hence, the evaluation will provide these audiences with information that they can use to adjust and plan for future programming designs in the area of access to employment.

Evaluation Questions and Key Issues addressed

USAID provided IBTCI a set of evaluation questions, in order of priority, to be answered as a result of the Mid-Term Performance Evaluation. The Evaluation Report is expected to relate its findings, conclusions and recommendations to the following questions contained under the SOW, tracking their predetermined order of priority, as well as to the stated evaluation purpose.

The questions included in the SOW are:

...questions addressing the effectiveness, outcomes and sustainability of the approaches to public-private partnerships used by the Program:

1. How effective has the public-private partnership model used in the Program been?
 - a. What were the major factors of the model that influenced the achievement or non-achievement of program objectives?
 - b. What types of relationships have been developed through the model?
 - c. What direct impacts did the model have on reaching and affecting beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions)?
 - d. Did the model promote a match between the supply of skilled workers and a private sector demand for labor? Explain.
 - e. What measures have been taken by involved institutions to foster sustainability once the Program ends?

...questions addressing the capacity building approaches in workforce development used by the Program:

2. What lessons have been learned about building capacity with local organizations in the area of workforce development?
 - a. What recommendations can be made to build capacity with local organizations for future workforce development programming, based on these lessons learned?

3. What difference has the Program made to the beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) in terms of facilitating access to employment?

...questions addressing priority areas to be pursued by the Program during the remainder of the implementation period:

4. Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for Carana Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?

...addressing awareness of USAID's role in supporting the project:

A final question was included in the SOW addressing the effectiveness of the Program's branding strategy in the context of USAID's communications goals. Specifically, the evaluation refers to the Carana Corporation Branding Plan and solicits observations and recommendations on aspects of visibility, messages and audiences, including the communications materials produced and distributed by the Program. Observations and recommendations will strive to provide USAID with a sense of how its presence and support has been reflected in the development topics addressed and program efforts undertaken by this initiative.

5. How aware are beneficiaries that this Project is funded by USAID?

EVALUATION SCOPE, METHODOLOGY AND LIMITATIONS

This evaluation covers implementation from the start of the Program in FY 2010 through the second quarter of FY 2012, accounting for roughly three-fourths of total Program implementation. The evaluation design was designed to engage key sources in a productive way during the evaluation. The team provided USAID with weekly written reports, conducted a stakeholders meeting to review preliminary findings, held a pre-departure debriefing and discussion with USAID, and gave a final presentation to USAID and other stakeholders on the final report on October 3, 2012.

Evaluation Process and Selection of Sources

Overall, as described in **Figure II** below, the evaluation process covered three differentiated stages: (1) a review of secondary sources (document review) and initial preparations for the conduct of on-site observation visits and field interviews; (2) in-country data collection and preliminary data analysis activities; and (3) production of the current draft final evaluation report. In compliance with SOW requirements, a total of 25 calendar days were applied to the field activities in El Salvador.

The first week of in-country activities involved initial consultations with USAID and senior Carana team members to identify sources and complete a review of a final set of secondary sources. These initial consultations enabled the evaluation team to develop a work plan that would allow team members to observe the approaches of Program staff and implementing partners to workforce development as well as the outcomes of these approaches among the different target populations.

After this preparatory period, field interviews were conducted throughout the remainder of the field study period. During the final week in-country, stakeholder meetings were convened to discuss preliminary findings and a final debriefing was held with USAID. Subsequently, the team prepared a draft report, and after USAID’s comments were incorporated, IBTCI prepared and delivered a Final Evaluation Report, along with an in-country presentation of the evaluation findings, conclusions and recommendations.

Figure II: Evaluation Process



A design matrix presented in measurement criteria used to evaluation questions included in presents the sources of the specific evaluation design sampling used for each collection instruments used, as details of the data analysis.

Annex G shows the address each of the the SOW. This matrix information, the approach and question, data well as the necessary

Secondary sources were referenced as sources of context and useful background to other data collection efforts in the field. Moreover, to assist with future project planning and implementation, the evaluation also examined the validity and relevance of current performance indicators, targets and outcomes as included in the Performance Management Plan (PMP) and all quarterly reports

through June 2012. A complete listing of all sources (whether primary or secondary) and cross-referenced details to the evaluation questions is included in **Annex H**.

Data Collection and Analysis

This mid-term evaluation of the Improving Access to Employment Program assessed the program's ability to achieve its intended targets, while closely examining the quality and reliability of the data collected throughout program implementation to date. For this purpose four major groups of respondents were selected: (1) "enterprises," which included all employers and their respective associations; (2) public officials of the Ministry of Labor, including counselors and supervisors in local public job placement centers (BEL); (3) persons involved with curriculum development and training of program participants and partner staff (e.g., BELs); and (4) individual beneficiaries that were identified by the Program as participants.

In addition to observing activities programmed by Carana and its partners, the evaluators also conducted semi-structured⁵ individual and group interviews as well as structured written questionnaires. Although some of the group interviews utilized focus group techniques, such as soliciting answers on a limited number of questions from all members of a particular group, group interviews were primarily intended to provide feedback from the perspective of service providers, partners, and direct beneficiaries. Because respondent groups varied widely in terms of their roles or participation in program activities, a direct comparison of the responses from each group was not pursued. Guidelines were developed to register the information collected in the interviews and a resulting matrix summarizes their bearing on the evaluation questions.

Data Collection Tools and Disaggregation

Accordingly, the fieldwork concentrated on collecting data and user feedback from semi-structured individual or group interviews. This more flexible approach was also helpful in addressing time and logistic constraints that would otherwise have required significant adjustments to samples and locations as the field activities progress. Data were disaggregated by age, gender and geographic distribution.

The complete set of protocols that were selectively considered when undertaking individual and group activities is included in **Annex J**. Overall, tools were designed to establish linkages between beneficiary responses or observed activities and the main evaluation questions. The tools used for gathering and analyzing beneficiary's information included:

- a) Individual Interview Protocols: Semi-structured individual interview protocols contained questions and guidelines that solicited feedback in a one-on-one setting. These were used primarily with employers, public officials, trainers, and job counselors.
- b) Group Interview Protocols: Semi-structured group interview protocols contain questions and guidelines that solicit feedback in a group setting. These used primarily with young adults benefitting from the Program.
- c) Questionnaires: In addition to interviews, a limited number of participants and other beneficiaries (54) were asked to complete short questionnaires. An online questionnaire was also developed to solicit responses from participants using the Joven 360 online platform. A total of 942 responses were registered over a period of two weeks and data from this

⁵ A semi-structured interview is a method of research used in the social sciences based on a framework of themes to be explored. While a structured interview has formalized, limited-set questions, a semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says.

questionnaire has been used to gauge beneficiary perceptions. Questionnaires were intended to assist with the triangulation of feedback and provide a useful contrast to verbal responses. The complete results of questionnaires applied is contained in **Annex K**.

The compilation of internal interview notes provided the basis for cross-site analysis and discussion of preliminary findings. A summary presentation of these findings was used to encourage additional feedback from stakeholders and Program senior staff in a meeting conducted during the final week of in-country activities. The presentation included lessons learned, prospects for sustainability, and some initial recommendations on priority areas of focus for the final year of implementation.

Sampling Criteria for Interviews and Observation

An initial consultation with USAID and in-depth discussions with the Chief of Party (COP) and the technical personnel of Carana during the first week of the evaluation provided added background and clarification on specific program activities and enabled the evaluation team to define the objectives and the methodological alternatives for conducting interviews and site visits.

To maximize the efficiency of interviews with Program beneficiaries (defined as individuals, academic, governmental, civil society and private sector institutions), the evaluation team grouped the Program's alliances into five categories. The first group centered on improving English skills; the second group focused on youth at risk; the third group emphasized jobs for persons with disabilities; the fourth group dealt with public sector activities including job centers; and the fifth group was training providers and their instructional curricula.

Group interviews were conducted with a minimum of three individuals; a few exceeded six participants. All group interviews were structured in a way that encouraged meaningful participation and contributions from participants. Selection of the visits and interviews was made using information and records provided by Carana, including those records pertaining to the training program for the month of August 2012. Visits and interviews were carried out in San Salvador and the Departments of San Miguel, Santa Ana, and La Libertad. A complete listing of visits and interviews conducted has been included in **Annex I**.

Sampling methods were chosen to address the specific scope and nature of the activities undertaken by the Program under each category. For example, in those cases where activities involved large numbers of participants, the evaluation team sought to attain a balance between individual and group interviews. In general, the evaluation team conducted between 4-6 individual or group interviews in most of these categories.

Limitations of the Evaluation

A number of limitations to the evaluation were noted in the approved Evaluation Plan:

- I. The selection of sites visited and their respective beneficiary populations constitute a purposive sample.⁶ Hence, not all beneficiaries had an equal probability of being included in this sample.

⁶ A purposive sample, also referred to as a judgmental or expert sample, is a type of non-probability sample that is selected based on the knowledge of a population and the purpose of the study. This sampling approach enabled the evaluation to apply the Program's learning curve to select a sample that could best

2. Participants were selected to cover the broadest possible range in terms of age, gender and employment focus, as well as applicable demographics, geographic distribution and special interests. However, formal stratification or clustering was not feasible within the evaluation timeframe.
3. The Program does not have a baseline on non-participants. It does have pre-participation data on trainees, but a rigorous pre- and post-project comparison was not possible. There is no rigorously defined counterfactual to enable comparisons with populations that were not included in the project.
4. Carana maintains employment records only for the first six months of employment. Therefore, the duration of employment beyond this period could not be assessed.
5. Although the team interviewed several organizations serving people with disabilities and discussed barriers to employment with several other respondents, including employers, evaluators did not interview disabled persons that had benefited from training or job placement at customer service centers.⁷

FINDINGS

How effective has the public-private partnership model used in the Program been?

Overall, the evaluation findings clearly steer away from identifying a **single model of public-private partnership** used by the Program (see **Annex H**). Instead, findings point a number of solutions explored by the Program, including public-private collaboration where training beneficiaries from the Ministry of Labor (MTPS) were adjoined with peers from other private sector efforts in workforce orientation and job placement:

The Program sponsored training on vocational orientation and job placement was to the staff of all 52 **Bolsas de Empleo Locales (BEL)** of the Ministry of Labor, including supervisors and regional coordinators. Sixteen hours of training was scheduled on weekends over a period of three months. The training allowed MTPS personnel to interact with personnel from other BELs as well as individuals from other participating institutions such as Fe y Alegria and Chambers of Commerce. This interaction promoted the belief among MTPS personnel of the importance of strengthening links with the private sector and non-governmental organizations (NGOs).

reflect the key issues of the evaluation. It also was an approach commensurate with the time, resource and source availability constraints present in this evaluation process.

⁷ While efforts were made to contact disabled persons that had been direct beneficiaries of the program through the proper channels provided by institutional partners, the main focus of the Evaluation Team's exchanges was with the partner organizations themselves. Hindrances to speaking with individuals were due to time constraints in completing the appropriate arrangements and protocols for interviewing disabled persons in the field and the sensitivity of partner institutions about approaching persons that had faced a difficult experience resulting in an eventual loss of employment, such as those that were placed in Citibank service center positions.

There are also some important examples of successful partnerships that incorporate meaningful collaboration between private sector entities and government counterparts:

- **CASATUR** is the association of hotels and restaurants and is the private-sector organization that interfaces with the Ministry of Tourism. In La Libertad, the Ministry of Tourism makes available space in the offices in its Center of Friends of the Tourist (CAT-Centro de Amigos del Turista) for English for Work classes for workers from local restaurants and hotels.
- The alliance with **The Salvadoran Institute for Professional Training (INSAFORP)** combined the Program's flexibility and quick response time with the vast training experience of this public sector institute. Instead of following its traditional approach of concentrating activities on private sector demand for training for *existing* employees, in collaboration with the Program, INSAFORP adopted a new strategy for financing the training of *potential* employees in activities in high demand by private sector firms.
- **The Labor Integration Service for the Disabled (SIL)** has been working on job placement for people with disabilities since 2007. It has permanent presences in Sonsonate, La Libertad, San Salvador and Usulután. SIL's offices outside of San Salvador are located in MTPS departmental (regional-level) branch facilities, and SIL staff work in close collaboration with MTPS regional staff. SIL builds its database of people with disabilities from the records of local governments and 58 associations (NGOs) that work with disabled populations. The organization also works closely with Ministry of Health staff to identify disabled individuals nationwide while handling a caseload approximately 3,500 persons, of whom nearly 40% of them are considered employable. The Program began working with SIL in September 2011, providing financial assistance and logistics to support the "job fair" for persons with disabilities and providing skills training for 13 staff members on vocational orientation and job placement.

What were the major factors of the model that influenced the achievement or non-achievement of program objectives?

Major factors contributing to the achievement of program objectives varied by the type of alliance established by the Program. However, field interviews show strong evidence that close consultation and rapid follow-up with prospective and actual partners has been a common thread throughout the implementation to date. In addition to participating firms, the evaluation team included consultations with three private sector firms, Sinergica (IT), Omnisport (retail), and San Julián (dairy),

that chose **not to participate** in the Program and was able to obtain feedback from two of them. One of the firms alluded to missing key staff to guide and conduct Program-supported activities, while the other mentioned conflicting policies with salary incentives to trainees proposed under the partnership.

Key success factors in the engagement of **public sector** actors in job centers have been:

1. **Inclusive coverage** that ensures MTPS buy-in;
100% coverage of job service managers (BEL gestores de trabajo), including supervisors and coordinators at the regional and national levels;
2. **Appropriate training** content and delivery;

The Program developed appropriate curricular content and delivery relevant to local and regional contexts that established a new quality standard for the work undertaken by job service staff.

3. Successful introduction of a better approach to **matching supply and demand**:

The Program successfully communicated the need for a “customer focus” which was previously absent in the work undertaken by job service staff. New practices and service routines center on better establishing a candidate profile that can then be matched to a better understanding of employers’ requirements at the local level.

Some of the most important elements for successfully engaging **private sector** partners are:

- A major emphasis made on **high-value certification**:

A focus on highly specialized certification in the area of information technologies (IT) enables a very high yield in terms of the Salvadoran labor market. As one example, only two years ago, there were only 20 persons certified at Microsoft’s highest level (level 5) of .Net certification. Today there are more than 70 persons holding that certification, and the majority were trained with support from the Program partners such as CONSISA and ESFE/AGAPE.

English for Work directed to the field of aviation mechanics and training for the Aviation Mechanic Airframe Practical Test yielded a high economic value and provided a sustainable and replicable model.

- The ability to incorporate a **sound pre-selection model**:

In partnership with the Fundación Salvador del Mundo (FUSALMO), a major and more recent contribution has been the development of an effective model for pre-selection of candidates for existing jobs offered through employers participating in the Program.

- Appropriate and effective **teacher training options**:

FUSALMO contracted with trainers in each of the country’s 14 departments to deliver an 80-hour training for 2600 teachers on the use of Microsoft products. A large majority of the teachers trained had no previous experience using computers.

- A well-grounded approach to addressing **specialized labor market niches**:

Program partners trained 20 people with disabilities for jobs in Spanish-language service centers, mostly serving Spanish-speaking customers.

In early 2011, CONSISA was contracted to certify 100 persons in five different IT areas, including Java, .Net, Software testing, Internet portals for commerce and IT assistants (general assistance for anti-virus use and computer troubleshooting). All 100 persons completed the training, 72 received certificates, and 82 were placed in jobs.

Don Bosco University, a prestigious and unique higher learning institution that has adapted the Salesian order’s vocational and technical approach, has developed a short-term certification program for electricians. These technical skills are in high demand and most trainees are immediately employed by public utility services upon completion and certification.

- A sound and **replicable model for at-risk youth employment**:

The collaboration between the Corporation of American Franchises (CFA)—which has among its members Pizza Hut, Kentucky Fried Chicken (KFC), China Wok, Wendy's, and Starbucks—and the Committed Youth component of the Program, which provides orientation, pre-selection, and training services for new workers, has been one of the key factors leading to the success of this youth-focused model.

Assessing achievement and non-achievement

As an essential part of this evaluation, gauging the progress of the Program activities towards achieving targets has demanded a close review of the quality and the reliability of the data collected and compiled by the Program. Moreover, it is also important to link these quantitative measures with qualitative issues, such as ownership of the concept of alliances, the relation of partnership-building with project implementation, the strength of these partnerships, all of which have an impact on the achievement of project targets and the determination of priorities for the remainder of the Program and for future USAID investment.

Component I:

Promote Occupation Skills Standards and Competency Certification

...most targets have been achieved and surpassed and some targets that have not been met are due to positive evolution and changing expectations for Program outcomes

Under this component, three of the indicators have already exceeded cumulative life of program (LOP) targets: (1) The Program reached the LOP target of the number of persons finding a new job or receiving a job improvement within six months of finishing training after eleven quarters of operation. In one sense, this can be interpreted as an effective strategy of matching labor demand with training, which is largely correct; in another sense, however, this number includes placements done by public job centers, reflecting only contributions to the publicly-funded workforce development system in terms of capacity building for a more customer-focused system; (2) The target of the number of persons participating in training programs and number of persons completing training is 70% completed.

Component I: Promote Occupation Skills Standards and Competency Certification	2010	2011	2012*	Cumulative	Target LOP	Progress %
I.1 Number of industries supported by the Program	3	5	1	9	8	112.5
I.2 Number of competency-based curricula developed	9	10	7	26	16	162.5
I.3 Number of persons participating in training programs	200	3,764	1,672	5,636	8,000	70.5
I.4 Number of persons completing training	200	2,899	1,413	4,512	6,400	70.5
I.5 Number of persons finding a new job or receiving a job improvement, within 6 months of finishing training	130	2,124	2,632	4,886	4,480	109.1
I.6 Number of trainees who continue studies after training	0	4	0	4	1,920	0.2

* Through June 2012

Table T-1– TARGETS ACCRUED BY THE PROGRAM THROUGH JUNE 2012

Source: Carana/USAID Performance Management Plan and Logical Framework

The Program results to date reflect one of the main strengths of the Program, the matching of supply and demand for labor with firm- and sector-specific training programs such as English training for aircraft maintenance personnel and for tourism, and customer service training for retail services industries such as supermarkets and restaurants.

However, although job placement and job improvement rates are high, the number of persons that have participated or completed training programs is somewhat lower than had been originally anticipated, with about 70% of this goal having been reached. This is due to a more recent emphasis on training for existing jobs (rather than on training for its own sake.) By June 2012, 2,269 women completed training, 369 above the cumulative target set for 2012.

Also, although youth aged 25 and under currently make up a high percentage of trainees, this was not the case during the early period of implementation. For this reason, the 1,165 young people that completed training represented 995 fewer than the cumulative target by 2012.

...however, targets for disabled persons were not achieved

The Program has also fallen somewhat short of its goals in terms of training for people with disabilities—151 finished their training, 37 fewer than planned. One of the main issues facing persons with disabilities is that despite government-established mandates for the hiring of disabled persons, and even after undergoing appropriate training, most Salvadorans with disabilities face the frustrating reality of prejudice and a resulting scarcity of job opportunities.

**Component 2:
Expand Consumer-Based
Employment Reporting and
Career Counseling/
Placement**

Table II below shows that performance on two indicators has exceeded expectations by a very wide margin, and performance on a third measure has also substantially surpassed its target. The number of trained vocational orientation or job placement counselors was exceeded in the first year of the project and the number of visits to the Project’s website was exceeded in the second year of the Program, and has grown exponentially since that time.

Component 2: Expand Consumer-Based Employment Reporting and Career Counseling/ Placement	2010	2011	2012*	Cumulative	Target LOP	Progress %
2.1 Number of reports assessing the quality and efficiency of training programs	2	0	0	2	8	25
2.2 Number of trained vocational orientation or job placement counselors	26	250	0	276	20	1,380
2.3 Number of visits to the Program's website	599	65,263	378,135	443,997	10,000	4,440
2.4 Number of times the Program's activities and/or impacts are mentioned in the mass media	12	1,106	2,531	3,649	2,500	146
2.5 Number of internships started	0	139	259	398	1,000	39.8
2.6 Number of persons finding new jobs or obtaining job improvement within 6 months after receiving assistance from a USAID supported initiative	0	1,889	1,884	3,773	4,480	84.2

* Through June 2012

Table T-II – TARGETS ACCRUED BY THE PROGRAM THROUGH JUNE 2012

Source: Carana/USAID Performance Management Plan and Logical Framework

... the internship initiative has not yet achieved its targets but recent trends look promising

By the end of June 2012, 398 internships had started in private firms, NGOs or government institutions, meeting approximately 40% of the target. However, the number of students registered in the Joven360 portal is increasing very fast, growing from 10,452 students registered by the end of June 2012, to around 14,000 registered at the end of August 2012, so it may be possible to reach, or even exceed targets if marketing of services to employers is increased.

...knowledge on the quality and efficiency of training programs has been inadequately addressed

- Only three of the eight proposed reports assessing the quality and efficiency of training programs have been completed and none of these reports adequately addresses the objective of providing employers and job-seekers with information on the quality of training programs. Instead, the proposed consumer-based reports were replaced as a major focus of **Component 2**, and greater emphasis was placed on providing career counseling and placement in activities. As noted in the final Recommendations section of this report, while the Program has successfully accrued a specialized knowledge to support its own internal decision-making processes, there is still a lack of effective mechanisms for transferring this knowledge and know-how to **external** partners and key actors that can be instrumental in continuing this work beyond the LOP.

**Component 3:
Improve Labor Market
Information System**

Although all LOP targets were completed under this component (**Table T-III**), Component 3 had a much more narrow focus than originally envisaged. USAID had intended that the Program work with MTPS to assist in the development and strengthening of a national labor market information system (LMIS). However because of such factors as changes at the highest levels of the Ministry and the involvement of other partners such as the World Bank, the Inter-American Development Bank (IADB), and the Japan International Cooperation Agency (JICA), all of whom indicated their intention to devote considerable resources to this task, assistance to MTPS was no longer viewed as a necessary or timely intervention.⁸

As the Program evolved, activities funded under this component included workshops to design and evaluate training programs, obtain feedback from partners and validate Program-funded studies, and provide vocational orientation information through public job centers, job fairs, vocational education, and an online portal.

The Program has made important efforts to collect data on people actively seeking employment, skill levels of workers, and employment demand in specific sectors. However, although the reports are well-researched, they appear to be more oriented toward determining areas of potential Program intervention, the types of skills necessary for certain sectors and occupations, and the availability of training providers in those sectors and occupations. Perhaps in part because of their somewhat narrow focus, the resulting information and analysis has not been widely disseminated.

Component 3: Improve Labor Market	2010	2011	2012*	Cumulative	Target	Progress %
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⁸ The JICA-funded initiative designed to assist the MTPS labor market information system has now been completed. The system includes an electronic registry and software to support job placement services (see sample screens in Annex M). This system is currently only available to internal authorized users of the MTPS.

Information System					LOP	
3.1 Number of studies on labor market dynamics	2	4	2	8	8	100
3.2 Number of stakeholder workshops implemented	5	7	5	17	8	212.5
3.3 Number of persons receiving vocational orientation information created or supported by the Program	0	7,711	8,472	16,183	10,000	161.8

* Through June 2012

Table T-III – TARGETS ACCRUED BY THE PROGRAM THROUGH JUNE 2012

Source: Carana/USAID Performance Management Plan and Logical Framework

**Component 4:
Create Alliances with the
Private Sector**

In what can be described as a major strength of the project, by the end of June 2012 all LOP targets under this component had been met, and the activities conducted with many of these alliances members (**Table T-IV**) are likely to have a sustained impact. Although the link between the private and public sector in El Salvador remains weak the alliances went beyond the private sector and NGOs, also including important public partners such as the MTPS and INSAFORP. The continuous merging of the expertise and credibility of higher learning institutions with specific industries that have a tangible demand has also proven to be a successful solution. Program partners have been able to experience first-hand the benefits of a training program that moves beyond occupational skills, focusing on the soft skills and customer service ethos that create the appropriate profile for the workforce requirements of the service sector. Notwithstanding these successes, other alliance partners, such as SIL, have experienced substantial barriers in their attempts matching training and job-placement activities for disabled people with the private sector demand for labor. Similarly, although USAID is a strong supporter of gender strategies, and has commissioned gender-related studies related to its investments in El Salvador,⁹ the Program adopted a positive, but nevertheless fairly narrow interpretation of gender equity in terms of number of persons served and outcomes disaggregated by sex.

Component 4: Create Alliances with the Private Sector	2010	2011	2012*	Cumulative	Target LOP	Progress %
4.1 Number of alliances with private sector firms and associations, NGOs, and GOES institutions	5	8	2	15	15	100
4.2 Number of persons benefitting from alliances	200	11,614	10,403	22,217	19,000	116.9
4.3 Number of initiatives implemented under each alliance	24	21	53	98	75	130.7

* Through June 2012

Table T-IV – TARGETS ACCRUED BY THE PROGRAM THROUGH JUNE 2012

Source: Carana/USAID Performance Management Plan and Logical Framework

⁹ Gender Assessment: USAID/El Salvador (2010). DevTech Systems, Inc., task order GEW-I-01-02-00019 was prepared to assess the integration of gender in Mission programs as required for the development of the new Country Strategy. The purpose was to identify key gender issues and constraints in Mission programs, and to provide guidance on how to achieve effective gender integration in the new portfolio. A similar gender assessment was prepared in 2004. The 2010 report is available at: http://transition.usaid.gov/our_work/cross-cutting_programs/wid/pubs/El_Salvador_Gender_Assessment_Mar-2010_508.pdf

Quality of the Data Collected by the Program

The monitoring and evaluation (M&E) plan shows evidence of careful information gathering and monitoring of results with feedback and substantive participation of the Program staff and alliance members.¹⁰ Data are organized following a suitable and relevant structure with an adequate verification process as well as detailed and well-documented records on indicators reported to USAID. Data enable a useful measurement of the extent to which the objectives of the activity are achieved, including measurements of performance based on standardized templates. Overall the methodological approach for data production and analysis is sound and appropriate to the Program requirements.

Furthermore, details on some indicators exceed the usual M&E requirements. For example, the number of beneficiaries participating in training programs is drawn from records containing a beneficiary registry that even includes the assistance strategy and specific funding sources that covered the cost of the particular individual participating in the training activity. Records include co-signed documents by partners and beneficiaries, stating the type of service delivered under every partnership. Likewise, the Program keeps detailed information on all training events, including the names of beneficiaries, place of the event, type of training, photographs, videos, and related publications.

Relationships are the strength of the alliance models

What types of relationships have been developed through the model?

One of the greatest strengths of the alliances formed by the Program is the diversity of the intermediary organizations engaged, particularly in the private sector. Value added is a common thread among these organizations and a major factor in the strength of their relationship with the Program. Successful partnerships in different sectors have in turn

rallied support from the institutional and business communities that are covered in their respective sectorial realms. Moreover, the nature and composition of the private sector alliance model has strengthened the ability of the Program to place its beneficiaries in jobs created in the formal sector. This is counter to a global trend of growth in the informal sector that some scholars believe has had a negative effect on competitiveness.¹¹

Successful and productive relationships with business and sectoral organizations have expanded the reach of the Program and assured sustainability. In developing relationships with organizations that have access to other existing networks, the Program has been able to position new workforce training and placement solutions as part of larger existing institutional portfolios. Moreover, the complexity of the relationships and activities engaged has afforded other significant strengths and effects, directly linked with the audiences addressed by the selected partners. Some notable examples include:

¹⁰ The only exception is Indicator 1.6: the number of trainees who continue studies after training.

¹¹ See for example, The Global Competitiveness Report 2011–2012, Professor Xavier Sala-i-Martin, Columbia University, Chief Advisor of the Centre for Global Competitiveness and Performance, World Economic Forum. 2011. Page 56.

1. Some alliances greatly benefit from the **inherent credibility and legitimacy** of membership-based organizations such as the Chamber of Commerce and the tripartite (government, employers and labor) governance structure of INSAFORP
2. Other alliances have drawn significant strength from **influential institutions in academic and higher learning circles** such as the case of the Don Bosco University and the Escuela Superior Franciscana Especializada (ESFE), formerly known as the Institute of Technology of Sonsonate (ITSO).

The Program has crafted successful and productive relationships with prominent members of the business community who can better assure its job placement goals. In developing this strategy, Carana worked closely with major employers in the service industry, youth-serving organizations, and youth training specialists to develop a curriculum for entry-level positions, as well as a system for selecting and training youth:

1. The **evolving collaborative relationship** between the Corporation of American Franchises (CFA) and the Committed Youth component of the Program has been one of the key factors leading to the success of this youth-focused model. As with Committed Youth's other major private sector partners, such as Wal-Mart, Pollo Campero, telephone companies, and retail outlets, having these private sector companies offer employment to selected participants has been crucial to the success of the model, attracting a relatively large number of youth job-seekers.
2. There is an **evolving quality and multiplier effect** drawn from the initial collaboration with major service employers that is reflected in both, mainstream businesses working nationwide and local entrepreneurial groups. More recently, for example, the addition of an assistant manager training module (CFA and Pollo Campero) has added a higher-level placement potential to the model. Likewise, in what appears as word-of-mouth contagion, two important service industry employers of the San Miguel business community, Pollo Campestre and Grupo Lorena have decided adopt the Program's recruitment and training model.

Effect on Individual Beneficiaries

What direct impacts did the model have on reaching and affecting beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions)?

What difference has the Program made to the beneficiaries in terms of facilitating access to employment?

The single most important effect of the Program on individuals has been its ability to make a direct, rapid and effective connection between job training/orientation and job placement. Furthermore, the Program has targeted a wide range of critical industry requirements. At the lower end of the scale, initiatives such as the Committed Youth component have targeted younger, less-educated workers for work within the service industry—primarily retail and food services. Even here, value chains have been positively affected since these are youth populations that have been trained to access and perform in jobs found across a broad spectrum of customer service environments. The Program has also targeted other spheres of activities ranging from English for Work serving specialized industries such as aviation maintenance or hardware testing or Microsoft .Net software framework installation and maintenance.

1. At the beginning of its participation with Committed Youth, Pizza Hut, which was the first member employer to participate in the Program contracted with about 60% of trainees. CFA has continued to work with Program partners to **refine the orientation, pre-selection, and training processes** with success. As a recent example of improvement in its pre-selection and training process, KFC contracted with 10 out of 12 candidates that were sent to them from the Program. Ongoing success has encouraged confidence in the recruitment and placement model, paving the way to new and innovative strategies for staffing that can be adopted by firms in collaboration with colleges and universities, public institutions such as MTPS and INSAFORP, and NGOs and associations with youth-serving and social responsibility missions.
2. Despite noteworthy success in a broad array of initiatives, not all project interventions have yet proved sustainable. At the end of 2010, for example, 22 Program beneficiaries with disabilities trained by FUNTER were hired by Citibank to work in the area of customer services (related to inquiries and information requests) and remained at post for almost a year. Unfortunately however, FUNTER later ascertained that after a few months, most of them were transferred to the bank's sales area, for which they were less adequately trained, and eventually the employment contracts of 19 of the 22 beneficiaries were terminated due to unfulfilled sales quotas.

Effect on Academic Institutions

As a result of several initiatives pursued through partnerships with academic institutions, the Program has been successful in contributing to the legitimacy of training certification as a model that can effectively engage higher learning institutions in workforce development. Although still a nascent model, providing reliable certification can benefit a host of specialized labor market niches, nestled in service industries where youth have far greater chances of upward mobility in terms of pay and potential for promotion. One innovative train-the-trainer models has emerged:

1. Through this partnership with the Franciscan Superior Specialized School (EFSE), the Program encouraged **locally based professional development** by adopting a **train-the-trainers approach** that enables one of its current IT-related training models to be self-sustaining. The school contracted with a Costa Rica-based consultant who worked in El Salvador once a week over eight months to train the first cohort. This cohort included a smaller sub-group of eight "champions" that in addition to receiving five-star .Net training during normal day classes attended special tutoring sessions during the evenings and via distant learning with the consultant on the latest versions of Microsoft software. Six of these students are now based in Sonsonate and two have jobs with companies in San Salvador. The six Sonsonate-based graduates have been contracted by the project and provide a full-time teaching schedule of 20 contact hours with students per week plus desk time. Based on this model, 30-40% of participants in the most recent cohort have already finished Microsoft's Virtual Academy (MVA) certification ahead of the projected timeline.

Effect on Central Government and Other Public Sector Entities

...going beyond registration of candidates

1. Although there has been a limited engagement of public sector actors, training provided to MTPS and NGO job center staff appears to have helped their job placement activities to **go beyond mere registration** of potential worker's information in a database.

...promoting new practices that favor a customer focus

2. Interviews in Santa Ana and San Miguel highlight new practices drawn from Program supported training, affecting the labor orientation techniques applied by job center staff. Furthermore, positive effects were not limited to larger urban areas such as these two cities, but were also found in more rural locations like Jiquilisco in terms of **an effect in attitude and performance**, favoring a new focus on customer service.

...improving quality of service nationwide

1. The MTPS official that provides oversight to the work of the job centers nationwide specifically pointed out the benefit of Program-supported training to all 52 locations. However, few additional benefits in terms of quality of service provided were noted among 18 centers that received equipment and furniture.

...mobilizing private sector resources to further engage public sector delivery

1. The Program's work with INSAFORP strengthened the link between that organization and the private sector. Private sector entities engaged by the Program expressed their interest in working with INSAFORP to encourage this public sector entity, which is financed through their corporate taxes, to continue financing some of the more innovative types of training activities presently supported by the Program to prepare people for employment.

Effect on Civil Society and the Private Sector

Effects on civil society and the private sector are intertwined. Many participant NGOs have well-established links to the business community and it is also not uncommon for business leaders to be active participants in NGO-sponsored programs that focus on remedial actions for vulnerable communities or at-risk populations.

However, the main difference brought about by this new association under the Program framework is a clearer and more effective focus on matching labor supply and demand. Program staff and partner organizations worked closely with businesses and employer associations to develop detailed worker profiles and training curricula that would have the best chance of ensuring employability and successful job placement. The Program developed close linkages with trusted and well-known civil society organizations such as FEPADE, SIL, FUSALMO, and Fe y Alegria to deliver a much more effective approach to empowering individuals, going beyond occupational training and delving into the specialized or soft skills that their client populations (disabled; at-risk-youth) would need to cope on the job. The Program has, in large measure, succeeded in pairing civil society and business community partners in an approach that combines orientation, training and intermediation as the critical "legs of the same table for social and economic development."¹² As an added incentive for businesses, the firms interviewed for this evaluation consistently reported that the approaches undertaken by credible and competent NGO providers had reduced costs and risks in their recruitment and hiring processes and had contributed to reducing staff turnover. Several potential ideas for sustainability have emerged:

1. CFA managers indicated that they are considering approaching schools such as those run by the Padre Arrupe Foundation. The consultant, who delivers an assistant management training

¹² The phrase was mentioned during an interview with INSAFORP

for restaurants indicated that in terms of sustainability of this component, the Program has begun “to plant the idea” of further work with the Chamber of Commerce, and that was a distinct possibility. He also mentioned the Ricaldone Technical Institute in Colonia Zacamil as a potential training partner for further activities.

2. More recently, the Program has provided seed funding to a newly formed association of human resource managers in El Salvador called ALTHES (Asociación de Líderes del Talento Humano de El Salvador). This association has as one of its missions the encouragement of operational changes and newly adopted approaches in recruitment policies across human resource departments throughout the country. ALTHES has adopted a corporate social responsibility ethic as part of its mission and core values and has the potential of assisting the Project share its accumulated knowledge with private sector firms as well as helping those companies further incorporate gender, youth employment, and disability issues into their human resource plans.

Did the model promote a match between the supply of skilled workers and a private sector demand for labor?

Across the partnerships and the different training efforts they host, rates of placement fluctuate from just below 50% to 100%. A review of a cross-section of industries, skill levels and occupations addressed by the Program, shows evidence of a primary focus on directly, rapidly and successfully matching supply with demand. Particularly during the later implementation period, demand has been

consistently prioritized by Program leadership in the context of the immediate needs of private sector operations.

Whether responding to a negative condition such as excessive turnover in critical personnel areas for larger employers such as Wal-Mart and Pizza Hut, or tapping into demand for specialized IT skills, the Program has managed to focus its partnerships on crafting opportunities to match specific workforce profiles with currently available jobs. In doing so, the Program has successfully positioned itself as a broker for competent training providers that build skills that ensure matching workforce profiles and directly address employer expectations and requirements. Throughout this process, the Program has served as an effective filtering mechanism, better aligning the critical interaction of orientation training and intermediation processes to support workforce development. As some specific examples:

1. Wal-Mart typically experienced **high rates of turnover**, particularly in its cashier positions, which comprise 22% of total company personnel. Wal-Mart does the selection of candidates and guarantees job to all who pass the final test with a grade of 7 or higher. They have accepted all candidates, as the lowest grade to date has been 8/10. Although Wal-Mart did not provide detailed figures, key respondents indicated that turnover was substantially lower among those trained by the Program compared to those recruited by other means.
2. ESFE offers a variety of career education tracks, including software development, electrical engineering, and tourism development and management. The original idea for training in IT came about as a result of local industry needs. Private sector firms were approaching ESFE wanting to **update the quality of software engineering available for their operations**. 30 out of 62 trainees who have already received certification are employed--and this work ranges from full-time work at larger companies to contractual, part-time, and temporary work.

3. Pizza Hut, the first CFA member employer to participate in Program activities, hired about 60% of trainees to fill specific job openings in its restaurants. CFA has continued to work with Program partners to **refine the orientation, pre-selection, and training processes**. Improvements achieved have enabled KFC, another CFA member, to hire over 80% of Program candidates.
4. CONSISA had already developed a large client network in the IT field that comprised banks, utility services, multinational companies, and a variety of other businesses of all sizes. The company had originally planned on contracting to provide training and certification for 100 carefully selected candidates in five different IT areas. However, because of the Program's strengthened emphasis on job placement, it insisted on a clause in CONSISA's contract making the firm responsible for placing its trainees in jobs after training. Because the company had developed a network of 750 client companies over nearly 30 years of operation and because all 100 persons were able to complete their training, 82 persons (72 of whom had received certificates) were placed in jobs.

What measures have been taken by involved institutions to foster sustainability once the Program ends?

Factors that influence the sustainability of Program-supported interventions and achievements vary considerably across the spectrum of industries that have been engaged by the Program to date. While industries like tourism view resources managed by public sector agencies (e.g., INSAFORP and local municipalities) as a potential source of financial support after the Program ends, participants engaged in IT areas such as CONSISA, have already adopted new and sustainable businesses models that incorporate recruitment and job placement as a result of Program participation. For partners such as SEARCH, the activities of the Joven 360 internship initiative are a natural extension of their business model that have already led to corporate investments in promoting the replication of the model in other countries of the region. Specialized industries, such as Aeroman in aircraft maintenance have already begun to make their own additional investments and improvements to the original model developed in partnership with the Program.

These examples notwithstanding, an important challenge that remains to be addressed is the implementation of an appropriate approach to knowledge transfer by the Program that best supports continued and increased investments in workforce development across a broad spectrum of private and public sector interests. Clearly the more tangible sustainability of successful private sector interventions undertaken by the Program and involving businesses, large and small, is linked to immediate advantages afforded to them in boosting their bottom-line. Even then, strong private sector partners like Wal-Mart and CFA have been slow in formally incorporating the Program model as a central part of their own in-house recruitment and hiring processes.

Furthermore, the benefits of a cost-effective approach to building capacity do not necessarily translate in the longer-term into the investments in workforce development that will be needed to significantly impact the labor market in El Salvador. Even at the current levels, there is still little replication on the kinds of *soft-skills training* that the Program has encouraged and which some Program NGO youth-serving partners such as FUSALMO and Fe y Alegria actively pursue when responding to private sector demands. While some components of Program activities are fully or nearly sustainable, other Program partners are only beginning to develop plans for sustaining current activities:

1. CASATUR points out its interest in continuing the Program-supported activities in upgrading language skills as a sustainable program, suggesting that INSAFORP can assist this purpose. They are also currently **working with municipalities** as another potential source of support. The ability or willingness of the member hotels/restaurants to take on further costs is still unclear. Program participants indicated that management support for their participation in the classes varied. In some cases, owners paid for a few hours a week of time off for their workers to attend the language classes, but this practice was not general. In this respect, small business owners often view professional development as a greater advantage to the individual than to the business. Hence, public sector support for sustained professional development, at least in the near-term, appears to be key in this occupational realm.
2. As a direct result of the firm's participation in the Program, CONSISA now has begun a human resource recruitment (headhunting) business. Unlike its practices with the earlier cohorts of program participants, the firm now **charges for this service**. In general, the service provides the initial triage, forwarding 3-5 pre-screened candidates, to whom the client then administers a variety of tests and interviews to determine personality style and technical capacity. This has also led to the development of an IT job website (www.linkeame.org.sv) which is expected to be launched in late 2012.
3. FUSALMO sees some potential in working together with AGAPE and the Chambers of Commerce, especially at local levels (outside of San Salvador). There is a **perceived potential to replicate** the kind of labor orientation and training that FUSALMO is now better positioned to provide and expand.
4. The Program's efforts to build and sustain a meaningful public-private sector partnership have met important hindrances and limitations, especially with the MTPS. However, the Ministry is now on an independent course towards revamping its capabilities to support workforce development through significant investments in labor orientation and intermediation, and these strategies will be rolled out at the department (regional) level. Hence, during the remaining Program implementation period, it would make more sense to build on the Program's closer and more successful relationship with INSAFORP in matching the demand for specific skills and the training programs that potential workers can undertake. Moreover, INSAFORP also has the financial resources, through contributions from the private sector, to sustain the "alliances model" introduced by the Program. However, over the longer term, USAID should continue its efforts to engage MTPS in encouraging effective practices in labor intermediation.

What lessons have been learned about building capacity with local organizations in the area of workforce development?

Findings regarding capacity building of local organizations point to an enhanced capacity in both private and public sector actors to address three fundamental aspects of workforce development: namely, relevant **orientation**, effective and market-driven **training** and appropriate job placement **intermediation**. The success of the activities considered throughout the implementation rests equally on

the nature and mix of the partnerships established by the Program, as well as its ability to convey a vision for capacity building that encourages combining occupational skills with soft skill training, particularly for newer job entrants.

As the Program developed and evolved over time, it increasingly emphasized the importance of the following practices:

1. **Identifying employers with actual positions** to be filled;
2. Working with the employers to **identify the employee profile** of potential candidates;
3. Developing **systematic methods to “filter” candidates** based on the ideal profile required by employers;
4. **Emphasizing soft-skills** and basic job-seeking techniques among young workers;
5. Addressing **the need for “neutral” facilitators** that are not only acting as employers, but rather are there to help youth find jobs.

...based on lessons learned

To this end and drawing from Program implementation to date, it is vital to keep in mind the useful lessons accrued throughout the process:

1. There are organizations that have accrued valuable and unique knowledge on workforce development and effective approaches to matching supply and demand that would require further investments to fully incorporate and build on this knowledge. FUNTER, for example, has a long history of providing training for persons with disabilities. However, the experience of this organization in job placement is fairly new and small scale, placing 70-80 persons with disabilities per year in new jobs. However, without **additional technical assistance and funding**, local organizations like FUNTER may not be able to enhance their institutional and outreach capabilities job placement activities for persons with disabilities.
2. The ability of training curricula to **directly address specific demands of specific industries and sectors** is critical to the continuity and credibility of any workforce development initiative in El Salvador (for example: English training for aircraft maintenance personnel and customer service centers).
3. **A stronger alliance/partnership with the public sector**, specifically with INSAFORP is highly desirable to ensure sustainability and longer-term development of suitable models. FEPADE for example, has sustained an ongoing relationship with INSAFORP outside of its Program-related activities and is now hopes to work with INSAFORP to mainstream some of the new approaches to training that it developed during the past few years.
4. Local capacity has been increased in terms of **a collective awareness of opportunities and relative strengths** of different participants. The shared experience hosted by the Program among different actors working in the same sectors, created affinities and synergies among them regarding sector-specific issues and needs. A good example of this is the English training activities implemented by the Program and the mix of training providers selected for these activities such as the Central American Technical Institute (ITCA-FEPADE), the American School, and the European Academy.

Despite the success of Program-supported activities, there remains **a risk of facing a vacuum effect**, once it reaches the end of its LOP, not only because the Program at times and initially heavily subsidized the training activities, but also because it acted as a broker in putting together the alliances. This vital brokering role highly benefitted from USAID’s credibility and in-country presence, and may not be readily transferrable to a local actor.

1. **The training-of-trainers models adopted by the Program** in areas related to market-driven language skills and IT has achieved high job placement rates and inherently reaches “choice” market niches. These programs also benefit from the credibility and prior experience

of well-established training providers such as AGAPE/ESFE (IT) and the Don Bosco University (English).

2. **Labor market information remains fragmented** and poorly disseminated. Despite the limited contributions made by the Program, there remains a pressing need to strengthen a consumer-based information system that can cater to a broad range of users and audiences across the labor market in El Salvador.

How aware are beneficiaries that this Project is funded by USAID?

As called for by the SOW and reflecting discussions with USAID, the evaluation team considered the effectiveness of the program's branding strategy in the context of USAID's communications goals. Beyond branding compliance, the question is meant to elicit insight into beneficiary awareness and perception, regarding its support for the activities

undertaken by Carana. Hence, response to this question addresses the fundamental aspects of **visibility, messages and audiences**, as observed in the communications materials available, the events attended and the exchanges with partners and beneficiaries.

Visibility: The in-country activities of the evaluation team included attendance to a public event (the INJUVE Job Fair) and program activities involving pre-selection, introductory sessions and on-going training sessions. Moreover, a specific convening of Program graduates currently employed by partners under various alliances provided a first-hand assessment of beneficiary perception beyond the outreach efforts of the Program.

1. Overall, beneficiaries **were aware of USAID financial support** of the activities they were engaged in. Branding materials were fully displayed and distinctively positioned in terms of the specific dynamics and setup of each event;
2. When asked, beneficiaries tended to **positively meld USAID assistance with Carana's presence and assistance**, making no real distinction between one and the other;
3. Likewise, positioning of USAID's **presence in a large scale and very populated event** such as the INJUVE Job Fair (August 17-18, 2012) was ideal. Placed in a strategic end of the main pavilion, it framed the final destination of the predominant traffic patterns across a large indoor convention space;
4. Without a doubt, the Program's success with its online presence, particularly in **Facebook, is the main communication success story**. Content is agile and interesting, emphasizing a human angle that best engages a predominantly young audience. Images are effectively plugged, text length and rhythm is appropriate and "the Wall" space evidences continuous feedback and interest. The Program has also carefully but effectively monitored content to ensure that the overall online experience has a healthy and vibrant feel.

Messages and Audiences

Time, cost and access constraints made it difficult to gauge aspects of coverage and efficacy in the use of traditional electronic media. Although some apparent familiarity with the messages surfaced in some of the beneficiaries interviewed, it was not feasible to determine actual outreach impact (timeslots, brand recognition, audience preference, etc.). However, print media materials and publications were favorably reviewed in terms of clarity, context and perceived effect. Materials reviewed included not only paid publications but also reader responses and journalist contributions.

1. Printed materials and various publications reviewed appeared **appropriate for the type of media and expected audience** reached;
2. **Comments and opinions expressed were all favorable and accurate** regarding the purpose, objectives and activities of the Program;
3. Most of the comments and opinions reviewed identified USAID support, often including **details of actual activities and denoting first-hand contact** with Program sources and spokespersons.

As part of the final presentation to USAID, a selection of multimedia material (audio, video and images) were shared, illustrating the inputs collected and reviewed by the Evaluation Team and rendering some of the observation venues and selected exchanges undertaken.

Planning for the Final Year of Implementation

Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for CARANA Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?

In addition to working with current Program partners to share knowledge related to good practices and assist partners in developing sustainability plans, special attention during the final year of Program implementation should be devoted to activities that seek to further contribute to addressing the particular workforce development needs of disabled populations and also pursue a much more visible and deliberate gender focus in the different solutions tested and incorporated by the partnerships.

In terms of priorities to consider, a number of areas and activities emerge from the review of the progress made by the Program to date:

1. Drawing on the network of alliances already established by the Program, the Program should seek to **expand its employer base and expand the number of sectors covered** to provide access to employment for youth targeted in the Committed Youth and Joven360 components.
2. Systematization of the solutions developed by the Program would yield a significant contribution to ensuring the relevance and effectiveness of new information made available on the quality of training and follow-up on the job placement rates that training programs achieve. Moreover, to ensure the relevance of any knowledge transfer efforts undertaken, the systematization of the experiences should be structured to follow the solutions developed and applied, while **actively engaging the contribution of the diverse collection of partners and counterparts** within the Program's established alliance network.
3. Establish alliances with organizations such as COMMCA (Consejo de Ministras de la Mujer de Centroamérica y República Dominicana) and the local chapter of UN Women, that specialize in the role of gender in the workplace. Although new, gender-focused initiatives might result, these alliances should be principally aimed towards enhancing the ability of current partnerships **to better address societal biases and hindrances to the participation of women** in their ongoing Program activities.
4. Reinforce and expand Program activities with organizations and networks that already implement **successful models in the training, orientation and labor intermediation for disabled populations**.
5. Reinforce the work of associations and enterprises to **develop explicit models of social responsibility**. Program actions should specifically include a focus on employment for youth-

at-risk, recent college graduates, balancing family and work issues, women in non-traditional occupations, and persons with disabilities.

Overall alliances with existing partners (e.g., Chamber of Commerce, FEPADE) during the last year of implementation should strive to diversify out of the service industry to include new sectors and realms of productivity. Beneficiaries such as Wal-Mart and Pizza Hut should graduate from the program and pay for continued training activities, probably with the support of INSAFORP.

CONCLUSIONS

1. There is not one “model” but rather several solutions that have emerged from the Program’s strategy, the relationships established and the engagement of the partners. However, most of the alliances have been formed in the private sector, where the relations formed with INSAFORP and the Ministry of Labor and Social Protection (MTPS) are important exceptions. An initial focus on alleviating unemployment and finding access to jobs for all age groups gave way to a progressively stronger emphasis on youth employment and a focus on training for available jobs with a notable social responsibility aspect benefitting both partners, as well as individual beneficiaries.
2. A major contribution has been the development of **an effective approach for pre-selection of candidates** for actually existing jobs offered through employers participating in the Program. In all cases reviewed, training programs were developed based on the expressed needs of targeted industries in areas such as customer service, information technology (IT), food services, and hospitality. The Program placed a strong emphasis on developing training programs that were tailored to meet the needs of partnering employers.
3. The **substantive participation of Allies** in development of curricula and training objectives, as well as significant technical contributions from Program staff and external consultants in the development of an effective didactic approach have been essential for the Program’s success in matching labor supply and demand. Partial sustainability has been attained, where INSAFORP is now financing activities previously supported by the Program and private sector organizations and businesses are also partially or totally covering the cost of training activities.
4. The Program-supported training provided to the MTPS staff working based out of the BEL nationwide in job placement activities, has encouraged them to go beyond merely registering potential worker’s information in a database. The Program was able to **promote behavioral changes** when addressing potential candidates and **raise performance standards** in terms of the extent and depth of service delivery. This particularly timely since it brought to light a new focus on customer service at a time when the MTPS can further strengthen and expand it with renewed multilateral funding.
5. An area of program activities that warrants significant strengthening is **the effective and timely transfer of knowledge**. To this end, partners involved in different alliances have pointed to their specific interest in the systematization of the program’s experience. However, to increase the effect of the application of the knowledge accrued and stimulate much-needed synergies, it is also critical to share the experience outside of the limited realm of participant organizations and into a much broader range of audiences.

RECOMMENDATIONS

1. *Develop a more proactive gender focus.*

During the stakeholders meeting conducted by the evaluation team, a recommendation was made to the senior staff of the Program to explore substantive consultations with organizations focused on the condition and development of women such as COMMCA and the local chapter of UN Women in El Salvador. In addition, the Program should, as suggested by the 2010 report on gender,¹³ include an assessment of employment trends by sector and by rural and urban markets, and the relative position of men and women within these markets, as the base for documenting the effect of the strategy on gender inequality. Likewise, it may be useful to review the progress efforts undertaken by the Commission on the Status of Women¹⁴ in researching and documenting these trends.

2. *Continue to support innovation in assisting at-risk youth find employment.*

The Program has made a significant contribution in this regard, and should continue to support employment programs for at-risk youth.

3. *Promote social responsibility in human resource management.*

The Program should work with organizations such as ALTHES that have adopted a corporate social responsibility ethic as part of its mission and core values, to further incorporate gender, youth employment, and disability issues into its agenda.

4. *Renew a focus on developing labor market information quality of training.*

Labor market information remains fragmented and poorly disseminated. The Program can begin to address the pressing need to strengthen a consumer-based information system by implementing measures that it indicated were necessary in its 2010 report on the quality and effectiveness of training programs,¹⁵ namely that it “publicize the importance of measures of program quality and efficiency, and encourage institutions to gather and publicize the indicators. As the Program enters into new agreements for workforce training with partner institutions, these partners will be encouraged to gather and publicize these indicators. In addition, the Program will seek additional sources of both expertise and data access on these indicators to undertake additional studies to identify and publicize these important measures of program efficiency and quality.”¹⁶

¹³ Gender Assessment: USAID/El Salvador, op cit., p. 4.

¹⁴ The Commission on the Status of Women (referred to as “CSW”) is a functional commission of the [United Nations Economic and Social Council \(ECOSOC\)](#). It is the principal global policy-making body dedicated exclusively to gender equality and advancement of women.

¹⁵ Cesar Guerrero and Christopher Lewis, Carana Corporation, 2010. Quality and Effectiveness of University Professional and Technical Training Programs in El Salvador, p. 7.

¹⁶ The Central American Integration System’s (SICA) Council of Women’s Affairs Ministers (COMMCA) and the UN Economic Commission for Latin America and the Caribbean (ECLAC) have agreed to work together in promoting the economic rights of women in Central America and the Dominican Republic. This strategic alliance will build on actions COMMCA is currently undertaking based on its recent commitments with UN Women and the Central American Bank for Economic Integration (BCIE), including the design of a “Entrepreneurship and Gender” Observatory and a regional report on the status of women.

5. Further work should be focused on disabled populations in areas such as post-placement coaching and self-employment opportunities.

During the evaluation interviews, several enterprises indicated that they were not in compliance with government regulations mandating a specific quota of workers with disabilities on the payroll. In light of successes achieved with other beneficiary populations, the strategy of linking training with concrete job opportunities could be adopted as a focus of training persons with disabilities.

As part of follow-up in the workplace, the Program should engage post-placement coaching and specialized training to assist people with disabilities to retain their employment, honing skills to promote greater accommodation for disabilities that can further support sustained employment. Moreover, albeit in a more limited sphere, the Program should consider partnerships to develop entrepreneurial skills and business development opportunities for people with disabilities.

To this end, the Program has an opportunity to work with its Alliance network members, particularly those that indicated their desire to comply with regulations but have not yet developed a strategy to do so. As with issues related to gender, the Program has the opportunity to work with organizations with a great deal of specific experience in these areas as well as with the new association of human resource professionals, ALTHES, that has adopted a social responsibility ethic as part of its mission and core values.

6. The Internship Platform should grow and evolve.

It may be possible to reach, or even exceed targets for placing interns through the Joven360 platform if marketing of services to employers is increased. An internship manual that includes guidelines and tips for interns to engage the activities supported by the Program could be a helpful tool to increase acceptance and optimizations of the internship experience. Moreover, the platform should be expanded to achieve a greater number of substantive linkages with similar private sector initiatives that can help expand relevant services and advantages to registered users, both in the individual and corporate realms. Likewise, it would be useful to link the platform with public sector information systems to provide reality checks and relevant feedback that could lead to policy formulation and additional investments in higher education.

7. Make knowledge transfer a high priority during the final year of implementation.

The Program could make a significant contribution by devoting substantial efforts to working with members of its existing network to promote knowledge transfer. Members of the Alliance believe that is crucial to systematize the program experience and to identify potential institutions that could play the role that Carana is presently playing. Furthermore the reports on the systematization on project experience has to be widely available to the public, the reports should be produced in both in English and Spanish and presented to a broad array of audiences.

...pending reports should focus on knowledge sharing and gender barriers to employment

Program activities over the last year of implementation relating to the production of pending reports should address the systematization on project experience, as well as the strengthening of a gender focus. Reports should serve to determine the efficiency and efficacy of the intervention of key partners such as FEPADE, Chamber of Commerce and FUSALMO. Furthermore, the product

developed as part of this effort need to present their research and findings in a readable, action-oriented way, serving a broader and more diverse audience.

Nonetheless, beyond the production of additional knowledge in the form of reports, the Program should seek to ensure a systematized knowledge transfer by including activities that specifically contribute to a strategic use of the knowledge already accrued throughout the implementation to date (see additional details in **Annex M**). These activities should not only include partners from the public and private sector, but also individuals identified as early adopters or specialists with useful independent research.

In this regard, the Program should consider:

- Creating a suitable framework and repository for **structured knowledge**¹⁷. This framework, possibly contained in the upcoming online portal, should clearly identify the primary users of this knowledge-sharing effort, enabling intuitive browsing and appropriate search options that can best enable reference and application of contextual, conceptual and technical information accrued by throughout implementation. Beyond a main and easily accessible repository for existing knowledge, the Program should encourage and initially host the sustained contributions of key actors and stakeholders that ensure the updating and relevance of the information available. Program support should be likewise provided to the formation of a community of practice that fosters peer-to-peer information exchanges and coaching.
- The Program has also accrued **unstructured knowledge**¹⁸ on the different topics and populations addressed throughout its intervention, which warrants a collection and sharing strategy along with Program-supported mechanism for dissemination. This data or information results from the experiential and practice-based knowledge accrued by implementers, direct beneficiaries and other stakeholders interacting with the interventions' landscapes. The mobilization and gathering of champions, opinion leaders and persons with specific and relevant expertise is key to harness the benefits of this knowledge towards shared objectives by Program beneficiaries, partners and stakeholders. The Program should consider supporting activities that enable effective knowledge collection (workshops, cross-sectoral committees, and applied research models) and facilitate mechanisms for sharing, discussion and application.

¹⁷ Data/information elements organized in a particular way by the Program for future retrieval have already been developed.

¹⁸ Data/Information elements not referenced and organized for retrieval.

ANNEXES

Annex A: Purchase Order, including Scope of Work

ORDER FOR SUPPLIES OR SERVICES

PAGE OF PAGES

1 16

IMPORTANT: Mark all packages and papers with contract and/or order numbers

BPA NO.

1. DATE OF ORDER July 12, 2012		2. CONTRACT NO. (if any)		6. SHIP TO:	
3. ORDER NO. AID-519-O-12-00009		4. REQUISITION/REFERENCE NO. REQ-519-12-000021		a. NAME OF CONSIGNEE	
5. ISSUING OFFICE (Address correspondence to) Regional Office of Acquisition and Assistance USAID/EI Salvador Blvd. y Urb Santa Elena, Antigua Cuscatlán				b. STREET ADDRESS	
7. TO:				f. SHIP VIA	
a. NAME OF CONTRACTOR INTERNATIONAL BUSINESS AND TECHNICAL CONSULTANTS, INC.				8. TYPE OF ORDER	
b. COMPANY NAME				<input checked="" type="checkbox"/> a. PURCHASE <input type="checkbox"/> b. DELIVERY Reference your <u>offer July 11 2012</u> Please furnish the following on the terms and conditions specified on both sides of this order and on the attached sheet, if any, including delivery as indicated. Except for billing instructions on the reverse, this delivery/task order is subject to instructions contained on this side only of this form and is issued subject to the terms and conditions of the above-numbered contract.	
c. STREET ADDRESS 8618 Westwood Center Drive, Suite 220				d. STATE: VA e. ZIP CODE: 22182	
d. CITY: Vienna				10. REQUISITIONING OFFICE EG/SDO	
9. ACCOUNTING AND APPROPRIATION DATA				12. F.O.B. POINT N/A	

d. WORK ORDER CLASSIFICATION (Check appropriate box(es))				12. F.O.B. POINT	
<input checked="" type="checkbox"/> a. SMALL	<input type="checkbox"/> b. OTHER THAN SMALL	<input type="checkbox"/> c. DISADVANTAGED	<input type="checkbox"/> f. EMERGING SMALL BUSINESS	N/A	
<input type="checkbox"/>	<input type="checkbox"/> e. HUBZone	<input type="checkbox"/> g. SERVICE-DISABLED VETERAN-OWNED			
13. PLACE OF		14. GOVERNMENT B/L NO.	15. DELIVER TO F.O.B. POINT ON OR BEFORE (Date)	16. DISCOUNT TERMS	
a. INSPECTION	b. ACCEPTANCE	N/A	10/31/12	N/A	
17. SCHEDULE (See reverse for Rejections)					

ITEM NO. (A)	SUPPLIES OR SERVICES (B)	QUANTITY ORDERED (C)	UNIT (D)	UNIT PRICE (E)	AMOUNT (F)	QUANTITY ACCEPTED (G)
1.	The contractor agrees to perform the services described in the attached continuation pages.					
2.	The effective period is July 16, 2012 through October 31, 2012.					
3.	This is a firm-fixed price purchase order for the total of \$125,000.00					
4.	METHOD OF PAYMENT. Payment will be processed within 30 days after receipt of original invoice and voucher. Fixed partial payments are authorized upon receipt and acceptance of deliverables as detailed in Section V III					

INSTRUCTIONS SEE BILLING REVERSE ON	18. SHIPPING POINT		19. GROSS SHIPPING WEIGHT		20. INVOICE NO.		17(h) TOTAL (Cont. pages)
	21. MAIL INVOICE TO:						
	a. NAME Office of the Controller, USAID/EI Salvador						
	b. STREET ADDRESS (or P.O. Box) Blvd. y Urb. Santa Elena						
c. CITY Antigua Cuscatlan		d. STATE		e. ZIP CODE		\$125,000.00	17(i). GRAND TOTAL

22. UNITED STATES OF AMERICA BY (Signature)	23. NAME (Typed) DAVID G. BROWN, SUPERVISORY REGIONAL CONTRACTING OFFICER (ipp) TITLE: CONTRACTING/ORDERING OFFICER
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**Mid-term Performance Evaluation
Scope of Work
Improving Access to Employment Program in El Salvador**

I. Purpose of the Evaluation

The main purpose of this performance evaluation (as defined in USAID’s Evaluation Policy, see below) is to inform USAID on how effective the public-private partnership model used in the Improving Access to Employment Program in El Salvador was at the mid-term point, in order to determine the effects on beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) and how to make adjustments, if necessary, for the remaining time of the Program. The evaluation will cover implementation from the start of the Program in FY 2010 through approximately the end of the second quarter in FY 2012, accounting for roughly three-fourths of total Program implementation.

The objectives of the evaluation are:

- To determine the effectiveness of the public-private partnership model used in order to make assessments of whether this approach worked
- To identify mechanisms in the model that have built local capacity to date and make recommendations on how to improve capacity of local organizations to foster sustainability
- To determine priority areas of action for the remainder of the Program
- To assess the effects the program has had on beneficiaries (in facilitating access to employment).

The main participants in the evaluation will be beneficiaries, the Government of El Salvador (GOES) officials, private sector partners and academic institutional partners. The principal audience of this evaluation internally will be USAID/El Salvador and Carana Corporation, who are expected to use the results to make any final adjustments during the last year of implementation, if needed. The external principal audience could include GOES (particularly the Ministry of Labor, Technical Secretariat of the Presidency and the Salvadoran Institute for Professional Formation or INSAFORP) to use the results as input for Partnership for Growth (PfG) planning. The evaluation will provide these parties with information that they can use to adjust and plan for future programming designs in the area of access to employment.

II. Background Information on the Program

Project Name:	Improving Access to Employment Program in El Salvador
Contract Number:	EEM-I-00-07-00006-00
Implementing Partner:	Carana Corporation
Award Dates:	December 2009 – November 2013
Funding:	\$7.4 million

The USAID Improving Access to Employment Program in El Salvador, under Contract EEM-I-00-07-00006-00 with Carana Corporation, is a \$7.4 million program focusing on improving the functioning of the Salvadoran labor market to make it capable of matching the supply of skilled workers with private sector demand for labor. The contract was signed in December 2009 and is scheduled to end in November 2013. The evaluation will cover program implementation to date (approximately two and a half years).

When the Program was initially designed within the Economic Growth Office portfolio, it fit under Intermediate Result (IR) 2: More Competitive, Market-Oriented Private Enterprises, specifically in IR 2.1 Increased Access to Market Information and Business Management and Technical Skills Training. This IR was planned to contribute to the Economic Freedom: Open, Diversified Expanding Economies Objective and overall goal of Private Sector-Led Growth, Macro-Economic Stability and Poverty Reduction.

In July 2008, Chemonics International and its local and international partners conducted a study related to workforce and labor markets that provided USAID inputs to the Improving Access to Employment Program. This rapid workforce assessment focused on identifying key stakeholders, the policy environment and workforce related needs and priorities of sectors that have the greatest potential for employment growth. The purpose of this assessment was to identify strategic roles that USAID could pursue in building the capacity of El Salvador's workforce development system, and the assessment helped USAID design the four components of the Program.

During the design phase, the country's economic situation was assessed by the World Economic Forum in its 2008-2009 Global Competitiveness Report, which ranked El Salvador number 79 out of 134 countries analyzed. According to the report, the third (out of 15) most problematic factor for doing business was the country's inadequately educated workforce. Three years later, in the 2011-2012 Report, El Salvador was ranked 91, out of 142 countries analyzed, indicating that the country's competitiveness has worsened. Likewise, the country's inadequately educated workforce continues to be ranked as a problematic factor for doing business, placing seventh (out of 15).

The Partnership for Growth (PFG) Joint Country Action Plan (JCAP) 2011-2015 for El Salvador and the United States, signed in November 2011, is one of the most important strategy documents governing USAID's programmatic focus in El Salvador. The JCAP identified two key constraints to growth in the country: low productivity in the tradables sector and crime and insecurity. Goal #3 under Human Capital in the Low Productivity constraint is:

Improve the quality of the education system in order to create a more highly qualified and technologically skilled labor force. The Governments of El Salvador and the United States will join forces to help ensure that education of the labor supply matches labor market demand, and they pledge to carry out the actions outlined below. The success of these actions will facilitate a cumulative investment in human capital that will boost the productivity of labor and of the tradables sectors.

Actions under Goal #3 include workforce education programs for youth and women, English language and computer skills training programs, institutional strengthening for INSAFORP, teacher training and technical assistance, among others.

In addition, Goal #8 under Crime and Violence Prevention in the Crime and Insecurity constraint is:

Assist at-risk youth between ages 16-25 through efforts to afford them economic opportunities and engage them in productive activities.

Under this Goal, the Governments of the United States and El Salvador intend to improve job and educational opportunities, foster private sector alliances and offer greater workforce training programs.

The main conclusion of this background information is that workforce development issues continue to be extremely important and relevant to El Salvador's growth and competitiveness and to USAID's programmatic strategies and actions.

Carana's Scope of Work

The Improving Access to Employment Program was designed so that Carana Corporation would work jointly with the private sector, governmental institutions, non-governmental organizations, vocational training and educational institutions including technical high-schools (*bachilleratos tecnicos*), other donors and international cooperation agencies in four areas of assistance: 1) Promoting occupational skills standards – creating a competency certification, 2) Expanding consumer-based reports plus providing career counseling/placement, 3) Improving a labor market information system, and 4) Creating alliances with the private sector.

1- Promoting Occupational Skills Standards and Competency Certification

The goal is to increase the number of Salvadorans, adults and youth, who have a certified competency level in job skills, which will result in a more qualified labor supply. In addition, workers' mobility (upward and horizontally) within the industry will increase, expanding opportunities to improve their income and occupational status.

As of September 2011 the Program had trained a total of 3,988 people (51% female) and continued to support the professionalization of high-priority occupations, such as call centers, through the development of better-defined skills standards, the use of competency-based testing and certification, and the creation of pilot training programs incorporating these best practices. The Program also began developing a new initiative with Pizza Hut to prepare at-risk youth for entry-level employment.

2- Expanding Consumer-based Employment Reporting and Career Counseling/placement

The goal is to provide prospective students/trainees with information on program quality, post-graduation employment success, adequacy of career counseling and transition to work. This information should help them make decisions on their future career based on factual data.

As of September 2011, the Program was implementing two complementary initiatives. The first is the National Internship Program, which aims to provide a large number of junior college and university students with on-the-job experience as interns before they finish their studies to better prepare them for the requirements of work in their chosen area of study. The second initiative is a career counseling certification program, which includes a pilot initiative with the Ministerio de Trabajo y Proteccion Social (MTPS) to train more than 200 of its job placement counselors.

3- Improve Labor Market Information System

The goal is to have a labor market information system that can produce useful information on a regular basis for governmental entities, training institutions, employers, adult employees and students/graduates on labor market needs, trends and supply and demand so they can make informed choices.

This third component was put on hold during the period that this Evaluation covers for two main reasons: 1) the Japanese Cooperation Agency (JICA) and the World Bank both were developing programs to develop a labor market information system with the Ministry of Labor, and 2) USAID met with the Ministry of Labor to discuss this activity component at the beginning of the Program, and the Ministry requested that USAID not begin activities so as to not duplicate efforts. In order to respect the Ministry's wishes and optimize resource use, implementation of the system was delayed. However, USAID did approach both JICA and World Bank to offer to coordinate with them in this area.

Meanwhile, Carana Corporation pursued other activities under this component. As of September 2011, the Program provided technical assistance to the Ministry of Labor to implement its job fairs for persons with disabilities, and the Program supported the CONJUVE-sponsored JUVENTUR Job fair.

4- Create Alliances with the Private Sector

USAID/El Salvador anticipates that a total of \$1,750,000 of USAID funds will be used as leverage for private sector funding or resources. Carana Corporation was asked to define innovative, practical approaches to using these resources to promote program objectives.

By the end of September 2011, the Program had formalized 13 broad alliances.

The end result sought by this Program is a workforce development system that provides an improved set of knowledge and skills to the working population in El Salvador in response to market demands and changes.

USAID has used a number of indicators to monitor progress on the Program, as well as regular meetings with Carana Corporation, site visits and other means of communications for the list of Program indicators used to monitor activities). The Contractor will be responsible for collecting all monitoring data on Program indicators from Carana Corporation, analyzing it using cross tabulations and triangulation (or cross examinations from several data sets collected using

different methods) and reporting on it in the final evaluation report as evidence to answers for the evaluation questions. Most Program indicators have a baseline of zero (0).

The **development hypothesis** of the Improving Access to Employment Program is: If workers' skills are matched with private sector needs; if labor market participants have access to quality market information; and if the private sector and Government are engaged in these efforts and contribute directly to the labor market through strategic alliances, then the Salvadorian labor market will function better and more efficiently and El Salvador will improve its competitiveness.

It is important to note that Carana Corporation has managed and implemented the Improving Access to Employment Program based on a process of constant learning and evolution. Areas of focus and activities have evolved each year to respond to market needs and opportunities that have been presented. For instance, after identifying a bottleneck in finding youth who qualified to participate in the Program, Carana Corporation began working with other at-risk youth programs in the country to pre-select participants. This constant state of change and improvement is important to point out to the Contractor because it shows Carana Corporation's willingness to adapt to market demands and desire to achieve positive results contributing to the overall Program objectives.

III. Evaluation Questions

The Contractor must comply with USAID's Evaluation Policy.
<http://www.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf>

The following evaluation questions, in priority order, should be answered as a result of this evaluation and clearly presented in the Final Report in terms of how they relate to the evaluation purpose.

1. How effective has the public-private partnership model used in the Program been?
 - a. What were the major factors of the model that influenced the achievement or non-achievement of program objectives?
 - b. What types of relationships have been developed through the model?
 - c. What direct impacts did the model have on reaching and affecting beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions)?
 - d. Did the model promote a match between the supply of skilled workers and a private sector demand for labor? Explain.
 - e. What measures have been taken by involved institutions to foster sustainability once the Program ends?
2. What lessons have been learned about building capacity with local organizations in the area of workforce development?
 - a. What recommendations can be made to build capacity with local organizations for future workforce development programming, based on these lessons learned?

3. What difference has the Program made to the beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) in terms of facilitating access to employment?
4. Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for Carana Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?
5. How aware are beneficiaries that this Project is funded by USAID?

IV. Data Collection, Analysis and Methodology

The data collection plan for this evaluation will include: a desk review of relevant documents; interviews and/or focus groups; and direct observation through site visits. The results of these interviews and reviews will be analyzed for content on a qualitative and quantitative basis.

- Desk review of relevant documents
 - USAID/EI Salvador will provide the Contractor with all relevant project specific documents, such as scopes of work, reports, prior assessments, etc. The Contractor should review the documents before meeting with local stakeholders for interviews. The Contractor is expected to review these and create a Document Review Matrix to be delivered to USAID/EI Salvador using the following illustrative format, which may be improved by the Contractor:

Evaluation Question #	Methodological Data Collection Tool(s) Used	Source(s) (Documents and others)	Any comments
<i>Example: 1.b What types of relationships have been developed through the model?</i>	<i>Example: 1. Document review of Quarterly Report Alliance table, 2. Individual interviews 3. Site visits</i>	<i>Example: 1. Carana Corporation, 2. Chief of Party, Company X, Government official from Office Y, 3. Training classroom Z</i>	<i>Site visits were selected by Carana Corporation.</i>

- USAID/EI Salvador or Carana Corporation will provide monitoring data on indicators.
- USAID/EI Salvador can provide the following information as data sources for this evaluation:
 1. Workforce and Labor Assessment conducted in 2008
 2. The Partnership for Growth Joint Country Action Plan
 3. Task Order with the original Program Scope of Work
 4. Quarterly Report from Carana Corporation
- Consulting stakeholders in the country
 - Key Informant Interviews, Group Interviews, Focus Groups. The Contractor will interview individuals from the institutions listed below at a minimum. USAID/EI Salvador will provide the list of contact information to facilitate selection once the Evaluation contract is signed by the Contractor.

The Contractor may also conduct focus groups or group interviews with individuals from the proposed organizations identified below.

The list of illustrative contacts and beneficiaries can be used to select interviewees. Selection should be done in a statistically significant way and the methodology should be recorded.

1. USAID/El Salvador (including Contracting Officer Representative)
2. Carana Corporation (including Chief of Party, and Monitoring and Evaluation Specialist)
3. Direct Program beneficiaries - individuals
4. Private sector companies that have formed partnerships (for example, the Chamber of Commerce, the Salvadoran Industrial Association, Pizza Hut, WalMart, Aeroman, etc.)
5. Governmental agencies that have formed partnerships (for example, Ministry of Labor, INSAFORP, National Youth Council (*Consejo Nacional de la Juventud*), etc.)
6. Academic institutions that have formed partnerships (for example, FUSALMO, FEDISAL, Instituto Tecnológico Centroamericano ITCA/FEPADE, etc.)
7. Other U.S. Government agencies or funded initiatives (for example, Millennium Challenge Corporation, the Health and Education Offices at USAID, etc.)

The Contractor may talk to other related individuals or organizations that the evaluation team may identify as relevant to this evaluation. In particular, the Contractor should contact at least three institutions that were invited to participate in the Program, but declined the offer, in order to get their feedback on why they were not interested at the time. These institutions may or may not provide feedback, but both the contacting process and results should be documented in the Final Evaluation Report, particularly for Evaluation Question #2. Carana Corporation and USAID/El Salvador can identify these approached, but non-participating institutions, for the Contractor.

Specific interview and focus group questions will be prepared in advance and finalized during the team planning meeting with USAID/ El Salvador; the questions should be recommended by the Contractor with the specific purpose of answering the evaluation questions listed in this Scope of Work and must be limited in number. The questions asked in the interviews and as part of the focus groups should be different and targeted to the specific audience; in particular, the questions directed toward each sector (governmental, private sector, academic institutions) should be different and targeted in order to facilitate data collection to answer the evaluation questions. A sampling plan

of who is selected for interviews, whether purposeful sampling, random or a combination of approaches, must be developed in advance and summarized in the Final Evaluation Report.

- Site visits with organizations listed above or other relevant ones identified by the Contractor. USAID/El Salvador and/or Carana Corporation can make suggestions and will help the Contractor gain access, if needed; however, the Contractor will make the final determination of which sites to visit. Site visit selection should be based on a sampling plan developed in advance and summarized in the Final Report. This could include purposeful sampling methods, random sampling, or some combination of approaches.
- Team planning meetings
 - An initial team planning meeting will be held between USAID and the Contractor before the evaluation begins so that USAID can clarify any questions from the Contractor, expectations and guidelines. The expected result of this meeting is to:
 - Confirm each team member's role and responsibilities
 - Confirm the anticipated timeline and deliverables
 - Finalize questions to be asked during interviews
 - Finalize other data collection tools and methodologies
 - Identify communications logistics and how the Contractor, USAID/El Salvador and Carana Corporation will communicate with each other.
 - Finalize and approve the written Evaluation Plan.
 - A second team planning meeting will be held among USAID, the Contractor and Carana Corporation in country before the evaluation begins so that the Contractor can clarify the evaluation methodology and initiate contact with Carana Corporation.

The analysis of the data collected is just as important as the actual collection. The Contractor must triangulate data collected in order to have sound evidence for the findings and conclusions in the final evaluation report based on the data presented. In the Final Report, the Contractor should list any biases or limitations that exist for both data collection and analysis. In addition, all real or possible conflicts of interest must be disclosed by each member of the evaluation team in writing.

All data should be disaggregated and analyzed by gender. All data reported by Carana Corporation for its indicator reports is gender disaggregated.

V. Deliverables

The Contractor will deliver the following deliverables to USAID/El Salvador:

1. Timeline and/or Milestone Plan in Word or Excel to be finalized o/a 2 weeks after award.

2. An Evaluation Design and Work Plan in Word with the methodologies and Sampling Plan in Word or Excel to be finalized in the Team Planning Meeting o/a 2 weeks after award.
3. Weekly bullet reports of activities in Word, particularly for Weeks 1-6, due every Monday by the close of business.
4. Document review matrix in Word or Excel (see format above in Section IV. on Page 6) to be completed o/a Week 6.
5. A draft of the Final Report for review o/a Week 6, to USAID. USAID will provide comments within one week. The draft report should be submitted in English. It will include an Executive Summary no longer than 3 pages, stating the methodologies, findings, conclusions and recommendations of the evaluation. (The final Executive Summary will be presented in both English and Spanish.)
6. A Final Report in Word no longer than 30 pages excluding annexes, identifying methodologies, findings, conclusions and recommendations. The Final Report should be presented in English and Spanish and have incorporated USAID's comments, as appropriate. The Contractor should turn in two copies in print in each language and 1 copy in electronic version with both languages (DVD or flash drive). The Final Report will be due to USAID one week after the Contractor receives comments on the draft, o/a Week 8 after award. USAID will review and then approve the Final Report if comments have been incorporated satisfactorily.
7. Any raw data (qualitative or quantitative) collected in electronic form (DVD or flash drive, in original format of Word, Excel, etc.) o/a Week 8 after award.
8. A Final Presentation with PowerPoint slides to USAID and Carana Corporation upon acceptance of the Final Report o/a week 9 after award. Only the Team Leader needs to be present for the Final Presentation; however, local evaluation team members may also attend.

All reports and papers will be considered draft versions until they are approved by USAID.

VI. Reporting Requirements

The Final Report in English and Spanish will become public documents for distribution among the project's key stakeholders, including high-level U.S. government policy-makers and officials, host country government officials, the private sector and civil society and other audiences. The main users of the evaluation will be Carana Corporation, to adjust Program implementation tools if necessary, and USAID/El Salvador, to plan for future programming designs in the area of access to employment.

The Final Report will include the following sections:

1. Executive Summary
2. Project Identification Cover Page
3. Table of Contents
4. List of Acronyms
5. Background
6. Evaluation Purpose and Objectives
7. Methodologies and Limitations (including sampling and data collection and analysis methodologies)
8. Findings
9. Conclusions
10. Recommendations
11. Appendices
 - a. Copy of the final Evaluation Scope of Work (SOW) and Purchase Order (PO) – required
 - b. Copy of the final Evaluation Plan - required
 - c. A Statement of Differences, regarding significant unresolved differences of opinion by funders, implementers and/or members of the evaluation team – if needed
 - d. Copies of all tools used, such as checklists, surveys, questionnaires – required
 - e. A list of all sources of information, properly identified – required
 - f. Any other Appendices

The Contractor will submit the approved Final Report in English and Spanish to the Development Experience Clearinghouse (DEC) I: <http://dec.usaid.gov>

VII. Team Composition

The Contractor shall not make any changes of personnel without prior Contracting Officer's approval. Prior to the replacement of any of the specified personnel, the Contractor shall immediately notify both the Contracting Officer and USAID Contracting Officer Representative (COR) reasonably in advance and shall submit written justification (including proposed substitutions)

1. Team Leader-Sergio Cambrero

Education: Bachelor's university degree in development or a related development field, such as Economics, Political Science, Public Administration, Business Administration, or other discipline related to development assistance is required. Advanced degree preferred. Formal training in monitoring and evaluation is preferred.

Language Proficiency: Spanish Level III and English Level IV

Work Experience: At least 8 years of relevant prior experience conducting development evaluations and monitoring projects and programs, preferably in Latin or Central America. At least 5 years of project management experience. Some familiarity with USAID's objectives, approaches and operations, particularly as they relate to evaluations, is a plus.

Position Description: The Team Leader must be someone external to USAID. The Team Leader will be the lead on Monitoring and Evaluation; therefore, s/he should have knowledge and experience in evaluation methodologies and practical applications. The Team Leader will be responsible for overseeing and coordinating all activities related to this evaluation and for ensuring production and completion of a quality report, in conformance with this SOW.

2. **Workforce Development Expert – Michael Midling**

Education: Bachelor's university degree in development or a related development field, such as Economics, Political Science, Public Administration, Business Administration, or other discipline related to development assistance is required. Advanced degree is preferred.

Language Proficiency: Spanish Level III and English Level IV

Work Experience: At least 5 years of relevant prior experience in workforce development programs, preferably in Latin or Central America. It is preferred for the Workforce Development Expert to have relevant prior experience in evaluations of development projects.

Position Description: The Workforce Development Expert will be the lead technical expert. S/he will be responsible for overseeing and coordinating all technical analyses having to do with workforce development and labor markets. This Expert will help ensure the production and completion of a quality report, in conformance with this SOW, working with the Team Leader and local consultants. This Expert will work closely with the Labor Expert to understand and contextualize the Salvadorian market for this evaluation.

3. **Labor Expert – Francisco Molina**

Education: Bachelor's university degree in development or a related development field, such as International Law, Economics, Political Science, Public Administration, Human Rights or other discipline related to development assistance is required. Advanced degree is preferred.

Language Proficiency: Spanish Level IV and English Level III

Work Experience: At least 5 years of relevant prior experience in Central America in the areas of workforce development and the local labor market, preferably with further experience working with youth and the labor market. It is preferred for the Labor Expert to have relevant prior experience in evaluations of development projects.

Position Description: The Expert will be the lead on local labor issues, especially relating to training, workforce development and youth. The Labor Expert will provide local support and expertise to the International Workforce Development Expert and Team Leader, specifically knowledge about the Salvadorian labor market, contextual factors and local players and dynamics. The Expert will be involved in planning, data collection and analysis and drafting the final reports, as well as any other tasks determined by the Team Leader.

4. **Logistics Coordinator – Silvia López Tull**

Education: High School degree is required. Bachelor's university degree in administration or a related development field, such as Economics, Political Science, Public Administration, Business Administration, or other discipline is preferred.

Language Proficiency: Spanish Level IV and English Level II

Work Experience: At least 5 years of relevant administrative work experience. Participation in or knowledge about evaluations of development a project is a plus.

Position Description: This is not a full-time position. The Logistics Coordinator will be responsible for coordinating with USAID/El Salvador, Carana Corporation and the Contractor to schedule local meetings, transportation and other administrative logistics. The Logistics Coordinator will be involved in planning and should help with data collection and analysis.

In addition, each team member should have, at minimum, the following skills and experience:

- An understanding of the country context
- Demonstrated skill in written and oral communications
- Ability to work effectively and communicate with a diverse set of senior governmental officials and professionals

VIII. Method of Payment

Fixed partial payments are authorized upon receipt and acceptance of deliverables as described herein:

1. Timeline and/or Milestone Plan - 10% : \$12,500
2. Evaluation, Design and Work Plan - 10% : \$12,500

3. Document review matrix - 10%: \$12,500
4. Draft Final Report - 30%: \$37,500
5. Final Report - 30%: \$37,500
6. Final Presentation – 10%: \$12,500

IX. Logistics

The Contractor will be responsible for all logistic support under this Purchase Order (travel arrangements, local support, local transportation etc.) required to perform the work in a timely and effective manner.

G. Clauses Incorporated by Reference

This purchase order incorporates the following Federal Acquisition Regulation (FAR) and USAID Acquisition Regulation (AIDAR) clauses by reference with the same force and effect as if they were given in full text. Full text can be viewed at <https://www.acquisition.gov/far/> and <http://www.usaid.gov/policy/ads/300/aidar.pdf>

- | | |
|---------------|---|
| 52.202-1 | Definitions. (JAN 2012) |
| 52.203-5 | Covenant Against Contingent Fees. (APR 1984) |
| 52.203-6 | Restrictions on Subcontractor Sales to the Government. (SEP 2006) |
| 52.203-7 | Anti-Kickback Procedures. (OCT 2010) |
| 52-211-11 | Liquidated Damages-Supplies, Services, or research and development |
| 52.211-13 | Time Extensions |
| 52.216-24 | Limitation of Government Liability (APR 1984) |
| 52.222-12.1.1 | Contract Termination-Debarment |
| 52.222-26 | Equal Opportunity |
| 52.222-36 | Affirmative action for workers with disabilities |
| 52.222-41 | Service contract act |
| 52.222-50 | Combating Trafficking in Persons. (FEB 2009) |
| 52.223-6 | Drug Free Workplace |
| 52.223-18 | Encouraging Contractor Policies to Ban Text Messaging While Driving. (AUG 2011) |
| 52.225-13 | Restrictions on Certain Foreign Purchases. (JUN 2008) |
| 52.225-14 | Inconsistency between English version and translation of contract |

- 52.225-25 Prohibition on Contracting with Entities Engaging in Sanctioned Activities Relating to Iran--Representation and Certification. (NOV 2011)
- 52.226-6 Promoting Excess Food Donation to Nonprofit Organizations. (MAR 2009)
- 52.227-14 Rights in Data-General

- 52.232-1 Payments. (APR 1984)
- 52.232-25 Prompt Payment (OCT 2008)

- 52.233-1 Disputes (JUL 2002)
- 52.233-3 Protest after Award. (AUG 1996)
- 52.242-15 Stop Work Order (AUG 1989)
- 52.242-17 Government Delay of Work

- 52.233-4 Applicable Law for Breach of Contract Claim. (OCT 2004)
- 52.243-1 Changes- Fixed Price (Alternate I) (AUG 1987)

- 52.244-6 Subcontracts for Commercial Items. (DEC 2010)
- 52.246-4 Inspection of Services-Fixed Price
- 52.247-28 Contractor's invoices
- 52.249-2 Termination for convenience of the Government-Fixed Price

AIDAR CLAUSES

- 752.7003 Documentation for Payment (NOV 1998)
- 752.7008 Use of Government Facilities or Personnel (APR 1984)

52.216-25 Contract Definitization. (OCT 2010)

(a) A [*insert specific type of contract*] definitive contract is contemplated. The Contractor agrees to begin promptly negotiating with the Contracting Officer the terms of a definitive contract that will include (1) all clauses required by the Federal Acquisition Regulation (FAR) on the date of execution of the letter contract, (2) all clauses required by law on the date of execution of the definitive contract, and (3) any other mutually agreeable clauses, terms, and conditions. The Contractor agrees to submit a [*insert specific type of proposal (e.g., fixed-price or cost-and-fee)*] proposal, including data other than certified cost or pricing data, and certified cost or pricing data, in accordance with FAR 15.408, Table 15-2, supporting its proposal.

(b) The schedule for definitizing this contract is [*insert target date for definitization of the contract and dates for submission of proposal, beginning of negotiations, and, if appropriate, submission of make-or-buy and subcontracting plans and certified cost or pricing data*]:

(c) If agreement on a definitive contract to supersede this letter contract is not reached by the target date in paragraph (b) of this section, or within any extension of it granted by the Contracting Officer, the Contracting Officer may, with the approval of the head of the contracting activity, determine a reasonable price or fee in accordance with Subpart 15.4 and Part 31 of the FAR, subject to Contractor appeal as provided in the Disputes clause. In any event, the Contractor shall proceed with completion of the contract, subject only to the Limitation of Government Liability clause.

(1) After the Contracting Officer's determination of price or fee, the contract shall be governed by -

(i) All clauses required by the FAR on the date of execution of this letter contract for either fixed-price or cost-reimbursement contracts, as determined by the Contracting Officer under this paragraph (c);

(ii) All clauses required by law as of the date of the Contracting Officer's determination; and

(iii) Any other clauses, terms, and conditions mutually agreed upon.

(2) To the extent consistent with subparagraph (c)(1) of this section, all clauses, terms, and conditions included in this letter contract shall continue in effect, except those that by their nature apply only to a letter contract.

(End of clause)

52.233-2 Service of Protest. (SEP 2006)

(a) Protests, as defined in section 33.101 of the Federal Acquisition Regulation, that are filed directly with an agency, and copies of any protests that are filed with the Government Accountability Office (GAO), shall be served on the Contracting Officer (addressed as follows) by obtaining written and dated acknowledgment of receipt from [*Contracting Officer designate the official or location where a protest may be served on the Contracting Officer.*]

(b) The copy of any protest shall be received in the office designated above within one day of filing a protest with the GAO.

(End of provision)

Annex B: Final Evaluation Plan



International Business & Technical Consultants, Inc.

8618 WESTWOOD CENTER DRIVE ■ SUITE 220 ■ VIENNA, VA 22182 ■ USA
TEL: 703-749-0100 ■ FAX: 703-749-0110 ■

Evaluation Plan

**The Mid-term Performance Evaluation of the Improving
Access to Employment Program in El Salvador**

RFQ 519-12-000021

IBTCI August 14, 2012

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Acronyms

COP	Chief of Party
GOES	Government of El Salvador
IBTC	International Business & Technical Consultants, Inc.
JCAP	Joint Country Action Plan
BEL	Local Public Job placement Centers
PfG	Partnership for Growth
PMP	Performance Management Plan
INSAFORP	Salvadoran Institute for Professional Formation
SOW	Scope of Work
TOR	Terms of Reference
USAID	United States Agency for International Development

Introduction

In El Salvador, workforce development issues remain extremely important and relevant to the country's growth and competitiveness. Consequently, it is currently addressed as a prime area of concern by USAID's programmatic strategies and actions.

In November 2011, the Partnership for Growth (PfG) Joint Country Action Plan (JCAP) 2011-2015 for El Salvador and the United States was signed, one of the most important strategy documents governing USAID's programmatic focus in El Salvador. This initiative has enabled the Governments of El Salvador and the United States to join forces to help ensure that education of the labor supply matches labor market demand. Its overarching purpose is to improve the quality of the education system in order to create a more highly qualified and technologically skilled labor force.

...this performance evaluation is to inform USAID on the effectiveness of the public-private partnership model used in the Improving Access to Employment Program in El Salvador.

Consistent with this focus on workforce development that stems from valuable research conducted prior to the JCAP initiative, in December 2009 USAID awarded a contract to Carana Corporation to undertake the Improving Access to Employment Program in El Salvador, entered under Contract EEM-I-00-07-00006-00 for a total funding of \$7.4 million. The program currently implemented and scheduled to end in November 2013, focuses on improving the functioning of the Salvadoran labor market to make it capable of matching the supply of skilled workers with private sector demand for labor.

The Mid-term Performance Evaluation of the Improving Access to Employment Program in El Salvador

In July 2012, the International Business & Technical Consultants, Inc. (IBTCI), a US consulting firm based in Vienna, Virginia, was competitively awarded a contract to undertake a mid-term performance evaluation of the Improving Access to Employment Program in El Salvador. The evaluation will cover implementation from the start of the Program in FY 2010 through approximately the end of the second quarter in FY 2012, accounting for roughly three-fourths of the total Program implementation period.

The main purpose of this performance evaluation (as defined in USAID's Evaluation Policy, see below) is to inform USAID on how effective the public-private partnership model used in the Improving Access to Employment Program in El Salvador was at the mid-term point, in order to determine the effects on beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) and how to make adjustments, if necessary, for the remaining time of the Program.

Evaluation Objectives, Participants and Audiences

The objectives of the evaluation as defined in the scope of work (SOW) prepared by USAID are:

- To **determine the effectiveness** of the public-private partnership model used in order to make assessments of whether this approach worked
- To **identify mechanisms** in the model that have built local capacity to date and make recommendations on how to improve capacity of local organizations to foster sustainability
- To **determine priority areas of action** for the remainder of the Program
- To **assess the effects** the program has had on beneficiaries (in facilitating access to employment).

Likewise, the scope of work has identified the main participants in the evaluation to be:

1. Program beneficiaries at large;
2. The Government of El Salvador (GOES) officials,
3. Private sector partners, and
4. Academic institutional partners.

The principal internal audiences of this evaluation will be USAID/El Salvador and Carana Corporation, who are expected to use the results to make any final adjustments during the last year of implementation, as may be necessary and useful. Also, because Carana Corporation has managed and implemented the Program based on a process of constant learning and evolution and seeks to respond to market needs and emerging opportunities, the evaluation will review the lessons learned and best practices that can be drawn from program implementation to date.

In addition to responding to the requirements of internal audiences, USAID also foresees the likely interest of a number of external audiences for the evaluation results, principally in the public sector. The main external audiences that will be considered by the evaluation are entities of the GOES, particularly the Ministry of Labor, the Technical Secretariat of the Presidency and the Salvadoran Institute for Professional Formation or INSAFORP. It is anticipated that these public sector audiences will use the results as input for Partnership for Growth (PfG) planning. Hence, the evaluation will provide these audiences with information that they can use to adjust and plan for future programming designs in the area of access to employment.

Evaluation Questions and Key Issues to be addressed

USAID has provided IBCTI a set of evaluation questions, in order of priority, to be answered as a result of the Mid-Term Performance Evaluation. The Evaluation Report is expected to relate its findings, conclusions and recommendations to the following

questions contained under the SOW, tracking their predetermined order of priority, as well as to the stated evaluation purpose.

The questions included in the SOW are:

...questions addressing the effectiveness, outcomes and sustainability of the approaches to public-private partnerships used by the Program:

1. How effective has the public-private partnership model used in the Program been?
 - a. What were the major factors of the model that influenced the achievement or non-achievement of program objectives?
 - b. What types of relationships have been developed through the model?
 - c. What direct impacts did the model have on reaching and affecting beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions)?
 - d. Did the model promote a match between the supply of skilled workers and a private sector demand for labor? Explain.
 - e. What measures have been taken by involved institutions to foster sustainability once the Program ends?

...questions addressing the capacity building approaches in workforce development used by the Program:

2. What lessons have been learned about building capacity with local organizations in the area of workforce development?

What recommendations can be made to build capacity with local organizations for future workforce development programming, based on these lessons learned?

3. What difference has the Program made to the beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) in terms of facilitating access to employment?

...questions addressing priority areas to be pursued by the Program during the remainder of the implementation period:

4. Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for Carana Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?

...addressing awareness of USAID's role in supporting the project:

A final question has been included in reference to the effectiveness of the program's branding strategy in the context of USAID's communications goals. Specifically, the evaluation will refer to the Carana Corporation Branding Plan to make observations and recommendations on aspects of visibility, messages and audiences, including the communications materials produced and distributed by the Program. Observations and recommendations will strive to provide USAID with a sense of how its presence and support has been reflected in the development topics addressed and program efforts undertaken by this initiative.

5. How aware are beneficiaries that this Project is funded by USAID?

Evaluation Scope and Methodology

The mid-term evaluation will cover implementation from the start of the Program in FY 2010 through approximately the end of the second quarter in FY 2012, accounting for roughly three-fourths of total Program implementation. The evaluation design will consider the time period allocated for the evaluation activities in the field (25 days) and thus engage key sources in a productive, albeit somewhat limited way based on their availability, the extent and nature of their potential contributions, and their location in El Salvador. A team of three professionals will conduct all in-country evaluation activities throughout this period, including brief periodic reporting, a stakeholders meeting to review preliminary findings, and a final debriefing and discussion with USAID before departure from El Salvador. A fourth team member will provide the logistic and operational support to the evaluation.

Evaluation Process and Selection of Sources

Overall, as described in **Figure 1** below, the evaluation process will cover four differentiated stages: (1) Review of secondary sources (document review) and initial preparations for the conduct of on-site observation visits and field interviews; (2) In-country data collection and preliminary data analysis activities; (3) production of draft Final Evaluation Report; and (4) Production and delivery of Final Evaluation Report and in-country presentation.

Initial consultations and discussions with USAID and key program staff currently involved in the implementation will enable the evaluation team to identify and prioritize sources and best understand the opportunities or constraints that each potential source represents in terms of the evaluation purposes and questions. In this respect, the design and programming of the field activities will consider opportunities and constraints to directly observe the Program's approaches to workforce development, including the roles and contributions of the implementing partners, as well as the outcomes of these

approaches among the different target populations. A preliminary schedule to cover the sources already identified is included as an annex to this Evaluation Plan.

Figure 1: Evaluation Process

Evaluation Stage	Main Activities	Timeframe
Review of secondary (document) sources and initial fieldwork preparations.	<ul style="list-style-type: none"> ▪ Identification and review of the final set of secondary sources; ▪ Initial consultations with USAID and Carana; ▪ Identification and contacting of evaluation sources; ▪ Fieldwork programing and initial logistics; 	5 days of in-country team activities
In-country data collection and preliminary data analysis activities	<ul style="list-style-type: none"> ▪ Final development and testing of data collection tools; ▪ Field observation visits and interviews using data collection tools and guidelines; ▪ Data integration and preliminary analysis to detect possible redundancies or voids; ▪ Data triangulation and final facts-checking; ▪ Weekly abbreviated reporting of progress to USAID; ▪ Periodic consultations and feedback from the Carana Team; ▪ Stakeholders' Meeting to discuss preliminary findings and avail feedback on key issues; ▪ Final in-country debriefing with USAID to discuss prospective findings, conclusions and recommendations; 	20 days of in-country team activities
Production of draft Final Evaluation Report.	<ul style="list-style-type: none"> ▪ Final data analysis and preliminary drafting of findings; ▪ Production of draft report and comment matrix; ▪ Review, comment and approval of draft report; 	21 days of distance collaboration on specific areas as required
Production and delivery of Final Evaluation Report and in-country presentation	<ul style="list-style-type: none"> ▪ Final production of Evaluation Report; ▪ Final compilation of raw data and supplementary (annex) report contents; ▪ Final development of results presentation to USAID. 	4 days of distance collaboration and 4 days of in-country activities

Data Collection and Analysis

Overall, the mid-term evaluation of the Improving Access to Employment Program will assess the program's ability to achieve its intended targets, while closely examining the quality and reliability of the data collected throughout program implementation to date. To achieve this, a key aspect of the Mid-term Evaluation is the process of conducting individual and group interviews. Their main purpose is to enable the evaluation team to answer the evaluation questions listed in the SOW. IBCTI will therefore develop guidelines to register the information collected in the interviews and the design of a matrix that summarizes relevant findings of the interviews.

Focus groups are not proposed for the final design of the field activities. Because the evaluation encompasses a primarily qualitative review of the program and its outcomes, the opinions, criticisms, and other feedback about the experiences of beneficiaries in program-supported activities will be solicited in group and individual interviews as appropriate. Although some of the group interviews may utilize certain focus group techniques such as soliciting answers on a limited number of questions from all members of a particular group, group interviews are primarily intended to provide important feedback from the perspective of service providers, partners, and direct beneficiaries. Because respondent groups vary widely in terms of their roles or participation in program activities, the responses of each group will not necessarily be directly comparable in the same way that responses from focus groups would be.

Data Collection Tools and Disaggregation

Accordingly, the evaluation team has decided to concentrate on collecting data and user feedback from individual or group interviews utilizing semi-structured interview protocols, where greater flexibility in the variation of questions and topic emphasis can be achieved. This more flexible approach will also be helpful in addressing time and logistic constraints that could require significant adjustments to samples and locations as the field activities progress.

Data will be disaggregated by age, gender and geographic distribution. To the extent possible, special emphasis will be placed on covering populations with disabilities that have been engaged by the Program. We also intend to highlight any gender-specific practices that the Program may have adopted. Selected data, drawn from particularly innovative models or approaches, will be highlighted to assist recommendations related to program expansion or further USAID support.

The following tools will be used for gathering and analyzing beneficiary's information. All of these tools will be designed to establish linkages between beneficiary responses or observed activities and the main evaluation questions:

- a) Individual Interview Protocols: Semi-structured individual interview protocols contain questions and guidelines that solicit feedback in a one-on-one setting. These will be used, for example, from employers, trainers, or job counselors.
- b) Group Interview Protocols: Semi-structured group interview protocols contain questions and guidelines that solicit feedback in a group setting. These will be used, for example, with instructors and young adults benefitting from the Program.
- c) Questionnaires: In addition to interviews we will ask a limited number of participants and other beneficiaries (i.e. private sector, government, women

beneficiaries, and person with disabilities) to complete short questionnaires. Questionnaires are intended to assist with the triangulation of responses and possibly provide a useful contrast to verbal responses.

- d) Observation Guidelines: A standard format will be developed and used by all team members when conducting observations at sites where program activities are currently conducted.
- e) Intermediate Reporting of Findings: A standard format will be developed and used by all team members to share notes for the internal use of the evaluation team on the results of interviews and observations. These internal notes will provide the basis for, as examples, cross-site analysis, program vignettes, lessons learned, good practices, prospects for sustainability, and recommendations for further Program activities or other USAID interventions in workforce development.
- f) Review of Performance Management Plan: To assist with future project planning and implementation, the evaluation will also examine the validity and relevance of current performance indicators and outcomes as included in the Performance Management Plan (PMP) and the quarterly reports through June 2012.

Sampling Plan for Interviews and Site Visits

The evaluation team activities in El Salvador began with a meeting with USAID officials and several meetings with Carana personnel. Initial secondary information data collection and analysis was followed by a preparation of the proposed work plan as required by the Terms of Reference (TOR). In depth discussions with the Chief of Party (COP) and the technical personnel of Carana, enabled the evaluation team to define the objectives and the methodological alternatives for conducting the interviews and site visits. Consultations included group discussions and also individual interviews on technical issues pertaining specific program activities.

Sample Criteria for Interviews and Visits

To maximize the efficiency of interviews and visits made to the beneficiaries (defined as individuals, academic, governmental, civil society and private sector institutions) the evaluation team grouped the Alliances into five categories. The first group centers on improving English skills; the second group focuses on youth at risk; the third group emphasizes jobs for persons with disabilities; the fourth examines public job placement centers; and the fifth looks at training providers and their instructional curricula.

Although sampling will track the scope and nature of the activities undertaken by the Program under each category, where some activities may naturally encompass larger numbers of participants, the evaluation activities will seek to attain a balance between

individual and group interviews under each of the five categories. Accordingly, the evaluation team expects to conduct 4-6 individual or group interviews in most of these categories. However, for some groups, such as persons with disabilities, the minimum number may be somewhat smaller depending on evaluator access to respondents or opportunities for evaluation. Group interviews are expected to have a minimum of three and a maximum of eight participants to enable productive interview environments that encourage meaningful participation and contributions from participants.

Selection of the visits and interviews was made using information and records provided by Carana, including those records pertaining to the training program for the month of August 2012. Visits and interviews will be carried out in San Salvador and the Departments of San Miguel, Santa Ana, and La Libertad.

Limitations of the Evaluation

1. The selection of sites to be visited is purposeful. Hence, not all beneficiaries have an equal probability of being sampled.
2. Whether in individual or group format, interview participants will also constitute a purposeful sample. Participants will be selected as to cover the broadest possible range in terms of age, gender and employment focus, as well as applicable demographics, geographic distribution and special interests. However, because useful and deliberate stratification or clustering is not feasible within the evaluation timeframe and any identified biases will be discussed as part of the evaluation findings.
3. The Program does not have a baseline. Therefore a rigorous pre and post comparison is not possible.
4. There is no rigorously defined counterfactual to enable comparisons with populations that were not included in the project.
5. Carana only maintains employment records for the first six months of employment. Therefore, sustainability of employment cannot readily be assessed beyond that period of time.
6. All available data collected will be disaggregated by gender. However, it is still unclear to what extent the data accrued by the project will be relevant and useful towards addressing constraints and solutions to gender-related access to employment.

Development of Evaluation Tools

The matrix presented in **Figure 2** below shows some of the illustrative questions, sub-questions, and probes that are being used to develop interview guides and questionnaires. For the purposes of clarity, the evaluators have assumed four major groups of respondents as follows: (1) “enterprises,” which includes all employers and their respective associations; (2) Ministry of Labor, and counselors and supervisors in local public job placement centers (BEL), and as feasible, local officials with a portfolio related to workforce or economic development; (3) all persons involved with curriculum development and training of program participants and personnel of partner institutions (e.g., BELs); and (4) those individual beneficiaries that have been identified by the program as participants. This matrix is not intended as an exhaustive list of questions. By the same token, not all of the questions marked under a specific respondent group will be used in all cases with all members of a specific respondent group.

A semi-structured Approach to Interviews

In addition to observing current activities programmed by Carana and its partners, the evaluators will also conduct semi-structured¹ individual (noted with an “I”) and group interviews (G), as well as structured written questionnaires (Q). The first initial in a column header indicates the primary method anticipated—for example, an “IG” would anticipate that the main method of collecting data would be in individual interviews and a secondary method of collection would be in a group setting. As another example, the matrix indicates that the method of collecting data from enterprises is likely to happen using individual interviews—as we anticipate talking primarily individually with persons responsible for human resources and/or direct supervisors of individual program beneficiaries (new hires and trainees). It is however, also likely that evaluators may have the opportunity to meet with groups of employers or members of intermediary groups such as employer associations.

¹ A semi-structured interview is a method of research used in the social sciences. While a structured interview has formalized, limited-set questions, a semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored.

Figure 2: Question Matrix

	Enterprises	Min. Labor/BEL	Teachers/Trainer	Individual Benef.
<i>BACKGROUND QUESTIONS</i>				
(These discussions should be relatively brief at the beginning of interviews)				
Describe the surrounding community:				
What is the general labor market like? Unemployment (general; among young adults (esp. 18-26)?	I	IG	IG	GQ
What types of local supports and resources are there for youth/young adults? (E.g., educational; financial; recreational; assistance with job-search) in the local area?	I	IG	IG	GQ
What are the most significant challenges and effective strategies involved with employing younger employees? (probe for questions related to gender and disability). For youth: What are/were the most significant challenges in finding employment?	I	IG	IG	GQ
How did you first become aware of the (Carana) program?	I	IG	IG	GQ
When did you begin working with the program? (Probe for a brief timeline of activities as appropriate)	I	IG	IG	GQ
Describe your relationship with program (Carana, other intermediary) staff and management?	I	IG	IG	GQ
What were your major goals in working with the program?	I	IG	IG	GQ
How effective has the relationship with the program been in allowing you to advance those goals?	I	IG	IG	GQ
<i>GENERAL PROGRAM IMPLEMENTATION</i> (many of these will come at or toward the end of interview)				
What are/were your major goals in working with the program?	I	IG	IG	GQ
To what extent has your participation in the program help you achieve those goals?	I	IG	IG	GQ
What aspects of working with the Program have been important in your ability to achieve your goals? Have there been any negative factors?	I	IG	IG	GQ
To what extent did your relationship with/support from the program promote any improvement in	I	IG	IG	

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	Enterprises	Min. Labor/BEL	Teachers/Trainer	Individual Benef.
the match between the supply of skilled workers and demand for labor? (probe for gender /disabilities)				
How have the relationships enhanced your organization's capacity to recruit and/or train employees/jobseekers?	I	IG	IG	
To what extent will you continue with the model that has been established as a result of your work with the program? What changes do you anticipate?	I	IG	IG	
What types of direct impact has the program had for your organization ; for participants	I	IG	IG	
To what extent to you believe the system that is currently in place is sustainable?	I	IG	IG	
What, if any, measures are you taking or anticipating to ensure sustainability?	I	IG	IG	
What other types of technical or financial assistance do you anticipate needing in the future to further develop the system?	I	IG	IG	
What, if any are important lessons learned as a result of working with the program?	I	IG	IG	
What do you see as major strengths of the program?	I	IG	IG	GQ
What areas could be further improved?	I	IG	IG	GQ
What recommendations would you make to other (national, local) organizations concerning building capacity in the area of workforce development?	I	IG	IG	
What do you regard as the most important impacts of the program, if any? (probe for institutional, capacity building, direct beneficiary, civil society impacts)	I	IG	IG	

Evaluation Plan
The Mid-term Performance Evaluation of the Improving
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	Enterprises	Min. Labor/BEL	Teachers/Trainer	Individual Benef.
What is the general community perception of the program in your community?				
Probe for level of knowledge about USAID support for program and understanding of program components. Make relevant observations regarding the program branding strategy and the use of USAID logos in the field.	I	IG	IG	
<i>Employers / Workforce Development Organizations</i>				
What types of employer skills are most needed (in your company/by local employers)?	I	IG		
What are the basic entry-level requirements for workers (in the areas discussed above)?	I	IG		
What are the typical academic eligibility requirements for these jobs?	I	IG		
Describe the specific training that program participants received.	I	IG	IG	GQ
How effective was the training in preparing the workers for available jobs?	I	IG	IG	GQ
What improvements, if any could be made to the training program?	I	IG	IG	GQ
To what extent do you anticipate providing (for program beneficiaries “receiving”) continued training services (for employers: esp. for those employees recruited through the program)?	I			GQ
What, if any, are there opportunities for advancement (esp. for program participants)	I			GQ

Evaluation Plan
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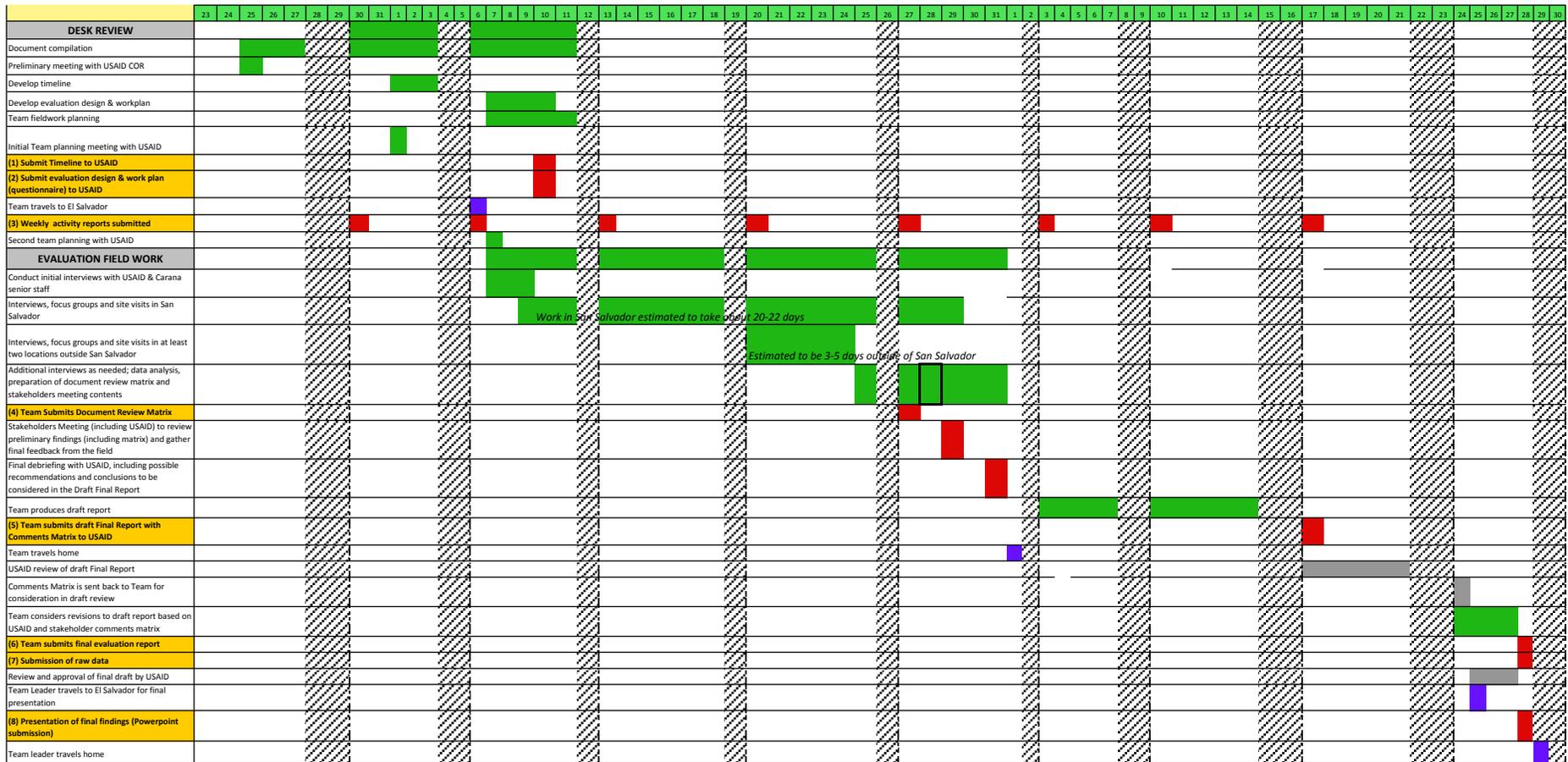
	Enterprises	Min. Labor/BEL	Teachers/Trainer	Individual Benef.
Where else do you / employers typically go to find employees?	I	IG		
How would you compare your former recruitment /job-matching process to the process you have developed as a result with the program?	I	IG		
Are results different from your former/typical recruitment process when working with persons trained / recommended by the program (e.g., the number of interviews necessary to find qualified employees; level of qualification)?	I	IG		
What could the program do / have done to better meet needs for qualified employees?	I	IG		
<i>Trainers / Curriculum Developers Specific</i>				
Describe the curriculum that you use for training program participants.			IG	
Did you participate in the design of the curriculum? (If so, probe for role; whether curriculum was designed primarily “from scratch,” adapted, etc.)			IG	
What are the most important features of the curriculum / teaching strategy?			IG	
What do you see as the major strengths of the current training program? What improvements would you suggest?			IG	
How well equipped is the training program to continue after the program ends?			IG	
How well prepared are the students at the beginning of the course? Are the students selected for training appropriate for the type of training you offer?			IG	
<i>Note: Evaluators will be able to review curriculum documents and observe elements of training process, and will developed tailored questions for each type of training</i>				

Evaluation Plan
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	Enterprises	Min. Labor/BEL	Teachers/Trainer	Individual Benef.
<i>Youth Specific</i>				
How did you find out about the program? What made you interested in it? Why did you enroll in the program?				GQ
What were you doing before you began?				GQ
What's it like participating in the program? Do/did you feel safe and welcome there?				GQ
Do you feel program staff / instructors care(d) about you? Do you feel okay sharing how you feel about things?				GQ
What kinds of things are you/did you learn at the program? In the classroom? On the job?				GQ
For those still in training: Do you think the things you're learning are going to help you get a job?				GQ
What have been the biggest challenges in working toward your employment goals?				GQ
For those that have completed training and/or started work: What was the best thing about the program/training for you? Is there anything that could have been better?				GQ
For those that have completed training and/or started work: How well do you think the program prepared you for your current job?				GQ
For those that have completed training and/or started work: Do you believe that there are opportunities for advancement in your career? Will you require further training to advance? (probe for types of training; information that the employer provided on career paths; other possibilities outside current employer (as appropriate))				GQ
What do/did you like most about the program? Least?				GQ

Annexes

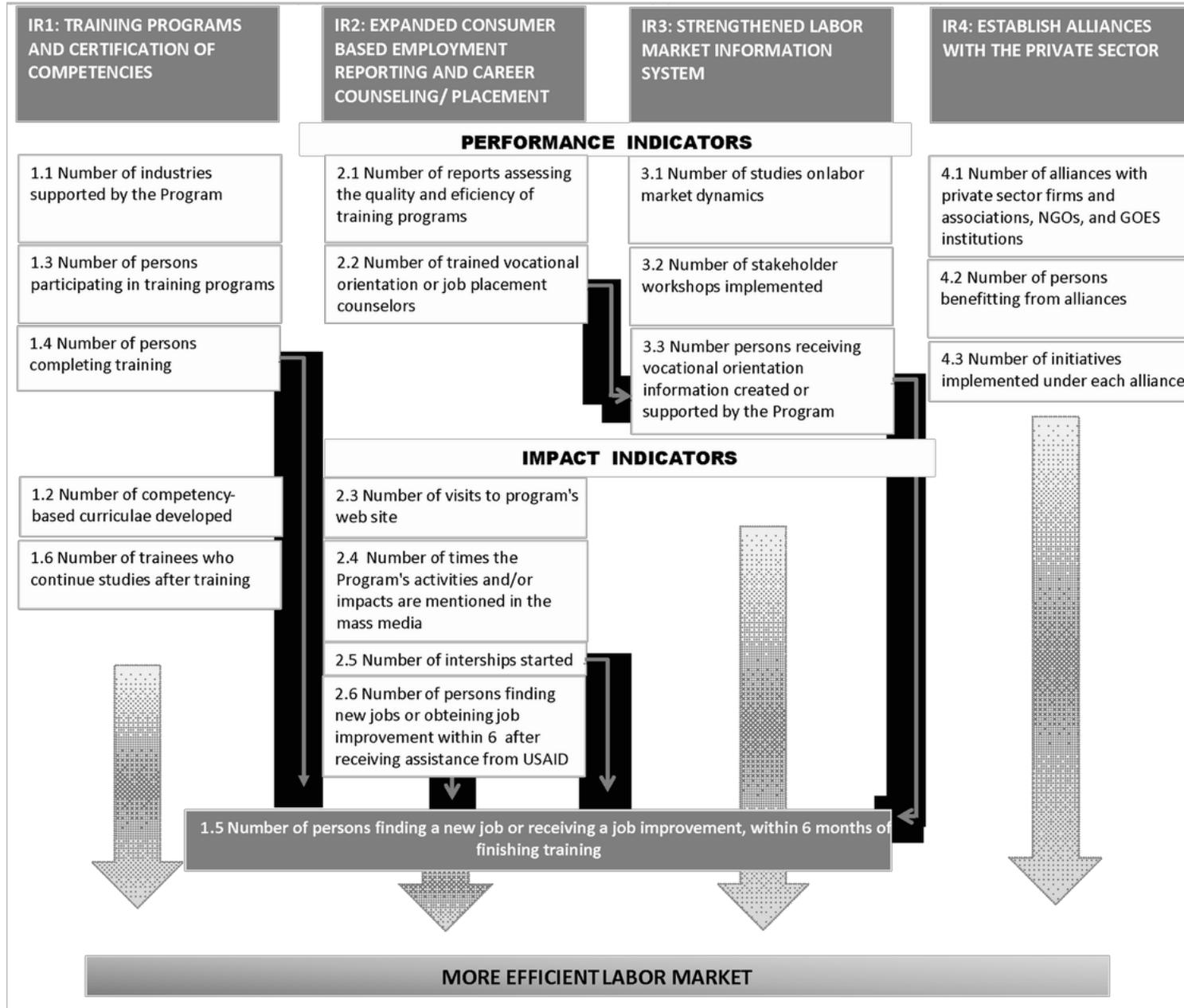
1. **Field Visit Schedule 081012** (attached)
2. **El Salvador Timeline 081012** (attached)



Legend
Evaluation Team Activities
USAID Activities
Travel Day
Deliverable
USAID Response Time

Annex C: Summary of Key Program Performance Indicators & Higher-Level Outcomes

Figure 1. Graphical Matrix of Improving Access to Employment Program Performance and Impact Indicators



Annex D: Key Program Performance Indicator Diagram

Summary of Components and Higher-end Outcomes

Component	Activities/Outputs	Higher Outcomes
1. Promote Occupation Skills Standards and Competency Certification	<ul style="list-style-type: none"> ▪ Pilot training programs that incorporate best practices; ▪ Use of competency-based testing and certification; 	<ul style="list-style-type: none"> ▪ Professionalization of high-priority occupations through the institutionalization of new training programs based primarily on competencies; ▪ Widespread adoption of better-defined skills standards; ▪ Increased certified competency level among adults and youth in job skills yields a more qualified labor supply; ▪ Improved probability that trainees, particularly at-risk youths, will find jobs.
2. Expand Consumer-Based Employment Reporting and Career Counseling/Placement	<ul style="list-style-type: none"> ▪ Vocational and career counseling services and information for persons close to graduation or about to start a career and persons with disabilities; ▪ A National Internship Program; ▪ A career counseling certification program to train and certify job placement counselors, including MTPS, mayoral, and NGO staff; ▪ A pilot consumer-based employment reporting mechanism. 	<ul style="list-style-type: none"> ▪ A large number of junior college and university students access on-the-job experience to better prepare them for work; ▪ Vocational orientation tools and mechanisms are available to assist job seekers, particularly at-risk youth and persons with disabilities find jobs; ▪ Persons investigating educational options can better assess improvements in their job prospects as graduates and make decisions on their future career based on factual data.
3. Improve Labor Market Information System	<ul style="list-style-type: none"> ▪ Assessments of job opportunity and employability with the private sector; ▪ Identification of areas where semi-skilled candidates are severely lacking; ▪ Technical assistance and equipment to MTPS. 	<ul style="list-style-type: none"> ▪ MTPS drafts and launches a national strategy to stimulate youth employment; ▪ A labor market information system is in place and produces useful information.
4. Create Alliances with the Private Sector	<ul style="list-style-type: none"> ▪ Alliances with organizations likely to support the program's initiatives, such as INSAFORP and INJUVE; 	<ul style="list-style-type: none"> ▪ Alliances are established and expanded to identify priority areas and serve as viable mechanisms for new initiatives beyond the end of the project;

Annex E: Two Distinct Categories of Program Activities

TWO DISTINCT CATEGORIES OF PROGRAM ACTIVITIES

Certification, Consumer-based Reporting and Career Counseling

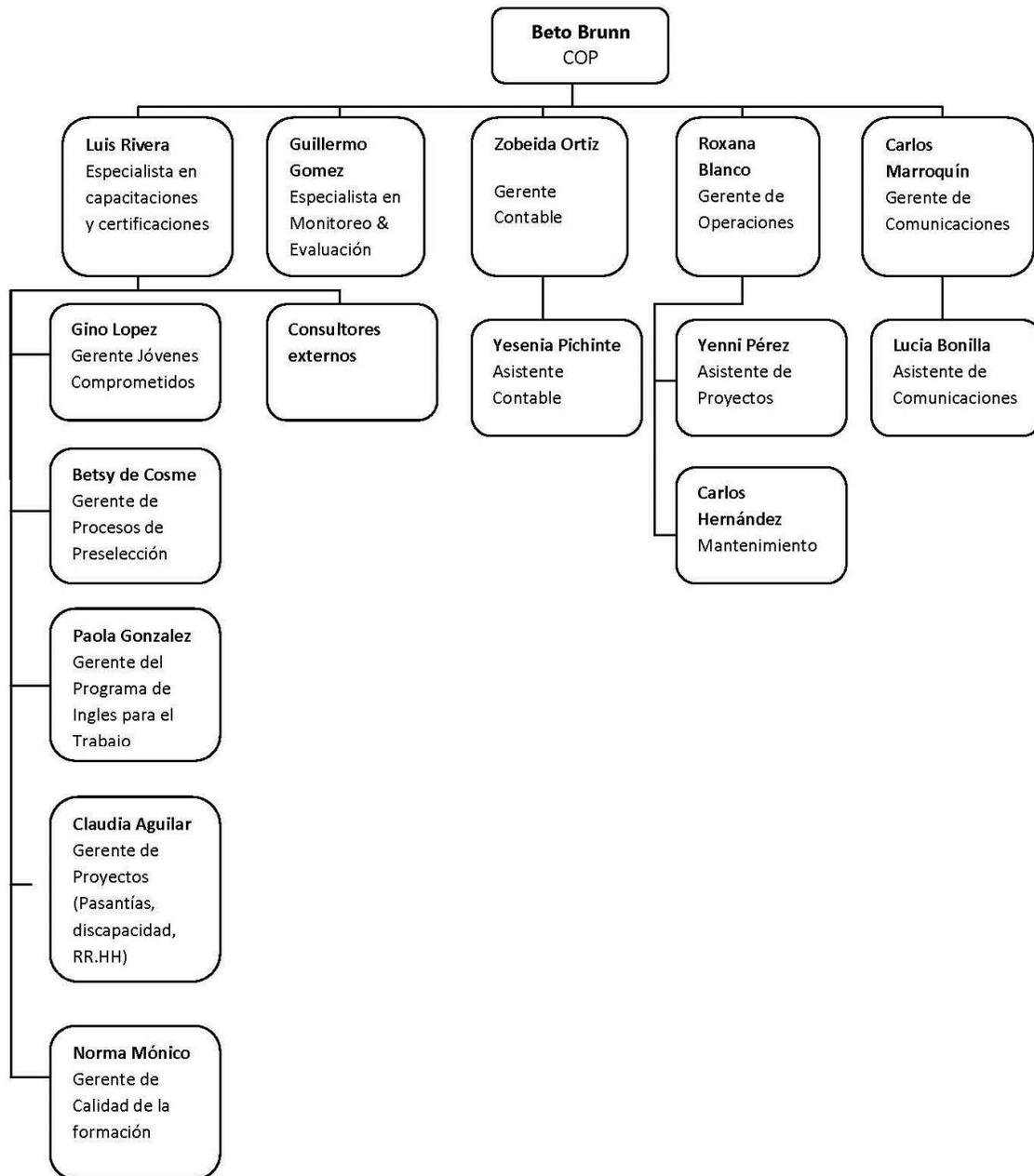
Component/Indicators	Area Description	Benchmarks or Target Outputs
<p>Component/</p> <p>Intermediate Result 1:</p> <p>Promote Occupation Skills Standards & Competency Certification (Training and certification programs)</p> <p>Performance Indicators:</p> <p>1.1 # industries supported by the Program;</p> <p>1.3 # persons participating in training programs;</p> <p>1.4 # persons completing training</p>	<ul style="list-style-type: none"> ▪ Support for at least 8 industries or sectors with new or improved workforce training programs to solve problems related to the supply and quality of job applicants; ▪ Training solutions are new either in terms of occupations or competency-based curricula. 	<ul style="list-style-type: none"> ▪ At least 8,000 persons trained directly or by training organizations, adopting the Program's competency-based curricula; ▪ At least 80% will finish the training, i.e., graduate; ▪ At least 50% of trainees and graduates are women; ▪ At least 55% are youths under 26 years of age; ▪ At least 5% are persons with disabilities; ▪ At least 4,480 persons find new jobs or achieve job improvements.
<p>Component/</p> <p>Intermediate Result 2:</p> <p>Expand (ed) Consumer-Based Employment Reporting and Career Counseling/Placement.</p> <p>Performance Indicators:</p> <p>2.1 # Reports assessing the quality and efficiency of training programs;</p> <p>2.2 # trained vocational orientation or job placement counselors.</p>	<ul style="list-style-type: none"> ▪ Create/improve instruments and systems to assist job seekers, employees seeking new opportunities, job placement specialists, and trainers to make more informed decisions; ▪ A certification program for job placement specialists; ▪ A Web portal with information and tools to assist job seekers and students to make informed career and job decision; ▪ A national internship program; ▪ Support special studies on job market and efficiency of training programs. 	<ul style="list-style-type: none"> ▪ Develop a pilot consumer-based employment reporting mechanism which allows persons investigating training options to better evaluate improvements in their job prospects as graduates;

Labor Market Information System and Private Sector Alliances

Component/Indicators	Area Description	Benchmarks or Target Outputs
<p>Component/</p> <p>Intermediate Result 3:</p> <p>Improve (strengthened) labor market information system.</p> <p>Performance Indicators:</p> <p>3.1 Number of studies on labor market dynamics</p> <p>3.3 Number of persons receiving vocational orientation information created or supported by the Program</p>	<p>Strengthening the quality and accessibility of labor market information for job seekers. Including studies on labor market dynamics, job opportunity areas and vocational information to job seekers.</p> <p>Number of studies developed by the Program related to the employment situation of the country.</p> <p>Number of persons that have used the information system or other tools the program has supported, through which information, placing, or training has been accomplished</p>	<p>At least 8 studies on labor dynamics completed;</p> <p>At least 10,000 persons participated in the program's labor orientation and are registered in the systems data base</p> <p>At least 8 workshops developed by the Program with the objective of bringing the training institutions closer to the human resource demand with abilities that private companies need</p>
<p>Component/</p> <p>Intermediate Result 4:</p> <p>Establish alliances with the private sector.</p> <p>4.1 Number of alliances with private sector firms and associations, NGOs, and GOES institutions</p> <p>4.2 Number of persons benefitting from alliances</p>	<p>Support the development of alliances with the private sector and public-private partnerships to better match the supply and demand for employees</p> <p>Number of alliances made by the Program to develop activities and improve people's competencies, working conditions, and job prospects</p> <p>Number of beneficiary that has been supported by the Program's initiatives (participants in training, internships, vocational orientation programs, etc.) or by the students that are trained with curricula the Program has helped to update under the competencies approach or people supported by computer labs given in consignment by the Program</p>	<p>At least 15 alliances are established</p> <p>At least 19,000 persons were benefitted by the alliances</p>

Annex F: Organizational Chart for the Program

ORGANIGRAMA



Annex G: Sources of Information – Individuals Interviewed and Documents Reviewed

Names	Last Names	Gender	Position	Organization	Methodology	English for Work	Youths at Risk (Jóvenes Comprometidos)	Persons with Disabilities	Bolsa de Empleo	Trainers	1. How effective has the public-private partnership model used in the Program been?	2. What lessons have been learned about building capacity with local organizations in the area of workforce development?	3. What difference has the Program made to the beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) in terms of facilitating access to employment?	4. Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for Carana Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?
Evelin Roxana	Nájera	F	Coordinadora	FUSALMO	IG		X				X		X	X
Karen Iveth	López	F	Entrevistadora	FUSALMO	IG		X				X		X	X
Jorge	Barrera Pocasangre	M	Entrevistador	FUSALMO	IG		X				X		X	X
Fátima Jasmin	López	F	Monitora	FUSALMO	IG		X				X		X	X
Sara Carolina	Barrera	F	Psicóloga	FUSALMO	IG		X				X		X	X
Irma Rosario	Portillo Argueta	F	Entrevistadora	FUSALMO	IG		X				X		X	X
Corina	Martínez	F	Psicóloga	FUSALMO	IG		X				X		X	X
Evelin	Gutiérrez	F	Psicóloga	FUSALMO	IG		X				X		X	X
Beneficiary	Alfaro	M	Trainees	FUSALMO	GQ		X						X	
Beneficiary	Lara	F	Trainees	FUSALMO	GQ		X						X	
Beneficiary	Quiñones	F	Trainees	FUSALMO	GQ		X						X	
Mónica	Beneficiary	M	Trainees	FUSALMO	GQ		X						X	
Josué	Beneficiary	F	Trainees	FUSALMO	GQ		X						X	
Jessica	Beneficiary	F	Trainees	FUSALMO	GQ		X						X	
Roxana	Beneficiary	F	Trainees	FUSALMO	GQ		X						X	
Ernesto	Sánchez	M	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
José Rafael	Rivas Valle	M	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Luis Alonso	Muñoz	M	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Mirna Estenis	Rivas Iraheta	F	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Edgardo Enrique	Gómez Cuéllar	M	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Suyapa del Carmen	Torres Recinos	F	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Kevin Bladimir	Quintanilla	M	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Alfonso	Albanese A.	M	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Julio César	Roldas	M	Trainees	Cto. Amigo del Turista La Libertad	I	X					X		X	X
Matiúe Elizabeth	Velásquez Machado	F	Docente	CASATUR	IG		X				X		X	X
Milita	Segura	F	Coordinadora	CASATUR	IG		X				X		X	X
Jorge Alberto	Aguilar Dimas	M	Docente	El Tunco	IG		X				X		X	X
Morena	Del Río	F	Gerente Administración	FEPADE	I	X					X		X	X
Lucy	de Galdámez	F	Coord. Guiame	FEPADE	I	X					X		X	X
Aury	Huezo de Novellino	F	Gerente Proyectos	FEPADE	I	X					X		X	X
Héctor	Quitteño	M	Director Ejecutivo	FEDISAL	I	X					X		X	X
Iracema	Quinteros	F	Gerente Programas	FEDISAL	I	X					X		X	X
Ademy	Durán	F	Subgerente Procesos RH	Wal-Mart	I		X				X		X	X
Maricarmen	Linares	F	Gerente Procesos RH	Wal-Mart	I		X				X		X	X
Laura María	Cajal Canizález	F	Gerente de Servicios	Cámara de Comercio San Salvador	I	X					X		X	X
Marisela	Rendón	F	Gerente Filial Santa Ana	Cámara de Comercio Santa Ana	I	X					X		X	X
Grecia	Campos	F	Pasante Joven 360 Santa Ana	Cámara de Comercio Santa Ana	I	X					X		X	X
Rodrigo Ernesto	Ayala	M	Gerente General	Cámara de Comercio San Salvador	I	X					X		X	X
Marvin	Escobar	M	Jefe Regional Occidente	Bolsa de Empleo MTPS Santa Ana	I		X				X		X	X
Sara	Zepeda	F	Coordinadora de Empleo	Bolsa de Empleo MTPS Santa Ana	I		X				X		X	X
Lorena	Lara de Fuentes	F	Encargada de Discapacitados	Bolsa de Empleo MTPS Santa Ana	I		X				X		X	X
Yessika Estefanía	González Alvarenga	F	Ventas	Megaboutique Suc. Lourdes	I		X				X		X	X
Raquel Eugenia	Girón	F	Ventas	Megaboutique Suc. Lourdes	I		X				X		X	X
Doris	Iraheta de Rodríguez	F	Gerente RR HH	Megaboutique	I		X				X		X	X
Amanda Arely	Ángel	F	Ventas	Megaboutique Suc. Lourdes	I		X				X		X	X
Edwin Alejandro	Barillas	M	Ventas	Megaboutique Suc. Lourdes	I		X				X		X	X
Agustín Antonio	Lozano S.	M	Consultor independiente	Trabajando para Corp. Franq. Amer.	IG		X				X		X	X
Ana Lorena	Flores de Rivas	F	Gerente de Selección	Corporación Franquicias Americanas	I		X				X		X	X
Héctor Odillo	Viche Romero	M	Analista de Selección de Personal	Corporación Franquicias Americanas	I		X				X		X	X
Yens	de Menasol	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Wendy	Barahona	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
María Úrsula		F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Julio César	Rodríguez Pineda	M	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Roxana Evelyn	Rivera	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Rebeca Esmeralda	Bautista	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Gonzalo	López Arias	M	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Kriscla Marisol	Toledo	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Aura Beatriz	Martínez	M	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Sara María	Santos Iraheta	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Sara Abigail	Manzanarez de Vásquez	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Carlos	Montalván	M	Monitor Asistente	CCEES	IG		X				X		X	X
Juan Carlos	Ávila	M	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Ruth Amalia	Maldonado	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Emma Beatriz	Andrade R.	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Ana Mariel	Díaz R.	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Claudia Cecilia	Avilés Velásquez	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Jenny Yamieth	Gómez	F	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Mario Iván	Burgos Aparicio	M	Participante Cap. Asistentes de Gerente	Corporación Franquicias Americanas	GQ		X				X		X	X
Sandra	Romero de Fernández	F	Gerente RR HH	Celular Boutique San Miguel	I		X				X		X	X
Adrián	Mendoza Pérez	M	Coordinador de Oficina Empleo	Bolsa de Empleo MTPS San Miguel	I		X				X		X	X
Denisse	Villatoro	F	Gerente Filial San Miguel	Cámara de Comercio San Miguel	I		X				X		X	X
Xiomara	Sagastume	F	Gerente General	Sagastume & Romero	I		X				X		X	X
Cecilia	Araujo	F	Gerente Talento Humano	TACA	I		X				X		X	X
Marta Lillan	Martínez	F	Directora Ejecutiva	ALTHES	I		X				X		X	X
Cecilia	Villalobos de González	F	Presidenta	ALTHES	I		X				X		X	X
Ingrid	de Orellana	F	Jefe de RR PP	AFP Crecer	I		X				X		X	X
Paola	Sandoval	F	Gerente Senior	Search	I	X					X		X	X

Names	Last Names	Gender	Position	Organization	Methodology	English for Work	Youths at Risk (Jóvenes Comprometidos)	Persons with Disabilities	Bolsa de Empleo	Trainers	1. How effective has the public-private partnership model used in the Program been?	2. What lessons have been learned about building capacity with local organizations in the area of workforce development?	3. What difference has the Program made to the beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) in terms of facilitating access to employment?	4. Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for Carana Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?
Marco	Penado	M	Gerente País	Manpower El Salvador	I		x				x			
Cecilia	de González	F	Socio Director	Metas y Visión	I		x				x			
María Mercedes	Campos	F	Profesional cocina	Pizza Hut	GQ		x				x			
José Alfonso	Interiano Flores	M	Mesero	Pollo Campero	GQ		x				x			
Édwar Alfredo	Rivera Reclinos	M	Colaborador	Biggest	GQ		x				x			
Verónica	Mejía	F	Cajera	Wal-Mart	GQ		x				x			
Marlon	Hernández Navas	M	Cajero	Wal-Mart			x							
Mercedes	de Perla	F	Directora Ejecutiva	CASATUR	I	x					x			
Carla	de Vanegas	F	Gerente General	Search	I							x	x	
Roberto	Alfaro	M	Coordinador	Joven 360	I							x	x	
Víctor	Yáñez	M	Jefe Unidad Desarrollo Tecnológico	MTPS	I			x			x			
César	Pineda	M	Coordinador Bolsa de Empleo Dpto. SS	MTPS	I			x			x		x	
Lesly	Cervellón	F	Jefe Departamento Nacional de Empleo	MTPS	I			x			x			
Nora	López	F	Directora Previsión Social	MTPS	I			x			x		x	
Joel Antonio	Morán	M	Director Ejecutivo	INSAFORP	I				x		x			
Cynthia	Castellanos	F	Coordinadora Regional	POETA/OAS	I		x	x			x		x	
Florencio	Castillo	M	Gerente Servicios Técnicos	AEROMAN	I	x			x		x	x		
Amilcar	Durán	M	Promotor Laboral	SIL La Red	I		x	x			x	x	x	
Salvador	Salguero	M	Director de Inversiones	PROESA	I	x			x		x			
Wierner	Medina	M	Gestor de Empleo Bolsa de Trabajo Jiquilisco	MTPS	I			x			x		x	
Jorge Alberto	Morales	M	Director Ejecutivo	FUNTER	I			x			x	x	x	
Gabriel	Landaverde	M	Director General	AGAPE	I				x		x		x	
Juan Francisco	Martínez Lara	M	Presidente	CONSISA	I				x		x	x	x	
Oscar Nelson	Cruz	M	Director Ejecutivo	FUSALMO	I		x	x			x	x	x	
Vilma	Huezo Estrada	F	Coordinadora Rehabilitación Profesional	FUNTER	I		x	x			x	x	x	
William Alexander	Medrano	M	Auxiliar Rehabilitación Profesional	FUNTER	I		x	x			x		x	
Reina	de Alvarado	F	Vicerrectora Área Ciencia y Tecnología	Universidad Don Bosco	I	x			x		x		x	
Erika	López	F	Encargada Área de Informática	Universidad Don Bosco	I				x		x		x	

Male	41	GREEN HIGHLIGHT	Standard Reference not related to data collection
Female	64	YELLOW HIGHLIGHT	Temporary grouping dealing with internships
Total	105	BLUE HIGHLIGHT	Methodology values equal: I-Individual Interview; G-Group Interview; Q-Questionnaire applied on-site

Names	Last Names	Gender	Position	Organization	Methodology	English for Work	Youths at Risk (jóvenes Comprometidos)	Persons with Disabilities	Bolsa de Empleo	Trainers	1. How effective has the public-private partnership model used in the Program been?	2. What lessons have been learned about building capacity with local organizations in the area of workforce development?	3. What difference has the Program made to the beneficiaries (defined as individuals and academic, governmental, civil society and private sector institutions) in terms of facilitating access to employment?	4. Out of all the areas and activities pursued by the Program to date, which ones can be considered priority for Carana Corporation and USAID to focus implementation during the remainder of the Program, so as to meet Program objectives?
Document name			Number of pages											
			Main cont.= 60 Bibliography=1 Total= 61								X			X
			Main cont.= 64 Total= 64								X			X
			Main cont.= 49 Total= 50 Glossary=1			X		X			X	X		X
			Main cont.= 43 Total= 50 Bibliography=1 Annexes=6								X			X
			Main cont.= 64 Total= 64								X			X
			Main cont.= 6 Total= 6			X	X	X	X		X	X		
			Main cont.= 4 Total= 4								X			
			Main cont.= 5 Total= 5					X						X
			Main cont.= 9 Total= 9						X	X				X
			Main cont.= 17 Total= 18 Annexes=1						X		X			X
			Main cont.= 2 Total= 2			X	X	X	X	X				
			Main cont.= 33 Total= 36 Bibliography=1 Glossary=1 Editing Lines=1											
			Main cont.= 11 Total= 26 Annexes=15			X	X	X	X	X	X	X	X	X
			Main cont.= 31 Total= 51 Financial info.= 5 GPS maps= 4 Results Achie.= 11			X	X	X	X	X				
			Initial info= 22 Ref.= 20 Ind.Hum.Dev.= 35 Notes, Stat.= 18 Total= 393							X				X
			Total= 32			X	X	X	X	X				
			Total= 10			X	X	X	X	X				
			Total= 21			X	X	X	X	X				
			Total= 23			X	X	X	X	X				
			Total= 37			X	X	X	X	X				
			Total= 41			X	X	X	X	X				
			Total= 34			X	X	X	X	X				
			Total= 40			X	X	X	X	X				
			Total= 42			X	X	X	X	X				

Annex H: Extract Table of Partnerships - June 2012



USAID
DEL PUEBLO DE LOS ESTADOS
UNIDOS DE AMÉRICA

**Programa de USAID para
Mejorar el Acceso al Empleo**

IMPROVING ACCESS TO EMPLOYMENT IN EL SALVADOR - INTERIM PROGRESS REPORT: 2010-2012

Total Program Investment: \$7,490,000

Time Period: December 2009-November 2013

Geographic Areas: Nationwide

Contractors: CARANA and Research Triangle Institute

ALLIANCES ARE USED TO IDENTIFY CONSTRAINTS AND SOLUTIONS (40 businesses and business groups)

ALLIANCE	DESCRIPTION/STATUS
Aircraft maintenance – English for Work*	Aeroman is financing training and Phase 2 partnership with Don Bosco University;
Employment for youths at risk: Jovenes Comprometidos* and Programa PATI : <ul style="list-style-type: none"> ✓ Corporation of American Franchises (Pizza Hut); ✓ Walmart; ✓ Polo Campero; ✓ Megaboutique (community-based retail in Lourdes) 	Very successful, graduating monthly about 80 potential employees: <ul style="list-style-type: none"> ✓ Customer service, cashier, sales, administrative assistants, accounting assistants and assistant managers for fast food restaurants; ✓ Limitations encountered in meeting the required variations in shifts schedules that hinder transportation arrangements for prospective employees;
MTPS job counseling assistance* and Labor Market Information System (LIMS)	Huge impact from establishing 18 BELs; LMIS taken over by JICA;
Hospitality industry – English for Work	Growing coverage, sustainability challenges;
Vocational orientation and Identifying youth for training programs (& MOL)	Broad NGO/mayor alliances, Year 4 – high priority for vocational orientation; expansion potential;
Strengthening Training centers* (Chamber of Commerce)	CCI now, others planned;
Jobs for persons with disabilities	Some progress, starting a new strategy now;
National Internship Program: Joven360/Jóvenes con Valor	Growing coverage, sustainability challenges;
Consumer-based reporting on training effectiveness	Discussions but no implementation.

* These alliances have been able to achieve a sustainable approach that is currently in place and taking root.

Allies as immediate employers	Wal-Mart, Pizza Hut, Kentucky Fried Chicken, China Wok, Pollo Campero and others;
Allies as sources of youths	CRS Jovenes Constructores, Alcaldia San Salvador, Instituto Ricaldone, and about 7 others;
Sustainability partners	Chamber of Commerce and Industry, INSAFORP and AFP CRECER.

Annex I: Field Work Program (Complete listing of visits and interviews conducted)

IBTCI Evaluation Team Activities

DATE	DETAILS
Tue Aug 7, 2012	<p>8am - 9am Technical meeting - evaluation team Where: 906 Hilton Princess Description: Brief SOW Review Review and clarifications from USAID Review of roles and responsibilities</p>
	<p>10am - 12pm Initial Team Planning Meeting with USAID Where: USAID headquarters in Santa Elena Description: Introduction, reviews (evaluation purposes, objectives, evaluation methodology, logistics) and to discuss agenda for Carana's afternoon meeting</p>
	<p>2pm - 4pm Initial Team Planning Meeting with CARANA technical staff Where: Carana Offices in San Salvador Description: Introduction, presentation of the Project and review evaluation SOW. To plan tomorrow's activities</p>
Wed Aug 8, 2012	<p>9am - 12pm Meeting with CARANA's technical staff Where: Carana Offices in San Salvador Description: To get technical information with the 3 technical areas, as well as the contacts list with administrative area</p>
	<p>2pm - 6pm Evaluation team works on findings at CARANA Where: 906 Hilton Princess Description:</p>
Thu Aug 9, 2012	<p>1:30pm - 4:30pm Meeting with Senior Carana Staff Where: CARANA office Description: To discuss about</p>
Fri Aug 10, 2012	<p>10:30am - 12pm SILVIA: Going to CARANA Where: CARANA Office Description: To set up logistical details for the visits to do next Monday and Tuesday.</p>
	<p>1pm - 5pm TEAM: Meeting to update Where: 906 Hilton Princess Description: To follow up on each team member's activities for the next 2 days(Monday- Tuesday) To set up the guidelines on: Google Calendar, tools to use in visits/interviews</p>

Mon Aug 13, 2012	<p>10am - 11am MIKE: Visit to APES - Proceso Orientación y Selección Where: APES, Col. Escalón Description: To find out about orientation and recruitment processes with Betsy de Cosme (CARANA) 7852-7330.</p>
	<p>3pm - 4pm MIKE: Visit to APES - Jóvenes Comprometidos Program Where: APES, Col. Escalón Description: To see implementation of psychological testing as well as the model of interview; Jóvenes comprometidos - Yo hago la diferencia". In coordination with Betsy de Cosme.</p>
	<p>4pm - 5pm MIKE: meeting with Executive Director CASATUR Where: CASATUR, Pasaje 1 Casa No. 8 Col. Ávila, San Salvador, El Salvador PBX:(503) 2132-0200 Description:</p>
Tue Aug 14, 2012	<p>1pm - 7:30pm MIKE: visiting 2 English programs in La Libertad Where: Playa El Tunco and Playa La Libertad Description: -CASATUR's Coordinator of the English for the Work program, Mrs. Milta Segura, will be picking Mike up at 1:30 pm at the hotel. Then will be visiting two English programs in La Libertad Department (one is near El Tunco and the other near La Libertad). To observe and interview participants and teachers. Both courses last from 2 until 5. Return to SS around 7 pm.</p>
	<p>2pm - 4pm SERGIO+FRANCISCO Revisión de Componente 3 Where: Oficina del Programa Description: Revisión de Resultados del Componente 4. A solicitud del equipo Evaluador, se revisarán resultados y metas de dicho componente. Guillermo Gómez</p>
	<p>5:30pm - 6pm SERGIO+FRANCISCO: Meeting in Search Where: Search, Avenida La Capilla No. 411, Colonia San Benito. San Salvador. Tel.: 2565-600 Description: Meeting with Carla de Vanegas, General Manager.</p>
Wed Aug 15, 2012	<p>9am - 10:30am ALL: FEPADE, Lic. Aury de Novellino Where: FEPADE, Calle El Pedregal frente Esc. Militar. Antiguo Cuscatlán. Tel.:2212-1661 Description: FEPADE, Lic. Aury de Novellino, Programs Manager.</p>

	<p>10:45am - 12:15pm ALL: 10:45 FEDISAL, Lic. Quiteño & Licda. de Hidalgo Where: FEDISAL, in Colegio Santa Cecilia, Santa Tecla. Tel.: 2523-9800 Description: Lic. Héctor Quiteño-Executive Director & Licda. Iracema de Hidalgo-Programs Manager</p> <p>2:30pm - 3:30pm ALL: CORPORACIÓN FRANQUICIAS AMERICANAS Where: CARANA's office Description: Corporación Franquicias Americanas, Licda. Ana Lorena de Rivas. Cel.: 7855-4597</p> <p>4pm - 5pm ALL: Visit to WAL-MART San Salvador Where: Wal-Mart Office, Alameda Roosevelt y 65 Av Sur, Pje. 1, Centro Financiero Gigante Edif. E Nivel 9 San Salvador. Tel: 2523-6841 Description: Meeting with Licda. Ademy Durán, Human Resources Deputy Manager (cell.: 7852-6244)</p>
<p style="text-align: center;">Thu Aug 16, 2012</p>	<p>8:30am - 9:30am SERGIO+FRANCISCO: Cámara de Comercio San Salvador y Santa Ana Where: Cámara de Comercio San Salvador - 9a Av Norte y 5a Calle Pte #333, SanSalvador. Tel.: 2231-3000/2487-7130 Description: Meeting with Lic. Rodrigo Ayala-General Manager, Licda. Laura Canizalez-Services Program Manager & Licda. Maricela Rendón-Cámara Santa Ana</p>
	<p>10:45am - 12:15pm SERGIO+FRANCISCO: 10:45 Visit to Bolsa de Trabajo Santa Ana Where: Bolsa de Trabajo MTPS Santa Ana; 4a Calle Poniente y 4a Av Norte #9, Santa Ana. Tel.:2441-2478 Description: Meeting with Licda. Lorena Lara de Fuentes, Jefa Sectores Vulnerables (persons with disabilities), Regional Office Santa Ana</p>
	<p>1:30pm - 2:30pm SERGIO+FRANCISCO: Visit to Mega Boutique in Lourdes, Colón Where: Mega Boutique Sucursal Lourdes: Calle a Sonsonate dos, Colonia El Progreso frente a Cruz Verde, Cantón Lourdes. Description: In the way back to San Salvador, visit this business. Lic. Doris Iraheta, Human Resources Manager</p>
	<p>3pm - 4pm SERGIO+FRANCISCO: Visit to Mega Boutique in</p>

	<p>Santa Tecla Where: Mega Boutique Sucursal Santa Tecla Description: In the way back to San Salvador, visit this business after Megaboutique Lourdes. (this visit could not be done due to time)</p>
Fri Aug 17, 2012	<p>10am – 12m SERGIO+FRANCISCO: Meeting MTPS – Ing. Víctor Yáñez Where: MTPS: Alam. Juan Pablo II y 17 Av Norte, Edificio 3, 1er nivel. Tel: 2529-3724 Description: Ing. Víctor Yáñez - Jefe Unidad Desarrollo Tecnológico.</p>
	<p>4pm - 5pm MIKE: Meeting with Agustín Lozano, trainer Where: CARANA's Office Description: Agustín Lozano, Consultant who trains in Programa de Asistentes de Gerentes Pizza Hut</p>
Mon Aug 20, 2012	<p>8:30am - 9:30am SERGIO+FRANCISCO: Meeting w/César Pineda, MTPS Where: MTPS, Alameda Juan Pablo II y 17 Avenida Norte, Edif. 2 y 3 Centro deGobierno, S.S. Description: César Pineda, Coordinador Bolsa de Empleo Departamento de San Salvador.Tel.:7141-4801; coordinar y confirmar visita a BEL San Salvador</p>
	<p>9:45am – 10:45am SERGIO: Meeting w/Lesly Cervellón, MTPS Where: MTPS Description: Licda. Lesly Cervellón, Jefe Departamento Nacional de Empleo.</p>
	<p>10am - 12:30pm FRANCISCO: Meeting w/Guillermo Gómez, CARANA Where: CARANA Office Description: To review indicators</p>
	<p>11am - 12pm SERGIO: Meeting w/Nora López, MTPS Where: MTPS, Alameda Juan Pablo II y 17 Avenida Norte, Edif. 2 y 3 Centro de Gobierno, S.S. Description: Licda. Nora López, Directora Previsión Social. Tel.: 2529-3877</p>
	<p>3pm - 4pm ALL: INSAFORP, Executive Director Where: INSAFORP, Parque Industrial Santa Elena, Final Calle Siemens Edif.INSAFORP, Antiguo Cuscatlán. Tel.: 2244-1607 Description: Meeting with Lic. Joel Antonio Morán Olmos, Director Ejecutivo.</p>
Tues Aug 21, 2012	<p>11am - 12pm MIKE: Observation of TRAINING ASIST. GERENTES in San Salvador</p>

	<p>Where: Hotel Villa Real, Colonia Miramonte Calle Sisimiles No. 2944 San Salvador Description: Time to observe the coursel</p> <p>1:30pm - 2pm MIKE: Interview w/4 atten. TRAINING ASIST. GERENTES in San Salvador</p> <p>Where: Hotel Villa Real, Colonia Miramonte Calle Sisimiles No. 2944 San Salvador Description: Interview to 4 young attending to the course</p> <p>3pm - 4pm TBC: MIKE: meeting w/Luis Rivera CARANA Where: CARANA Office Description: Several subjects to discuss</p>
<p>Wed Aug 22, 2012</p>	<p>12:30pm – 1:15pm SERGIO: meeting w/B.Brunn CARANA Where: CARANA Office Description:</p> <p>1:30pm - 2:30pm SERGIO: Meeting w/Cinthy Castellanos, POETA Where: Hilton Princess Hotel Description: Persons with disabilities</p> <p>4:30pm - 5:30pm MIKE: Meeting w/ALTHES Where: ALTHES: Calle Schafick Handal #5261, Colonia Escalón, San Salvador Description: Licda. Martha Lilian Martínez, Executive Director</p>
<p>Thu Aug 23, 2012 (San Miguel and San Salvador)</p>	<p>7:30am - 8:30am FRANCISCO: Breakfast-meeting w/ Florencio Castillo-AEROMAN Where: Hilton Princess Hotel Description: Gerente Servicios Técnicos. Time: 7:30 AM. Confirmed</p> <p>9:30am - 10:30am FRANCISCO: Meeting w/Amílcar Durán, SIL-La Red Where: SIL: Urb. y Calle Campos Elíseos, casa #1-B, Blvd. Constitución, San Salvador. Tel.:2284-6499 Description: Persons w/disabilities</p> <p>10am - 11am SERGIO or MIKE: Visit to CÁMARA DE COMERCIO SAN MIGUEL Where: Cámara San Miguel, 12 Calle Poniente y 7a Avenida Norte, B° San Francisco, San Miguel Calendar: IBTCI Evaluation Team Activities Licda. Denisse Villatoro, Manager. Tatiana Aragón, Assistant Tel.:2683-8800 x06 The person in charge of the JOVENES 360 Project is going to be convoked to the meeting</p> <p>10am - 11am SERGIO or MIKE: Visit to CELULAR BOUTIQUE</p>

	<p>Where: Hilton Princess Hotel Description: Mr. Gabriel Landaverde Calderón, General Director AGAPE-Sonsonate. Tel:2429-9702</p>	
	<p>3:30pm – 4:30pm MIKE: Meeting w/Francisco Martínez-CONSISA Where: CONSISA: Edificio Gran Plaza local 408, Blvd. del Hipódromo, Col. San Benito. San Salvador. Tel: 2505-6000 Description: Lic. Juan Francisco Martínez Lara, President.</p>	
	<p>4pm – 5pm SERGIO: Meeting w/Licda. Reina Alvarado-Universidad Don Bosco Where: Hilton Princess Hotel Description: Lic. Reina de Alvarado, Vicerrectora Área Ciencia y Tecnología Universidad Don Bosco, Ing. Erika López, encargada del Área de Informática</p>	
Sat Aug 25, 2012	<p>10am – 11am MIKE: Meeting w/Lic. Oscar Nelson Cruz-FUSALMO Where: FUSALMO, frente a Vidrí Soyapango Description: Lic. Oscar Nelson Cruz, Executive Director. Tel: 2275-0521</p>	
Wed Aug 29, 2012	<p>10am – 12m ALL: Stakeholders Meeting, CARANA, USAID and Evaluation Team Where: Somerset Hall, Princess House Description: Meeting to present findings, get opinions from stakeholders as part of this evaluation process</p>	
Wed Aug 29, 2012	<p>2pm – 4pm ALL: Meeting: CARANA, USAID and Evaluation Team Where: Somerset Hall, Princess House Description: Meeting to discuss findings and comments got during the morning session</p>	
Fri Aug 31, 2012	<p>10am – 12m ALL: Debriefing in USAID Where: USAID Description: Discuss on findings and recommendations made to improve the Program's performance during the remaining year</p>	
Tues Oct 2, 2012	<p>SERGIO: Debriefing Preparation for USAID Where: USAID Description: Preparation and run-through</p>	
Wed Oct 3, 2012	<p>9am SERGIO AND FRANCISCO: FINAL PRESENTATION for Acting Mission Director, Other USAID Staff, and CARANA Staff Where: USAID Description: Multi-media presentation of the Final Evaluation Report and findings</p>	

Annex J: Tools – Discussion Protocols & Questionnaires

ANNEX 1. Discussion protocol for youth beneficiaries

Protocolo para jóvenes beneficiarios

Describa el ambiente alrededor de su comunidad.

¿Cuál es la situación del mercado de trabajo? Del desempleo?

Si el grupo tiene principalmente jóvenes:

¿Es difícil para un adulto joven (18-25) encontrar empleo?

¿Qué tipos de apoyo y recursos están disponibles localmente para jóvenes/adultos jóvenes? (ej. educativos; financieros; recreacionales; apoyo para encontrar empleo)

¿Cuáles son los retos más importantes y estrategias efectivas relacionadas con emplear trabajadores más jóvenes? (También considere como posible en las preguntas aspectos de género y discapacidad)

Para los jóvenes: ¿Cuáles son/fueron los retos más importantes para encontrar empleo?
¿Cómo se enteró del programa?

¿Cuándo empezó a participar en el programa? (Solicite una breve descripción de las actividades en las que ha participado)

¿Describa su vinculación con el personal (o facilitadores) del Programa?

¿Cuáles eran sus metas principales de participar en el Programa?

¿Qué tan efectiva ha sido su participación en el programa para lograr avanzar en sus metas?

¿Cuáles son/eran sus metas principales derivadas de su participación en el Programa?

¿Hasta que punto su participación en el programa le ha ayudado a lograr esas metas?

¿Cómo se enteró de este programa? ¿Qué hizo que le interesó en él?

¿Por qué se enlistó en el programa?

¿Qué estaba haciendo antes de iniciar?

¿Qué le parece participar en el programa? ¿Se ha sentido seguro y aceptado?

¿Considera que los facilitadores del se preocupan por usted? ¿Se siente a gusto compartir tus consideraciones?

¿Qué tipo de cosas está aprendiendo/aprendiste en el programa? ¿En el salón de clases? ¿En el trabajo?

Para aquellos que todavía reciben capacitaciones:

¿Considera que las cosas que está aprendiendo le van ayudar a conseguir un trabajo?

¿Cuáles han sido los desafíos más importantes en tu empeño de cumplir tu meta de empleo?

Para aquellos que han completado sus capacitaciones y/o han comenzado a trabajar:

¿Para usted cuál fue lo mejor del programa/capacitación? ¿Podría mejorarse algunos aspectos?

Para aquellos que han completado sus capacitaciones y/o han comenzado a trabajar:

¿Qué tan bien consideras que el programa te preparo para tu presente trabajo?

Para aquellos que han completado sus capacitaciones y/o han comenzado a trabajar:

¿Cree que hay posibilidades de progresar en tu carrera? ¿Necesitaría más capacitación para progresar?

(Preguntar sobre tipos de capacitaciones; información que el empleador ha proporcionado sobre ruta de la carrera; otras posibilidades en otra empresa (si fuese conveniente)

¿Qué le gusta/gustó más del programa? ¿Qué le gustó menos?

ANNEX 2. Questionnaire for youth in job orientation

ANNEX 3. Questionnaire for youth that were placed by program

ANNEX 4. Discussion protocol for the Chamber of Commerce

Protocolo para la Cámara de Comercio

¿Cómo se enteró del Programa (Acceso al Empleo)?

¿Cuándo empezó a participar en el Programa? (Describa brevemente las actividades en las que ha participado)

¿Cuál es la situación actual del mercado de trabajo? Del desempleo?

¿Qué tipos de habilidades son las que más necesita las empresas Salvadoreñas?

¿Qué tipos de apoyo y recursos están disponibles localmente para jóvenes/adultos jóvenes? (ej., educativos; financieros; recreacionales; apoyo para encontrar empleo)

¿Cuáles son los retos más importantes y estrategias efectivas relacionadas con emplear trabajadores más jóvenes? (Considere en las preguntas aspectos de género y discapacidad)

¿Cuáles eran sus metas principales al trabajar con el Programa?

¿Qué aspectos de su relación con el Programa han sido los más importantes en ayudarlo a lograr esas metas?

¿Ha habido factores negativos?

¿Hasta qué punto el apoyo del Programa ayudó a calzar la oferta de mano de obra calificada y la demanda de empleo de las empresas con quien trabajan?

¿Hay una política formal en su empresa relacionada con género y discapacidades?

¿Ha fortalecido el Programa su capacidad de reclutamiento y capacitación?

¿Hay ejemplos específicos?

¿Describa su vinculación con el personal del Programa (Carana)? ¿Con los facilitadores (docentes) de capacitación?

(Si hay capacitación): Describa la capacitación específica que los participantes recibieron.

¿Hasta qué punto va a continuar con el “modelo” que se ha establecido como resultado de su participación en el Programa?

¿Qué modificaciones prevé?

¿Ha visto impactos directos del Programa en su organización? ¿Cuáles fueron los impactos a nivel de participantes?

¿Hasta qué punto cree usted que el sistema que está operando actualmente es sustentable?

¿Qué medidas está tomando o anticipa que serían convenientes para garantizar la sostenibilidad?

¿Cree usted que necesitará aún más asistencia técnica o financiera en el futuro para fortalecer el sistema de reclutamiento o capacitación del personal?

En resumen, ¿qué tan efectiva ha sido la capacitación para preparar a los empleados para las plazas disponibles?

¿Qué mejoras, si las hubiese, se le podrían hacer al programa de capacitación?

ANNEX 5. Discussion protocol for employer associations

Protocolo para las asociaciones de empleadores

¿Cómo se enteró del Programa (Acceso al Empleo)?

¿Cuándo empezó a participar en el Programa? (Describa brevemente las actividades en las que ha participado)

¿Qué tipos de habilidades son las que más necesitan las empresas que participan en su asociación?

¿Cuáles son los requerimientos para los trabajadores que están comenzando en el nivel básico? ¿A nivel intermedio?

¿Cuáles son los requisitos académicos exigidos para esos trabajos?

¿Adónde van los empleadores típicamente para localizar empleados?

¿Cómo compararía ese proceso que normalmente utilizan las empresas para reclutar empleados con el proceso que ha desarrollado con el Programa?

¿Los resultados son diferentes cuando se trabaja con personas capacitadas o recomendadas por el programa (ej.: el número de entrevistas necesarias para encontrar empleados calificados, nivel de calificación)?

¿Cuáles eran sus metas principales al trabajar con el Programa?

¿Qué aspectos de su relación con el Programa han sido los más importantes en ayudarlo a lograr esas metas?

¿Ha habido factores negativos?

¿Hasta qué punto el apoyo del Programa ayudó a calzar la oferta de mano de obra calificada y la demanda de empleo de las empresas con quien trabajan?

¿Hay una política formal en las empresas relacionada con género y discapacidades?

¿Ha fortalecido el Programa la capacidad de las empresas de reclutar o capacitar a sus empleados o los buscadores de empleo? ¿Hay ejemplos?

¿Describa su vinculación con el personal del Programa (Carana)? ¿Con los facilitadores (docentes) de capacitación?

(Si hay capacitación): Describa la capacitación específica que los participantes recibieron.

¿Hasta qué punto va a continuar con el “modelo” que se ha establecido como resultado de su participación en el Programa?

¿Qué modificaciones prevé?

¿Ha visto impactos directos del Programa en su organización? ¿Cuáles fueron los impactos a nivel de participantes?

¿Hasta qué punto cree usted que el sistema que está operando actualmente es sustentable?

¿Qué medidas está tomando o anticipa que serían convenientes para garantizar la sostenibilidad?

¿Cree usted que necesitará aún más asistencia técnica o financiera en el futuro para fortalecer el sistema de reclutamiento o capacitación del personal?

En resumen, ¿qué tan efectiva ha sido la capacitación para preparar a los empleados para las plazas disponibles?

¿Qué mejoras, si las hubiese, se le podrían hacer al programa de capacitación?

ANNEX 6. Discussion protocol for BEL's

Protocolo para las Bolsas de Empleo (BEL)

¿Qué tipos de habilidades son las que más necesita las empresas Salvadoreñas en esta región?

¿Adónde van los empleadores típicamente para localizar empleados?

¿Qué tipos de apoyo y recursos están disponibles localmente para jóvenes/adultos jóvenes? (ej., educativos; financieros; recreacionales; apoyo para encontrar empleo)

¿Cuáles son los retos más importantes y estrategias efectivas relacionadas con emplear trabajadores más jóvenes? (Considere en las preguntas aspectos de género y discapacidad)

¿Cuándo empezó a participar en el Programa? (Describa brevemente las actividades en las que ha participado)

Describa el programa de capacitación que estaba elaboro para las bolsas de empleo por el Programa.

¿Cuáles son los aspectos más importantes del currículum/ estrategia de enseñanza?

¿Cuáles percibe que sean las mayores fortalezas del programa de capacitación?

¿Hay aspectos del currículo o de la formación que se puede mejorar? ¿Qué mejoras podría usted sugerir?

¿Ha visto impactos directos del Programa en su organización?

¿Existe alguna diferencia en la forma en que los consejeros de empleo trabajan con los clientes como resultado de la participación en la capacitación patrocinada por el Programa?

¿Cuáles fueron los impactos a nivel de participantes?

¿Hasta qué punto cree usted que el sistema de bolsas de empleo que está operando actualmente es sustentable?

¿Cree usted que necesitará aún más asistencia técnica o financiera en el futuro para fortalecer el sistema de bolsas de empleo?

Al evaluador: Pregunte si sería posible observar una sesión de asesoramiento o cualquier otra actividad con una persona que busca empleo.

Pregunte si hay herramientas (internet u otras) para los solicitantes de empleo que los consejeros podrían demostrar.

ANNEX 7. Discussion protocol for employers

Protocolo para los empleadores

¿Cómo se enteró del Programa (Acceso al Empleo)?

¿Cuándo empezó a participar en el Programa? (Describa brevemente las actividades en las que ha participado)

¿Qué tipos de habilidades son las que más necesita su empresa?

¿Cuáles son los requerimientos para los trabajadores que están comenzando en el nivel básico? ¿A nivel intermedio?

¿Cuáles son los requisitos académicos exigidos para esos trabajos?

¿Adónde va típicamente para localizar empleados?

¿Cómo compararía ese proceso que normalmente utiliza para reclutar empleados con el proceso que ha desarrollado con el Programa?

¿Los resultados son diferentes cuando se trabaja con personas capacitadas o recomendadas por el programa (ej.: el número de entrevistas necesarias para encontrar empleados calificados, nivel de calificación)?

¿Cuáles eran sus metas principales al trabajar con el Programa?

¿Qué aspectos de su relación con el Programa han sido los más importantes en ayudarle a lograr esas metas?

¿Ha habido factores negativos?

¿Hasta qué punto el apoyo del Programa ayudó a calzar la oferta de mano de obra calificada y la demanda de empleo de las empresas con quien trabajan?

¿Hay una política formal en su empresa relacionada con género y discapacidades?

¿Ha fortalecido el Programa su capacidad de reclutamiento y capacitación?

¿Hay ejemplos específicos?

¿Describa su vinculación con el personal del Programa (Carana)? ¿Con los facilitadores (docentes) de capacitación?

(Si hay capacitación): Describa la capacitación específica que los participantes recibieron.

¿Hasta qué punto va a continuar con el “modelo” que se ha establecido como resultado de su participación en el Programa?

¿Qué modificaciones prevé?

¿Ha visto impactos directos del Programa en su organización? ¿Cuáles fueron los impactos a nivel de participantes?

¿Hasta qué punto cree usted que el sistema que está operando actualmente es sustentable?

¿Qué medidas está tomando o anticipa que serían convenientes para garantizar la sostenibilidad?

¿Cree usted que necesitará aún más asistencia técnica o financiera en el futuro para fortalecer el sistema de reclutamiento o capacitación del personal?

En resumen, ¿qué tan efectiva ha sido la capacitación para preparar a los empleados para las plazas disponibles?

¿Qué mejoras, si las hubiese, se le podrían hacer al programa de capacitación?

ANNEX 8. Discussion protocol for training teachers

Protocolo para los facilitadores (docentes) de programas de capacitación

1. Describa el currículo que usted utiliza para los participantes de los programas de capacitación.
2. Describa la capacitación específica que los participantes recibieron.

Evaluadores: Obtengan una copia de materiales (cuando posible) y revisen el currículo utilizado por el Programa con el Grupo.

3. ¿Participó en el diseño del currículo? (Si así, pregunte por su rol; si el currículo fue diseñado fundamentalmente “de cero” adaptado, etc.)
4. ¿Cuáles son los aspectos más importantes del currículum/ estrategia de enseñanza?
5. ¿Cuáles percibe que sean las mayores fortalezas del presente programa de capacitación?
6. ¿Qué mejoras podría usted sugerir?
7. ¿Qué tan preparado está el programa de capacitación para continuar después que el programa termine?
8. ¿Qué tan preparados están los estudiantes al principio del curso? (ej., ¿Son los estudiantes elegidos para la capacitación los idóneos para el tipo de capacitación que ustedes ofrecen?)
9. ¿Cuáles son los aspectos más importantes del currículum/ estrategia de enseñanza?
10. ¿Qué tan efectiva ha sido la capacitación para preparar a los empleados para los empleos disponibles?
11. ¿Cuáles percibe que sean las mayores fortalezas del presente programa de capacitación?
12. ¿Qué mejoras, si las hubiese, se le podrían hacer al programa de capacitación?

Annex K: Additional Reference Resources

Annex K I: Additional details on knowledge transfer concepts presentation

Knowledge Transfer Concepts

“Knowledge is the most important raw material of government; working with knowledge is its most important process; and knowledge is what citizens expect government to provide.”

Thomas A. Stewart
Editorial Director
Business 2.0 Magazine

Types of Knowledge: Tacit

Knowledge that people carry in their heads.

This knowledge is often difficult to share because the people who possess it do not often access it to communicate it.

This knowledge often provides context for ideas, experiences, people, and places and is not easily captured.

Types of Knowledge: Explicit

- **Structured** – Data elements that are organized in a particular way for future retrieval, e.g. documents, databases, and spreadsheets
- **Unstructured** – Information not referenced for retrieval, e.g. emails, images, audio or video selections

Knowledge Management

A systematic approach to creating or finding, capturing, understanding, using and transferring knowledge important to the organization’s mission and vision.

Knowledge Transfer

- The process of sharing tacit knowledge or facilitating the learning of explicit knowledge between one person and another.
- The knowledge must both be learned and be useable in a relevant context; if both conditions do not exist, the knowledge has not been transferred.

Knowledge Transfer Process

- Determine what knowledge must be transferred.
- Be able to articulate why the knowledge must be transferred.
- Determine to whom the knowledge is to be transferred.

7

Knowledge Transfer Process

- Determine how the knowledge will be transferred.
- Transfer the knowledge.
- Test knowledge transfer by observing its recall and use.

8



Knowledge Transfer Tip #1

- Managers may already have some knowledge transfer methods in place associated with other processes.
- Consider using those methods as the foundation for a knowledge transfer plan.

9

Knowledge Transfer Tools

- ❖ Job Aids
- ❖ Mentoring
- ❖ Process Documentation
- ❖ Identification of Best Practices
- ❖ Communities of Practice
- ❖ Job Shadowing
- ❖ Critical Incident Review
- ❖ Storytelling
- ❖ Document Repositories
- ❖ Structured On the Job Training

10

Job Aids

Assist people in applying knowledge to complete tasks as they do them on-the-job.

11

Mentoring

An organizationally sponsored relationship that focuses on coaching without a performance management or supervisory component.

12



Process Documentation

The step-by-step documentation of any process, task or procedure.

It is most effective in the form of a flowchart.

13



Identification of Best Practices

- Best practices are relevant processes or systems to perform work that have had measurable success and effectiveness and are likely transferable. They may be discovered within or outside the organization.
- Best practices are determined in a variety of ways: through meetings of similar functional groups; polling employees; internal or external surveys.

14



Communities of Practice

A community of practice is a group that forms and functions together to share information and knowledge about a common area of interest, issue, or topic.

15



Job Shadowing

A less-experienced performer pairs with a veteran performer on-job to facilitate knowledge transfer.

16



Critical Incident Review

- A critical incident is an identifiable event that results in either a very negative or a very positive impact on a process, deliverable or relationship.
- An individual, work team, task force or project team conducts the review to determine root causes and capture best practice or determine remedies.

17



Story Telling

- A narrative description of what happened in a situation or over a period of time.
- This is one of the most effective ways of transferring knowledge—indeed wisdom—from one person to another.

18



Document Repositories

- A collection of textual resources that can be retrieved, viewed and interpreted.
- Document repositories add navigation and categorization to the information stored.

19

Structured On The Job Training

- Knowledge Transfer takes place on the actual job site with task accomplishment as a part of the process.
- Involves learning skills and applying knowledge hands-on and on-job following or as a part of a defined structured learning process.

20



Knowledge Transfer Tip #2

- Formalize (document, test and monitor) existing processes.
- Test the plan to ensure the knowledge is successfully and effectively transferred.
- Monitoring ensures that the Knowledge Transfer Plan is effective and appropriate to the work.

21

Roles & Responsibilities

Internal Management

- Identify critical knowledge components and KSA's
- Develop Knowledge Transfer Plan including development of appropriate tools.
- Assure Plan is accomplished

External Management Services (Consultants)

- Coach managers in identifying KSA's
- Coach managers in developing Knowledge Transfer Plan and tools.
- Available for ongoing consultation and coaching.

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“Knowledge is the most important raw material of government; working with knowledge is its most important process; and knowledge is what citizens expect government to provide.”

Thomas A. Stewart
Editorial Director
Business 2.0 Magazine

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Annex K2: MTPS Screen Shots

Ministerio de Trabajo y Previsión Social
EL SALVADOR

Informe de Resultados del Ministerio de Trabajo y Previsión Social durante los Primeros Tres Años del Presente Gobierno

1

Ministerio de Trabajo y Previsión Social
EL SALVADOR

INSPECCIONES DE TRABAJO REALIZADAS A NIVEL NACIONAL EN LOS SECTORES INDUSTRIA, COMERCIO, SERVICIO, INDUSTRIA DE LA MAQUILA TEXTIL Y AGROPECUARIO

Periodo	Inspecciones
Junio 2004 - Mayo 2005	10,692
Junio 2005 - Mayo 2006	17,352
Junio 2006 - Mayo 2007	20,044
Junio 2007 - Mayo 2008	10,247
Junio 2008 - Mayo 2009	12,231
Junio 2009 - Mayo 2010	22,478
Junio 2010 - Mayo 2011	25,379
Junio 2011 - Mayo 2012	30,521
TOTAL GESTION (2004 - 2007)	46,318
TOTAL GESTION (2009 - 2012)	81,043

2

Ministerio de Trabajo y Previsión Social
EL SALVADOR

TRABAJADORES CUBIERTOS EN LA PRÁCTICA DE INSPECCIONES DE TRABAJO A NIVEL NACIONAL EN LOS SECTORES INDUSTRIA, COMERCIO, SERVICIO, INDUSTRIA DE LA MAQUILA TEXTIL Y AGROPECUARIO

Periodo	Trabajadores Cubiertos
Junio 2004 - Mayo 2005	67,896
Junio 2005 - Mayo 2006	136,381
Junio 2006 - Mayo 2007	194,317
Junio 2007 - Mayo 2008	74,299
Junio 2008 - Mayo 2009	117,343
Junio 2009 - Mayo 2010	191,480
Junio 2010 - Mayo 2011	167,009
Junio 2011 - Mayo 2012	167,398
TOTAL GESTION (2004 - 2007)	234,407
TOTAL GESTION (2009 - 2012)	310,920
TOTAL	620,164

3

Ministerio de Trabajo y Previsión Social
EL SALVADOR

MONTO RECUPERADOS A FAVOR DE TRABAJADORAS Y TRABAJADORES EN CONCEPTO DE SALARIOS, HORAS EXTRAS, VACACIONES, AGUINALDO Y OTRAS PRESTACIONES A NIVEL NACIONAL EN LOS SECTORES INDUSTRIA, COMERCIO, SERVICIO, INDUSTRIA DE LA MAQUILA TEXTIL Y AGROPECUARIO

Periodo	Monto Recuperado
Junio 2004 - Mayo 2005	\$108,872
Junio 2005 - Mayo 2006	\$357,770
Junio 2006 - Mayo 2007	\$466,642
Junio 2007 - Mayo 2008	\$530,484
Junio 2008 - Mayo 2009	\$558,914
Junio 2009 - Mayo 2010	\$347,424
Junio 2010 - Mayo 2011	\$581,478
Junio 2011 - Mayo 2012	\$608,902
TOTAL GESTION (2004 - 2007)	\$986,780
TOTAL GESTION (2009 - 2012)	\$1,634,458

4

Ministerio de Trabajo y Previsión Social
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TOTAL DE MULTAS IMPUESTAS A EMPLEADORES A NIVEL NACIONAL EN LOS SECTORES INDUSTRIA, COMERCIO, SERVICIO, INDUSTRIA DE LA MAQUILA TEXTIL Y AGROPECUARIO POR INCUMPLIMIENTO A LA NORMATIVA LABORAL

Periodo	Total de Multas
Junio 2004 - Mayo 2005	562
Junio 2005 - Mayo 2006	1,917
Junio 2006 - Mayo 2007	2,479
Junio 2007 - Mayo 2008	642
Junio 2008 - Mayo 2009	2,680
Junio 2009 - Mayo 2010	3,322
Junio 2010 - Mayo 2011	2,546
Junio 2011 - Mayo 2012	3,188
TOTAL GESTION (2004 - 2007)	1,845
TOTAL GESTION (2009 - 2012)	7,143
TOTAL	8,988

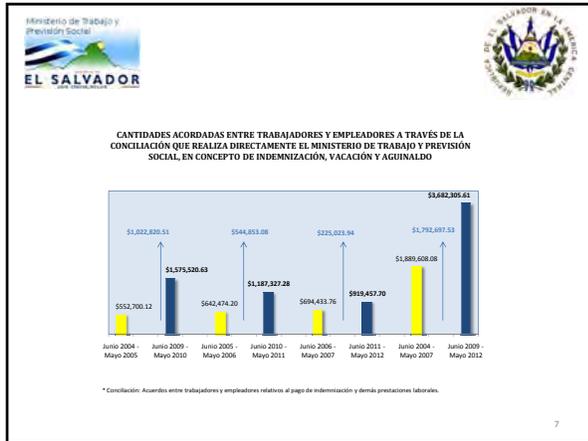
5

Ministerio de Trabajo y Previsión Social
EL SALVADOR

MONTO DE MULTAS IMPUESTAS A EMPLEADORES A NIVEL NACIONAL EN LOS SECTORES INDUSTRIA, COMERCIO, SERVICIO, INDUSTRIA DE LA MAQUILA TEXTIL Y AGROPECUARIO POR INCUMPLIMIENTO A LA NORMATIVA LABORAL

Periodo	Monto de Multas
Junio 2004 - Mayo 2005	\$217,538
Junio 2005 - Mayo 2006	\$464,988
Junio 2006 - Mayo 2007	\$682,526
Junio 2007 - Mayo 2008	\$163,287
Junio 2008 - Mayo 2009	\$637,977
Junio 2009 - Mayo 2010	\$881,284
Junio 2010 - Mayo 2011	\$120,287
Junio 2011 - Mayo 2012	\$1,153,359.47
TOTAL GESTION (2004 - 2007)	\$501,031
TOTAL GESTION (2009 - 2012)	\$2,256,324.47
TOTAL	\$2,757,356.47

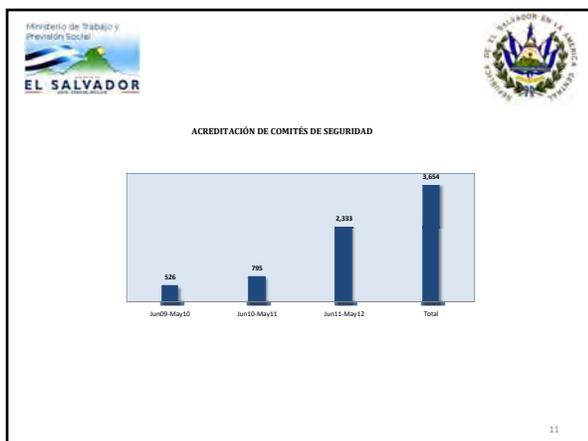
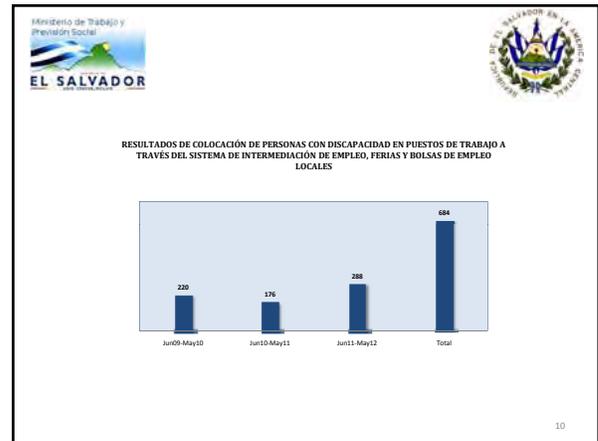
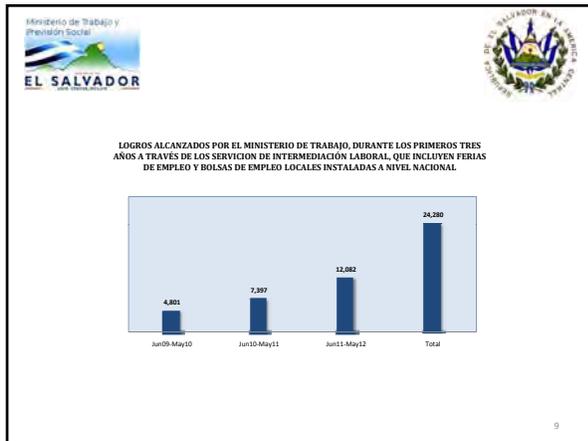
6



Ministerio de Trabajo y Previsión Social
EL SALVADOR

CUMPLIMIENTO Y FACILITACIÓN DEL DERECHO A LA LIBERTAD SINDICAL DE LOS TRABAJADORES PRIVADOS Y PÚBLICOS

Organizaciones	Junio/09 a mayo/10	Junio/10 a mayo/11	Junio/11 a mayo/12	Totales
Sindicatos Privados	49	25	31	105
Sindicatos Públicos	45	13	20	78
Federaciones Privadas	4	1	1	6
Federaciones Públicas	0	2	2	4

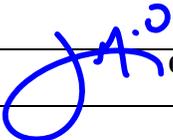


Annex L: Disclosure of Conflict of Interest Statements

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	sergio cambronero
Title	
Organization	IBTCI
Evaluation Position	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	AID-519-O-12-00009
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Improving Access to Employment Program in El Salvador Carana EEM-I-00-07-00006-00
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <i>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> <i>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i> <i>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i> <i>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i> <i>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i> <i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i> 	

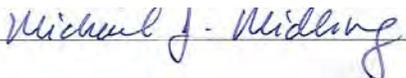
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	09/17/12

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Michael Midling
Title	
Organization	IBTCI
Evaluation Position	<input type="checkbox"/> Team Leader <input type="checkbox"/> Team member XX
Evaluation Award Number (contract or other instrument)	AID-519-O-12-00009
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Improving Access to Employment Program in El Salvador Carana EEM-I-00-07-00006-00
I have real or potential conflicts of interest to disclose.	Yes No <input checked="" type="checkbox"/> X
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	

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Signature	
Date	Sept. 18, 2012

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	José Francisco Molina
Title	Labor Market and M&E Expert
Organization	JBS International, Inc.
Evaluation Position	Team Leader Team member <input checked="" type="checkbox"/>
Evaluation Award Number <i>(contract or other instrument)</i>	AID-519-O-12-00009
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	Improving Access to Employment Program in El Salvador Carana EEM-I-00-07-00006-00
I have real or potential conflicts of interest to disclose.	Yes No <input checked="" type="checkbox"/>
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	

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Signature	
Date	7/20/2012

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Silvia del Carmen López Tull
Title	Logistics coordinator
Organization	IBTCI
Evaluation Position	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	AID-519-O-12-00009
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Improving Access to Employment Program in El Salvador Carana EEM-I-00-07-00006-00
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/>
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	August 2012.

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