

**Local Youth Employment and Inclusion in Argentina: A Public-Private Initiative for the
Development of Talents, Social Cohesion and Inclusion¹**

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EXECUTIVE SUMMARY

The Youth with a Future (YF) Program is part of the initiative for decent work promoted by the Ministry of Labor and Social Security (MLE&SS) in the context of Corporate Social Responsibility (CSR). It is a public-private model of institutional innovation aimed at sustainable development through actions meant to promote responsible sub-contracting and outsourcing, develop employability of the youth in vulnerable social sectors, and disseminate a culture of social responsibility that encourages social dialogue.

The YF Program – the result of systematic, committed efforts in workshops – implements high-quality, innovative projects with significant social impact to promote employment among youth. It was designed jointly as a training and development program to enable practices in leading global companies that operate in Argentina and seeks to provide a coordinated response to the labor-insertion problems among youth in vulnerable social sectors and to build institutional links to the quality labor market via improved levels of employability and social capital.

Given the structural nature of youth poverty and the conditioning that it imposes on formal labor insertion, the program institutes a multi-dimensional response considering not only labor experience but also formal education, the acquisition of qualifications through practices in real work environments and the engagement and cultivation of a culture of quality labor, heightening these young people's personal values and hopes for the future.

The intervention strategy's modus operandi is likewise innovative. Conceiving of decent work as a constructive and dignifying bond for the individual and of the company as a primordial space for that bond's realization in society, the program calls on broad-based social participation. It involves a multi-sector alliance (government, companies, and NGOs) to provide a solid social infrastructure. In effect, the training's workplace quality is guaranteed by the participation of the company's human resources and pertinent technical areas plus high-level tutors and corporate volunteers, all indispensable for the program's successful realization. It is an innovative case within the emerging tendency towards Collaborative Entrepreneurship (Miles et al. 2005; Rocha and Miles, 2008).

The capacity to create mechanisms for overcoming poverty and social exclusion is also a new contribution. The creation of these mechanisms is based on building bridges between society's dynamic economic sectors and its excluded, vulnerable segments. Deactivating customary individual and organizational barriers between those social universes enables a transmission of the formal corporate context's work-related values to those more unprotected sectors, simultaneously managing to add a social perspective to the economic vision of corporate strategies of employability. The program thus fits in with the emerging tendency towards aligning human motivations, goals of public-private organizations, and social needs (Rocha, 2006a; 2008).

To date, after four years of implementation, the results of the programme are promising: 68% of the participants hold quality employment, a percentage that is 48% higher than in the comparison group (youth with secondary school diplomas and from the same geographic area, but who did not participate in the program); and the participants have an average monthly income that is 2.7 times higher than that earned by employed youth without secondary school diplomas who reside in the Buenos Aires metropolitan area, and 1.7 times higher than that of those of the same urban area who have finished secondary school.

1. GENERAL CONTEXT

According to the last ILO report (2010) on youth employment, 38% of the unemployed in the world are young people (80.7 million), out of which 8.8% live in Latin America and the Caribbean where the unemployment rate is of 13.4%, and it triples the respective rate of economically active population of adults (Cinterfor – ILO 2010).

In Argentina, the unemployment rate for young men and women is 12.6 and 17.8% respectively, significantly higher than the 7.3% general average. The proportion of youths that neither study nor work is 20%.²

The labor insertion problems suffered by the youth is explained by the confluence of two factors: the incongruence between the kind of labor they can offer versus demand (due to a lack of coordination between training systems and company requirements), and the fact that the economic cycle affects youths more than adults. As for the first factor (demand and supply coordination) the training provided by the education system does not match the productive structure. It has been pointed out that the youths have inadequate training for the job market since they are not trained according to the companies' requirements. Since the education system has a comprehensive training objective, which includes training for the job in organizations beyond the companies, it is therefore vital to highlight the role of the companies and their relationship with the public sector as to the extent to which the inconsistency between supply and demand has been improved. As a result, the objective requires a comprehensive policy within the framework of social agreement between the public and the private sector, which goes beyond the incentives of the market for youth employment. It is necessary that companies take responsibilities to improve the youths' opportunities at the beginning of their working life, taking into account that the main challenge consists in giving a positive answer to the need for good quality in the first employment, so that the youths can begin learning about working competences, skills and habits to develop professionally. It is known that the youths have difficulty in getting well-paid and protected jobs, due to their lack of experience. As a result of these limitations, the rotation between short periods of employment or precarious employment, together with the high quantity of job rotation, define the most frequent method of insertion in most young people that participate in the labor market.

As for the second factor (economic cycle), the economic cycle affects mostly job insertion in young people. During the periods of economic downturns, the participation of the young members in households tends to increase. Within this context, the youths are the first ones to be made redundant due to the fact that the companies are reluctant to lay off more experienced staff, and due to the higher costs that this implies. On the other hand, during an economic upturn, companies tend to hire unemployed adults first, due to their working experience.

We consider it important to place the Program within a series of recent changes in the working world and its relation with education. Different authors have depicted them as “the end of the linear trajectory” from school to the working world (MLE&SS- ECLAC-UNDP- ILO, 2010). This is a unidirectional process with well-defined steps: from the end of formal studies until the access to the labor market, inflection point that would show the beginning of adult life.

² However, MLE&SS (Ministry of Labor, Employment and Social Security) recent studies have indicated that the formal paid job aimed at the youths grew over the 2002-2010 period in a higher proportion compared to that of other ages. The substantive youth labor insertion in formal employment which this dynamics has allowed meant that a significant number of workers between 18 and 29 years of age, unemployed or employed in precarious jobs, could have access to employments registered in social security, which has led to dramatic improvements in working conditions. It is important to highlight regarding this issue that unregistered employment rate for the 18-29 population fell from 64.4% in 2003 to 47.3% over the first 2010 quarter, whereas the unemployment rate of the youth over the same period fell from 25% to 15%, that means the number of unemployed decreased by 42%.

The changes in the working world have affected this type of hegemonic trajectory with only one sense and well-defined steps. However, recognizing these changes does not mean not to recognize that the linear trajectories are a majority, but to highlight the fact that they coexist with other methods. In many cases, the precarious working conditions have led to unstable employment trajectories, when periods of temporary poor quality jobs and periods of unemployment, and inactivity are connected; finally there is a return to precarious employment again. Undoubtedly, the main cause for this “cycle of instability” is the destabilization of the working world, which began more than a decade ago and it is still producing effects. However, it is important to highlight that, contrary to this dynamics, in Argentina there is now a public offer of new training, so that the disadvantages of this outlook could become new training opportunities.

The YF Program (The Youth with a Future Program) could be placed within these new initiatives which deal with the emergence of non-uniform trajectories of coordination between school and the working world. It is a training practice that, although it is not the same as a job, it is an experience between “the school and the job”. The Program works as an incentive to finish high school, and it also offers hands-on training in labor competences. This is not a remedial program for those who have dropped out of school without questioning this situation, but it trains the youth for the working world, and at the same time, it helps reconsidering decisions already taken about schooling. The Program also offers the beneficiary a “mock” for them to see what a job of good quality is for its benefits and the subjective experience of respect that it entails. It also provides incentives to finish school, since it is known that in order to get an effective post, it is vital to finish high school.

This shows the possibility of registering the “Youth with Future” Program within a new generation of development public policies of employment that match the growing spreading of non-linear trajectories between training and employment that look for other ways to coordinate both instances, showing the possibility of creating new opportunities for professional training and for the return to training in the companies environment.

2. REGIONAL CONTEXT

The YF Program is implemented since 2007 in the main urban centres of the country: Buenos Aires city, Great Buenos Aires, Mendoza city and Córdoba city.

These regions show some heterogeneity in terms of labor situations among the youth and the social conditions in which they live; this heterogeneity should be taken into account when programs are designed, implemented and evaluated.

Among these cities, Buenos Aires has the better situation in terms of poverty (2.1%), youth unemployment (12.5% among women and 13.4% among men between 18 and 29 years old). It follows Córdoba, where poverty reaches 3.6% and youth unemployment 12.2% among women and 6.8% among men. Finally, Mendoza and Great Buenos Aires are the most vulnerable urban centers. In fact, in Mendoza poverty reaches 6% and youth unemployment 17.4% among women and 3.0% among men, while in Great Buenos Aires poverty reaches 10% and youth unemployment 20% among women and 14.4% among men.

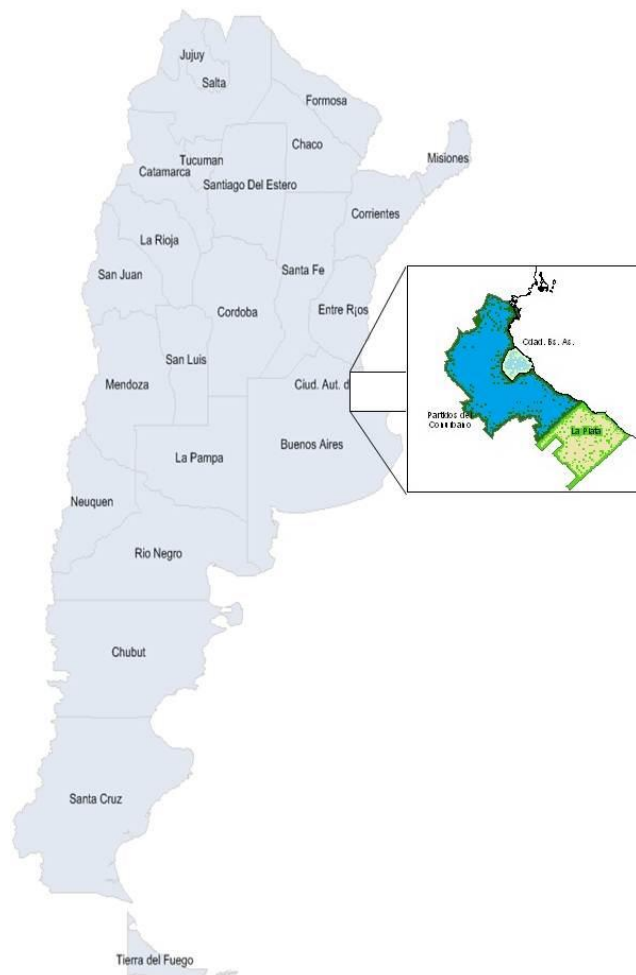
Given that Buenos Aires is the most vulnerable center, the first stage of the program has focused its efforts in Buenos Aires metropolitan region (BAMR), which includes Buenos Aires and Great Buenos Aires. In fact, more than 90% (1825) of the participants are from BAMR, while the remaining 10% are from Mendoza (115) and Cordoba (60).

Other indicators of the BAMR are the following:

- According to the data from the EPH-INDEC (Permanent Household Survey by the Argentine Institute for Statistics and Census) in the first quarter of 2007, the incidence of (NBI) unmet basic needs among the youths between 18 and 24 years of age in the Buenos Aires Metropolitan Region (BAMR) is 23%; such incidence among the same age group who have not graduated from high school is 41%.
- Good quality job taken by high school graduate youths in BAMR is 48%.
- As regards salaries, data from EPH shows that the average monthly income of youths with unfinished studies in BAMR is AR\$590.40 and AR\$937.70 for those graduates from high school in the same area.

Figure 1 shows a map of Buenos Aires and Great Buenos Aires in the context of Buenos Aires province and Argentina

Figure 1



Source: Undersecretary of Technical Programming and Labour Studies – MLE&SS

The next sections describe the strategy and results reached in Buenos Aires. The last section define as one of the future implementation challenges the both the extension of the program to the other three urban centers and, given the participation of multinational enterprises (MNE),

the replicability of the program to other Argentinean and Latin-American regions. This strategy is aligned with the current trend faced by MNE in critical areas such as labor and natural resources, that is, “becoming indigenous”, in order to develop local potential based on regional talents and global expertise and practice (Hart, 2005; Rocha, 2006a).

3. STRATEGY AND INSTRUMENTS

Given the diagnosis presented in the previous sections, a program of high quality, innovation and impact has been designed jointly between the public and the private sector for the promotion of youth employment.

In 2006 the Ministry of Labor and Social Security (MLE&SS) called on 100 top companies operating locally (such as Peugeot, Telefónica, Nestle, Repsol-YPF, and Novartis) to participate in a process of intercommunication and the generation of shared responsibilities, with a view to developing together sustainable labor practices.

The result of that stimulus was the joint design of the Program in Corporate Social Responsibility and Decent Work, of which the YF Program is part. This is a program for the creation and development of training practices in blue chips that provides a coordinated social solution to the problems of stable employment insertion of the youth from vulnerable sectors, forming institutional links with the good-quality job market through the improvement of employment and social capital levels. The YF Program is run since 2007 and has reached 1200 participants.

The strategy’s design is for a Program of Training for Employability in which 30 of the companies participate, plus a Suppliers’ Training Series and a Joint Series of Training for a Shared Vision in which the remaining companies participate equally.

The YF Program involves male and female young persons, 18 to 24 years old, from low-income and unemployed backgrounds, who have difficulty finding employment because they have not finished secondary school and lack significant prior labor experience.

It presents incentives for finishing secondary school, while it also provides practical training in work-related competencies. In this regards, the Program includes a theoretical phase of training in the classroom and a practical phase of work-based learning in a real employment context, which make possible the acquisition of the basic skills and work competencies that each occupation requires. Work-based learning is applied in a 50 to 80% range of the participating youth and includes rotations throughout diverse areas within the company.

As regards the activities within the phase of training in the classroom, what must be highlighted is that, even if there is a wide variety of contents, four of them are the most frequent ones: training in safety and hygiene in the workplace, training in information technology, training in CV’s writing and job search, and training about the workers’ rights and duties.

On the other hand, it is important to explain that training in the classroom related to work specific competencies for which the beneficiary has been trained follows the heterogeneity of the work profiles in the projects implemented and, in general, courses in the training phase in the workplace.

It is important to point out that projects carried out within the YF Program framework have differences in aspects such as number of participants and months of duration of the activities, as

well as differences as regards the employment profile for which the youths are trained according to the sectorial heterogeneity of the participating companies³.

Once they finish the training, the youths receive a certificate granted by the company and signed by MLE&SS, which allows them to show their participation in the YF Program and increase the possibilities of insertion. In some cases, there is an additional diploma or degree provided in agreement with an educational institution.

To date, the program has involved 2,000 youths (40% women and 25% with at less one child), carrying out their qualifications training in 30 top companies, the majority of which are local branches of multi-national companies such as the Acerol Mittal Group, IBM, and Volkswagen.

Table 1 summarizes the main goal and strategic intents of the program.

Table 1 – Goals and Strategies

A strategic challenge
To develop a strategic approach of public-private transition intervention towards the formality of socio-productive segments with greater concentrations of labor informality and of occupational groups with less access to quality employment.
Two priority action guidelines
Improvement of employability conditions contributing to inclusion in quality employment of more labor disadvantaged social groups, specially youths, through the design and implementation of professional training processes and the development of qualifying practices in blue chips.
Fostering quality employment in the value chain of blue chips through the development of gradual employment quality improvement processes by suppliers.
A transversal action guideline
The development of a social responsibility culture connected with quality employment through the activation of enhanced processes of multisectorial dialog and the boost of concrete actions.

³ Some of the specific posts for which the beneficiaries are trained are the following: metallurgical worker, maintenance worker, lathe operator, welder , assembly worker, taper, operator of vine-growing processes and production, administrative assistant, accountant assistant, quality assistant, systems technical support assistant, phone sales operator, customer support representative, mail distributor, logistics operator, mail operations assistant, food preparation assistant, preservation maintenance assistance, restocker, draftsman, mechanic, equipment operator with knowledge of data processing PC and printer use, phone operator, programmer, technical support, warehouse operator, packing operator,, money counters, assistant in the Human Resources area, employee in mechanical and quality auditing.

4. IMPLEMENTATION

Following the idea that the articulation of a democratic political system with an economic system based on productivity, competition and technological innovation calls for a sustainable labor relations system, the MLE&SS sought the development of a strong articulation policy with actors of the production world and civil society in order to guarantee the implementation of training actions that impact on the working world and encourage debate on the ways of improving contributions from the private sector to development. For that purpose, it was necessary to call a systematic, participative and fluent dialog to generate mutual confidence that would lead to identifying the issues of a common socio-labor agenda in the framework of social responsibility.

A key implementation criteria is that the triple alliance between government as promoter, companies as operators, and social organizations as support base creates a strong, legitimate social infrastructure with which to undertake the generation of jobs with a view to the social inclusion of populations living in conditions of vulnerability.

Based on these criteria, the YF Program is the result of the joint effort of the public sector (MLE&SS), companies that are part of the Corporate Social Responsibility Network, and the civil society. The program also benefited from technical assistance from the ILO for the design and implementation of an evaluation methodology.

The program activates connections on the local level, between companies and offices as administrating entities, technical schools as training allies, and social organizations as companions and social administrators for convoking youth.

How does the implementation work? The companies taking part in the YF Program prepare the qualifying practice projects supported by the technical assistance of the Employment Secretariat of the MLE&SS and carry them out with their own physical, financial and human resources, and with a tutorial supporting system for beneficiaries. Companies call and recruit participants together with the City Employment Offices and the cooperation of the organizations of the civil society.

In this regard, we must highlight the importance of the information on recruitment, selection, orientation, encouragement and incentives strategies privately carried out by companies before training processes in designing employment policies. It is also vital to know about the training institutions particularly valued by companies, inside and outside the traditional offer, and the reasons for this positive appraisal.

Among professional training alternatives, it is a priority to establish, together with companies, the advantages of learning in working positions, especially the Qualifying Labor Practices alternative, which focuses mainly on one of the main assumptions of the professional training: continued training during the professional life. It is gradually less linear and foreseeable and calls for training experiences that allow the combination of formal learning with less structured scenarios, articulated in a net of flexible, complementary and diversified alternatives.

Through these means, the youths start a process that promotes the appreciation of employment and gives access to the rights they are deprived of in precarious conditions. A first bridge is thus created to the formal labor world, with benefits and challenges and, at the same time, with a way of going on or resuming learning processes at a professional level.

Consistent with its decentralized administration, the design and supervision of the program is run by a Mixed Executive Committee, formed by MLE&SS officials from the CSR unit and representatives of founding training companies. This Committee's main task is to assess the projects proposed by the new adhering companies in order to guarantee the preservation of

values and guidelines stated in the Agreement that rules the program. The private sector is in charge of the execution of the program, with the technical assistance of the Secretary of Employment of the MLE&SS.

5. FINANCIALS

The MLE&SS and the companies co-finance the stimulus allocation the participants receive and the training and tutorial actions.

The beneficiaries receive a monthly non-remunerative stimulus allocation and a complement, as compensation for travel expenses, financed jointly by the MLE&SS and the participating company.

The companies assign the youths the value of minimum wage per each engagement agreement in as much as the MLE&SS provides the corresponding amount to Unemployment Insurance (approximately 90% and 10% respectively).

6. RESULTS

There arise some indicators of the program's impact: "Technical Study of results assessment and follow-up of the socio-labor and education situation of the YF program's beneficiaries", carried out with the support of the ILO in the framework of the UNDP/ECLAC/ILO Joint Program. This study was developed on the grounds of a mixed quali-quantitative investigation carried out with the support of the ILO, from the implementation of debate groups, deep interviews with beneficiaries and a survey graded according to probability sampling design over the target population.

The report on the impact of the Program's implementation will be based on the data presented in the Regional Context section.

We classify the indicators of the impact of the program's implementation in four key areas:

- a. Focalization
- b. Satisfaction of young participants
- c. Young participants' employability conditions
 - i. Effects on the labor situation
 - ii. Effects on the education situation
 - iii. Effects on short and medium-term expectations
 - iv. Factors associated with the improvement of employability conditions
 - v. Net effects on employability conditions
- d. Corporate Organizations

a. Focalization

As said before, the program was carried out in the city of Buenos Aires and Great Buenos Aires (BAMR), where the rate of 18 to 24-year-old people excluded from the production world due to low education levels and little or no labor experience is very high.

A first analysis leads to stating that 73% of youths that started their qualifying practice had a satisfactory end, meaning that the general desertion rate is not different from that of similar programs. The highest desertion rates were found in training projects in higher studies sector, with a greater number of beneficiaries.

The average age of beneficiaries at the time of being admitted is 20.

In order to assess the focalization of the beneficiary population, we looked into the economic socio-demographic profile of youths who have already taken part in the Program.

Therefore, there arise two dimensions of these youths' social conditions as key for this purpose. The first one is associated with the material hardship conditions of the households they live in; the second is related to the degree of connectivity arising from the layout of ICT packets.

As regards material conditions, it was noted that 47% of youths come from households with Unmet Basic Needs (NBI, the acronym in Spanish), a figure that shows the extension of structural poverty among beneficiaries. We must said that this situation is much more precarious than that arising from the Permanent Household Survey (EPH-INDEC, the acronym in Spanish) among 18 to 24-year-old people in the Buenos Aires Metropolitan Region (BAMR), a group in which the impact of the NBI indicator drops to 23%. Even if compared with the situation of young people in the same age group but with complete secondary studies, it is seen that the impact of the NBI among beneficiaries is still higher: 47% against 41%. It is worth highlighting that there are no significant differences related to this indicator in the different cohorts included in the Technical Study (youths that have taken part in the Program, those who are currently taking part and those who have not started participating yet), thus showing the stability of the focalization.

Precarious life conditions are also seen when considering other key indicators. In this sense, we note that 17% of beneficiaries of the Program come from overpopulated households, similar to the situation observed among youths in the BAMR with incomplete secondary education. Likewise, one out of three beneficiaries lives in slums or disadvantaged neighborhoods, an impact that is up tenfold on that registered among their peers without secondary studies of that urban conglomerate.

An important number of beneficiaries share their dwelling with an extended or composed family, with relatives that do not belong to the core family (36%). Moreover, in 22% of cases, these youths have at least one child, who mostly shares their house with grandparents. As expected, this percentage doubles among female beneficiaries (34%) compared with males (17%). The number of members with incomes is 2.6 per dwelling, with an average dependency rate of 2.3 members every each member with a salary. Most families have very low total incomes: 75% is paid less than two thousand pesos a month, meaning an income of about AR\$365 per capita. This situation is similar to that of all BAMR households with 18 to 24-year-old people without secondary studies. At the time of considering the main problems in households, beneficiaries refer to unemployment as the most important aspect (47%). Meanwhile, over a third of them mention the death or loss of fathers, mothers or siblings, and a tenth considers themselves as poor. However, a third declares they are not affected by any of these suggested problems.

As regards these beneficiaries' access to ICTs, survey results show that 40% has no computer at home and 63% has no access to Internet either. These shortages are especially relevant within a context of an intensive process of participation of young people in virtual nets, through which they expand their technological sociability. The lack of equitable access to new technologies not only generates new socio-technological distances but also barriers to the possibilities of participating in production and consumption areas (UNDP, 2009).

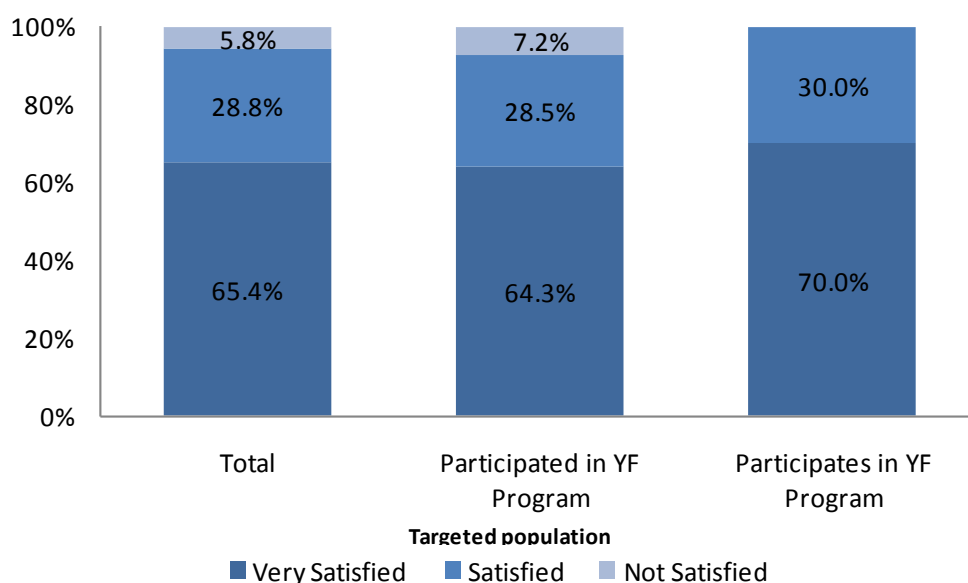
The initial situation of beneficiaries is not so different from that of their BAMR peers: about 8 out of 10 have had a previous working experience and only 3 have had just one, related to previous studies.

Although these indicate a correct focalization of the Program, it is evident that they must be considered at the time of designing policies for youths residing in vulnerable sectors. This way, access to other existing social programs would be favored and they would help solve basic shortages, considering the comprehensive scope those approaches must feature when destined to the most disadvantaged population. On the other hand, another shortage must be tackled: though not in that strong exclusion core, it arises from the low access of youths to ICTs, at a time when techno-sociability is modifying knowledge patterns, learning and other social life dimensions, such as employment. As the main objective of the YF Program is to improve employability conditions of youths belonging to vulnerable sectors, connectivity to Internet predicts social advantages and should be seriously considered by youth's policies in the working environment.

b. Satisfaction of young participants

The general assessment of the YF Program tends to be highly positive, with no great differences between the different surveyed segments. Taking those beneficiaries with a very good assessment of the Program (65%) and those who marked it as good (29%), the assessment is positive, over 90%. The satisfaction level tends to increase among young people currently participating in the Program and among those who were followed up by the company after completing the project. On the other hand, the general assessment of the Program tends to decline among those youths who have shared the same tutor with more beneficiaries.

Figure 2: Satisfaction of beneficiaries with YF Program



Source: YF Program survey- MLE&SS/ ILO

Closely related to what was previously said, young people's assessment is highly positive not just as regards the Program in general, but also the practical experience it provided to them in their jobs. Said experience is highly valued by 94% of beneficiaries and increases among those who are currently participating and those who were followed up by the company. As in the general appraisal, satisfaction with qualifying practices declines among those youths who were not so close to the tutor in charge.

On the other hand, most young people (91%) consider the Program was good or very good as regards the training provided to get a job. This positive appraisal is slightly higher among those who are currently taking part in the Program (96%) and those who were followed up by the company after completing the practice (94%). As one of the aspects that generates the greatest expectations among young people is the possibility of getting working experience, not just to improve their training but also to facilitate their search for a job, a positive assessment on both aspects is a critical datum for the development of the Program.

Similar to observations as regards the general assessment of the qualifying practice and the support provided to get a job, the trainers', tutors' and other professionals' management receives a positive appraisal of 97%. Among all aspects analyzed, this one is awarded the highest percentage of positive appraisals, with no significant differences among surveyed groups. This means that the personalized tutorship is a factor that determines the satisfaction of the YF Program's beneficiaries.

c. Effects on young participants' employability conditions

Labor training programs for young people have been extensively assessed at an international level, and this has resulted in the development of many assessment innovative methods and an important evidence collection about their effectiveness.

To contextualize these situations, some comparisons will be made with the situation of young people in the same age group without secondary studies and living in the BAMR, based on the information provided by the Permanent Household Survey (EPH, the acronym in Spanish), INDEC, corresponding to the first quarter of 2007.

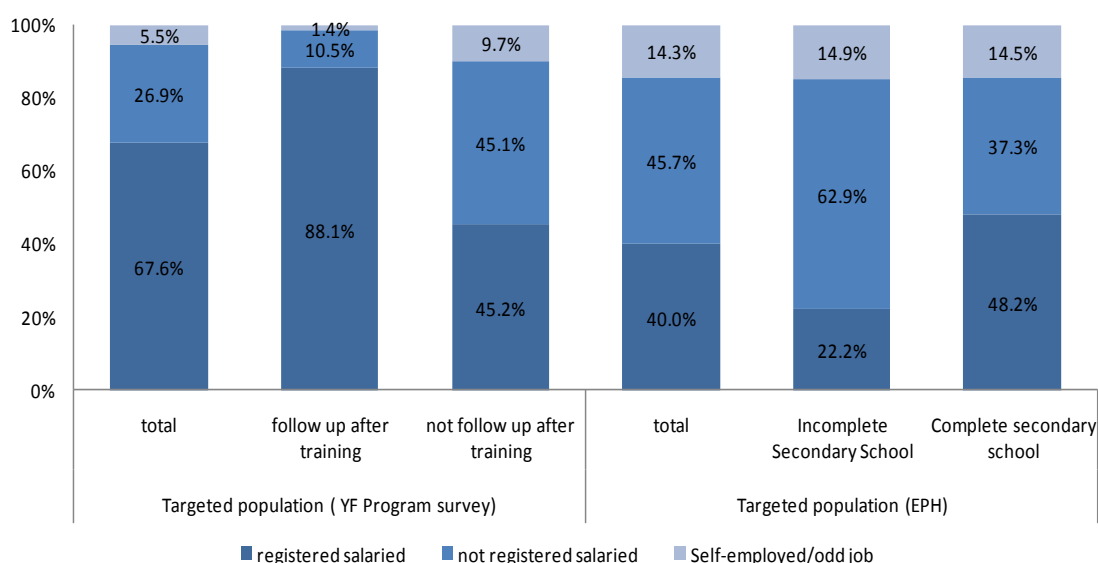
From an operative point of view, the improvement in young participants' employability conditions is defined, in this Framework, as the capacity of the Program to provide better chances of access to quality employment and/or labor development of beneficiaries (MLE&SS, 2010), and is assessed on two essential dimensions: the quality of labor insertion after being trained at the company and access and completion of secondary studies.

i. Effects on the labor situation

The 59% is currently employed, with no relevant differences according to gender. To contextualize this parameter, it is useful to say that the unemployment rate corresponding to the same age group of youths living in the BAMR accounts for 50%, while that of the subgroup of young people with incomplete secondary studies amounts to 47%. Although these values cannot be strictly compared because the benchmark population is mostly made up by people with no activities, we can conclude about the positive effects of the Program on the sustained activation of young beneficiaries and their labor insertion capacity. In this case, we must point out that 6 out of 10 unemployed beneficiaries at the time of the survey claimed to have worked after completing the qualifying practice. This way, over 8 out of 10 youths that took part in the Program got a job at least once after their training. As regards those currently unemployed,

almost all of them are actively looking for a job and only one tenth has become inactive, mainly because of maternity or resuming studies.

Figure 3: labor insertion of beneficiaries after YF Program



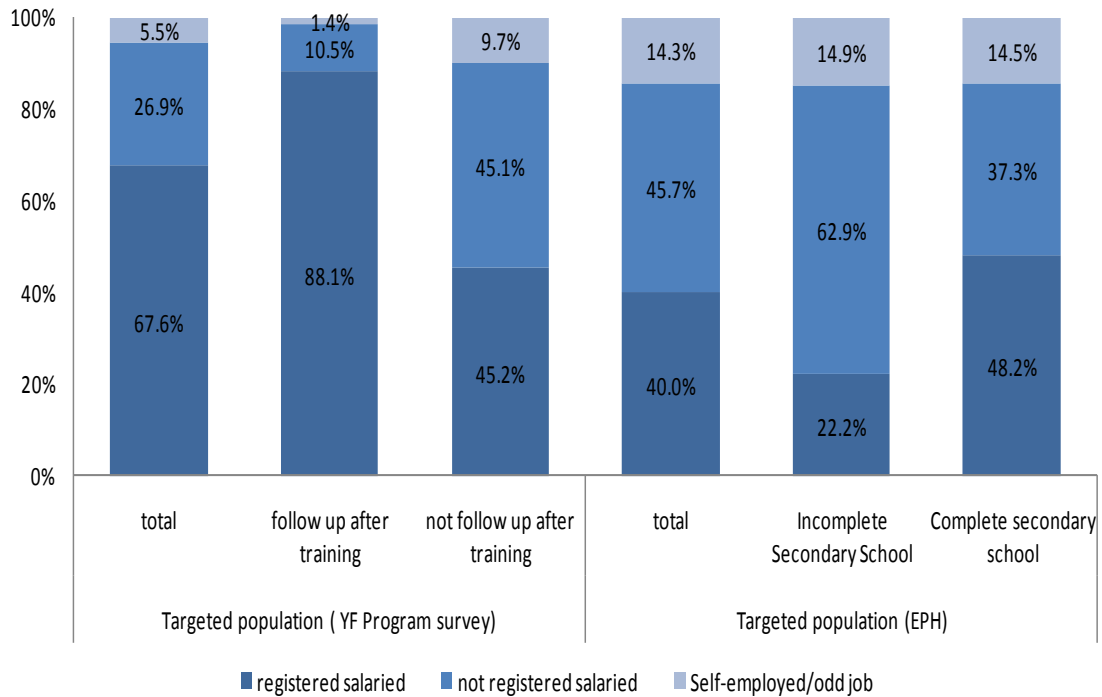
Source: YF Program survey- MLE&SS/ ILO, and EPH-INDEC

A more detailed look into labor insertion of beneficiaries shows that the employment rate among those who were later followed up by the company is significantly different from those who did not have such post-training contact. The gap between both groups is higher than 20 points: unemployment rate among young beneficiaries later followed up amounts to 71%; among those who did not have that contact, it is below 50%, equaling the labor insertion achieved by young people of the BAMR.

The second results indicator to be highlighted is close to the employment quality among those who managed to get inserted after finishing the qualifying practice.

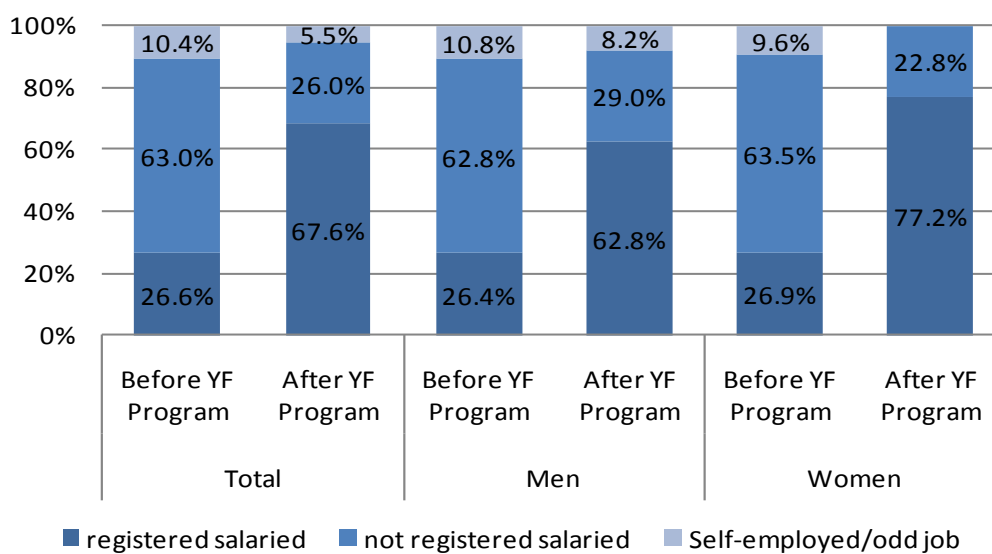
Results show that the initial working situation of those youths that took part in the Program is similar to that of the group without complete secondary studies of the BAMR, but after finishing their practice, they report a better labor inclusion than even those with complete secondary studies in that region, on average. Only 27% of those that finished their qualifying practice had previous working experience in a registered job. When considering the situation after the Program, the percentage of quality labor insertion rises to 68%, up on the situation before the YF Program.

Figure 4: Quality of labor insertion of young after YF Program



Source: YF Program survey- MLE&SS/ ILO, and EPH-INDEC

Figure 5: Quality of labor insertion of young before and after YF Program



Source: YF Program survey- MLE&SS/ ILO, and EPH-INDEC

It is useful to highlight that the information about employed young people with no secondary studies in the BAMR shows that there is no difference between the rate of those in a registered job and that of the labor history –in retrospect- of YF Program’s beneficiaries. Only 22% of those without complete secondary studies are currently working in a registered position. Consistent with the focalization achieved, this comparison reveals that YF Program’s beneficiaries start from a more disadvantaged position than that of their peers with no secondary school.

On the other hand, more Program beneficiaries fill quality jobs than employed young people from the BAMR with complete secondary studies: 48% of the second group has a registered job against the 68% who finished the qualifying practice, as mentioned before.

Moreover, when dealing with differences according to gender, female beneficiaries show a better performance than males. Based on a comparable labor situation, after leaving the Program, 77% of employed young women have a registered job and among young men the rate is 63%.

As in the case of employment rate, we must highlight the follow-up made by the company impacts significantly on the rise in beneficiaries’ capacity to get a quality job. Among those who were followed up, employment rate accounts for 88%, while the rate of those who did not have contact afterwards with the company that trained them drops to 45%.

Another relevant variable regarding the labor insertion of beneficiaries is salaries. Data shows that average monthly incomes of beneficiaries that took part in the Program and currently employed amount to AR\$1,594.10 Comparatively, this salary is up 2.7 times on that received by employed young people without secondary studies and living in the BAMR and up 1.7 times on that earned by young people with secondary studies living in the same area. Those salary gaps undoubtedly show an important advantage of the positions held by young people who participated in the Program, compared with the main type of insertion of their peers.

As with other indicators, there is a significant difference between young people trained by the company with a follow-up and without it: incomes of the Program beneficiaries with a follow-up by the company are up 62% on that got by beneficiaries who were not followed up. These salary gaps suggest that, beyond the condition of being a registered worker to which the Program graduates have more access to, improving labor insertion quality depends on the access to production and service sectors with higher labor productivity levels.

In that sense, half (49%) of those employees who participated in the Program were hired by the same companies where they carried out the qualifying practice, while a tenth got a job in the same activity sector than the company which trained them.

At the time of considering the quality of later labor insertion, we note that although it becomes worse when beneficiaries are not hired by the training company, it is still better than that observed for the whole target population. Survey information shows that almost all beneficiaries later related to the company where they carried out the qualifying practice claim to be holding a registered job, and almost half (45%) of those employed in another company claim to be in the same situation. Thus, labor insertion quality of beneficiaries who are not employed by the same company in which they were trained is similar to that of young people hired in the BAMR with complete secondary school: this shows a rise in employability conditions.

Finally, it is worth highlighting the positive effects of the qualifying practice over the subjective conditions of beneficiaries’ employability, thus noting the valuation it receives compared with their own capacity to get a job. In that sense, the 85% of youths that participated in the Program

gave an affirmative response to such question, narrowing the gaps arising from the fact of receiving follow-up or not, later to be seen in connection with the impact over expectations.

Going deeper into the issues during the interviews showed that young people consider mainly that the support provided by the Program to improve their working performance and the possibility of gaining more experience in an activity or profession are the most important aspects in their improvement of labor insertion capacity.

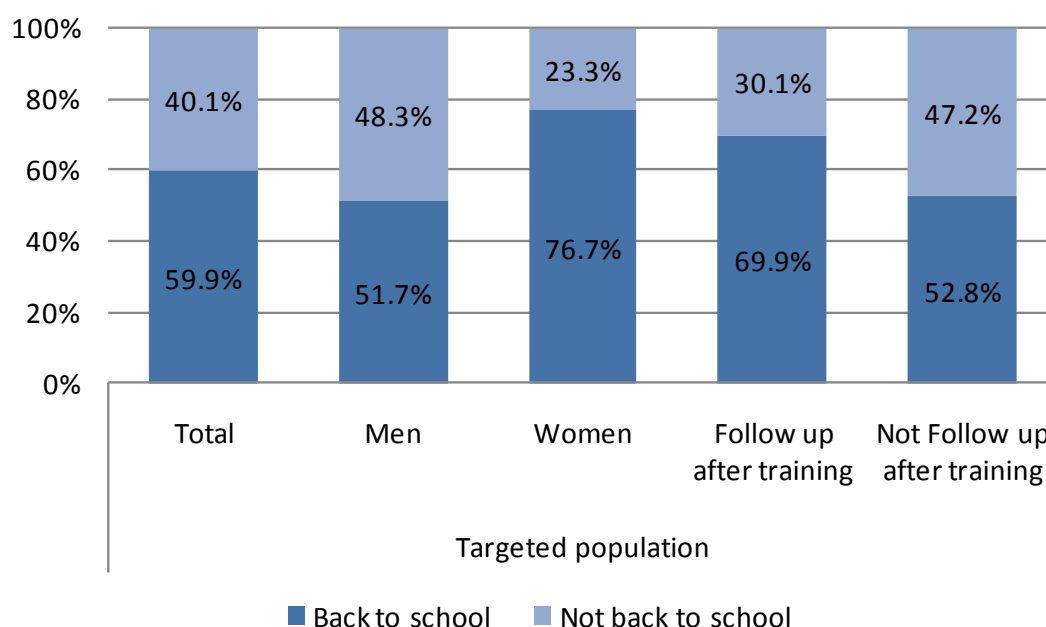
ii. Effects on the education situation

Although the Program does not aim at reaching the accreditation of formal studies, we must highlight that most participating companies have provided alternatives for studies to be resumed and/or completed, focusing on becoming aware of the importance of completing secondary studies as a tool for social and labor inclusion.

Six out of ten resumed formal studies, either during the qualifying practice or afterwards. This ratio is comparatively higher among women (77%) than among men (52%) and among those who were followed up by the training company (70%), compared with those who were not (53%).

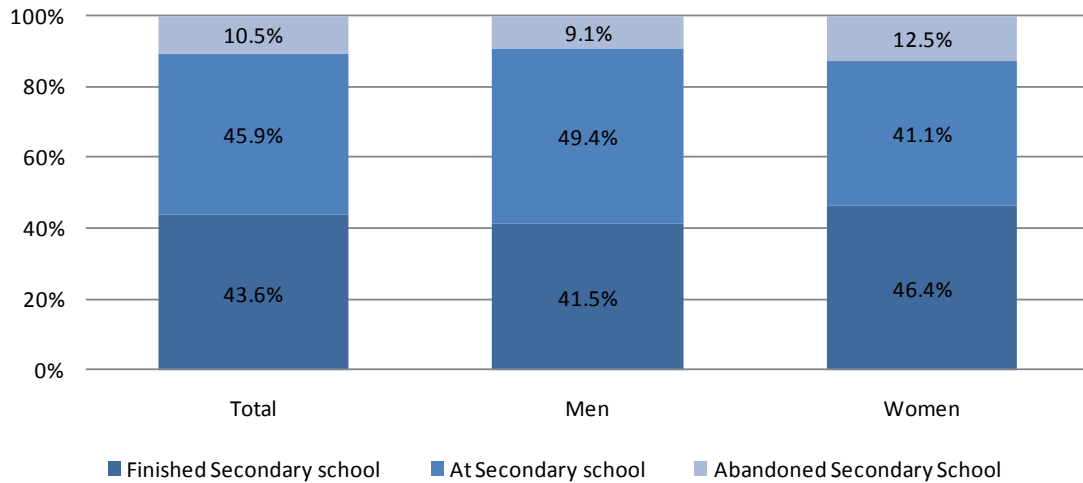
We must note that the results of resuming school are really promising, because 44% of young men finished secondary school and the other 46% are currently doing so. Likewise, among those who finished the cycle, 35% is currently attending higher studies and 53% is planning to do so.

Figure 6: Young back to school during or after YF Program, in %



Source: YF Program survey- MLE&SS/ ILO

Figure 7: Young back to secondary school after YF Program according to educational situation, in%



Source: YF Program survey- MLE&SS/ ILO

The Program was designed to give quality training options to young people outside the schooling system and encourages them to resume secondary studies and to complete them. Far from stating a false contradiction between formal education and experience-based training, the opinion of those who finished the practice shows the value of both aspects at the same time.

When analyzing the interviewees' discourses, two main mechanisms can be identified that operate as boosts. The most direct mechanism refers to the follow-up of the beneficiaries' education system by the training company which, mainly through appointed tutors, encouraged youths to resume their studies and to sit for pending subjects.

In other cases, the stimulus was not so direct and was not so much based on the demand for tutors but on the youths being convinced that it is necessary to have a secondary degree to access quality jobs. This does not mean that youths are not aware of it, but after having had the experience of working in a formal company, something banned through that moment, may have modified their incentives to reach it. In other words, having had a positive experience, having seen a place for them, may have reduced fatalistic beliefs, such as "What am I going to study for? There is no employment for me". This makes it possible to articulate efforts and achievements successfully.

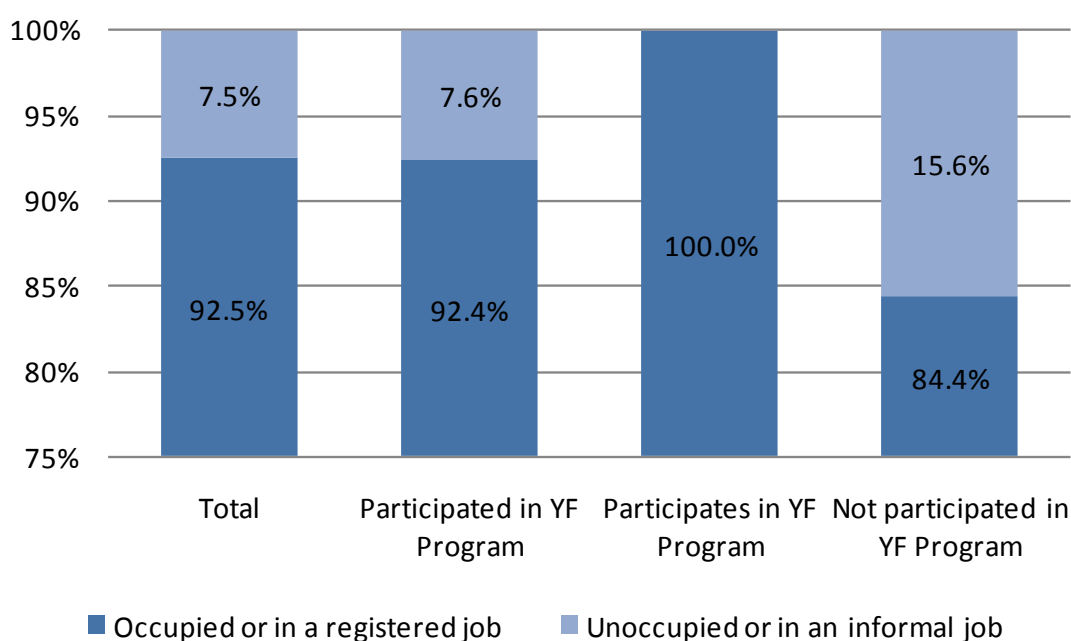
iii. Effects on short and medium-term expectations

Focusing on the effects of the Program's participants' subjectivity, this section aims at showing their perception as regards their short and medium-term expectations. The results obtained offer the possibility of comparing the different groups analyzed in order to see if the qualifying practice has meant a change in future perspectives about the beneficiaries' socio-labor and education situation now and in five years' time.

Firstly, we must highlight that considering the value youths give to the YF Program as an improvement instance, short and medium-term expectations are comparatively high. Therefore, the Program may be awarded a positive effect over young beneficiaries' expectations, both in terms of getting the job they like and of getting a registered position, due to the difference between those who finished the qualifying practice and those who did not take part in the YF Program: the 27% of youths who have not taken part in the Program claims not to have any possibility of accessing a job they like. That figure declines to 12% in the case of those who have participated and to 6% in those who are currently doing their qualifying practice.

Something similar is shown when dealing with the perception about the chances to get a registered job. Although all of them start from a lower level, those whose practice is underway or who have finished it are more optimistic than those who have not taken part in the YF Program yet. The 31% of young people who have not carried out the practice thinks they have no chances to get a registered job. This figure is almost nil for those in training development and it increases to 21% as they finish the period of practice.

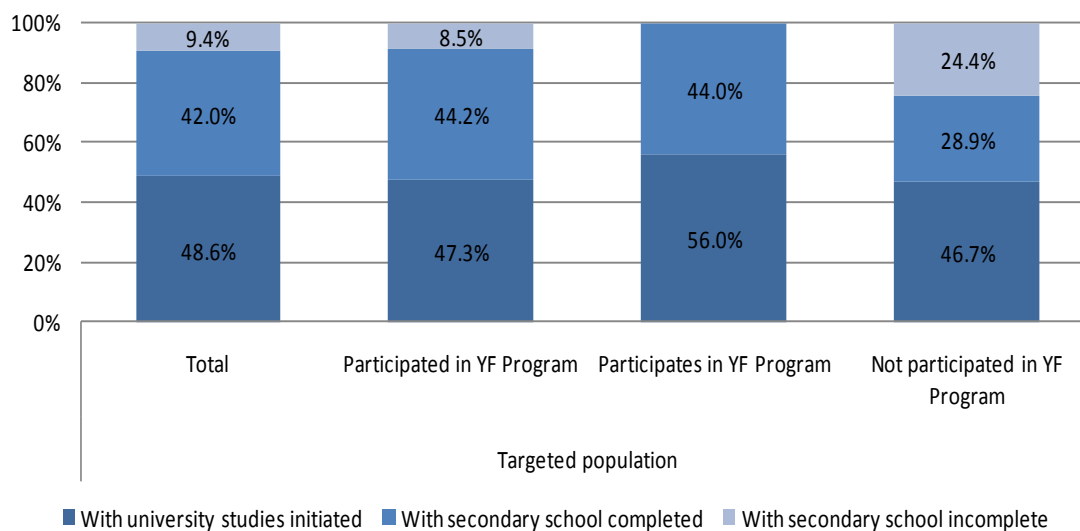
Figure 8: Perception by youths of their labor future in five years' time, in %



Source: YF Program survey- MLE&SS/ ILO

On the other hand, when considering the young beneficiaries' perception about their medium-term future (in five years' time), especially as regards their labor future, results are similar to those about the value they give to the possibilities of getting a job. Beneficiaries mostly depict high expectations to improve their working life. However, those who have not participated in the practice yet are not as optimistic as those who have finished it or are currently participating in the Program. Perspectives as regards finishing secondary studies in five years keep the same trend. There are also differences in this perception when it comes to gender: women are much more optimistic than men, especially about a possible access to college studies.

Figure 9: Perception by youths of their educational future in five years' time, in %



Source: YF Program survey- MLE&SS/ ILO

From a qualitative point of view, interviewed youths show a significant optimism. The big difference between interviewed youths and the results of research into comparable groups is a greater optimism. Most surveys on popular sector youths showed an increasing fatalism about the future, especially the approach to a hostile labor world in few cases. Expecting difficulties in future insertion, young people also had difficulties imagining themselves in other projects, either family or personal. Therefore, current surveys have pointed out that the disjunction between education and employment is an important issue: young people see a great difference between the education world as a land of rights, beyond access problems, and the labor world, as a land of lack of rights, instability and few horizons (UNDP, 2009).

This survey shows that those who have taken part in the experience have a greater optimism about their future and the possibility of getting a quality job than those who have not taken part in the Program yet, and than the information found in previous studies. In previous years, surveys on this topic used to focus on the reduction in youths' expectations of increasing social mobility (Filmus and Miranda, 2000; Konterllnik and Jacinto, 1996). It was explained by means of proving a juvenile unemployment rate that has been up threefold since the 1990s on those of other age groups (Beccaria, 2005), and by the precarious labor condition that affects them more than extended unemployment. Besides, other studies observed that the rise in education coverage was not consistent with better labor opportunities (Salvia and Lépure, 2005).

Of course, the results of this report refer to a reduced number of cases related to a concrete public policy experience. Anyway, they are compatible with more recent interpretations about the change of a homogeneously fatalistic horizon due to positive signs registered in the last years. It may partly be a reply to a generational turning point: this generation has matured after

the massive unemployment arising from the neoliberal reforms of the nineties and has lived through the period of economic growth after 2003, with a sustained rise in quality jobs.

Therefore, although the situation cannot be applied to the rest of youths with a similar social localization, developing a qualifying practice in a formal company seems to have generated wider expectations. Even recognizing the place they have in the social stratification and the need to finish secondary school, the results do not reflect that the “long-lasting precariousness horizon” approach (Kessler 2004), which the previous generation showed mainly when researching into the youth at the end of the last decade.

The possibility of developing an experience in a formal company, where youths have learned about the different qualities related to decent work, has such an impact that it lets them incorporate those expectations into their future chances. This is especially true among those who could stay in the company after their practice period, even more when they can combine work and study.

In other cases, when young people could not stay in the company, the idea of reaching certain goals seems to arise, such as finishing their secondary school or starting a family. One way or another, most sights on the future had an optimistic hue.

Statements made during these deep interviews by young people who experienced the Program point out the importance of analyzing the impact of youth policies on their subjectivity and, particularly, on the possibility of framing a future, of fixing goals, such being a condition - necessary but not enough- to deploy their management capacity to achieve them. This type of impacts features one of the most relevant connections between professional training programs and their contributions to the juvenile human development.

iv. Factors associated with the improvement of employability conditions

The information above describes the achievement over employability conditions of beneficiaries after being trained at the company; but it says nothing about the factors that would explain such achievements.

To look into these relationships, a selection was made of a series of independent variables impacting the determination of employability conditions of those youths who participated in the Program, and they were grouped into three levels of occurrence: a) the beneficiary’s individual attributes, b) the beneficiary’s home attributes, and c) the attributes of the formation project in which the beneficiary took part.

The first level focuses on gender, age group, education level and the existence of family responsibilities. The second one considers the education level of the head of household, access to Internet in the house and its being placed in a poor neighborhood. Finally, the third level includes the duration of the training in months, the number of beneficiaries per tutor, scope of the degree –other than the certificate of participation- and the training company’s follow-up. They are indicators associated with the achievements of the beneficiaries after finishing the Program.

In order to analyze the influence degree of these independent variables over the indicators of achievement abovementioned, four models of linear regression were applied over dichotomic variables. In each case, the achievement indicators selected were dependent variables to be explained, while the mentioned variables on demographic and socio-economic characteristics of beneficiaries and training projects were independent, explanatory and foresee the beneficiaries’ achievements.

The analysis of regression rates arising from such models allows accurate information on the factors that mostly boost or hinder attaining goals.

Figure 10: Factors impacting the chances of youths to improve their employability conditions after the YF Program, estimations based on lineal regressions

	Back to school		Finished secondary school		Currently works		Has a registered job	
	B	Sig	B	Sig	B	Sig	B	Sig
Sex	0.140	0.130	0.081	0.327	0.069	0.489	0.048	0.602
Age group	-0.154	0.081	-0.065	0.410	0.031	0.738	-0.030	0.729
Education	0.216	0.024	0.244	0.005	-0.160	0.117	0.012	0.901
Family responsibility	-0.102	0.306	-0.076	0.393	-0.043	0.689	0.043	0.664
Education of the chief	0.164	0.096	0.149	0.092	0.102	0.329	0.118	0.225
Internet in the house	0.136	0.015	0.022	0.797	-0.073	0.469	0.028	0.763
Housing in villa	-0.036	0.711	-0.056	0.526	-0.149	0.106	-0.165	0.090
Previous labor experience	0.035	0.689	0.004	0.961	0.065	0.492	-0.007	0.932
Month duration of the practice	-0.015	0.528	-0.003	0.867	0.004	0.861	-0.004	0.874
Number of beneficiaries per tutor	-0.002	0.503	-0.004	0.102	-0.001	0.827	0.001	0.799
Diploma, title or certificate	0.008	0.932	0.025	0.750	0.077	0.416	0.102	0.243
Follow up after training	0.114	0.096	0.053	0.505	0.243	0.011	0.378	0.000

Source: YF Program survey- MLE&SS/ ILO

Firstly, it is shown that the likelihood of resuming secondary school studies is greater among women, the younger beneficiaries and those who have made greater advances in the schooling system. The origins of a household with a more intense schooling environment also impacts on greater probabilities of resuming school. As regards the characteristics of the training projects, the follow-up carried out by the training company after the qualifying practice is the factor that most contributes to increasing such possibilities.

Secondly, if a more demanding schooling achievement indicator is analyzed, such as the completion of secondary school, the chances are higher among those youths who had made more progress in their secondary school, and thus were nearer to completing the course. The factor related to the characteristics of the training project that most influences on the better chances to complete studies is the proximity of a tutor; this reassures the importance of a personalized encouragement to reach the end of secondary school.

These results may also show a certain stress between coming back to school and the effective completion of secondary school, as a consequence of the inefficient performance of many of young beneficiaries that resumed studies during or at the end of the practice. The assessment of factors related to labor insertion after training indirectly provides information about this possible disruption, also shown by the evaluations on the impact of programs of conditioned admission transfers.

Thirdly, it is evident that chances of getting a job are comparatively higher among those beneficiaries who are behind in their secondary education level; this may indicate the difficulties faced by less educated people in completing their studies. Although these people have rejoined the schooling system, most of their experiences were deemed as failures.

Likewise, and as mentioned before when referring to the inclusion in the formal education system, the follow-up of the social, labor and schooling situation of beneficiaries carried out by

the training company, after the qualifying practice, is a factor that boosts chances of labor insertion. However, it is worth highlighting that living in slums or low income neighborhoods, independently from other factors considered, reduces the possibilities of reaching such insertion and introduces a “neighborhood effect” associated to sociospatial segregation mechanisms operating on the labor market.

Finally, the analysis of factors associated to quality employment for those youths who have finished the Program shows that the individual differences, in terms of gender, age and even schooling level are not so influential due to the existence of other explanatory factors. Even though trials on youths who have not passed the Program show that such characteristics are essential at the time of getting a quality job, especially secondary school credentials, what must be highlighted is that the participation in the Program puts the advantages related to such characteristics on a level. In that sense, we must say that the follow-up of the training company is the most determining aspect when accessing a quality job; this result shows how important those actions are in the participants' careers.

On the other hand, living in a slum or in a low income neighborhood reduces such chances, independently from the rest of variables considered.

v. Net effects on employability conditions

Although the comparison between the situation before and after taking part in the Program shows promising results as regards improved employability of the YF's beneficiaries, it is crucial to take into account that such results should be compared with those of a social group with similar characteristics and who have not been trained. This way, the aim is to isolate the effect of the Program or at least to suspend the effect of the context over the beneficiaries' achievements, in order to determine the net impact of the Program over improving employability conditions.

That is why the assessing models of action impacts, either in their experimental or quasi-experimental versions, go further in creating control groups or in comparing individuals who have not received treatment and with statistically similar qualities to the beneficiaries. In this study, the beneficiaries cohort who have completed the qualifying practice constitutes a treatment group, while those youths who have not started their qualifying practice, because the project for which they were chosen was not carried out, still constitute a control group.

Following recommendations on methodology, a quantitative method of measuring the Program impacts was applied in order to strengthen the results observed (Abdala, 2004; Betcherman, 2007; Diez de Medina, 2004; Jones, 2010). Among available techniques, tests of mean differences and binomial logistic regression models were prioritized. With the former one, it is possible to establish the statistical significance of differences in estimations of impact variables in each of the groups defined; with the latter, it is possible to get the magnitude and the effect produced by participating in the YF over the employability conditions, setting other factors influence aside.

From an operative point of view, the aim is to determine the impact of the Program over the employability conditions of youths as regards two aspects. On one hand, the objective is to know about the impact of education factors over the improvement of objective employability conditions by means of a quality indicator of labor insertion. On the other hand, the goal is to determine the impacts over subjective employability conditions by measuring the lack of fatalistic beliefs.

Although in assessments on impact it is useful to measure variables before the treatment, it is worth noting that if randomization was properly done, such estimations are not necessary, because a random allocation guarantees that both groups have the same average initial value of impact variables. This way, post-treatment differences may be attributed to the effect of the treatment.

As, by definition, youths contacted were unemployed and have not completed their secondary school before joining the Program, it was the priority to measure the quality of labor careers through that moment by means of a retrospective observation that allowed us to determine whether youths had at least one experience in formal employment at the time they were contacted to join the Program.

These statements made, the Schedule first shows the results of the analysis of statistical significance of mean differences and then the results of binomial logistic regression models.

Conclusions from these analysis are as follows: 1) the Program means an improvement in objective conditions of beneficiaries' employability with a significant increase in their chances to have a formal labor experience, 2) the Program produces a balance by putting opportunities on the same level; this is achieved by reducing, on the formal labor market, the selectivity effects of employability conditions achieved by youths on the grounds of their previous labor experience and their age, 3) no alterations are observed to the selection effects associated to position-related factors in the social structure of youths, such as the degree of progress made and/or accreditation in the formal education system or, widely, to the position of their household in the socio-economic stratification, and 4) there is a reduction in fatalistic beliefs regarding the possibilities to get into the formal labor market in the medium term.

Appendix I shows the methodology and results of comparing the treatment group to the control group in order to setting aside the possibility of attributing the differences found between both groups to the inadequate size of sampling.

d. Effects on Corporate Organizations

This section aims to describe the main strengths and positive aspects of the Program and the weaknesses and difficulties it had to face during its implementation, under the perspective of those involved directly in training young beneficiaries. Likewise, its goal is to inform about the sustainability of the Program in time and about lessons learned as Corporate Social Responsibility (CSR), incorporated in participating companies.

i. Difficulties confronted

Among the main difficulties stated by tutors and those responsible for the training of YF, we mention the following:

- Relationship with trade unions: for many companies, undertaking the Program meant negotiating with union representatives at the company. According to some companies, negotiations dealt with the design of recruitment procedures and with the number of benefits and fees received by beneficiaries. Trade unions made their stand to avoid confrontations with the company's employees, while protecting the youths' interests. These considerations should not omit the active cooperation of trade unions in many projects, especially those related to education in classrooms: they provided trainers and the facilities to develop such activities.
- Outlays: two aspects were causes for concern. On one hand, the lack of synchronization between payment on non-remunerative aid by the MLE&SS and the payment of benefits by the company was a reason for complaint by beneficiaries and, to a lesser extent, for pressure

over those responsible for the training, as the “visible face” of the Program. On the other hand, certain discomfort was shown as regards payment methods because youths received their benefits from the company through one debit card and that of the MLE&SS through another one.

- Handling beneficiaries' expectations: since the beginning of qualifying practices, a recurrent concern among youths was associated to the possibilities of being hired by companies once the training period was over. Tutors in charge were informed about this worry at all times and it was more intense as the date of ending the Program approached. According to tutors, this meant a discouragement in those candidates that received no concrete responses from trainers.
- Internal Communications and tutors' training: some flaws were detected in the internal training process for youths as a consequence of the “inexperience in the implementation of this kind of projects”. In general, this turned into a virtue because it meant more fluent contacts between tutors and those in charge of human resources in order to seek solutions to those problems arising as the Program was going ahead. Yet, it is still necessary to strengthen selected tutors' training, awareness and involvement.
- Lack of basic behavior guidelines: one of the recurrent difficulties stated by tutors has to do with the cultural aspect. “We started from the assumption that some youths already handled some basic behavior guidelines and during the training many of them proved not to have been incorporated”. This is especially related to respect for timetables, behavior in working environments, informing about absences, avoiding assigned responsibilities and other problems about personal hygiene and fitting. Many companies fitted out their psychological departments to tackle these issues, sometimes with the support of social workers specially hired for that purpose. On certain occasions, numerous absences meant making these beneficiaries redundant according to Program’s operative regulations.

ii. Positive aspects

Though in general no assessments of results have been made by each company, tutors and those responsible for training state a series of strengths and lessons left by participating in the Program and that are worth highlighting.

- Mobilization of resources: the capacity to mobilize human resources shown as from the implementation of the Program is worth mentioning as it was not known how they would react to an unprecedented experience. Those in charge of training and other collaborators showed great willingness, involvement and sensibilization and they devoted many hours of their regular working timetable to providing personalized support to young participants. Many of them claimed to be thankful for the opportunity they had as tutors in such a rewarding experience.
- Strengthening the internal communications and team work: the skills developed towards a more fluent relationship between managements and departments involved in the program must be highlighted, especially when an organizational coordination was essential to solve operative problems.
- Impact on staff selection policy: despite not producing formal modification in staff selection policies, the Program is explicitly said to have provided the chance to sensibilize those in charge of the human resources department as regards removing certain prejudices rooted mainly in connection with the workers’ social and geographical origins.

- Articulation with the public sector: the Program is said to have consolidated or initiated a cooperative relationship between the company and a state organ -usually deemed, within the corporate opinion, as confronted bodies- when dealing with common interest issues.
- Articulation with the civil society and the community: the Program is praised for providing the possibility to draw the company closer to organizations of the civil society at the time of "recruiting" youths (Cáritas, AMIA, NGOs and schools near the companies' primary influence area), as well as for allowing a direct contact with poor neighborhoods next to the sites where practices were carried out.
- Results obtained: they highlight in all sense. For third parties, because according to tutors, the application of the Program went forward in the education of youths and their chances of employability. For the company, it meant the chance to consolidate the commitment with the CSR policies, articulating its work with a national public body.
- Sustainability: there is no complete evaluation on sustainability during the Program but a unanimous certainty about its importance. In many cases, the chances to continue with the Program are said to be very high, even if it is deprived of the MLE&SS's support; this shows the decision made to incorporate this practice in the company's Human Resources policy. In this sense, the assessment made on cost-benefits has been satisfactory.

7. SUCCESS FACTORS

Sustainable development as the objective and public-private coordination, social dialogue, systematization, annual balance sheets and accountability as strategies are the keys to success of this program that has brought together the public sector, leading companies and NGOs for the last six years in on-going joint efforts.

The specific success factors of this program are the following:

- Challenging and Innovative Objective. Understanding the structural aspect of youth poverty and its influence on formal labor insertion, the program means a multidimensional response as it observes not only working experience but also formal education, the procurement of qualifications by practicing in working areas and the exercise/learning quality labor culture, pushing the youth's personal values and expectations up.
- Strategy of innovative articulation. Understanding decent work as an individual's constructive and dignifying bond and the company as the main space to develop such bond in the society, the program calls for a wide social participation. It involves a multisector alliance (state, companies and NGOs) that provides a solid social infrastructure. The quality of training in the working environment is assured by the participation of the human management areas and relevant technical areas of the companies taking part and by the participation of high level tutors and corporate volunteers, completely necessary for the successful development of the program.
- Integration between dynamic sectors and social objectives such as poverty reduction and exclusion. The capacity to create tools to reduce poverty and social exclusion is also a novel contribution. The creation of these mechanisms is based on the construction of bridges between dynamic economic sectors and the vulnerable segments excluded by the society. Deactivating usual individual and organizational barriers among these social universes, it is possible to transmit the working values of the formal corporate environment to the most vulnerable sectors, and to add the social perspective to the economic one in employability

corporate strategies. This vital success factor is at the baseline of strategies of personal interests alignment, organizational objectives and social needs (Rocha, 2006a; 2008).

- Human and technical training. Education for employment should not be just technical but, apart from impacting on the generation of working competences (how to look for a job, how to present a CV, digital basic literacy, etc) it must give way to an emphasis on people, their values and life expectations.
- The participation of human management areas and relevant technical areas of the companies involved assures the quality of training and its practical application in the working environment.
- The participation of high level tutors and corporate volunteers contributes to generating confidence and to deactivating individual and organizational barriers sometimes connected with SR aspects.

8. CONCLUSIONS, LIMITATIONS AND THE CHALLENGES AHEAD.

The assessment of results and impacts of the YF program over the youths' employability conditions is undoubtedly positive, both in terms of the quality of post-training labor insertion and of the encouragement to resume schooling and to complete secondary studies. The satisfaction shown by beneficiaries with the Program, and also by tutors and other people responsible for the training in companies, support the evidence presented by this research report. The quali-quantitative results are thus consistent as regards the identification of the main effects of the Program over the different aspects of human development of young participants, which are not just about working aspects.

Undoubtedly, learning the quality employment practice by means of the articulation of training in labor competences and the experience in a real working environment, is the first achievement to highlight as a success factor of the Program. It implies a combination of different contents, from learning the interaction codes in formal organizations to the development of city integration capacity, including the exercise of acquired technical competences in connection with the job they were trained in.

A second achievement refers to the time dimension of the effects produced by the Program, which projects beyond present times as it boosts the construction of a future working project. At the same time, there is an additional motivation among young participants to complete secondary school left behind and, even, to plan their higher studies. The participation in these places gives value -here we highlight there is no discrimination- and this increases personal self-esteem and confidence in their own capacities. All this lets them overcome the external effects of stigmatization and reassure the integrating role of the qualifying practices in the corporate environment.

These trends are far from the usual statements about the increased fatalism and the lack of opportunities for popular sector youths in studies on youth culture, schooling and labor insertion. To the contrary, the experience of the YF Program shows that in a macroeconomic and institutional context characterized by the creation of quality jobs, qualifying practices underway in first line companies mean displacing the horizon of young people expectations, projecting a more optimistic vision of the future based on understanding the contextual process.

Here we find the main responsibility of government organs, private sector companies and different organizations of the civil society associated as synergies as that developed by the YF Program: to recreate the necessary conditions so that those expectations turn into opportunities of social inclusion and mobility.

For now, we must emphasize that the effects produced by the YF Program over the socio-working and education situation of beneficiaries, after leaving, show a successful transition towards the world of formality, which seems to have saved youths –at least in the short and medium term- from the dynamics of the instable insertion that characterizes their concern. Later research will be necessary to prove for certain to which extent such interventions are enough to guarantee the sustainability of the achievements in the long term. Meanwhile, the evidence on this issue helps to assure that getting formal education credentials and accessing a first stable job with social protection are real protective factors against possible risks of coming back to informality contexts.

For the time being, we end this report with a general recommendation to widen and repeat competence-training interventions in corporate environments, such as the YF Program. We provide three suggestions as from the experience analyzed in this report. Here follow some suggestions to be considered while making possible reformulations to this Program.

Firstly, access requirements to the Program should be more specifically stated. Currently it only states the non-completion of secondary school as a specific condition but it does not consider the definition about the social vulnerability condition. Making this aspect more operative would allow a higher degree of the Program's progress, focusing more on those sectors with higher social risks. So far it has proved to be very good, but it is only attributed to the expertise of those in charge of the technical aspects of recruiting. Focusing on the impact of the so-called "neighborhood effect" on the possibilities of labor insertion of young people, we could state it is more critical to focus on young people living in poor neighborhoods or slums. In that same sense, it would be proper to prioritize the access to those youths that not only left secondary studies incomplete but also deserted during the first years of the cycle or at least two years ago.

Secondly, based on the results that show a better performance of those youths that were supported by training companies, it is advisable to introduce a follow-up stage after finishing the qualifying practice. It is therefore suggested that this stage offer follow-up possibilities to foster possible access to quality employment and the completion of secondary school, as well as the articulation with other social programs that consider the different dimensions of youth human development (physical and mental health, prevention of addictions, access to housing, among other issues).

Finally, as regards the possible problems that may arise between widening the Program's coverage scale and the consolidation of quality of procedures, results and impacts within a framework of the private-public intervention related to the CSR principles, it is vital to fix an intermediate pathway consisting of the generalization of the YF Program, among those companies members of the CSR and Decent Work Net, supported by the activation of incentives for hiring young people in those companies that are part of the supply chain of the big chips, by means of promoting synergies with public instruments of job promotion.

In any case, it is fundamental to highlight the participation of companies in the design and implementation of job interventions for young people and the importance of those encouragement strategies for CSR areas. The YF Program shows important characteristics of sustainability either because they let it provide the labor competences that the formal education system does not provide or because they let it interact with other social sectors, which would otherwise remain unconnected. Such sustainability is mainly shown by the decision made by many companies member as regards incorporating qualifying practices in their training and human resources development policies.

The future challenge is to expand the program's coverage while consolidating its quality and the results it achieves. This coverage reaches three dimensions:

- The county dimension, that is, to expand the program to more youth in the same region in order to consolidate the results

- The regional dimension, that is, extend the program to other regions both in Argentina and in regions of Latin-American countries with similar challenges
- The industrial and sectorial dimension, that is are convoking small and medium-sized companies (SMEs) in the respective value chains of the founding companies. SMEs are the main source of employment in Argentina (Rocha, 2011) and sectorial and cluster strategies are showing positive results in terms of creation of new companies and jobs in general (Rocha, 2004) and in Germany (Rocha and Sternberg, 2005), Latin America (Rocha, 2006b;) and Argentina (Rocha, Reynolds, Donato and Haedo, 2004; McDermott and Rocha, 2010) in particular.

APPENDIX I – Results: Methodology

a. Evidence of media differences

The comparison of the impact variables mean between treatment and control groups, after treatment, results in a first proof about the net effect of the YF Program over improving the youth's employability. Such evidence allows setting aside the possibility of attributing the differences found between both groups to the inadequate size of sampling.

Therefore, the student's t-test for independent sampling is usually used to compare the null hypotheses that samples come from two subpopulations in which the mean of variable X is the same. We must observe that if the impact variable means in both groups were the same, the difference would be zero and so the effect produced by the treatment would be nil. However, before assessing the statistical significance of the mean differences, it is vital to contrast the variances equality in the impact variable in both groups, as the statistical contrast for the student's t-test for both independent samples may acquire two expressions, depending on the subpopulations showing the same variance or not.

Figure 1: Test of means differences in access to formal employment after the YF Program. Treatment Group vs. Control Group

Group Statistics	N	Mean	Std. Deviation	Std. Error Mean
Control Group	100	0.356	0.480	0.039
Treatment group	150	0.527	0.501	0.041

Independent Samples Test	Levene's Test for Equality of		t-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	12.193	0.001	-3.022	297.989	0.003	-0.171	0.057	-0.283	-0.060
Equal variances not assumed			-3.022	297.460	0.003	-0.171	0.057	-0.283	-0.060

Source: YF Program survey- MLE&SS/ ILO

The tables above show that the p value associated to F contrast statistical value is below 0.05. Then at the 0.05 significance level, the nil hypotheses of variances equality is rejected, and the t statistical value is adequate to contrast the nil hypotheses of variances equality. The t statistical value is proper to contrast the hypotheses of mean equality, which does not imply variances equality. In this case the p value associated with the statistical contrast value is below 0.05; this allows to state that, at the significance level of 0.05, the nil hypotheses of mean equality are rejected. Consequently, it can be affirmed that the improvement in global relationship of the target population with the formal labor market is a consequence of the better relationship of the youths that took part in the Program.

A similar conclusion can be drawn from the analysis of results of mean tests carried out on the estimations of the variable on the absence of fatalistic beliefs in treatment and control groups, as an indicator of subjective employability conditions. Tests show that the difference in means is statistically significant at a level of 0.05, so the hypotheses of means equality are discarded. As

a consequence, it is possible to state that the lower absence of fatalistic beliefs is due to a reduction among the youths that took part in the Program.

Figure 2: Test of means differences in the absence of fatalistic beliefs after the YF Program. Treatment Group vs. Control Group

Group Statistics	N	Mean	Std. Deviation	Std. Error Mean
Control Group	100	0.511	0.502	0.041
Treatment group	150	0.839	0.368	0.030

Independent Samples Test	Levene's Test for		t-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	126.635	0.000	-6.458	297.989	0.000	-0.328	0.051	-0.428	-0.228
Equal variances not assumed			-6.458	273.563	0.000	-0.328	0.051	-0.428	-0.228

Source: YF Program survey- MLE&SS/ ILO

b. Models of binary logistic regression

Although the results of tests on means differences make it possible to conclude that the YF Program generates an advantage in possible improvements of employability conditions of beneficiaries as regards those youths that have not taken part in this experience, it is not possible to set the extent to which these advantages increase. Therefore, the application of models of binary logistic regression aims at determining the size of advantages generated in improving employability conditions of young people taking part in the Program, against those who did not.

A formal experience and the absence of fatalistic beliefs are, consequently, the dependent variables. Having participated in a training project or not in the YF Program framework is the independent variable. This explains a greater or lower likelihood of improving employability conditions. We must note that at this point the participation in the Program will be deemed an homogeneous boost for participants.

Such an assessment does not allow the idea that the differences in estimations of result variables in treatment and control groups are a consequence of factors outside the participation in the Program. For that reason, some independent variables are incorporated to the analysis. These variables are to monitor the comparability between both groups to estimate the net effect of the variable of participation in the YF Program on result variables.

The control variables incorporated to the model were selected according to their influence of youth employability conditions, and may be classified into two levels: those related to socio-demographic characteristics and socio-economic characteristics. The former ones include: gender, age, family responsibilities, schooling level and labor experience accumulated before taking part in the Program. The latter includes: education of head of household and access to Internet at home. All these variables are relevant to understand the employability and are included under the assumption of a relationship with the dependent variable.

The comparison of results of the application of a binary logistic regression model over a sample of the target population, after and before treatment, shows that the participation in the Program

creates a statistically important positive effect on the probability to be linked to the formal labor market through quality employment positions.

It is thus observed that before entering the Program the chances of young participants to have a formal job were lower than those in the comparison group. After the Program, the advantages were just the opposite way. As a consequence, comparing with the situation before the Program, the chances of young participants to hold a formal job are up fivefold on those who did not take part; the rest of variables of the model being constant.

As a complement, analyzing the change in reasons for the advantages of other variables results in predicting a reduction in the net effect they have over the capacity of being linked to the formal labor market, the age differences and previous labor experiences. In this case, those that have occurred until the time of getting in contact with the Program. However, it must be said that there are no significant changes in the effects on youth's education or the schooling situation in their homes.

Figure 3: Factors impacting the chances of youths to access a formal job before the YF Program, estimations based on logistic regressions

	B	Wald	Sig	Exp (B)
Sex	-0.465	2.103	0.147	0.628
Age group	1.109	12.772	0.000	3.031
Education	0.656	3.606	0.058	1.926
Family responsibility	0.237	0.486	0.486	1.267
Education of the chief	0.586	2.793	0.095	1.797
Internet in the house	0.125	0.147	0.701	1.133
Previous labor experience	1.445	17.357	0.000	4.244
Participation in YF	-0.968	10.224	0.001	0.380
Constant	-2.274	12.906	0.000	0.103

Source: YF Program survey- MLE&SS/ ILO

Figure 4: Factors impacting on the chances of youths to access a formal job after the YF Program, estimations based on logistic regressions

	B	Wald	Sig	Exp (B)
Sex	-0.293	1.1	0.292	0.746
Age group	0.456	2.7	0.069	1.577
Education	0.655	4.9	0.027	1.926
Family responsibility	0.410	1.9	0.168	1.506
Education of the chief	0.680	5.4	0.020	1.973
Internet in the house	-0.177	0.4	0.536	0.838
Previous labor experience	0.796	8.6	0.003	2.216
Participation in YF	0.696	7.4	0.007	2.006
Constant	-1.844	11.9	0.001	0.158

Source: YF Program survey- MLE&SS/ ILO


On the other hand, the comparison of results of the application of a second binomial logistic regression model on a sample of target population shows that the participation in the YF Program has a statistically significant positive effect on the average possibility of the absence of fatalistic beliefs. The Program thus introduces a reduction in fatalistic beliefs over the chances of getting a formal job in the coming months and over the expectations of a stable job and completed secondary studies in the future, in the medium term.

Figure 5: Factors impacting the chances of youths of not having fatalistic beliefs after the YF Program, estimations based on logistic regressions

	B	Wald	Sig	Exp (B)
Sex	0.086	0.080	0.778	1.089
Age group	0.676	4.747	0.029	1.967
Education	0.605	3.446	0.063	1.830
Family responsibility	-0.157	0.216	0.642	0.855
Education of the chief	0.176	0.297	0.586	1.192
Internet in the house	0.559	2.687	0.100	1.749
Previous labor experience	-0.149	0.258	0.612	0.861
Participation in YF	1.621	31.068	0.000	5.058
Constant	-0.786	2.012	0.156	0.456

Source: YF Program survey- MLE&SS/ ILO

APPENDIX II: Projects of YF Program: The cases of Microsoft and Acindar- Acerol Mittal

Actors/ Institutions Involved		Number of Youths: 20 Duration (months): 3	
Microsoft Fundación Equidad (Equidad Foundation)			
Training Hours/ Curricular Contents	118 hours <u>At the Foundation:</u> <ul style="list-style-type: none"> • Schooling and professional orientation • Induction to the activity sector and the company • IT Courses 		
Practice in Job Positions Hours/Specific Technical Formation	272 hours <u>At the Foundation:</u> Positions: <ul style="list-style-type: none"> • Technical support • PC Restorers with Office knowledge Tasks: <ul style="list-style-type: none"> • Reading specifics • Identification of internal hardware components • Planning an installation • Preventive support • Use of remote assistance • Solution to mechanical and configuration problems • Start-up and restoration of the operative system • Net Safety 		
Tutors/Trainers	Personalized follow-up in completing studies and no desertion from the Program		
Post-graduation	<ul style="list-style-type: none"> • Boosting the development of their own job undertaking project • Acquiring tools for a formal job in an industry company 		

Other Relevant Data

Launching the Program during the academic recess and ending up at the time of starting the new lessons cycle to make it easy for youths to carry out the tasks stated while finishing their schooling studies.

YF Program - MLE&SS	
Actors / Institutions Involved	Editions: 4 (2008 to 2011) Number of Youths by Edition: 20 Duration (months): 4
ACINDAR S.A. Unión Obrera Metalúrgica - Professional Formation Center (La Matanza District) Employment Management of La Matanza District	
Training Hours/Curricular Contents	186 hours <u>At the company</u> - Schooling and professional orientation - Support to labor insertion - Induction to the activity sector and to the company: institutional presentation, management model, presentation of processes and products - Training in safety and hygiene criteria (quality management, environment, safety and occupational health) - Training in quality, continued improvement and exposure to ISO norms <u>At the trade union:</u> - IT course
Practice in Job Positions Hours/Specific Technical Formation	366 hours <u>At the company:</u> Training in specific technical competences: lathe operators, welders, back-office assistants, metalworkers and maintenance workers. - Engines and electrical boards, and water pumps maintenance. - Introduction to pneumatics and hydraulics. - Maths operations related to lathe operations, Metrology - Tools for cutting metals, making cones and screws. - Back-office assistance, writing, administrative circuits, basic accountancy
Tutors/Trainers	Tutors and training staff belonging to the Human Resources, Production, Administrative and Safety areas. Proximity and personalized follow-up make it possible to remain in time and to be sustainable. Besides, it is vital that young people have a solid experience.
Post-graduation	Delivery of young beneficiaries data to Acindar's consultancy agencies and suppliers for labor insertion



Other Relevant Data

- Tripartite Execution of the Program: participation of the Unión Obrera Metalúrgica in training courses
- 90% permanence of beneficiaries in the Program.
- Voluntary participation of the human resources, production, administration and safety staff in practices.
- Monitoring and personalized follow-up of youths by a human resources team together with tutors.

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