

WORKER SKILLS CERTIFICATION PROGRAM

(TC-98-12-06-9-AR)

EXECUTIVE SUMMARY

Coexecuting agency:	Gutenberg Foundation (GF); Association of Metallurgical Manufacturers of Santa Fé Province (AIM); Automobile and Related automotive Transport Mechanics Union (SMATA); Argentine Federation of Pastry Workers, Confectioners, Ice Cream Vendors, Pizza Makers, and <i>Alfajoreros</i> (FATPCHPyA); and the Ministry of Labor and Social Security (MTSS).		
Beneficiaries:	Current and future skilled and unskilled workers in the printing, automobile parts, food processing, and metallurgical industries, and the training institutes associated with them and the MTSS.		
Objectives:	The objective of the program is to lay the institutional and methodological foundations for development of a national worker skills certification system through pilot certification and training programs based on skills worker criteria for the four above-mentioned sectors.		
Cost and Financing:	Modality:	Human Resources Facility grant (Window II)	
	Beneficiaries:	US\$3,713,000	(50.2%)
	MIF:	US\$3,687,000	(49.8%)
	Total:	US\$7,400,000	(100.0%)
Exceptions to Bank policy and procedures:	None.		
Special contractual conditions:	Prior to the first disbursement, the coexecuting agencies shall satisfy the Bank that:		
	a.	the Steering Committee has been installed; and	
	b.	the Program Operations Manual (OM) has been adopted by that Committee (see paragraph 9.1)	

I. COUNTRY ELIGIBILITY

- 1.1 On November 30, 1993, the Donors Committee declared the Argentine Republic eligible for all types of financing from the Multilateral Investment Fund (MIF). This program is eligible for funding by the MIF's Human Resources Facility insofar as its objective is to achieve worker skills-based human resources development, which will enable the private sector to respond more flexibly and promptly to new developments in the area of production – new forms of management, new technology, and new organizational models – arising out of globalization. This program is also consistent with the Bank's country strategy because it aims to raise productivity and competitiveness in the business sector.

II. FRAME OF REFERENCE

A. Worker training in Argentina

- 2.1 Since the Convertibility Law was enacted in 1991, the Argentine economy has undergone profound changes as a result of the opening up of the economy (particularly since the establishment of MERCOSUR); the privatization of large government enterprises; and the new subordinate role of the State in economic management. All those developments have turned the Argentine private sector into the main agent in an intensely competitive environment in which productivity is the key factor guaranteeing the competitiveness of tradable Argentine products.
- 2.2 In such a changing setting, modernization of technology, improvements in the organization of work, and on-going in-house training are once again key factors if Argentine industry is to raise productivity levels.
- 2.3 In order to encourage technological innovation and demand for training in companies, the Argentine government created the Argentine Technological Fund (FONTAR), which provides incentives (tax credits and direct subsidies), particularly for small and medium-sized enterprises. At the same time, when the National Council for Technical Education was restructured in the early 1990s, the Ministry of Labor and Social Security (MTSS) discontinued the skills improvement services it provided directly and limited its mission to designing, monitoring, and evaluating policies on formal and nonformal education. As a result, there was an increase in the supply of private skills improvement services, which began to be run by nonprofit social organizations, mainly trade unions and manufacturers' associations. The activities of these new private training institutions (ICAPs) are mainly funded through voluntary contributions from their backers and the sale of their services to businesses and to public professional training programs sponsored by the government such as the program to support young workers' productivity and employability (1031/OC-AR).

- 2.4 Although the institutional changes mentioned above have helped enhance the ICAPs capacity to respond to the training needs of enterprises, the lack of a clear vision with respect to the skills required on the job market has meant that the quality and relevance of the workers skills programs offered by most ICAPs are somewhat limited. This situation, combined with the lack of investment in equipment, refresher training for instructors and development of teaching methods, discourages the demand for training in enterprises that do not find what they are looking for to meet their new, varied, and growing needs.
- 2.5 Not having a skills certification program would adversely affect the functioning of the training services market and mainly because of the lack of information the efficiency and transparency of the labor market as well. The worker as well as the employer are finding it hard to test and verify the relevance of a worker's knowledge, skills, and understanding. Accordingly, skills certification need not be considered an exclusive tool (such as the diploma granted upon completion of an educational cycle) but as objective evidence of the holder's skills, such as capacity for analysis, resolving unforeseen problems, commitment for purposes of employment and his expertise and skills.^{1/}

B. Benefits of worker skills certification

- 2.6 Designing training programs based on skills standards recognized by employers is a necessary (but not sufficient) condition to ensure that the training being offered is relevant, and it also encourages users to trust the programs, while boosting demand for training by both enterprises and workers. At the same time, skills-oriented training is more attractive to employees because it allows them to progress at the professional level in a modular fashion, that is, by acquiring specific skills for their individual needs, without having to enroll in long traditionally structured courses. Moreover, their likelihood of finding a job increases when they obtain credentials guaranteeing their suitability for a job. The quality of such positions also improves in the sense that the trial period is shorter and the risks and uncertainties attached to the adaptation process are reduced. In addition, the skills standards can serve as a benchmark for workers wishing to assess their own skills and identify areas of training needs or other job skill requirements.
- 2.7 At the same time, skills certification systems reduce costs/risks for employers taking on new workers. Skills standards also help improve various personnel management functions, such as: identification of training needs, the design of appropriate training programs, and performance appraisal. On the labor market, skills certification systems help to raise the demand for workers (by lowering nonwage labor costs for employers, such as those otherwise involved in evaluating a candidate's qualifications); to reduce unemployment (by facilitating the matching of vacancies and the supply of labor); and to improve the allocation of human

^{1/} Fernando Vargas, "La Formacion Basada en Competencias en America Latina", Inter-American Center for Research and Documentation on Vocational Training. Montevideo, Uruguay, April 1999.

resources among different types of production activity (by facilitating labor mobility).

C. Worker skills certification in Argentina

- 2.8 Although both the MTSS and the Ministry of Culture and Education (MCE)^{2/} have promoted various initiatives in this area, worker skills certification is still in its early stages and not yet widely disseminated in Argentina. Consequently, the Argentine government, the trade unions, and business associations in the printing, automotive parts, food, and iron and steel industries have asked the MIF for its support in preparing an operation to speed up the process of introducing a worker skills approach to training programs and worker evaluation practices. To this end, a number of individual proposals were received from the MTSS and the four sectors. However, the project team found that there should only be a single program incorporating all of the proposals, with the addition of a sector vision for worker training and skills certification as well as nationally coherent initiatives.
- 2.9 Certification on fulfillment of a widely recognized performance standard facilitates transparency and efficiency for the labor market and for the training services market insofar as it uses a single language to measure the quality of training based on skills certification.

III. THE PROGRAM

A. Overall objective

- 3.1 The objective of the program is to lay the institutional and methodological foundations for development of a national worker skills certification system.
- 3.2 By carrying out pilot certification and training programs in four sectors – the printing industry; the metallurgical sector; automobile mechanics and related trades; and confectioners and related trades – the program will help develop the institutional and technological capacity required to establish a system of this kind. In addition, to ensure the validity and relevance of the pilot schemes, the program will finance awareness-building activities and promote active participation by workers and employers in the sectors concerned with the design and implementation of the activities envisaged under the program. These experiences are expected to serve as a basis for strengthening national capacity and provide the

² An agreement was signed between the printing industry and the Ministry of Culture and Education's National Institute for Technical Education (INET), to lay the foundations for a sector technical-professional training system that includes skills certification. Likewise, the Government of the City of Buenos Aires and the Car Mechanics and Related Automobile Workers Union (SMATA) are working together to establish a skills certification system for participants in courses run by SMATA. For its part, the MTSS has begun a series of activities designed to create a labor skills certification system under MERCOSUR agreements that complements the activities envisaged in this program.

are expected to serve as a basis for strengthening national capacity and provide the MTSS with the tools for replicating them in other branches of the economy and thereby creating a national worker skills certification system.

B. Description

- 3.3 The Program consists of two components: A: development of worker skills certification systems and B: modernization of training services. Activities to be funded with program resources include the supply of specialized technical assistance by hiring short- and long-term consulting services. The program will also finance the purchase of teaching materials (with counterpart resources), upgrades of course materials, and computer equipment to facilitate coordination of the program. In addition, the Program Coordination Unit (PCU) will support joint activities for the four sectors participating in the program, such as the gathering and dissemination of know-how regarding the development of labor skills and their certification, as well as methodologies for applying the skills approach in training systems.

1. Component A: Development of worker skills certification systems

- 3.4 Component A seeks to achieve the following specific objectives: (i) the definition, validation, and official approval of the labor skills required for basic functions in each of the sectors taking part in the program; (ii) the development of the criteria, procedures, and instruments for evaluating an employees job-related skills; and (iii) proof of the sustainability, effectiveness, and relevance of skills evaluation and certification systems.
- 3.5 In order to achieve the specific objectives of component A, the activities described in Table III-1 will be conducted. The main products of this component include the use of methodologies and the development of mechanisms to identify skills and establish performance standards for the skills identified and creating the means for evaluating such skills in the four participating sectors. It should be pointed out that during the skill definition and description process, care will be taken to include a gender

Table III-1: The worker skills certification process

"Sector analysis" sets out to examine the way work is organized in order to identify the functions that are critical for business productivity in each sector. The next step – "identification of skills" – takes that analysis a step further by breaking down the principal functions into their basic and elementary tasks. Then, in the "standardization" phase, specific standards are set for performance, yield, and required worker qualifications, along with the criteria and tools needed to evaluate the worker's skill. In the following phase, employees requiring training, receive it in courses designed according to the skills standards. The process concludes with evaluation tests for employee "skill certification". At the same time, the skill standards developed during the standardization phase serve as a basis for designing training programs consistent with the labor skills required on the labor market, which means "revising curricula", "adjusting teaching tools," and "training the instructors" responsible for teaching the new training programs. (See Operational outline of the program in the Technical Files).

2. Component B: Modernization of training services

- 3.6 Component B aims to achieve the following specific objectives: (i) to modernize worker training services; and (ii) to test the viability, effectiveness, and relevance of such training systems based on a labor-skills approach.
- 3.7 The resources earmarked for this component will be used to carry out the following activities: (i) designing instructional modules based on the skills approach; (ii) training instructors in the use of the new curricula, and (iii) adapting facilities (with counterpart resources) and teaching materials for use in the new curricula. Every effort will be made to ensure that the concepts of worker safety and industrial hygiene are introduced in these three activities.

IV. EXECUTION

A. Coexecuting agencies

- 4.1 The program will be implemented over a period of 36 months and disbursements will be made over 45 months (see the schedule in the Technical Files). The program will be executed jointly by five institutions (the MTSS and four private institutions, one for each of the industrial sectors involved). Two of the institutions are trade unions: (i) the Automobile Mechanics and Related Trades Automotive Transport Union (SMATA), for the automobile sector; and (ii) the Argentine Federation of Pastry Workers, Confectioners, Ice Cream Vendors, Pizza Makers, and *Alfajeros* (FATPCHPyA), for the confectionery and related trades sector, along with the corresponding trade union in Buenos Aires. The two other institutions are business associations: (iii) the Association of Metallurgical Manufacturers of Santa Fé Province (AIM), for the metallurgical sector, and (iv) the Gutenberg Foundation (GF), for the printing industry. Institutional features of these private bodies, as well as a brief description of the sectors they belong to, are to be found in the REI/SO1 technical files.

B. Coordination

- 4.2 To ensure that the Program functions smoothly, a program coordination unit (PCU) will be set up within the Ministry of Labor and Social Security. Apart from providing office space and logistical support for the PCU, the MTSS will facilitate dissemination of the program and future implementation of the worker skills certification system.
- 4.3 The PCU will follow the operating guidelines set forth in the Operations Manual (OM) – (see Technical Files) – and will be accountable to the Program Steering Committee (PSC). The PSC will comprise senior officials from the respective executing agencies and a representative of the MTSS from at least the director level. As the highest body in charge of the program, it will be incumbent upon the PSC to be its official representative, supervise the activities of the PCU, approve

the operational plans, budgets, and reports drawn up by the PCU, and appoint or remove the general coordinator.

- 4.4 The PCU will be responsible for implementing and managing the program and will act as liaison between the coexecuting agencies and the Bank as regards technical, operational, accounting, and contractual aspects. It will also be responsible for standardizing, compiling, and consolidating information on the program, in addition to channeling information on the program to the coexecuting agencies; for monitoring the progress made in the activities of each coexecuting agency and for coordinating/carrying out activities of common interest to all of them. The Inter-American Center for Research and Training on Vocational Training (CINTERFOR) will be asked to provide advice, enabling the program to benefit from its experience, information, and contacts throughout the region, as well as the support it offers in identifying international experts in this field.
- 4.5 The staff of the PCU will be a general coordinator; two advisors: a specialist in training program design and a computer science expert; an accountant, and two administrative assistants.
- 4.6 In addition, an advisory board will be created with a flexible membership but initially composed of specialized bodies such as the National Institute for Technical Education (INET), the Trade Union Forum, and CINTERFOR which will participate ad honorem. The advisory board will lend support to the PCU and the PSC on technical issues or strategic policies as well as in identifying suitable sources of information and disseminating the program.
- 4.7 **Preparedness.** The program's design, budget, and scheduled activities have been developed jointly by the coexecuting agencies and the Bank. It should be mentioned that: (i) the final draft of the implementation manual has been reviewed by the project team and (ii) the coexecuting agencies have committed themselves to working together. The conditions precedent to the first disbursement are thus expected to be fulfilled in a timely manner (see paragraph 9.1).

V. COSTS AND SOURCES OF FINANCING

- 5.1 The total estimated cost of the program is US\$7.4 million, of which US\$3.687 million will be financed by a nonreimbursable grant from the MIF and US\$3.713 million with funds provided by the coexecuting agencies. A breakdown of the program budget is given in the Technical Files.

TABLE V-1: CONSOLIDATED BUDGET BY COMPONENT (US\$000s)				
COMPONENTS/BUDGET CATEGORY	MIF	COUNTERPART	TOTAL	%
I. Program Coordination Unit	1,178,000	1,114,300	2,292,300	31.0
1. Consulting services	1,091,000	505,600	1,596,600	
2. Training and teaching materials	36,000		36,000	
3. General support	31,000	608,700	639,700	
4. Travel	20,000		20,000	
II. Component A: Development of worker skills certification systems	864,500	591,500	1,456,000	19.7
1. Consulting services	801,000	112,500	913,500	
2. Training and teaching materials	53,500	164,500	218,000	
3. Equipment and other assets	10,000		10,000	
4. Travel		314,500	314,500	
III. Component B: Modernization of training services	1,031,962	1,548,400	2,580,362	34.9
1. Consulting services	588,500	367,500	956,000	
2. Training and teaching materials	263,462	669,200	932,662	
3. Equipment	180,000	493,700	673,700	
4. Travel		18,000	18,000	
IV. Promotion and dissemination	346,500	365,900	712,400	9.6
Subtotal	3,420,962	3,620,100	7,041,062	
V. Evaluation	100,000		100,000	1.4
VI. Outside audit	40,000		40,000	0.5
VII. Contingencies	126,038	92,900	218,938	2.9
TOTAL	3,687,000	3,713,000	7,400,000	100.0

- 5.2 It is recommended that a revolving fund equivalent to 10% of the total MIF funding be set up to allow each coexecuting agency to have access to 10% of the contribution allocated, as follows: MTSS (US\$997,038); GF (US\$759,500); SMATA (US\$420,962); FATPCHPyA (US\$929,200); and AIM (US\$719,000).

VI. MONITORING AND EVALUATION OF THE PROGRAM

- 6.1 Through the PCU, the coexecuting agencies will submit to the Bank semiannual progress and budget execution reports within 30 days of the end of each six-month period. The progress reports should be regarded as a management tool for monitoring, and where necessary correcting, the course of the Program. To that end, the reports should address the following areas: (i) identification and analysis of unforeseen problems encountered during implementation; (ii) rationale underlying the activities carried out and confirmation that deadlines were met; and (iii) verification of the timeliness, quantity, and quality of the results achieved.
- 6.2 The project envisages hiring consultants to design a program evaluation methodology and to perform a mid-term evaluation 18 months after the first disbursement and an impact assessment to be carried out at least nine months after completion of the program. The performance indicators to be evaluated are listed in Annex VI-1. Every effort has been made to make the conceptual conditions for the program evaluation consistent with those of the worker skills certification

project under way in Chile with MIF support (TC-98-08-04-1-CH/MIF), so that lessons can be drawn from both experiences for purposes of comparison.

- 6.3 The impact assessment will gauge, but not be limited to measuring, the following indicators: (i) the level of expertise amongst workers, employers, and ICAPS on the worker skills systems; (ii) the impact of program activities on the labor and worker training services markets; (iii) the justification for the costs incurred in relation to results and achievements; (iv) the validity of the way the program operational and organizational design; (v) the sustainability of the skills certification systems established in each sector; and (vi) the extent to which such initiatives may be replicated in other sectors. The terms of reference for the impact assessment will be drawn up by the PCU in consultation with the PSC and the Advisory Board and must be approved by the Bank and the MIF.

VII. RISKS

- 7.1 The main risks associated with the program stem from its innovative nature, which raises doubts as to the long-term support of the social actors involved for putting together a skills certification system and its sustainability once MIF funding ends.

A. Potential resistance by social actors

- 7.2 Building a realistic worker skills certification system calls for active involvement by employers and employees, may be late to recognize the advantages that such a system could bring them. Indeed, at times employers are reluctant to become involved for fear of providing information that could harm them (production methods and organizational aspects). Some employers also fear that trade unions could make exaggerated wage demands based on their "credentials", rather than on actual work. For their part, trade unions often oppose initiatives of this kind because they mistrust the use to which these tools could be put by employers (setting performance standards that are too high or using skills standards to evaluate workers unfairly). To alleviate potential resistance on the part of the social actors to the worker skills certification program, active participation by employers and workers in all phases of the design, implementation, and evaluation of the system is planned. In addition, funding will be provided for sustained campaigns to heighten employee-employer awareness during program execution.

B. Sustainability of the program

- 7.3 An effective skills certification system must be permanently updated, which means spending on vocational studies; skills identification; specification and validation of standards; designing, constructing, and validating evaluation tools; and organizing skill tests. For the program to be sustainable, it is therefore important that collective financing of the system by companies/trade unions in each sector be continued. This will depend to some extent on the results of the pilot projects financed through this operation. However, the proposed activities and the results of

the sector pilot projects are expected to have a demonstration effect that is positive, which will in turn result in a keener awareness of the benefits derived therefrom and a commitment on the part of the social actors to keep on with the system.

- 7.4 Also, in locating the PCU within the MTSS, a public agency which has taken the initiative in coordinating worker skills activities at the national level, the program will be strengthening institutional capacity for consolidating sector efforts through the transfer of expertise and technology. The fruits of this operation, the tools and methodologies developed, will be available to the public in the MTSS, thus facilitating replicability in other sectors. Lastly, the continuity of the operation is further supported given the commitments assumed by Argentine government since 1992 with its subregional partners in the MERCOSUR Subgroup of 10 to foster activities of this kind.

VIII. EXCEPTIONS TO BANK POLICIES AND PROCEDURES

- 8.1 No exceptions to Bank policies and procedures are envisaged. However, in hiring consulting firms for contracts valued at less than US\$30,000 will call for submission of a list of three firms that satisfy the profile requirements and the Bank's nonobjection will be required for each contract, with an indication that such a procedure will expedite the process of hiring and execution, and that precedents exist for other operations financed by the MIF in the country.

IX. SPECIAL CONTRACTUAL CONDITIONS

- 9.1 The only special contractual conditions are those precedent to the first disbursement, i.e.: (i) installment of the Steering Committee (see Letter of Intent in the Technical Files); and (ii) adoption of the Program Implementation Manual by that Committee.

X. ENVIRONMENTAL AND SOCIAL IMPACT

- 10.1 The abstract of this operation, as well as its respective Eligibility Memorandum, were reviewed by the Committee on Environment and Social Impact (CESI) on April 27, 1999. The Committee recommended that a gender perspective be used in defining and describing skills in order to avoid any possible discrimination against women workers. Also, the concepts of worker safety and industrial hygiene will be added to the new courses of study.

LOGICAL FRAMEWORK
WORKER SKILLS CERTIFICATION AND TRAINING PROGRAM
ARGENTINA 1999

OBJECTIVES	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>STRATEGIC OBJECTIVES</p> <p>Strengthening of the institutional and methodological foundations for a national worker skills-based certification and training program</p>	<p>Indicators related to the sustainability of the system</p> <p>Employers, employees, and government authorities committed to sustaining and extending the system</p> <p>Indicators related to the benefits of the system</p> <p>* Increased employability of certified workers vis-à-vis noncertified workers</p> <p>* Increased demand for skills-oriented courses with respect to traditional courses</p>	<p>Survey of business associations, trade unions, and political actors</p> <p>Follow-up survey of certified workers, with control group</p> <p>Survey of employers</p> <p>Enrollment records in the training centers taking part in the program</p>	
COMPONENT A: DEVELOPMENT OF SKILLS CERTIFICATION SYSTEMS			
<p>SPECIFIC OBJECTIVE 1</p> <p>Definition, validation, and approval of the skills required for basic functions in participating sectors</p>	<p>Enterprises and employees aware of and committed to constructing a skills certification system</p> <p>No fewer than 25 enterprises in each sector participating in the process of analyzing and validating skills profiles</p> <p>No fewer than 25 skills areas ("unidades de competencia") defined, validated, and formally approved, with employer and employee involvement, in each of the four sectors taking part in the program</p>	<p>Report by the PCU</p> <p>Agreement signed between trade unions and business associations involved</p> <p>Working groups functioning</p> <p>PCU progress reports</p> <p>Catalogue of defined, validated, and approved skills areas ("unidades de competencia")</p>	<p>Support from the business associations, trade unions, and selected enterprises for the program</p>

OBJECTIVES	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>TECHNICAL OBJECTIVE 2 Development of criteria, procedures, and tools for evaluating labor skills</p>	<p>Tested methodology for analyzing labor skills</p>	<p>Reports from employers and employees ratifying the validity of the skills ("unidades de competencia") Report describing the methodology used to define skills ("unidades de competencia") approved by the business associations and trade unions involved</p>	
<p>STRATEGIC OBJECTIVE 3 Demonstration of the viability, feasibility, and relevance of the skills certification and certification system</p>	<p>Criteria, procedures, and tools for evaluating skills validated by the business associations and trade unions involved, with regard to the 25 skills areas ("unidades de competencia")</p> <p>No fewer than 200 workers evaluated for skills certification in each sector. The sample will cover employed and unemployed persons, participating and not participating in the program's training courses</p> <p>At least 80% of the workers evaluated agree with the criteria, procedures, and tools used in the evaluation</p> <p>At least 80% of the enterprises taking part in the test agree with the criteria, procedures, and tools used in skills evaluation</p> <p>A tested methodology for evaluating labor skills in each sector</p>	<p>Reports from the business associations and trade unions taking part in the program, approving the criteria, procedures and tools proposed for evaluating skills</p> <p>Skills evaluation reports issued by the evaluators agreed upon in each sector</p> <p>Ex-ante survey of interests, expectations, and perceptions of employees taking part in the test</p> <p>Ex post survey of employee satisfaction with the test</p> <p>Ex-ante survey of interests, expectations, and perceptions of the enterprises taking part in the test</p> <p>Ex post survey of employer satisfaction with the test</p> <p>Report setting forth the methodology used to evaluate skills, and approved by the business associations and trade unions involved</p>	<p>Support from the business associations, trade unions, and selected enterprises for the program</p> <p>Support from the business associations, trade unions, and selected enterprises for the program</p>

OBJECTIVES	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
COMPONENT B: MODERNIZATION OF SKILLS-BASED TRAINING PROGRAMS			
IFIC OBJECTIVE 1 Modernization of worker skills-based training services	<p>Skills standards set in Component A incorporated in the curricula of at least 5 new or updated courses in each sector. The curricula shall be so designed as to include: objectives, contents, and evaluation criteria and tools, as well as requirements for instructors, teaching materials and equipment, and infrastructure</p> <p>3 specialists in the training centers taking part in the program trained to implement curricula design methodologies using a skills-based approach</p> <p>Sufficient instructors and appropriate materials to conduct the new or refresher courses based on a worker skills approach</p> <p>Mechanisms linking training programs with skills evaluation and certification systems, functioning</p>	<p>PCU reports</p> <p>Curricula of new or updated courses validated with the business associations and trade unions in the sectors participating in the program Reports by the PCU</p> <p>Reports by the training centers regarding in-house training in curricula design techniques based on a skills approach Skills evaluation reports of teaching personnel</p> <p>Evaluation reports on suitability of equipment, infrastructure, and teaching materials PCU reports</p>	Supported by the business associations and trade unions involved
IFIC OBJECTIVE 2 Training courses validated in terms of quality, viability, effectiveness, and sustainability	<p>No fewer than 100 employees enrolled in new or refresher training courses in each sector</p> <p>At least 85% of the employees beginning a course complete it</p> <p>At least 85% of workers completing each course pass</p>	<p>Records of applicants and candidates enrolled in training courses</p> <p>Attendance at training courses records</p> <p>Survey of employees dropping out of training courses</p>	

OBJECTIVES	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	<p>At least 85% of workers passing each course are satisfied with skills-based training</p> <p>At least 50% of employers satisfied with the performance of workers that have passed new or refresher training courses in each sector</p>	<p>Records of successful completion of training courses</p> <p>At least 85% of workers passing each course satisfied with skills-based training</p> <p>Ex post survey of satisfaction level of workers completing training courses</p> <p>Ex post survey of satisfaction level of employers with employees that have completed the training courses</p>	

PROPOSED RESOLUTION

ARGENTINA. NONREIMBURSABLE TECHNICAL COOPERATION PROGRAM FOR
A LABOR COMPETENCY CERTIFICATION PROGRAM

The Donors Committee of the Multilateral Investment Fund

RESOLVES:

1. That the President of the Inter-American Development Bank, or such representative as he shall designate, is authorized, on behalf of the Multilateral Investment Fund, to enter into such agreements as may be necessary with the Nación Argentina, the Sindicato de Mecánicos Automotores y Afines del Transporte Automotor (SMATA), the Federación Argentina de Trabajadores Pasteleros, Confiteros, Heladeros, Pizzeros y Alfajoreros (FATPCHPyA), the Asociación de Industriales Metalúrgicos de la Provincia de Santa Fe (AIM), and the Fundación Gutenberg (FG), and to adopt such other measures as may be pertinent for the execution of the plan of operations incorporated in the donors memorandum referred to in Document MIF/AT-_____ with respect to a technical cooperation, the purpose of which is a Labor Competency Certification Program.

2. That up to the amount of US\$3.687.000 is authorized for the purpose of this resolution, being US\$997.038 allocated to the Nación Argentina; US\$420.962 to SMATA; US\$790.500 to FATPCHPyA; US\$719.000 to AIM; and US\$759.500 to FG, chargeable to the Human Resources Facility of the Multilateral Investment Fund.

3. That the above mentioned sum is to be provided on a nonreimbursable basis.