**EVIDENCE ON SHORT-TERM TRAINING PROGRAMS,**

**OF APPRENTICESHIP PROGRAMS, THEIR OCCUPATIONS SPECTRUM,**

**AND SOME EXAMPLES OF PROGRAMS THAT INCORPORATED**

**STRATEGIES TO INCLUDE MORE WOMEN IN THE APPRENTICESHIP PROGRAMS**

**Short-term training programs.** Ibarrarán and Rosas Shady (2009), Gonzalez Velosa et al (2011), and Cunningham et al. (2008) review several youth interventions for social inclusion and labour market insertion of youth. The results suggest that employment effects range from modest to meaningful –increasing the employment rate by about 0 to 5 percentage points—although higher and significant for some groups such as females in Colombia and Panama –with impact of 6 to 12 percentage points in the employment rate. In most cases there is a larger and significant impact on job quality, measured by getting a formal job, having a contract and/or receiving health insurance as a benefit.

**Apprenticeships.** When comparing AP with other types of technical education, the former have better results in terms of employment (Winkelmann, 1996). Apprenticeships are also generally associated with higher wage and employment gains compared to alternatives such as job training, short-term training and full-time vocational education. The reason is that unlike other job training programmes, apprenticeships are more intensive allowing for more in-depth skills development for skilled jobs in the economy (Ryan, 1998).

Impact evaluations of apprenticeships programs have been conducted in Europe (primarily Austria, England and Germany) and the United States and have proven to improve the school-to-work transition (Clark and Fahr, 2002; Reed et al., 2012; Lerman, 2013; OECD, 2014). They have also been proven to provide access to more stable and better paid jobs compared to other programs with less exposure to training in the workplace (Reed, Yung-Hsu, Kleinman, Mastri, Reed, Sattar and Ziegler, 2012; Ryan, 2001), shorten the period of unemployment before getting the first job (Ryan, 1998; Bonnal, Mendel and Sofer, 2002), have a positive effect overall on the reduction of the duration of unemployment compared to in-classroom based programs, and improve wages (Eickhorst, 2015).

Evidence indicates that countries with AP have lower rates and duration of youth unemployment (Quintini and Manfredi 2009; Quintini, Martin and Martin, 2007). Being a Commonwealth Nation, The Bahamas has a similar institutional framework to that of England, where apprenticeships have been successful. As such, it is expected that elements of the English model can be transferable to The Bahamas. Moreover, countries of similar population size as that of The Bahamas that have apprenticeship programs like Malta (377,374 vs. 423,282) have shown positive results in terms of placement (91% of apprentices are employed in the area of training within 6 months of completing their apprenticeship). Finally, in terms of pre-apprenticeships, the NTA currently has positive results, with a rate of 90% completion and a job placement rate of 58%.

The occupations spectrum of apprenticeships has expanded over the years and it is now available in almost every mid-level occupation[[1]](#footnote-1), allowing also for a well-balanced gender participation, as it offers a more expansive range of occupations including those with higher female take-up (ie. Service sectors, etc). In addition, fostering participation of women in non-traditional sectors has proven to be successful in increasing the participation of women in apprenticeships.[[2]](#footnote-2)

In terms of mainstreaming gender issues, the programme will take several measures in order to (i) encourage female participation in apprenticeships (empirical studies suggest that overall females have lower entry rates than males in apprenticeships), (ii) encourage female participation in non-traditional occupations, and (iii) systematize gender considerations into data analysis. For the first, the AP offer will include occupations in both traditional trades (ship repair, welding, painting under maritime), which tend to attract males, and services (patient care and lab technicians in the medical sector and service-oriented activities in the IT and Communications Sector), which tend to attract females.[[3]](#footnote-3)  For the second, as part of the eligibility criteria for firms to participate in the AP, they will be required to submit within the MGF a strategy to promote female participation in non-traditional occupations within their sectors and commit to providing specific mentorship support in-firm for females who decide to participate in non-traditional occupations. For the first two, the AP will be supported by a communications strategy that will include outreach to females through different channels and engage firms to stimulate demand for young females. Finally, for the third, the LMIS component of this operation will encourage systematic data collection, analysis, and dissemination disaggregated by gender.

A recent study supported by the Bank (Fazio et al, 2016, forthcoming) systematically reviews what features of apprenticeship schemes constitute the core elements of their effective implementation and out of these, which can be feasibly applied to LAC. This study is supported by the Economic and Sector Work Programme of the IDB, “Apprenticeships in the XXIst Century: a model to follow?” (RG-K1429).

1. "Middle-skill" occupations refer to jobs requiring more than secondary school but less than a bachelor's degree. [↑](#footnote-ref-1)
2. In the United States, an evaluation of the Women in Apprenticeship and Nontraditional Occupations (WANTO) grant program suggests several elements that can be taken into consideration when promoting female participation in apprenticeships, including: (i) systematic outreach to females in the form of career fairs, summer camps, and visits to schools to break down stereotypes; (ii) supporting women in the form of childcare subsidies, childcare plans, flexible class schedules and/or online learning; and (iii) connecting women to mentors and peer support (Reed et al., 2012). [↑](#footnote-ref-2)
3. Female participation in apprenticeships has been shown to be high in systems that are heavily concentrated in the service sectors like that of England. See Federation for Industry Sector Skills and Standards. 21st Century Apprenticeships. 2013. [↑](#footnote-ref-3)