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A GANAR ALLIANCE IMPACT EVALUATION MIDLINE REPORT GUATEMALA

August 2016 (Revised June 2018)

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GUATEMALA

August 2016 (Revised June 2018)

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DISCLAIMER

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ACRONYMS

CO	Coordinating Organization
CV	Curriculum Vitae
DAP	Developmental Assets Profile
EDC	Education Development Center
ESA	Economía, Sociedad, Ambiente, Ingeniería Consultores
GEM	Gender Equitable Men
GEI	Gender Equitable Index
H ₀	Hypothesis
IDB	Inter-American Development Bank
IE	Impact Evaluation
INE	Instituto Nacional de Estadística
IO	Implementing Organization
IT	Information Technology
LAC	Latin American and the Caribbean
MDES	Minimum Detectable Effect Size
MIF	Multi-Lateral Investment Fund
PCA	Principal Component Analysis
RCT	Randomized control Trial
SI	Social Impact, Inc.
USAID	U.S. Agency for International Development

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EXECUTIVE SUMMARY

The A Ganar Alliance impact evaluations (IEs) are two interrelated studies designed to assess the effectiveness of the A Ganar sports-for-development program in Honduras and Guatemala, allowing USAID to compare outcomes in different contexts, increasing the external validity, or generalizability, of evaluation findings.¹ Both evaluations utilize a mixed-methods, randomized control trial (RCT) approach to provide quantitative estimates of project impact as well as qualitative data regarding the lived experiences of beneficiaries. Both studies will answer the “proof-of-concept” question: to what extent does participation in and completion of the A Ganar program increase the likelihood that youth will obtain and maintain jobs, return to school, start their own business or reduce risky behavior? Additionally, by comparing A Ganar to similar non-sports programs, the Guatemala evaluation will explore whether or not sports provide additional benefits to workforce development programming.

This report provides summative synthesis of two rounds of data collection for the youth in the program in Guatemala. This report includes the analysis of longitudinal changes in the Guatemala study. Including four cohorts², the total sample size is 1,219 youths³. This document summarizes the evaluation background, purpose and methodology, before reporting summative findings from the Guatemala A Ganar program.

EVALUATION OBJECTIVES

In order to strengthen the evidence base around the effect of youth workforce development programming in general, and A Ganar in particular, USAID took advantage of the expansion of the A Ganar program in the Caribbean and additional countries in Central America by building two rigorous studies into the Honduras and Guatemala programs. As the first USAID IEs of youth-focused workforce development programming in any region, these evaluations seek to address the accountability and learning imperatives outlined in USAID’s Evaluation Policy. Evaluation findings are intended to both improve program performance in the future and increase the evidence base around what works (and why) in youth workforce development programming. In addition to finding rigorous, externally valid evidence of program impact, the evaluations investigate the specific role that sports plays in affecting program outcomes. Lastly, the evaluation probes differential outcomes and experiences of varying participant types, including by sex.

EVALUATION DESIGN

The expansion of the A Ganar program into two new countries provided an opportunity for rigorous impact evaluation. This impact evaluation was designed together with project initiation in order to ensure rigor, while upholding program priorities.

The A Ganar program hypothesizes, namely that the integrated four-phase sports-mediated program leads to increases in employability, entrepreneurship, and re-entry into the formal education system, will be tested through a rigorous five-year RCT. Secondly, the RCT will test whether the inclusion of sports in the program increases these benefits. This is done by comparing three groups of youth: those participating in A Ganar, those participating in a similar non-sports-based workforce development program, and a control group.

During project initiation, the evaluation and implementation teams found that there were no existing programs in Guatemala that were sufficiently similar to A Ganar to have served as the comparison (non-

¹ By implementing a multi-country study, USAID is able to compare outcomes in different contexts, increasing the external validity, or generalizability, of evaluation findings.

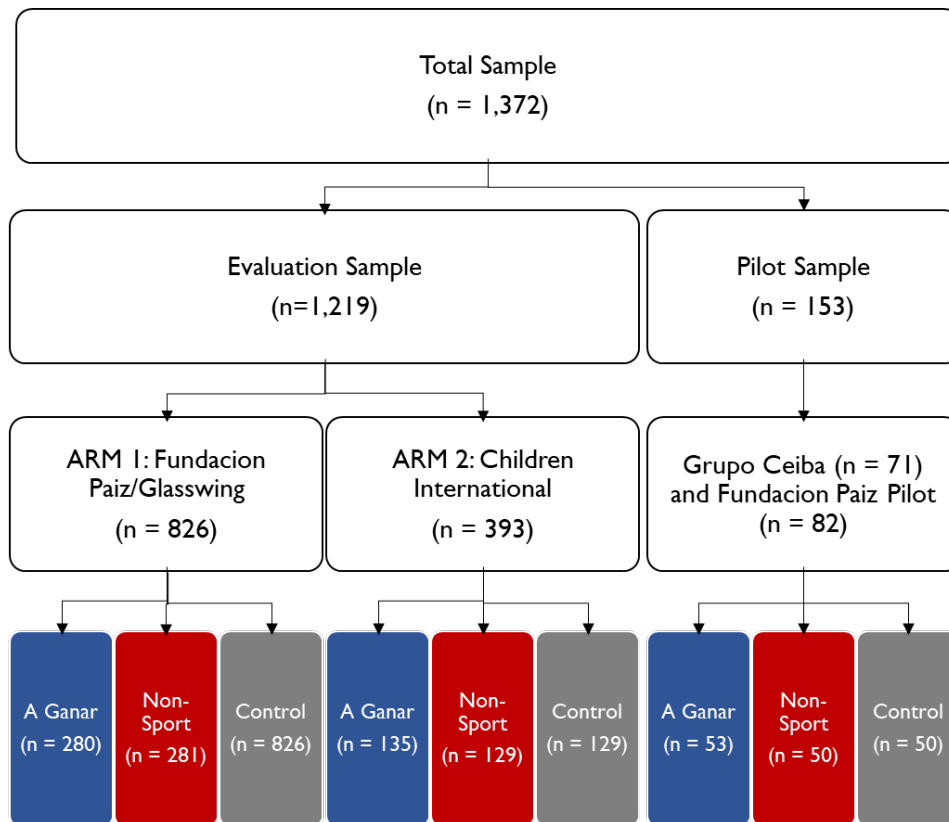
² The study additionally included two additional pilot cohort, which were excluded from the evaluation.

³ Including pilot cohorts there was a total of 1,375 youth.

sports) program. Additionally, the sports component is so central to A Ganar, that it isn't quite possible to implement A Ganar without the sports program. Partners of the Americas and the evaluation team therefore worked with implementers on the ground to customize their existing programs to be more comparable to A Ganar programs. Because no one implementer had sufficient capacity to work with a large enough group of youth, two different implementing organizations (IO), Children International (CI) and Fundacion Paiz (FP), were selected to implement programs. In order to maintain the rigor of the study and to ensure that differences between implementers would not be confounded with differences between the sports and non-sports programs, each IO implemented both A Ganar and a similar comparison (non-sports) program.

The target population for the intervention is at-risk youth aged 16 – 24 and living within the catchment area of one of the local A Ganar IOs. Although both IOs include youth in each of the three groups (sports, non-sports, and control), the non-sports program for each IO is slightly different. Data were collected at three distinct times: (1) a baseline completed within two weeks of the final application interview, (2) an immediate post-program follow-up occurring upon youth's completion of the program, and (3) an endline occurring 18 months after program completion to test benefit sustainability. Through the program, Partners of the Americas worked with three IOs to train a total of 1,372 youth. Excluding the pilot cohort, the total sample size for the study is 1,219 respondents. Recruitment efforts were led by each IO in their catchment communities. Randomized assignment was conducted at the individual level within each IO resulting in three groups: 410 comparison program youth (non-sports), 415 treatment youth (A Ganar) and 394 control youth (no program). Randomization was stratified by sex and IO-rated motivation level, to ensure balance across these variables. The selection of youth by IO and group is shown in Figure 1 below.

Figure 1. Evaluation Design



A baseline survey was administered to 468 treatment, 460 comparison and 444 control youth. An attempt was made to follow up with all 1,372 of the youth, after the completion of all A Ganar activities. Data collection teams were able to solicit responses from 1,190 of the youth. A concerted effort was made to track down and enumerate the missing observations. Additional details are included in the section on Attrition.

KEY FINDINGS

Attrition

The average rate of attrition was approximately 13%. This is well below the anticipated 25% rate of attrition. Attrition rates were similar in all three groups.

Employment

Overall, rates of employment increased almost threefold for all three groups in the study from 12% at baseline to about 34% at midline. After controlling for common predictors of employment outcomes, we found that both sports and non-sports program youth had similar results for most outcomes, with slightly less favorable results for having worked for pay last week, relative to the control group. Examining job quality outcomes, the overall sample experienced increases in the likelihood of receiving benefits and having a work contract. Controlling for common predictors of employment outcomes, A Ganar youth had similar job quality outcomes as the control group, while the non-sports group had slightly lower outcomes although these results were not significant.

Education

Both A Ganar and the non-sports programs were associated with some negative educational outcomes. The non-sports program resulted in lower school enrollment ($p = 0.07$), while both programs were associated with a decrease in highest grade achieved compared to the control group ($p = 0.01$ and $p = 0.02$, respectively). There was no significant change in terms of school attendance. These negative impacts were mainly driven by FP, with no evidence of impact under CI. Additionally, negative impacts were most acute among older youth of ages 20 and up, which may be explained by an increased financial pressure and responsibility among older youth.

Entrepreneurship

Overall, neither program had significant impacts on entrepreneurship outcomes. However, the A Ganar program under CI significantly decreased youths' likelihood of having owned a business, suggesting differential impacts by IO ($p = 0.03$). This suggests that under CI the program may have been less effective in teaching entrepreneurship skills or that youth in CI programs were delaying taking action in business in order to focus on the program. Based on qualitative analysis, some youth aspire to own a business and are currently pursuing these goals. Interestingly, youth with higher IO-rated motivation had better entrepreneurship outcomes.

Professional Capabilities

While participating youth experienced increases in their professional capabilities in almost all categories over the time period, none of these findings were significant. These benefits impacted males in the program more so than females.

Self-Esteem

Based on the adjusted Rosenberg Scale customized for the A Ganar target population, A Ganar youth experienced a slight increase in self-esteem relative to the control group although not significant ($p = 0.39$). There was no evidence of change among non-sports program youth.

Gender

Based on scores from a modified 25-item Gender Equitable Men (GEM) index, only A Ganar significantly improved gender-equitable perspectives relative to the control group ($p = 0.07$). Based on qualitative analysis, some youth suggest that the sports component of the program especially improved youth's perspectives on gender equity as boys and girls learned to collaborate and work as teams.

Risk Behavior

Risk outcomes were mixed. Treatment youth reported having more friends who engaged in risk behaviors, indicating that their social networks were changing. However, overall, treatment and control youth experienced similar changes in their own participation in various risk behaviors indicating that the program helped to buffer individual risk behavior in light of changing social networks. This is consistent with qualitative data, in which several youth mentioned participants leaving crime as a result of the program.

Life Skills

There was no discernible change in the 58-item Developmental Assets Profile (DAP) which measures life skills for either A Ganar or the non-sports program overall. Breaking down by IO, we found no evidence of any significant impact by IO specific analysis.

Implementing Partners and Cohort Differences

We found some major design differences between the programs, both in terms of differences between the CI and FP programs and between the sports and non-sports programs for each IO. Between the CI

and FP programs, we identified differences in sequencing of phases, treatment intensity, program duration, and technical skills trained. Some of the key differences the following: 1) Per the original A Ganar protocol, FP youth received internships before job placement, whereas CI youth did not. 2) FP programs lasted about 16 to 17 months, whereas CI programs lasted about 5 – 6 months. 3) Youth under the two programs had different options in terms of what skills they could learn. Comparing the sports and non-sports programs for each IO, we found differences in program duration, intensity, skills training, and benefits. These differences are further detailed Annex B.

In addition to differences in program design, we also found differences in baseline characteristics. Between the two IOs, FP was more successful in targeting low-income youth, while CI was more successful in targeting youth in the correct age group. The cohorts under FP had significantly lower socio-economic status, owned less assets, were less educated, were less likely to be employed at baseline, and were less likely to own a business compared with CI youth. The youth of FP were on average two years younger than the youth of CI, and all of the youth under the age of 16 were under FP due to the lower age band required in their grant from USAID Guatemala.

Evaluation Timing

For consistency, we conducted midline interviews with each youth immediately upon their completion of the program. Since FP programs were considerably longer than CI programs, there was a larger gap between baseline and midline for FP youth. However, with the exception of one cohort, all data collection events began immediately upon program completion. Data collection for the second of two CI cohorts occurred 2 months after program completion. Since this differentiates the CI cohort 2 from the others, we ran additional tests on the CI cohort 2 for any differential impacts that may be attributable to the additional time.

Evaluation Validity

Although the sports, non-sports, and control groups were randomly assigned, and should therefore demonstrate balance in baseline characteristics between groups (thus eliminating selection bias), random assignment can, by chance, yield unbalanced groups. In comparing the three groups along 21 key baseline characteristics, we found only one significant difference between the groups: the age at which individuals first started working. This is a key outcome measure for the evaluation, and econometric means will be used to control for differences in baseline status to derive valid impact estimates.

INTRODUCTION

PURPOSE

The A Ganar Alliance Impact Evaluation Midline Report documents a longitudinal mixed-methods randomized control trial (RCT) that studies the efficacy of A Ganar, a USAID-funded regional workforce development program, in Honduras and Guatemala. The study was implemented by Social Impact, Inc. in cooperation with local data collection partners ESA Consultores Internacional (ESA) in Honduras and Centro de Investigaciones Económicas Nacionales (CIEN) in Guatemala between 2011 – 2018. This report summarizes the evaluation background, purpose and methodology before systematically reporting on the summative midline findings from the four non-pilot Guatemala cohorts. The introductory sections will place the descriptive analysis in the broader context of both the impact evaluation (IE) and the A Ganar program.

EVALUATION OBJECTIVES

A Ganar⁴ is a sports-based youth workforce development program implemented by Partners of the Americas. The program began in 2004 as a Multilateral Investment Fund (MIF) and Inter-American Development Bank (IDB) funded pilot in Ecuador, Uruguay, and Brazil. With additional support from the MIF (\$3.6 million), the Nike Foundation (\$2 million) and USAID (\$8.9 million), the A Ganar Alliance was formed and expanded programming to 19 countries. The Alliance trained over 16,000 youths in Argentina, Barbados, Bolivia, Brazil, Colombia, Dominica, Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Panama, St. Kitts and Nevis, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, and Uruguay. USAID supported A Ganar from September 2009 – September 2015 in eight countries in the Caribbean and Central America⁵, providing training for over 6,000 youths.

When the A Ganar program began, early results indicated positive outcomes. According to a MIF/IDB-funded performance evaluation in 2010, 77 percent of participants graduated, and 65 percent of graduates found formal employment, started a business, or returned to school within one year of graduation. These results were encouraging, particularly given the high rates of out-of-school youth unemployment in the region. However, without the ability to compare these outcomes against a comparable group of non-recipients (counterfactual), it was impossible to attribute changes to participation in the A Ganar program.

Following the publication of its Evaluation Policy in January 2011⁶, USAID sought to strengthen the evidence base around the effect of youth workforce development programming, and the A Ganar program in particular. USAID/Washington took advantage of a \$7.5 million⁷ expansion of the A Ganar program in the Caribbean and Central America and integrated an impact evaluation into programming in Honduras and Guatemala. The evaluation is designed to provide actionable findings, conclusions, and recommendations that will feed directly into Agency learning and program design. These empirical findings will serve both to improve program performance and to increase the evidence base for what works (and why) in youth workforce development programming.

PROGRAM BACKGROUND

A Ganar is a 7 – 9 month training program that combats the serious problem of youth unemployment in the region by utilizing soccer and other team sports to help at-risk youth succeed in the workforce. The

⁴ “To win” or “to earn” in Spanish.

⁵ USAID-funded countries include Jamaica, Dominican Republic, Dominica, St. Kitts & Nevis, St. Vincent & Grenadines, Suriname, Honduras and Guatemala

⁶ http://pdf.usaid.gov/pdf_docs/Pdacq800.pdf

⁷ USAID funded a \$1.4 million pilot in 2009 and then funded a \$7.5 million expansion from 2011-2015, totaling a \$8.9 million cooperative agreement.

methodology takes participants through four integrated phases: sports-based field and classroom employability training, market-driven technical training, internships/apprenticeships, and follow-on activities. These phases are presented below in Figure 2.

Figure 2: A Ganar Phases



- **Phase 1** is an 80 - 100 hour “**From Sports Skills to Employability Skills**” course which mixes sports field and classroom activities to develop competencies in Teamwork, Communication, Discipline, Respect, a Focus on Results, and Continual Self- Improvement.
- **Phase 2** features at least 150 hours of **Market-Driven Vocational Technical Skills** training in which youth apply their employability skills to a specific technical career. The 150 hours include at least 30 hours of specific entrepreneurship training.
- In **Phase 3** youth gain **Practical Experience** through at least 40 hours of internships, apprenticeships or other activities.
- Youth are **Mentored** throughout the program by local professionals who volunteer their time to work with small groups. Mentors are recruited with support of Partners of the Americas’ extensive volunteer network in each country.
- In addition, each youth will complete a **Service Learning Project**. These projects give youth the opportunity to volunteer in their community, learn about local issues, practice leadership and job skills and aid other youth.
- In the **Follow-On program**, youth are given additional career counseling and have opportunities to meet with their peers to discuss challenges and new opportunities.

The primary objective of the program is to help participants find jobs. Secondary objectives include facilitating participants’ return to the formal education system and/or starting a business. While education and entrepreneurship objectives were captured in performance indicators as positive

outcomes, the A Ganar curriculum included a very brief training on business ownership and did not have any explicit activities related to formal education. This is in keeping with USAID's mandate that the program focus primarily on employment but also capture other aspects of positive youth engagement. A Ganar uses sports in two complementary ways. First, sports are leveraged as an incentivizing force, engaging and retaining participants that may not have otherwise applied or stayed with a traditional workforce development program. Second, and more importantly, by increasing the relevance of lessons, sports are used as a tool for the transmission of employability skills. Partners of the Americas believes that youth are more engaged and have a deeper comprehension when using physical play and relatable examples. As sports are one of the most popular activities and subject matters for youth in LAC, integrating sports into programming provides rich opportunities to discuss the value of teamwork and communication, the consequences of not following rules or respecting others, how persons show creativity and solve problems, how males and females interact in group activities, and other transferable skills.

The training is offered to eligible youth that apply for the program. Local implementing partners advertise the A Ganar program and screen applicants on four eligibility criteria. First, youth have to meet country-specific age criteria (16 – 24 in Guatemala, 17 – 24 in Honduras). Second, youth had to be assessed as being 'at-risk' by implementing partner staff. Partners of the Americas considers youth to be at-risk if they meet one or more of the following characteristics:

1. Come from socially or economically-disadvantaged households or communities
2. Are school dropouts, are one and/or more years behind in school, or are not employed
3. Belong to communities plagued by high levels of drug use and/or trafficking, youth violence, or youth gangs

It is important to recognize that all youth recruited for the program come from areas of high crime and violence, as this context shapes their opportunities and experiences. Although the homicide rate has declined in recent years, in 2016 the rate was 27.3 per 100,000, making Guatemala one of most dangerous countries in Latin America (Guatemala National Civilian Police, 2017).

Third, youth had to have enough time and motivation to participate in the program. In addition to these criteria, youth with a minimum competency level in reading, math, and communication skills were preferred. Lastly, Partners of the Americas strived for gender equity in selecting participants, but prioritized applicant need over ensuring gender parity.

EVALUATION DESIGN

The extent to which A Ganar's program hypotheses hold true is tested through two complementary five-year randomized control trials (RCT) in Honduras and Guatemala. By comparing randomly assigned participants (treatment), non-sports participants (comparison), and non-participants (control), the evaluation will enable both a quantitative and qualitative investigation of the A Ganar mechanisms of change, both intermediate and final outcomes, and differential impacts among participant groups. The multi-country nature of the study will serve to increase the external validity (i.e. generalizability) of evaluation findings by allowing for comparison of outcomes across different contexts. The studies differ primarily in the fact that the Honduras IE is designed to estimate program impact, while the Guatemala IE is designed to assess both program impact and the role of sports in mediating outcomes of interest. The evaluation was originally designed to answer two primary research questions:

Question 1: Proof of Concept

To what extent does participation in and completion of the A Ganar program increase the likelihood that youth will obtain and maintain jobs, return to school, start their own business or reduce risky behavior?

In addition to measuring changes in these primary outcomes, the evaluation is designed to answer the following two sub-questions:

- i. On what factors do those impacts depend, and what is the likely range of impacts, given uncertainty?
- ii. What are the pathways through which impacts were created?

Question 1 is investigated through a multi-cohort RCT, triangulated and augmented with robust qualitative data collection. Impact is estimated through the testing of the following research hypothesis (stated as the null hypothesis):

H₀: A Ganar participants will be just as likely to obtain and maintain jobs, return to school, start their own business or reduce risky behavior as their non-participating peers.

Question 2: Role of Sports

Does the use of sports in A Ganar increase the retention rate, job insertion rate, entrepreneurship and effectiveness of the program to teach life skills, language, math, information technology (IT) and other complimentary activities?

In order to answer this question, it is necessary to estimate, as closely as possible, the counterfactual, or how the A Ganar program would function without sports. Through discussions with Partners of the Americas, it was determined that A Ganar could not be implemented without sports, given how central it is to the program's structure and design. However, in Guatemala the local implementers of A Ganar have been implementing more traditional youth workforce development programs without sports with a similar target group. Accordingly, slightly modified versions of these programs (to make them as similar as possible to A Ganar without sports) are used as comparisons. The ability to track program participants in three distinct groups: A Ganar, A Ganar comparison without sports, and a pure control group, allows the evaluation to isolate the effect of sports on outcomes over time.

H₀: A Ganar participants will be just as likely to obtain and maintain jobs, return to school, start their own business or reduce risky behavior as participants of the non-sports programs.

RESEARCH METHODOLOGY

The A Ganar IEs are mixed-method RCTs designed to leverage the strengths of qualitative and quantitative data collection and analytical techniques. The RCT attempts to measure changes in development outcomes directly attributable to participation in the A Ganar or non-sports program by comparing changes in randomly assigned treatment and control groups. Experimental designs, where eligible units are randomly assigned into treatment and control groups, are the most rigorous impact evaluation method, in that they “provide the strongest evidence of a relationship between the intervention under study and the outcome measured.”¹ To prevent selection bias, only pre-screened applicant lists serve as a sampling frame. Youth who meet program eligibility requirements (being between 16 – 24 years of age, being “at-risk” (see page 11), and having sufficient basic skills²) are interviewed by the IOs to verify information and ensure youth have time and motivation to participate in the program. These eligible youth are then randomly assigned (stratified by sex and interviewer-assessed motivation level) to either the A Ganar (treatment), non-sports (comparison), or control groups. Data were then collected from all youth in each group.

Not including the pilot cohorts, the program was implemented by two organizations, Children International (CI) and Fundacion Paiz (FP). Each IO recruited applicants, who were then randomly assigned to treatment, comparison, and control groups. There were a few major differences between the programs implemented by FP and CI. The first is that while the CI non-sports program focuses on work skills, the FP non-sports program focuses on art. Secondly, both the FP sports and non-sports programs were significantly longer in duration than the CI programs (approximately 4 – 7 months versus 16 – 20 months). Lastly, the two implementers offered different types of vocational training both in terms of subject and duration.

Since the evaluation is between the sports, non-sports, and control groups under each of the IOs, and not between the IOs, the differences between FP and CI do not threaten the internal validity of the study. What is important is that the sports and non-sports programs are as similar as possible with the exception of the use of sports. This allows for assessment of the impact of the sports component of the particular program. The design differences between the sports and non-sports groups were minimal. Under both IOs, the sports component was managed by a contracting organization, Glasswing. Under FP and CI, the comparison program design included life skills, technical training, internship programs, and job placement, designed to be the same for both sports and non-sports groups under their respective IOs.

Based on the design, the only major difference, outside of sports, between the treatment and comparison groups was the duration and intensity of the programs, with the non-sports program being longer than the sports program for FP and shorter for CI. Since differences between the sports and non-sports program could affect the ability to estimate the impact of sports, qualitative analysis was used to further investigate impacts of sports in the program.

Qualitative data are collected from a subsample of the study population, serving the following functions:

- Supplement and triangulate the quantitative data
- Identify unintended effects
- More comprehensively capture some of the more difficult to measure concepts, including gender roles and outcomes
- Explore mechanisms of—and obstacles to—change
- Probe the “value added” of sports

¹ USAID Evaluation Policy, Page 2. January 2011

² Basic reading, math, and communication skills are required to be able to successfully participate in project activities.

MEASUREMENT

Measurement of key outcomes, important covariates and demographic variables, occurs principally through surveys, supplemented through qualitative interviews. Data are collected from multiple cohorts, each surveyed at three distinct times: (1) a baseline completed within 2 weeks of the final application interview, (2) an immediate post-program follow-up occurring 10 months after the start of the program, and (3) an endline occurring 18 months after program completion. The survey includes the following modules and measurement approaches:

- *Introduction and Meta-Data:* Participants are read an introduction to the evaluation and survey with a standard protocol for obtaining informed consent. This dialog clearly notes that participation is voluntary and that respondents may quit the survey at any time without any penalty. Meta-data are collected to track surveyor, supervisor, reviewer and data-entry operator information, as well as data on number and date/time of revisits, survey timing, tracking of survey compensation (50 Honduran Lempiras, or approximately \$2.50 US, per survey) and reasons for non-completion, if applicable.
- *Identifiers and Demographics:* To ensure confidentiality of responses, all identifying information is collected in an independent module that is removed upon survey completion. Identifying information is entered separately from the rest of the survey and is linked by a unique respondent ID, which is recorded on each page of the survey. Extensive contact information is collected, including multiple telephone numbers, email addresses and contacts for friends and family, to facilitate relocation of respondents for follow-up surveys. Demographic information on age, gender, civil status, household composition and assets are also used as covariates to explain intermediate and final outcomes and improve precision of statistical tests.
- *Education and Training:* This section collects data on respondents' education level, school enrollment and attendance, educational aspirations, type of school attended and, when applicable, reasons for not being enrolled. Data are also collected on participation in training programs outside of school.
- *Employment and Entrepreneurship:* A host of questions is asked about current and previous employment and entrepreneurship history, including items designed to assess quality (e.g. wages, contract type, hours, and benefits).
- *Gender Roles:* A modified version of the Gender Equitable Men (GEM) scale is used to assess perspectives on gender roles and attitudes.³ Building on fieldwork in Honduras conducted by CARE (with funding from USAID), the GEM was further modified for this study. The final tool is comprised of 25 statements rated on a five-point Likert scale.
- *Life Skills:* Given the complex and multi-faceted nature of this concept, the study uses two complementary measures:
 - The principal measure is Search Institute's Developmental Assets Profile (DAP), a robust and field-tested tool capable of measuring positive outcomes across eight asset categories. Respondents are asked 58 questions from a contextualized version of the tool. Questions are designed to gauge the extent to which respondents have support systems and internal agency,

³ This tool was derived from the Gender Equitable Index (GEI) originally developed in Brazil and replicated in India, Ethiopia, Kenya and Nicaragua: Pulerwitz, Julie and Gary Barker. 2008. "Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM Scale," *Men and Masculinities* 10: 322–338.

which through extensive studies over more than 20 years, including those using the DAP, have been found to predict educational and life outcomes. Respondents are asked to provide an answer as to the frequency or intensity with which they feel about each question using a four-point Likert scale.

- Supplementing the DAP is the Rosenberg Self-Esteem scale, a field-tested measure of self-esteem and social belonging. In addition to the original ten items, the module consisted of four custom items designed to assess relationships with friends and the community. Questions were phrased both positively (for example, “Are you satisfied with yourself?”), and negatively (for example, “Do you sometimes feel that not all is well?”), with all responses based on a five-point Likert scale.
- *Technical Skills*: Rather than directly measuring technical skills, the study measures self-reported confidence in key employment related competencies. Self-reported confidence, while possibly differing from direct skills, is an important, related intermediate outcome. These technical skills are further probed through qualitative case studies. Interviews with participants, facilitators, mentors and employers explore the types of skills gained or improved, which skills could have been transmitted more effectively and what skills are most valued by employers.
- *Risk Behaviors*: Given the sensitivity of measuring participation in risky or taboo behaviors, we use two techniques to protect the anonymity of responses during the survey process. First, we ask respondents about their peers’ participation in these activities (fighting, drugs, gangs, unprotected sex). Additionally, we use randomized responses to measure their own participation in these same activities. To maintain confidentiality, respondents are asked to roll a die without showing the roll to the surveyor. They are told they should answer yes (forced yes) if they roll a one and answer no (forced no) if they roll a six, regardless of their true response. If they roll any other number, they should answer truthfully. Surveyors will explain that through this ‘game’, surveyors will never know if they are answering truthfully about themselves or not, so they should not feel pressure to respond a certain way. While we will not be able to trace individual responses, we are able to estimate the prevalence in the sample of respondents or the differential prevalence between treatment and control groups. Annex B provides a more comprehensive discussion of randomized response, including a bibliography of published journal articles using the technique.

SAMPLING

The Guatemala evaluation was designed to track nearly fourteen hundred youths over the 5-year study period. Due to capacity constraints on the part of local implementers as well as a desire on the part of all evaluation stakeholders to phase the large number of participants, youth were organized into six cohorts spaced across two years. With the phased scaling of the program, each subsequent A Ganar cohort expanded in size, geographical area and number of participating IOs. Whereas the pilot cohort rolled-out in limited numbers, the four evaluation cohorts accounted for a ten-fold increase in beneficiaries.

The evaluation team attempted to survey each youth at three discrete points over a 2.25-year period: baseline (prior to the program), immediate post-program completion (precise timing varies by cohort), and long-term follow-up to gauge benefit sustainability (approximately 18 months after program completion). Table I below summarizes precise dates for data collection events.

Table 1. Program and data collection dates

Guatemala Cohorts	Start Date	End Date	Duration - Months	Midline Data Collection
Ceiba (Pilot)	Jun-13	Feb-14	8	May-14
Fundacion Paiz 1 (Pilot)	Jan-14	Sep-15	20	Jul-15
Fundacion Paiz 2	Mar-14	Oct-15	20	Sep-15
Fundacion Paiz 3	Jun-14	Oct-15	16	Sep-15
Children International 1	Feb-14	Jun-14	4	Jun-15
Children International 2	Jul-14	Feb-15	7	Apr-15

Youth Recruitment and Assignment

Partners of the Americas defines programmatic eligibility through three criteria. Applicants must be at-risk, aged 16 – 24, and living within the catchment area of one of the IOs. As previously discussed, ‘risk’ is defined as a multifaceted construct encompassing socio-economic status, educational attainment, employment, and proximity to high-crime areas. Screening for these criteria was conducted by IOs through a multi-stage application review process.

Upon receipt of screened applicant lists, the evaluation team conducted individual-level randomized assignment using Stata statistical software package (for larger IOs training multiple classes, assignment was performed separately for each class). Randomization was stratified by sex and IO-rated motivation level, to improve balance and facilitate sub-group analysis. Inclusion of motivation as a blocking variable is intended to test the implementers’ ability to predict programmatic success (i.e. can IOs determine, a priori, which youth will be most successful through the training).⁴ In response to concerns from implementers that key youth may be excluded due to the probabilistic selection, each IO was allowed to select up to 3 direct-participant youth who would bypass random assignment and automatically be offered a place in the program. These youths were not surveyed and are not considered part of the evaluation sample. Youth are listed by implementer and cohort in Table 2 below.

Eligible youth were asked to participate in the study, with baseline surveys administered to a total of 1,372 respondents (468 treatment, 460 comparison and 444 control). Additionally, 88 of these youths were selected, using a stratified purposive sampling approach, to participate in a qualitative interview. The qualitative sample overview, in Appendix L, provides a summary of the youth selected for in-depth interviews.

Table 2: Sample, by IO and by Cohort

Guatemala Cohorts	Sample Size		Program Dates	
	Quantitative	Qualitative	Start Date	End Date
Ceiba (Pilot)	71	8	Jun-13	Feb-14
Fundacion Paiz 1 (Pilot)	82	9	Jan-14	Sep-15
Fundacion Paiz 2	404	17	Mar-14	Oct-15
Fundacion Paiz 3	422	18	Jun-14	Oct-15
Children International 1	200	18	Feb-14	Jun-14
Children International 2	193	18	Jul-14	Feb-15
Total	1372	88		

⁴ IOs rate applicants on how motivated they are to participate in the program using a 3-point scale.

ANALYTICAL APPROACH

Using randomized assignment to create two balanced groups is an important first step in estimating program impact. The most basic approach to calculate a program's effect would be a two-step process. First, calculate the average change in each outcome (baseline to the post-program follow-up) for the treatment, comparison, and control groups separately. Second, compare changes between the two groups. However, while random assignment creates equivalent treatment, comparison and control groups prior to the intervention, there will be small differences on baseline characteristics. Independent of participation in A Ganar, these baseline characteristics could also be very powerful in helping to explain observed outcomes. These initial differences can be included in the analysis through the use of regression models (i.e. controlling for baseline and course fixed effects) to improve the precision of our impact estimate by reducing unexplained variance in outcome measures.⁵ Regression analysis is a statistical technique that enables exploration of relationships between variables. The primary benefit of regression analysis, as compared to the direct comparison approach detailed above, is that it allows for holding other important variables (i.e. those that may influence the outcome measure) constant. Including these covariates in the regression model is important for two reasons: first, it allows for the estimation of each variable's influence on the outcome measure and, second, it controls for this influence, yielding a more precise measure of programmatic impact. Analysis was performed through the use of four regression models. One model serves as the focus of the impact estimates, while the other three serve as validity checks in testing the sensitivity of findings to a particular model specification. The basic linear regression model used in this report can be written as:

$$(1) Y_{i1} = \beta_0 + \beta_1 Y_{i0} + \beta_2 P_i + \beta_3 C_i + \mu_i$$

Where Y_i represents the outcome of interest (analysis is conducted for each of the primary outcomes) for individual i at the time of the follow-up survey, β_0 is the constant (y-intercept), β_1 is a coefficient capturing the impact of the individual's baseline value for the outcome variable (where Y_{i0} represents the individual's value for outcome Y at time 0 or baseline), β_2 captures differences between the three treatment groups (where P represents 2 dummy variables – one for treatment status 0=control or comparison and 1=treatment, and the other for comparison status 0=control or treatment and 1=comparison), C is a vector (or list) of covariates, as detailed below, β_3 represents a vector of coefficients which capture the effect of these covariates, and μ_i is the error term. The control variables fall into three categories, with the outcome variables presented after:

⁵ Moreover, as the evaluation will track multiple cohorts over time, there is the possibility that cohorts will differ in their baseline characteristics.

Table 3: Regression Variables

Control Variables Respondent Demographics	Household Demographics	Implementation- Specific Measures	Outcome Measures
• Sex • Age • Single (dummy) • Number of Children	• Wealth (PCA-derived measure) • Remittances (dummy) • Number of family members living in home • Sex of Household head • Age of Household head • Education level of Household head • Any member of household employed (dummy)	• IO • IO-determined motivation level	• Highest Grade Completed • Currently Enrolled in School (dummy) • Educational System • Number of Extracurricular Courses • Number of Jobs • Number of Businesses • Total Income • GEM score • DAP score • Risk score • Neighborhood safety proxy

To the extent that specific regression models differ, deviations are specified in the body of the report.

QUALITATIVE APPROACH

Two different types of interviews were conducted with program participants: 1) a short, semi-structured qualitative exit interview that focused on youth experiences in the program; 2) in-depth, multi-perspective case studies with a pre-selected sample of youth interviewed at baseline. Exit interviews were conducted with a convenience sample of 136 youth selected for participation in the A Ganar program or one of the comparison programs. Our incorporation of comparison case studies allowed us to compare the outcomes of A Ganar with non-sports based job training programs. The team collectively conducted 17 in-depth case studies, drawing upon interviews with A Ganar participants' parents and IO staff members (facilitators and technical trainers). Table 4 below summarizes the qualitative interviews conducted at midline.

Table 4. Qualitative Interview Summary

Implementing Organization/treatment	Exit Interviews	Rich Case studies
Children's/ A Ganar	18	6
Children's/Hacia El Empleo	18	N/A
Fundacion Paiz/ A Ganar	80	11
Fundacion Paiz/ Arts	20	N/A

All interviews were recorded using digital recorders and transcribed. We used qualitative data analysis software, Dedoose, to analyze data and apply thematic codes. Coding refers to marking meaningful segments of transcript text with a term that captures the overall idea(s) contained therein. We developed a preliminary code list developed based on emergent findings from interviews, as well as the intended outcomes of the A Ganar program. This code list was further refined as additional interviews were coded; emergent codes not on the preliminary list were added. The final list had roughly 30 codes, however ten of these focused on context and background (these were primarily used to code baseline interviews with

youth). One of the most frequently applied codes was “Impact of A Ganar” – this code also had five different sub-codes including: academic benefits/school re-entry, employment, gender perceptions/attitudes, life skills/employability features, self-esteem/confidence, social relations, and values. After coding was completed, greater attention was given to the codes that were both most frequent and related to predefined program impacts.

Following this initial coding, a second round of analysis was conducted for the data coded with “social relations”, and “life-skills/employability”. This second round of data analysis was informed by a review of the academic literature on the relationship between character/life skills and employment. More specifically, a review article by James Heckman and Tim Kautz “Fostering and measuring skills: Interventions that improve character and cognition” (2013), identifies character skills that are valued in the labor market. These character skills became the basis for the second round of analysis. Thus, this second round of analysis was conducted with these identified character skills in mind. Because these character skills are interconnected, there was some overlap in the codes. Nevertheless, the applications of these codes allowed a more detailed identification of the salient themes from youth interviews, which are described in greater detail in the findings section below.

FINDINGS

ATTRITION

Attrition occurs when the evaluation team is unable to collect follow up data from respondents in the treatment, comparison or control group. For the purposes of the A Ganar IE, there are four primary sources of such attrition: respondents refuse to continue participating in the study, or the evaluation team is unable to complete interviews due to outdated contact information, youth relocation, or mortality. Given the high degree of mobility and the precarious environment in which the study population lives, attrition has been a stated concern of the evaluation since the design phase. Any reduction in the number of observations lowers the statistical power, and hence ability to attribute changes to an intervention, of a study. Furthermore, attrition may introduce selection bias into impact estimates if the pattern of attrition is non-random (i.e. some factor or set of factors correlate with attrition). In order to limit the first of these threats, the evaluation team utilized two strategies. First, we gathered comprehensive contact data at the start of the study to maximize the probability of being able to track respondents. Second, following principles of risk management, the team anticipated a dropout rate of 25% and used oversampling to ensure statistical power. Correcting for attrition-induced selection bias was accomplished by testing panel data for evidence of differential attrition and adjusting impact estimates to control for the missing observations, as necessary. Additionally, the use of multiple imputation using chained equations attempts to correct for bias associated with attrition by imputing data for youth who do not respond based on what their expected responses may be based on their baseline characteristics.

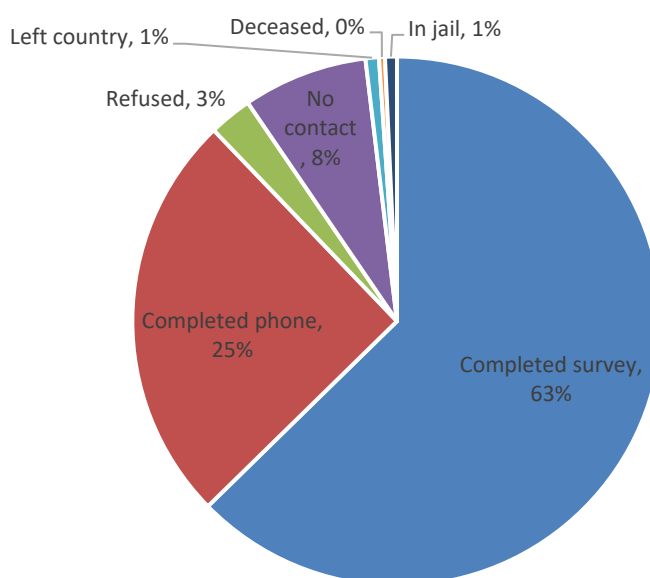
Of the 1,372 youths surveyed at baseline between the evaluation and pilot cohorts, the evaluation team completed post-program interviews with 1,190, yielding an overall response rate of 87%. The success rate was lower among youth under FP who tended to live in more underserved communities and were harder to reach. Attrition rates are shown by cohort in Table 5 below. Many efforts were made to accommodate youths' schedules and logistical needs. Enumerators frequently interviewed youth in their places of work, including in one case at a nightclub late at night after a youth who was working as a bouncer finished his shift. In another case a youth who was pregnant was provided taxi transportation to and from the interview to ensure her comfort and safety. Youth unwilling to spend an hour answering the survey questions, were given the option of a shortened interview script. Similarly, youth that were unwilling to meet enumerators in person were given the option of a shortened telephone interview. In both instances, care was taken to ensure that key outcomes were being captured in the abridged instruments. In total, 28% of interviews were phone interviews. Total response rates are depicted in Figure 3.

Table 5. Attrition by cohort

	Baseline	Midline	Attrition
Grupo Ceiba Pilot	71	35	51%
Fundacion Paiz Pilot	82	71	13%
Fundacion Paiz 1	404	352	13%
Fundacion Paiz 2	422	364	14%
Children International 1	200	188	6%
Children International 2	193	180	7%
Total	1372	1190	13%

The most common source of attrition was inability to reach the youth. This constituted 8% of the sample and 55% of attrition. Most of the time this was a product of incorrect contact information (i.e. youth changed numbers since baseline), though sometimes respondents did not answer their phones. At 33% of non-response, refusals were the second most common reason. This was followed by emigration (5%), incarceration (4%) and death (2%). The attrition rate was by far the highest in the pilot cohort under Grupo Ceiba. This cohort was the very first, and there were a number of issues with the program implementation, resulting in higher attrition and program drop-out than in other cohorts. For the purposes of the study, this attrition was not a problem because the pilot cohorts were not incorporated into the evaluation. The difficulties in locating the youth under Grupo Ceiba also informed the evaluation team's approach to data collection for other cohorts so that processes improved.

Figure 3. Total Survey Response Rates



Based on regression analysis of all cohorts, A Ganar youth were 65% more likely to respond to the survey than control youth ($p = 0.02$). non-sports youth were also slightly more likely to respond to the survey, but this finding was not significant. controlling for other possible predictors of attrition, youth under CI were 93% more likely to respond to the survey than youth under FP ($p = 0.02$), while youth under GC were 88% less likely to respond ($p = 0.07$). These findings were consistent with the data collection team's experience in which a number of control group youth was unwilling to complete the survey because they were upset that they were not selected for the program. Additionally, youth under FP were more difficult to track, in part because they tended to live in more dangerous areas. Other factors that affected attrition included education, marital status, number of children, household size, and professional capabilities. Youth who were more educated or had superior professional skills (as self-reported) were significantly more likely to respond to the survey ($p = 0.06$ and $p = 0.05$ respectively). Those who were single and those who had children were less likely to respond ($p = 0.07$ and $p = 0.06$ respectively). Additionally, those with more members in their household were more likely to respond.

To address the issue of attrition and missing data more generally, we employed the technique of multiple imputation using chained equations. Because the attrition in this study may be systematic, using the data only from the completed interviews (complete case analysis) may be biased. For example, youth who are working full time may be less likely to respond to the survey. These systematic patterns in attrition can

cause bias in the data. Additionally, there may be systematic patterns in nonresponse to certain questions, even among youth who respond to the survey. For example, youth engaged in risky behaviors may decline to answer those particular questions. This missing data can also lead to bias. Multiple imputation is a statistical technique for analyzing incomplete datasets. The methodology uses the data collected to project a complete dataset for a population similar to that of the complete case, but without the missing data. This helps to reduce bias from systematic attrition and systematic patterns in missing data.

The analysis reported in this document is based on the imputed data. As a robustness check, we additionally analyzed the complete case data and note any cases in which the findings vary from the imputation analysis.

Conclusions

The average rate of attrition was approximately 13%. This is well below the anticipated 25% rate of attrition, and attrition rates were similar in all three groups. Accordingly, for midline analysis, attrition does not appear to be a threat in our analysis.

OUTCOMES

The following eight thematic sections present longitudinal changes for the treatment, comparison and control groups, as well as whether there were statistically significant differences between the three groups⁶. **Employment**

The proportion of sample youth employed at the time of the survey increased almost three-fold from 12% at baseline to about 34% at midline. Similarly, the proportion of youth who had worked for pay in the last week increased in all three groups from baseline to midline; however the percentage of unemployed youth looking for jobs decreased slightly in all three groups, possibly due to the fact that more youth were working.

After controlling for common predictors of employment outcomes, we found that program youth had similar results for most outcomes, with slightly less favorable results for having worked for pay last week, relative to the control group. Non-sports youth also had less favorable outcomes related to job quality. Youth under A Ganar were 22% less likely to have worked for pay in the last week ($p = 0.12$), while youth in the non-sports group were 27% less likely ($p = 0.08$), relative to the control group. These decreases were primarily seen under FP. Under CI, the programs had no significant impact on employment status. Overall, there were no significant differences in the trends between the three groups in terms of current employment status, number of jobs, and looking for work.

Examining job quality outcomes, the overall sample experienced increases in the likelihood of receiving benefits and having a work contract. Job satisfaction rates decreased from baseline to midline for A Ganar and the control group. The non-sports group experienced a slight decline, but less so than the other two groups. Income decreased substantially for all three groups over the time period. Income was measured using two different metrics. The first, monthly income, is a measure of the youth's monthly income at their primary job. The second, average hourly rate provides an average across all jobs that the youth held over the past 12 months. This metric provides a measure of long-term income. By both measures, youths' income decreased from baseline to midline in all three groups.

Controlling for common predictors of employment outcomes, A Ganar youth had similar job quality outcomes as the control group, while the non-sports group had slightly lower outcomes although not significant.

⁶ All analyses use 95% confidence level

Because job expectations can vary based on age, the team separately examined impacts based on age. Based on this, and after controlling for common predictors of employment outcomes, there were a few significant program impacts on youth under 16 or above 19. A Ganar youth under the age of 16 attained higher job satisfaction, while A Ganar youth over 19 were less likely than their peers to be seeking employment. By contrast, program youth aged 16 to 19 experienced a number of significant negative impacts on employment. Both programs lowered youth’s likelihood of working in the past week ($p = 0.06$ for A Ganar and $p = 0.04$ for non-sports), relative to the control group. Among those who worked, non-sports youth were less likely to receive work benefits and worked, on average, more hours per week as a result of the program. This indicates that many of the negative impacts were driven by youth age 16 to 19, an age at which many youth still live with their families and may not be expected to work based on the qualitative analysis.

Interestingly, gender equity perspectives correlated highly with employment outcomes. Youth with more equitable perspectives were more likely to have worked in the past week ($p = 0.02$), more likely to be currently employed ($p = 0.08$), and had more jobs ($p = 0.02$).

Unsurprisingly, youth with more education had on average higher monthly income by Q 269 ($p = 0.09$), higher job satisfaction ($p = 0.05$), and were more likely to have a job provided benefits ($p < 0.01$). Youth with more educated heads of household were more likely to have job-provided benefits ($p = 0.05$). A wealth indicator based on household assets did not have any correlation with employment outcomes. Youth who scored higher on the Development Asset Profile (DAP) indicating youth’s internal assets and external supports were significantly more likely to be employed ($p = 0.05$). An indicator of neighborhood safety showed that youth in safer neighborhoods were significantly more likely to have less hours of work per week ($p = 0.02$), but average Q 254 as monthly income.

Figure 4: Employment outcomes by treatment status

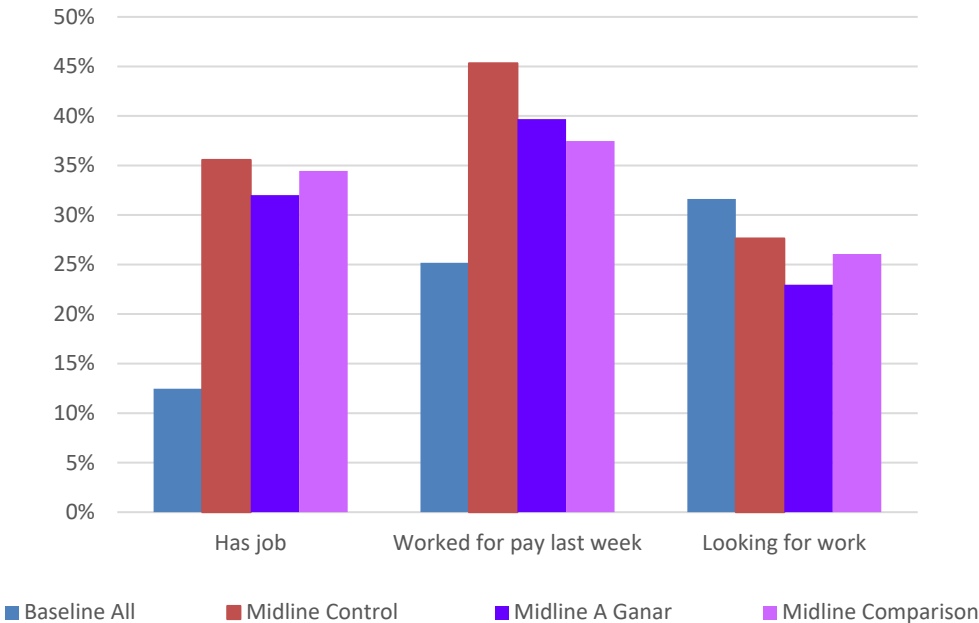


Table 6: Employment Outcomes

Baseline	Midline	Impact Estimate- A Ganar	Impact Estimate- non-sports	n
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	All	control	A Ganar	non-sports	Coefficient	Odds Ratio	P-value	Coefficient	Odds Ratio	P-value	
Employment											
Has job	12.47%	35.57%	32.01%	34.44%		0.79	0.16		0.93	0.65	1219
Worked for pay last week	25.18%	45.32%	39.68%	37.47%		0.78	0.12		0.73*	0.08	1219
Number of jobs	1.98	1.85	1.73	1.83	-0.14		0.22	-0.04		0.76	1219
Looking for work	31.62%	27.63%	22.97%	26.07%		0.78	0.14		0.93	0.64	1219
Job Quality											
Satisfaction	2.51	2.39	2.37	2.47		1.13	0.62		0.81	0.40	368
Benefits	30.47%	47.92%	35.66%	34.21%		0.85	0.45		0.77	0.26	1005
Contract	20.21%	40.28%	33.80%	33.77%		0.73	0.16		0.79	0.29	1083
Hours	36.83	46.12	46.16	47.15	0.83		0.72	2.42		0.29	368
Avg. Hourly Rate	14.02	30.09	20.58	20.21	-0.46		0.54	0.01		0.98	368
Monthly Pay at Current Job	1511.26	2091.72	2094.54	1920.67	1.44		0.93	-29.02		0.07	368

Qualitative Findings: Employment

Only three of the participants in the Children's International cohort have previous work experience, which includes selling chocolate, working in a family mechanic shop, and cutting hair in a family salon. None of these jobs were stable or full time.

Many participants hope to find work in an area related to their internship. For example, one participant stated that her goal is to find work in a salon so she can continue her studies and eventually study law at the university. Some of the students that completed their technical training in computers want to find work repairing computers in the hopes of enrolling at the university and obtaining degrees in engineering. Another participant received a job as a result of her internship with A Ganar. When asked how her participation in A Ganar influenced her life plan she stated: *"If I had never entered A Ganar perhaps I would be at home, I would continue with the same job, and perhaps I wouldn't have been able to continue studying. Where I was I couldn't study because they didn't give me the weekends but here they are letting me finish my carrera."*

Employment Outcomes under CI

Few of the participants in the Children's International cohort were actively looking for work after the program ended. Some expressed frustration at the inability to find work. For example, one participant hoped to obtain a job as a result of her participation. When asked about her expectations for the program, she replied: *"Finding a job because now I have been looking for several months and I thought that after finishing here I was going to find work but I am still in the same position, without a job."* In the future, she thinks she could be a cashier while she studies at the university.

Employment Outcomes under FP

In Fundación Paiz Cohort 1, 25 of the 39 participants had previous work experience; for Cohort 2, 19 of the 37 participants had previous work experience. Again, these were largely temporary positions and many were obtained through family businesses, which include working in a shoe store, making and selling food, bricklaying and construction. From both cohorts, only four participants were working at the time of the interview. One of these was as a result of the internship through A Ganar and another participant received a temporary position, also as a result of the internship. Almost all participants report that their immediate goals include finding work, which is seen as a means of advancing their education opportunities.

Finally, many of the participants had clear goals for their future: find a job, continue their studies and eventually find a permanent position or open a business.

Education

Overall, both programs appear to have resulted in minor decreases in a few key education outcomes. From baseline to midline, school enrollment rates remained steady, close to 40% for the A Ganar youth and the control group, but decreased from 40% to 35% for the non-sports youth. After controlling for common predictors of educational outcomes, we found that while there was no statistically significant trend associated with A Ganar, participation in the non-sports group was associated with a significant decrease in the likelihood of enrollment, relative to the control group. non-sports youth were 29% less likely to be enrolled than control youth ($p = 0.07$). This trend, however, did not manifest in school attendance. Trends in attendance were similar in all three groups. Attendance decreased by approximately 10–11 percentage points in each of the three groups, with no statistically significant differences when controlling for other factors and baseline characteristics. Based on the qualitative analysis, detailed below, common reasons for dropping out of school included family emergencies, financial burdens, transport difficulties, and the fact that many gangs operate in and around schools, causing some youth to feel unsafe or uncomfortable there.

Educational outcomes were highly dependent on the implementing organization of the program. The decreases in enrollment were significant for FP, but not under CI. One possible reason for this is the programs under FP were considerably longer than those under CI. While the programs under CI were

about 4-7 months, those under FP lasted about 16-19 months. It is possible that the youth under FP who were in the program for a much longer period of time delayed schooling in order to focus exclusively on the program. This is consistent with the qualitative data, in which we found that several A Ganar participants suggested that they found A Ganar to be a more positive learning environment than school because of the lack of gang activity and discrimination. Since the midline surveys were conducted immediately following the program, it is possible that some youth plan to return to school upon completion of the program, but had not yet had the chance to do so. To explore this possibility, we separately tested outcomes for CI cohort 2 because these youths completed midline surveys a full two months after their program completion. In this cohort, we found that the non-sports group experienced significant increases in school enrollment rates ($p = 0.01$) and significant decreased rates in school attainment for A Ganar ($p = 0.02$). It is unknown whether these unique impacts were specifically due to the additional time that youth had between program completion and midline survey since there were other differences between programs. The endline survey will be more informative on whether program youth experience long-term educational benefits.

All three groups experienced similar increases in educational aspirations from baseline to midline with a small increase in the highest level of education desired. After controlling for other factors and baseline characteristics youth who participated in A Ganar or the non-sports program appeared to have had higher career aspirations. However, this finding was not statistically significant. Examining highest grade achieved, control youth completed on average an additional year of schooling between baseline and midline. In that same time, A Ganar and non-sports youth completed, on average, only half a year of school. After controlling for common predictors of educational outcomes, we found that both programs were associated with lower education attainment. Compared with the control group, A Ganar youth completed on average 0.35 less years, while non-sports youth completed 0.33 less years of school ($p = 0.01$ and $p = 0.02$, respectively).

With regard to participation in extracurricular courses, A Ganar youth reported having, on average, attended 0.544 additional courses ($p < 0.01$), as compared to control youth. Similarly, non-sports attended 0.63 additional courses ($p < 0.01$). Under FP, the non-sports programs were 5-7 months longer than the A Ganar programs, which helps to explain the longer duration. Youth under both programs were less likely to have paid for a course than control youth. However, controlling for other factors, this result was not statistically significant. These outcomes align with expectations since program youth receive free course training through the program. Education outcomes are summarized in **Error! Reference source not found.** below.

Because younger youth are generally more likely to attend school, the team additionally analyzed data by age category. The sample was broken into three age categories: 1) 15 and below, 2) 16 to 19, and 3) 20 and up. We found that significant negative program impacts on education were most common among youth ages 20 and up, though youth aged 16 to 19 also experienced some significant negative impacts. Youth ages 15 and under experienced no significant changes to educational outcomes. Interestingly, program youth in this category also had significantly higher desired education than the control group. This impact was not seen in either of the other age categories. This may indicate that while these youths were less likely to be attending school for the duration of the program, they still plan to or hope to return to continue with more schooling.

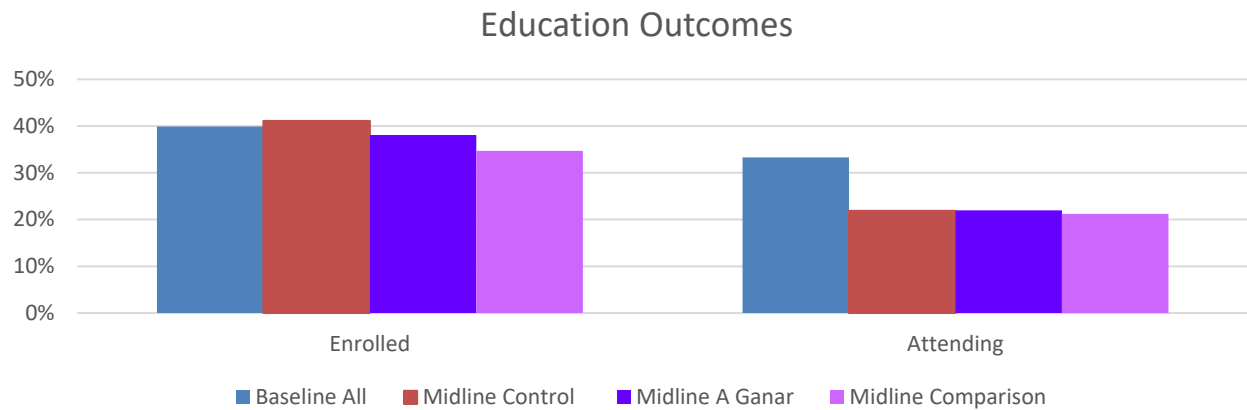
Results were similar in the complete case analysis, with the exception of one difference. Based on the complete case analysis youth under A Ganar and the non-sports program had paid for significantly less courses than the control youth ($p < 0.01$ in both cases).

Interestingly, gender equity was one of the significant predictors of educational outcomes. More equitable gender perspectives correlated with higher educational attainment, higher educational goals, and more courses taken. Both programs appeared to have similar impacts on males and females with no differential impacts for any of the outcomes. This is consistent with baseline findings.

Table 7: Education Outcomes*

	Baseline	Midline			Impact Estimate- A Ganar			Impact Estimate- non-sports			
	All	Control	A Ganar	non-sports	Coefficient	Odds Ratio	p-value	Coefficient	Odds Ratio	p-value	n
Formal Education											
Enrolled	39.90%	41.11%	38.10%	34.71%		0.83	0.31		0.73*	0.09	1219
Attending	33.31%	21.87%	21.96%	21.21%		1.03	0.89		1.01	0.96	1219
Highest level desired	5.27	5.44	5.5	5.47		1.11	0.49		1.09	0.56	1219
Highest grade completed	11.98	12.98	12.50	12.41	-0.36**		0.01	-0.33**		0.02	1219
Extra-curricular Courses											
Number	0.36	0.46	1.09	1.18	0.54***		0	0.63***		0	1219
Total Duration	18.92	14.65	30.63	37.24	-0.52		0.83	2.13		0.3	594
Paid (dummy)	0.66	0.64	0.25	0.27		0.47*	0.10		0.79	0.60	594

Figure 5: School enrollment and attendance by treatment status



* See Annex K for details on the interpretation of tables.

Qualitative Findings: Education

Social relations were not cited as a reason for dropping out of school. However, many participants did report significant differences between the social relations they developed through A Ganar as opposed to those they formed in school. These experiences might influence decisions to continue with education. For example, one participant did not like the discrimination that he witnessed at school, explaining:

“I feel like there is a lot of discrimination between different groups at school. The difference between these two [school and A Ganar] is that a lot of times, women are discriminated against because of machistas. In this group [A Ganar], I worked well and it was the best group I’ve had in all of my years, this is going to stay with me, I am never going to forget these good memories.”

Several A Ganar participants echoed these comments, saying that the social environment in A Ganar was positive compared to their schools. Ironically, these positive experiences in A Ganar may make school less attractive to participants.

With regards to the Children’s International cohort, 7 of the 15 participants who were not in school at the time of the interview want to return to study computers, business administration, law, psychology, or medicine. Two participants expressed no interest in returning to school, with the exception of an electrician’s course, and would rather find work. Of the 3 students who are currently in school and want to continue their studies, one wants to be a lawyer, one a psychologist, and the other hopes to find work.

A Ganar may affect the participants in the following ways: 1) inspiring participants to continue their studies; 2) motivating participants to create goals for themselves, which included studying; and 3) helping participants to create life plans, which aids them in finding work. Work then provides income for these participants to advance their education. Concerning the first impact, one participant states: *“Before I had just finished my carrera and there I stayed, but the program [A Ganar], helped me to open my eyes that I need to continue studying in order to make a decent living.”*

Many participants mentioned the benefits of learning how to set goals. Several also spoke about the new found sense of self-confidence and direction that will help them to achieve these goals. For example, when one participant was asked how her participation in A Ganar influenced her future plans she replied: *“I was very pessimistic. That’s where [A Ganar] influenced my life; if you are going to do something, propose it and do it. It’s not just about thinking about what I am going to do now and then forgetting it tomorrow, but it’s about saying I am going to do it and then following through – now I want something and I am going to achieve it.”* She continues: *“Before I didn’t have a life plan, I just responded to whatever came my way, but no more; now I know what I want and I know what I have to achieve.”*

Another participant mentioned that before her participation she did not take her studies seriously, saying: *“Before I went out a lot in the street to wander, but when I started the program I didn’t continue going out with my friends, instead I spent my time studying. I got more involved with my studies, and it gave me strength. Who knows where I would be otherwise.”* She also discussed the biggest impact of the A Ganar program: *“I thought ‘I am going to study perito contador, and I am going to work. With what I earn I am going to keep living or I’m going to build or I am going to do what I can.’ I said ‘I am going to spend my money, because when I die they are going to end up with my money anyway.’ Now, I have started studying here in the program and they gave me the desire to learn more... the professor inspired me to continue my education, because I hadn’t previously considered studying administration, but when I saw how beautiful it was I said to myself, ‘I have to continue’.”*

Positive Engagement

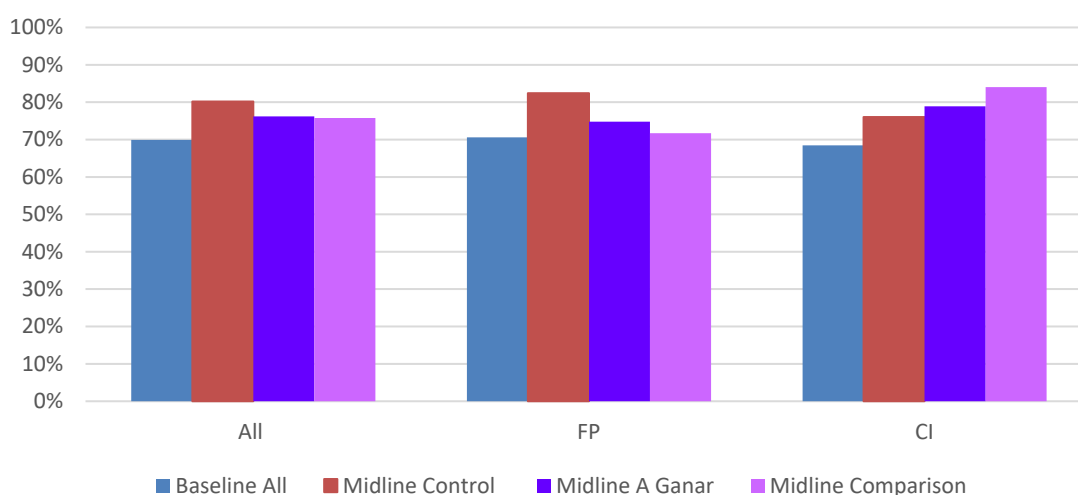
Positive engagement serves as a proxy measure of progress in education and employment. It is defined as engaging in at least one of the following activities: working, looking for work, being enrolled in school, or owning a business. Based on the midline results, positive engagement increased for all three groups, but increased more for the control group than for the A Ganar and non-sports groups. These results are

illustrated in **Error! Reference source not found.** and **Error! Reference source not found.**. A detailed explanation of how to interpret the tables in this report is included in Annex K.

Table 8. Positive Engagement Outcomes

	Baseline	Midline			Impact Estimate- A Ganar		Impact Estimate- comparison		n
	All	Control	A Ganar	Non-sports	Odds Ratio	p-value	Odds Ratio	p-value	
All	70%	80%	76%	76%	0.8	0.27	0.77	0.175	1219
FP	71%	82%	75%	72%	0.61*	0.06	0.52**	0.01	826
CI	68%	76%	79%	84%	1.04	0.91	1.66	0.21	393

Figure 6. Positive Engagement



After controlling for common predictors of educational and employment outcomes, we found that participation in either program did not lead to significant changes in positive engagement, relative to the control group. Breaking the analysis down by implementer, we found very different impacts based on whether youth attended programs under CI or FP. Under FP A Ganar youth had significantly lower rates of positive engagement than the control group ($p = 0.06$), as did the non-sports group ($p = 0.01$). Under FP, youth in the A Ganar and non-sports groups were, respectively, 39% and 48% less likely to be positively engaged than control youth, holding other factors constant. By contrast, program youth under CI experienced no significant change in rates of positive engagement relative to the control group. A Ganar youth experienced very little change, while non-sports youth experienced a small, non-significant increase in positive engagement. This suggests that the impacts of the program varied based on the implementer. This may relate to the extended length of the FP program relative to CI, with qualitative data supporting the theory that youth may have delayed job searching, or in some cases stopped work, to focus on the program. Accordingly, the longer FP program may have given control youth a longer period to successfully engage, either in work or study.

Other predictors of positive engagement included household head age and gender equitable perspectives (0.07, respectively). Youth with older household heads had significantly higher rates of positive engagement. To further investigate this, we examined impacts for youth in different age categories. We

found that non-sports program youth of ages 15 and under had significantly lower rates than control youth that age. In this age category, non-sports youth were 58% less likely to be positively engaged ($p = 0.03$). This is consistent with the lower rates of engagement under FP in which youth were on average younger. Additionally, qualitative analysis suggests that younger youth usually live at home with parents or other guardians and are generally not expected to work. For this reason, these youths might delay educational and employment action in order to focus on the program for its duration. Another possible contributing factor is that the FP programs were considerably longer than the CI programs. The FP programs were about a year longer than the CI programs, so youth under these programs may have been particularly inclined to delay other engagements since they were in the program for so long.

Entrepreneurship

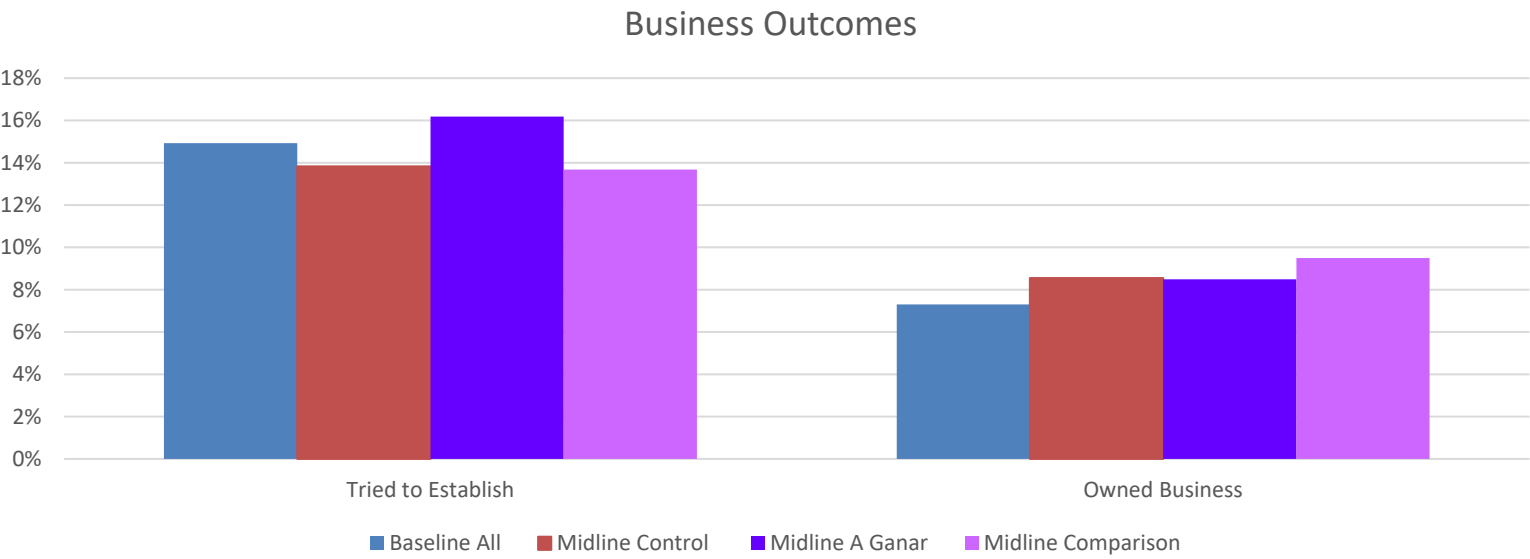
Overall, there was little change in entrepreneurship outcomes from baseline to midline. As shown in Figure 7, at midline the A Ganar youth were the most likely to try to establish a business, while non-sports youth were most likely to have successfully owned a business and to currently have an active business. Only 95 youth had an active business at the time of midline. Among those who did, A Ganar youth had the highest business income and were the most likely to own a store, while control youth had the most employees. Controlling for common predictors of entrepreneurship outcomes, we found that neither program had any significant impacts on business outcomes relative to the control group. Results were similar in the complete case analysis. Examining results by IO, we found that under CI, A Ganar resulted in significantly lower likelihood of having owned a business compared with control youth ($p = 0.03$). This suggests that under CI the program may have been less effective in teaching entrepreneurship skills or that youth in CI programs were delaying taking action in business in order to focus on the program. There were no impacts for any particular age group.

Interestingly, having a higher IO-rated motivation level was associated with significantly higher outcomes in terms of attempting to start a business ($p = 0.02$), having owned a business ($p = 0.08$), and number of business owned ($p = 0.04$). Among youth who owned a business, taking more courses ($p = 0.08$), having an employed household head ($p = 0.03$), and being older ($p = 0.05$) were all associated with significantly higher business income. Additionally, youth with higher self-reported professional capabilities scores had on average owned more businesses ($p = 0.07$). Qualitative findings demonstrated that although few had previously owned a business, many aspired to. The endline analysis may be more informative on ultimate entrepreneurship outcomes.

Table 9: Business Outcomes

	Baseline	Midline			Impact Estimate- A Ganar			Impact Estimate- non-sports			
	All	Control	A Ganar	non-sports	Coefficient	Odds Ratio	P-value	Coefficient	Odds Ratio	P-value	n
Tried to Establish	14.93%	13.83%	16.18%	13.68%		1.28	0.26		1.10	0.71	1219
Owned Business	7.30%	8.55%	8.49%	9.5%		0.89	0.72		1.43	0.23	1219
Number of Businesses	0.08	0.09	0.09	0.11	-0.01		0.73	0.03		0.22	1219
Has Active Business	0.52	0.38	0.41	0.50	0.01		0.97	0.12		0.44	95
Business Income	1941.60	1489.29	1820.19	1308.7	-1.46		0.98	-23.56		0.67	95
Has Employees	11.24%	17.24%	15.63%	8.82%	N/A		N/A	N/A		N/A	
Owns A Store	13.48%	24.14%	31.25%	11.76%	N/A		N/A	N/A		N/A	
Months Trying to Establish Business	10.64	5.88	10.41	10.01	N/A		N/A	N/A		N/A	

Figure 7: Business attempts and successes by treatment status



Qualitative Findings: Entrepreneurship

Many participants want to own a business in the future, including six of the 18 Children's International participants and 38 of the 76 FP respondents. The types of businesses and frequency of responses are summarized below:

1. Not specified = 9
2. Beauty salon = 9
3. Internet cafe = 6
4. Restaurant = 5
5. Shoe store = 2
6. Computer repair business = 2
7. Software business = 2
8. Party rental / Party planning business = 2
9. Unspecified computer business = 2
10. Preschool = 1
11. Company that archives documents = 1
12. Clothing = 1
13. Cellphones = 1
14. Center for street artists = 1
15. Graphic design / architecture = 1
16. Electromechanics = 1

Some participants never considered starting their own business because they have never had the self-confidence or the skills/knowledge they feel are necessary. One participant said that one of the greatest benefits of A Ganar is the confidence he/she gained to start a business:

"I feel that within me there is something that says: you can do it. As I said, from the beginning my mentality was that I wanted to eat up all of the instructor's knowledge and I had the attitude that yes I can: if large business owners can, why can't I? ... We had a class about how to start a business and it was there that everything became clear, what we can do if we can't find work in a company - how to make our own mini-company. It was a great activity for me, apart from learning how to get along and relate, to have one's own team. I felt like I could be a leader and create my own company, it was an important activity because from there I drew my objectives and mission and I know what is required to create a mini-business. For example, what I could do is create my own beauty shop or barbershop, so this activity was very clear and for my future it is going to help me."

A few of the participants had already taken steps to open their own businesses. One participant is in the early stages of opening a computer repair store and internet café with some friends. Another participant also discussed opening a computer business:

Participant: *"They taught us how we can overcome ourselves, so it has motivated me and I had in my mind that I want to see if I am able to, if I can achieve it..."*

Interviewer: *Of finding employment?*

Participant: *No, what struck me was opening my own business, for example, an internet business."*

This participant has since rented two locations and secured a loan through his uncle, which he will use to buy 35 computers. Both participants completed technical training in computers. Another participant wants to open a beauty salon with two friends from the program and they have started looking at locations for the business.

Finally, many participants also want to continue their studies, so perhaps these businesses are stepping stones to achieve broader goals. For example, one wanted to study and work in human rights, psychology, or agronomy and another participant wants to study at the university.

Professional Capabilities (Self-reported)

Youth in all three groups reported improvements in almost all of their professional skills since baseline as shown in Table 10. Based on both the overall capabilities index and the PCA index, A Ganar youth experienced the largest increase in their overall professional skills, although not significantly ($p = 0.38$).

A Ganar youth achieved slightly, but not significantly higher skills in computers, CV writing, interviewing, searching for jobs, dressing professionally, starting a business, and interacting with peers. Interestingly, however, this benefit appears to have uniquely affected males, but not females in the sample. Examining gender differential impacts, A Ganar females experienced a decrease in their professional skills relative to program males ($p = 0.09$). Given that these skills are self-reported, it is important to note that changes in scores may have more to do with confidence than with actual skill level. A Ganar females were also significantly less confident in their abilities to communicate with superiors compared with their male classmates.

Examining impacts by IO, we found no significant differences in the overall professional capabilities index. However, both A Ganar and non-sports youth under CI reported lower levels of computer skills relative to the control group ($p = 0.08$ and $p = 0.10$ respectively).

Examining results by age category, we found that program youth aged 15 and under experienced no significant changes in outcomes. Program youth ages 16 through 19 experienced a pair of significant improvements while those age 20 and up experienced a couple of negative impacts. In the 16 to 19 category, A Ganar youth exhibit significantly higher scores in CV writing and job interview skills ($p = 0.05$ and 0.10 , respectively) relative to control youth. Among youth aged 20 and up, A Ganar and the non-sports program exhibit decreases in their computer skills ($p = 0.05$ and 0.03 , respectively). A Ganar was also associated with lower interviewing skills in this age category ($p = 0.04$).

As may be expected, higher education correlated with greater reported professional skills. On average, youth with more education had significantly higher skills in terms of overall index ($p < 0.01$), PCA index ($p = 0.06$), computers ($p < 0.01$), CV-writing ($p < 0.01$), and dressing professionally ($p = 0.02$). Additionally, having a structured work environment correlated with greater skills in terms of computers ($p = 0.05$), interviewing ($p = 0.01$), negotiation ($p = 0.05$), and job searching ($p = 0.08$). Having a more educated head of household was also associated with higher professional capability scores ($p = 0$).

Table 10: Professional Capability Outcomes

	Baseline	Midline			Impact Estimate- A Ganar		Impact Estimate- Non-sports		n
	All	Control	A Ganar	Non-sports	Odds Ratio	p-value	Odds Ratio	p-value	
Capabilites (PCA)	-0.10	0.11	0.21	0.12	0.11	0.38	0.08	0.56	1219
Capabilities Index	24.74	21.97	23.22	22.37	0.21	0.38	0.12	0.61	1219
Use a Computer	2.91	3.07	3.05	2.99	1.02	0.89	0.95	0.74	1219
Write a CV	2.72	2.95	3.00	2.87	1.23	0.15	1.00	0.99	1219
Interview	3.20	3.21	3.25	3.24	1.08	0.59	1.06	0.72	1219
Job Search	3.26	3.28	3.30	3.31	1.07	0.63	1.15	0.32	1219
Dress Professionally	3.51	3.47	3.54	3.52	1.15	0.35	1.08	0.60	1219
Interact with Peers	3.28	3.35	3.36	3.30	1.00	0.97	0.87	0.35	1219
Interact with Superiors	3.12	3.12	3.16	3.16	1.09	0.56	1.14	0.39	1219
Start Business	2.73	2.79	2.83	2.88	1.01	0.93	1.10	0.49	1219

Qualitative Findings: Professional Capabilities

Table 11: Frequency of key codes below summarizes the frequency with which the key codes related to program impacts appeared throughout the exit interviews. Although few youth were employed immediately after program completion, they said the program impacted their life skills and employability and increased their confidence in their professional capabilities.

Table 11: Frequency of key codes

Code	Number of code applications* in Guatemala A Ganar Participant exit interviews
Early, unsolicited mention of sports	59
Impact of A Ganar (parent code relating to any mention of program impact)	692
• Academic benefits, school re-entry	13
• Employment	17
• Gender perceptions/attitudes	49
• Life skills/employability features	95
• Self-esteem/confidence	163
• Social relations	262
• Values	93

*Note: Each interview segment that mentioned a theme was coded, meaning that the same code could appear multiple times in each interview and that segments of text could be tagged by more than one code (e.g. social relations and life skills/employability were applied to the same segment of text 36 times).

Impacts of A Ganar

Participants described learning a number of concrete skills, as well as changing behaviors that previously adversely impacted their employment status. For example, several young men mentioned that they no longer dressed in baggy clothes that made them look like *mareros* (gang members). As one participant explained, “I changed, because before I dressed all baggy...so then I started dressing more formally and I liked it. Now I don’t like big baggy pants.” Participants felt more professional and prepared for interviews by dressing more formally.

Respondents also said that the program made them more confident in their abilities to “win” the interview. One participant summarized these benefits when he said: “In every [way], I was not ready to enter the labor market. The program gave me more confidence to do it and to nail the interview (*ganar la entrevista*).” Respondents described feeling motivated and determined to use their new skills to improving their circumstances.

Self-Esteem

Figure 8. Self-esteem index

Two methods were utilized for testing respondent self-esteem: the 10-item Rosenberg Scale and an expanded 14-item scale custom designed for the A Ganar target population. Based on the evaluation-specific measure, participation in A Ganar resulted in significantly higher self-esteem.

Based on raw scores, it appears that youth's self-esteem increased slightly for all three groups from baseline to midline. As shown in Figure 8, relative to the other two groups, the decrease among A Ganar youth was smaller. This is true based on both the total index and the PCA index.

After controlling for common predictors of self-esteem, we found that based on the total index, A Ganar youth experienced a slight increase in self-esteem relative to the control group although not significant ($p = 0.39$).

Examining subsamples based on IO and age categories, we found no significant differences.

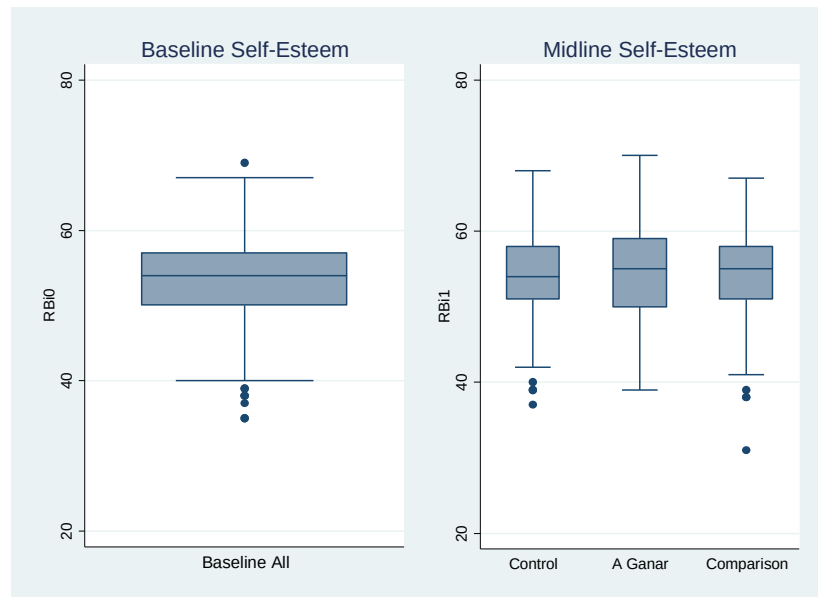


Table 12: Self-esteem outcomes based on PCA

	Baseline	Midline			Impact Estimate- A Ganar		Impact Estimate- Non-sports		n
	All	Control	A Ganar	Non-sports	Coefficient	p-value	Coefficient	p-value	
Self-Esteem Index	53.54	54.62	54.53	54.30	0.02	0.07	-0.21	0.53	1219
Self-Esteem (PCA)	-0.03	0.12	0.13	0.08	0.01	0.96	-0.01	0.94	1219

Youth with more gender equitable views had, on average, higher self-esteem scores ($p \leq 0.01$), while youth with older household heads had higher self-esteem ($p = 0.02$). Those with structured work environments had higher self-esteem based on the PCA measure ($p = 0.02$).

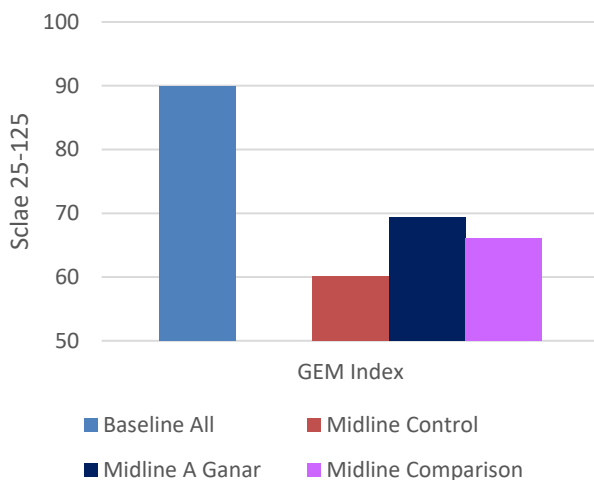
Examining the sub-items under the self-esteem index, we found that while there appears to be an overall positive trend for A Ganar youth, neither program has a significant impact on any particular sub-item.

Qualitative Findings: Self-Esteem

In the exit interviews, when asked “in what ways did the A Ganar program help you?” one of the most common responses related to improvements in self-esteem. This theme was coded 163 times in the data. A number of participants described low self-esteem and said it was difficult for them to socialize and feel confident in their abilities to look for work. One participant explained that through A Ganar she learned, “How to act in an interview, how to enter the labor market, and [to improve] her self-esteem.” She said that self-esteem meant that her and others in the program were no longer shy, which is important for communicating with others, working in teams, and interviewing for a job. As one participant summarized “I felt that we were all really shy about speaking, even more so in front of others, but through the program and our trust, we could speak in front of everyone.”

Gender Norms

Figure 9. Gender equity Index



Based on the Gender Equitable Men (GEM) index adapted for this study, gender equity decreased from baseline to midline for all three groups. Scores decreased by 10 to 20 points out of a total of 125. This decrease, however, was smaller in the A Ganar and non-sports groups than it was in the control group.

Controlling for other predictors of gender equity, both A Ganar attained significantly more equitable perspectives than control youth ($p = 0.07$). Under the complete case analysis, neither A Ganar or the non-sports program resulted in significant increase in gender equitable perspectives ($p = 0.27$ and 0.90 , respectively). The difference may be due to systematic attrition.

Based on qualitative analysis, some youth suggest that the sports component of the program especially improved youth’s perspectives on gender equity as boys and girls learned to collaborate and work as teams.

Examining impacts based on age category, there were no significant IO or age specific impacts in all three age groups, for A Ganar or non-sports program participants.

Other factors that impacted GEM scores included education and the age of the household head. More educated youth generally had higher GEM scores based on the PCA index ($p < 0.01$). Youth with older heads of household also had higher GEM scores ($p = 0.03$).

Figure 10. PCA GEM scores

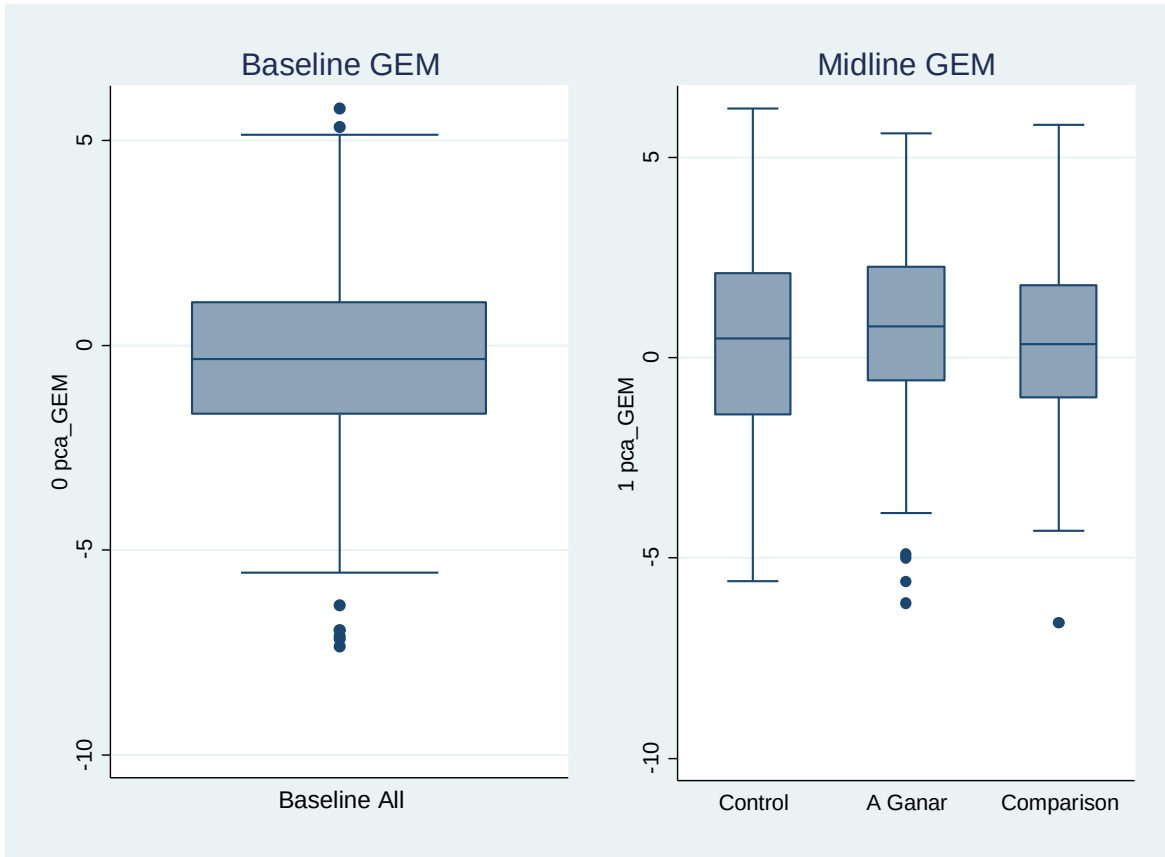


Table 13: GEM scores

	Baseline	Midline			Impact Estimate-A Ganar		Impact Estimate-Non-sports		n
	All	Control	A Ganar	Non-sports	Coefficient	p-value	Coefficient	p-value	
GEM Index	89.86	60.12	69.30	65.99	1.05*	0.07	0.45	0.39	1219
GEM (PCA)	-0.32	0.34	0.75	0.42	0.31*	0.09	0.08	0.58	1219

Qualitative Findings: Gender Roles and Perceptions

Interviews with A Ganar participants help explain the quantitative finding that youth in treatment groups have more gender-equitable attitudes. Participants were exposed to curriculum content regarding gender equality and this helped improve the relationships between male and female participants. One program participant described this in the following way: *“During the program they spoke to us about gender equality...this helped us because there were some very machista men in the program...but they taught us how to live with each other respectfully.”*

The program not only addressed gender equality and supported positive relationships between men and women but also showed that males and females alike could play sports. A female participant described how this changed machista attitudes among her peers: *“Some men are machistas and they don’t like that women play soccer. And the program taught us a lot about how anyone can play soccer, not just men.”*

A Ganar youth also saw gender equality in the technical training. For example, one female participant said: *“We get the same training...we thought that being a warehouse manager (administracion de bodegas) was only for men, but we realized women could do that, too.”*

Some participants believe that the program had a bigger impact on women because they face more social constraints than men: *“We live in a very machista city, women don’t matter, they have to be in the home and do all the housework. And I don’t think that way, women can work and also help out at home.”*

In sum, participants frequently mentioned changing perceptions of gender in their exit interviews. Respondents also reported more *convivencia*, or conviviality (warmth/friendliness) between boys and girls, which might prepare them for healthier relationships and friendships. The comments from one male participant summarize several of the findings related to the gender impacts of A Ganar: *“I learned a lot of important things for my life...like in soccer to play with women because [before] I only played with men. So playing with women, the environment felt different. And that activity really had an impact on me, because we had to learn to share not just among men but also with women...and this helped me to develop, my head didn’t think the same way anymore. I left everything that didn’t serve me behind and I began to do things in a way that I like more!”*

Risk Behavior

Participation in risk behavior was measured in two ways: peer group behavior was used as a proxy (indirect measurement method) and randomized response technique was used to solicit more truthful responses about stigmatized subject matters through anonymization of individual responses.¹ Regression results for both methods are shown below.

Table 14 displays overall risk indices using both the summative index of responses to indirect risk questions and the PCA index of this measure. Table 15 shows regression coefficients based on youth’s reports of their peers’ participation in risky behaviors. Table 15 displays regression coefficients for A Ganar and non-sports groups based on the randomized response technique.

Risk: Indirect Measure

Using the indirect measurement method, reported frequencies of risk behavior, only the non-sports programs correlated with increases in the overall risk index relative to the control group ($p = 0.03$).

Based on IO-specific analysis these increases were primarily seen in FP. CI saw no significant changes relative to the control group. Examining impacts by age category, there were no significant increases

¹ Randomized response ensures respondent anonymity by forcing a randomly-selected number of respondents to provide a predetermined response. In the A Ganar study, the randomizing element is a six-sided dice and responses are forced for rolls of 1 (“yes”) and 6 (“no”). Estimation of truthful responses (2-5) requires dropping the forced responses. This is done through a probabilistic assumption that one third (1/6 will answer yes, 1/6 will answer no) of responses were forced. As a result of this transformation, one third of the sample is excluded from impact estimates.

among A Ganar youth but the overall risk index was significant higher among non-sports youth ages 16 to 19 ($p = 0.01$). There were no significant changes among youth in other age groups.

Table 14. Risk Indices

	Baseline	Midline			Impact Estimate- A Ganar		Impact Estimate- Non-sports		n
	All	Control	A Ganar	Non-sports	Coefficient	p-value	Coefficient	p-value	
RISK	7.51	7.25	7.51	7.74	0.23	0.29	0.49	0.02	1219
Risk (PCA)	-0.03	-0.20	-0.04	0.13	0.10	0.39	0.22	0.13	1219

Both programs were also associated with increased likelihood of engaging in a number of specific risky behaviors. After controlling for other predictors of risk behavior, we found that A Ganar participation was associated with significant increases in friends who engaged with gang activity ($p = 0.04$), drug use ($p < 0.01$), criminal activity ($p = 0.03$), and had been in incarceration ($p = 0.06$), relative to the control group. Similarly, participation in a non-sports program was associated with increases in youths' numbers of friends who engaged in fighting ($p = 0.08$), gang activity ($p = 0.03$), drug use ($p < 0.01$), alcohol intoxication ($p = 0.10$), and criminal activity ($p = 0.03$).

Table 15. Risk Behavior Outcomes (Indirect measure based on responses about peers)

	FRIEND-A Ganar		FRIEND-Non-sports		n
	Odds Ratio	p-value	Odds Ratio	p-value	
Alcohol Intoxication	0.99	0.93	1.31*	0.10	1219
Fight	1.18	0.41	1.25	0.29	1219
Sex	0.99	0.94	1.17	0.40	1219
Jail	1.59*	0.08	1.09	0.76	1219
Drug use	1.77**	0.01	1.82***	0.00	1219
Crime	1.79	0.18	1.92	0.18	1219
Drug sale	1.17	0.65	1.14	0.69	1219
Gang	1.62**	0.04	1.62*	0.06	1219

Risk: Indirect Randomized Response Technique

Using the randomized response technique, estimated participation rates for the eight risk behaviors varied widely between the three groups as shown in Figure 11. After controlling for predictors of risk behavior, we found no significant change in engagement in risky behavior for A Ganar or non-sports participants, relative to the control group.). Examining IO-specific trends we found that A Ganar youth in FP exhibited significantly higher overall risk index scores ($p=0.02$) and PCA risk scores ($p=0.09$). These youths also reported significantly higher levels of drug usage among their peers ($p=0.02$) as did FP non-sports youth ($p=0.01$). FP non-sports youth also reported significantly higher levels of peers involved in fights ($p=0.04$).

Figure 11: Randomized response on participation in risk behaviors

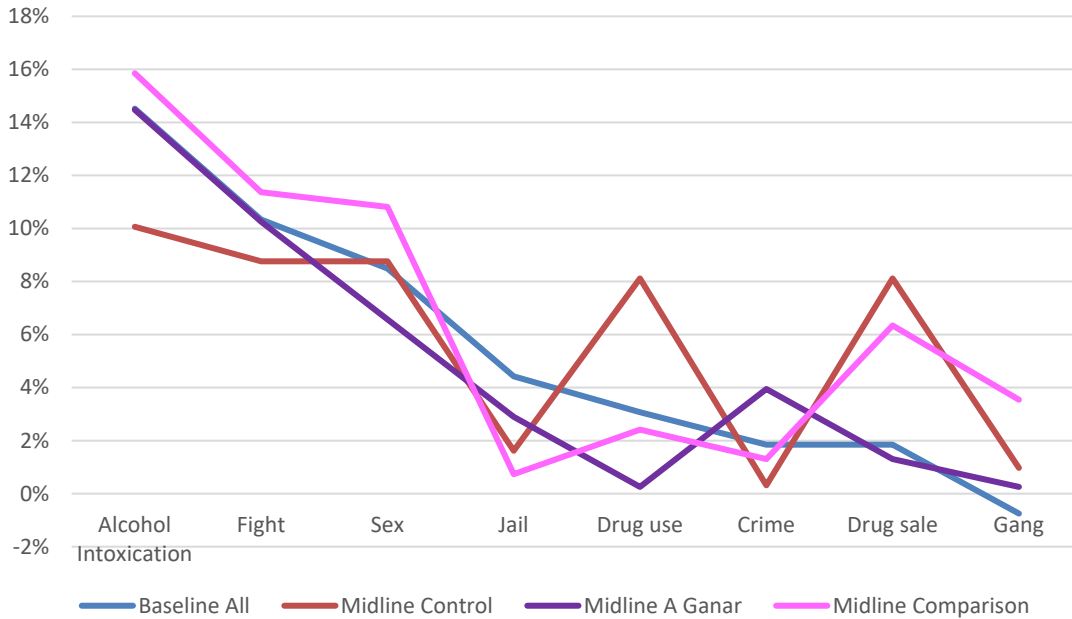


Table 16: Risk Behavior Outcomes (Adjusted for Randomization)

	SELF-A Ganar		SELF-Non-sports		n
	Odds Ratio	p-value	Odds Ratio	p-value	
Alcohol Intoxication	1.08	0.71	1.06	0.84	1219
Fight	0.97	0.89	1.02	0.91	1219
Sex	0.98	0.94	1.20	0.34	1219
Jail	0.91	0.66	0.94	0.75	1219
Drug use	0.80	0.29	0.81	0.38	1219
Crime	1.14	0.57	1.07	0.75	1219
Drug sale	0.81	0.42	1.03	0.92	1219
Gang	0.96	0.84	1.01	0.97	1219

Because of the nature of the two tools, it is possible that both are accurate in spite of the seemingly conflicting findings. Because program youth are introduced to many new peers, their social networks increase and they gain more friends. This could easily result in youth having more friends who engage in risky behaviors, even if they are not engaging in these behaviors themselves. This is consistent with the fact that the increases in friends engaging in risky behaviors was only seen among FP youth. We found in the baseline that FP youth, on average, had lower socio-economic status, were more likely to engage in risky behaviors, and lived in more underserved neighborhoods where crime rates were higher. As a result, youth entering programs under this IO, may have been more likely to interact with youth who engaged in these behaviors.

Based on the qualitative findings, a few youth talk about program participants who were previously involved in crime, but stopped as a result of the program. This would also help to explain the increase in friend engaging in risk behavior coupled with the decrease in self-reported engagement.

Other factors that impacted risk behaviors included sex, age, work histories, remittances, and DAP scores. Additionally, females reported significantly less friends engaging in drug use, unprotected sex, and alcohol intoxication. Age was associated with risk in varying ways. Youth aged 16 – 19 were less likely to report friends involved in drugs ($p < 0.01$), and for nonsports program participants less likely to report having engaged in unprotected sex themselves ($p = 0.07$). Interestingly, number of jobs exhibited the most consistent correlation with risk behaviors. Youth who had had more jobs exhibited higher total risk indices based on both total score ($p < 0.01$) and PCA index ($p < 0.01$). They also reported more friends involved in fighting ($p = 0.03$), criminal activity ($p < 0.01$), incarceration ($p = 0.05$), and alcohol intoxication ($p = 0.10$). Since these are all indirect measurements based on friends' activities, this may be due to the fact that youth who have had more jobs also have wider social networks and may therefore have more friends engaging in risky behavior. Lastly, DAP scores had a consistently favorable correlation with risk behaviors. Youth with higher DAP scores had significantly lower risk rates in terms of the number of friends who engaged in gang activity ($p = 0.02$), criminal activity ($p < 0.01$), drug use ($p = 0.02$), incarcerated ($p = 0.05$), and unprotected sex ($p = 0.01$).

Qualitative Findings: Risk

Guatemala is one of the most violent countries in Central America and much of this violence is related to gangs and drug-trafficking. It is too early to determine if A Ganar resulted in increased employment opportunities and increases in participants returning to school and/or starting a business. However, respondents described a number of positive social outcomes that they attribute to their participation. In a context marked by extreme violence, A Ganar provides a “light” and as one of the program facilitators explained, it helps youth feel that they are not “*estancada*” or stuck. Youth developed communication skills, new friendships, and learned how to work on a team. Overall, the findings suggest greater social cohesion among A Ganar participants, which is an important deterrent of criminal and/or gang activity (ECLAC 2008). For many of the youth interviewed, participation in A Ganar was a transformative experience they believe changed their lives for the better.

For some youth, including one participant from Fundación Paiz, participation in the program allowed them to leave behind a life of crime: *“I was involved in gangs, delinquency, drugs, arms trafficking, all of this.”* After eight years of gang involvement, his participation in A Ganar helped him to quit drugs and other illegal activities. When he was offered the opportunity to join A Ganar, he said he examined his life and realized he could make changes for the better: *“I realized everything I was doing was bad, and that if I carried on in gangs I wouldn’t last long, and if I stayed studying, wanting to get ahead, I could do a lot more. It was then that I decided to keep studying, to get ahead, and little by little to leave the gang.”*

One of the challenges for youth in Guatemala is that they face discrimination in the labor market if they are from red zones or *colonias rojas*, even if they are not gang members. This, coupled with their physical appearance/dress, may deter employers from hiring them, because they fear gang involvement. Several A Ganar participants mentioned that youth from these “red” zones caused others to fear them, regardless of whether or not they were involved in risky behavior. However, through A Ganar they began to present themselves differently. One female participant discussed this with her classmate: *“When he arrived, he was from a “red zone” and in his way of dressing, speaking, it was really heavy. And after, now that he’s finished the program he’s calmed down, he’s friends with everyone. It was a drastic change.”*

Others were more frank in their description of their classmates: *“This guy was a gang member....but when he left he was really centered, now with a new way of thinking and he is a different man – a good man.”* This same participant mentioned another classmate that came into the program as a drug addict, *“but he came out with a lot of initiative. He stopped taking drugs during the year we were together.”*

One explanation for why risky behaviors might decrease is that A Ganar provides new opportunities for youth to socialize and feel support from their peers. While further research is needed, it appears that some youth are particularly at risk for joining criminal organizations because they are socially isolated (spending much of their time at home) and desperate to earn income (Castelar, 2012; Baird, 2012). A number of participants explained that prior to their participation in the program they were “*alejada*” or distant and they did not have friends. One female participant said, *“I learned to be more sociable with people...to have more friends, because before I was distant, I didn’t socialize with the group.”* A Ganar’s emphasis on teamwork helps youth to break down any “distance” they may feel and strengthen their social ties. These social ties may be an important protective factor in their lives.

Life Skills

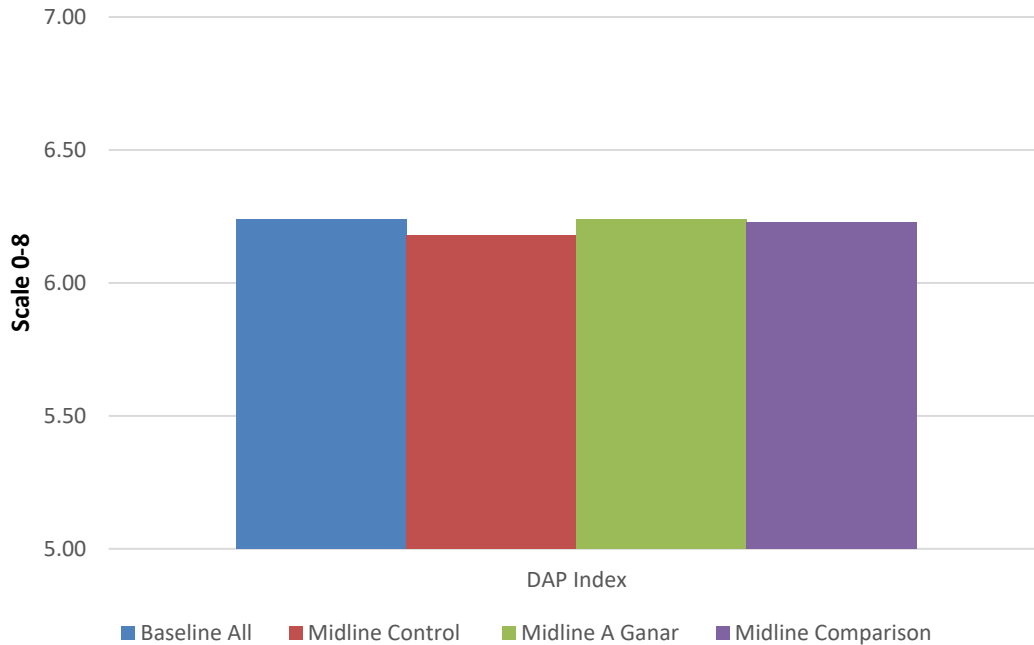
Based on the 58-item Development Asset Profile (DAP) measuring internal strengths and external supports, neither program had a significant impact overall relative to the control group, though there was some evidence of positive trends. As displayed in Table 17 coefficients for the overall DAP score, internal strengths, and external supports were all positive though not significant.

Table 17: DAP Outcomes

	Baseline	Midline			Impact Estimate-A Ganar		Impact Estimate-Non-sports		n
	All	Control	A Ganar	Non-sports	Coefficient	p-value	Coefficient	p-value	
DAP (PCA)	0.03	0.02	0.18	0.08	0.04	0.88	0.02	0.93	1219
Internal	30.96	30.84	31.08	31.08	0.10	0.66	0.09	0.69	1219
External	30.86	30.87	31.11	30.90	0.06	0.80	0.06	0.82	1219

Overall DAP Indices are shown in Figure 12 below. Examining outcomes by age category and implementor, we found no evidence of change for any particular age group for the overall DAP index, internal and external DAP score.

Figure 12. DAP Indices



Other factors that impacted DAP scores included structured work environment, risk index, and number of children. Youth with more structured work environments had, on average, higher overall DAP scores ($p = 0.04$). Youth with higher risk indices ($p = 0.03$), more children ($p < 0.01$), and had received remittances ($p = 0.02$) had a lower DAP score.

Qualitative Findings: Life Skills

All of the 136 youth had positive outlooks of their experiences in the program, which is related to the “development assets” that the DAP attempts to measure. More specifically:

- Youth reported higher levels of self-esteem, which was linked to their increased sense of agency and ability to take concrete steps to improve their lives;
- Youth described social benefits from participation in the program, including making new friends and expanding their social circles;
- Commonly mentioned program benefits include life skills, such as being more conscientious, agreeable, emotionally stable, and sociable;
- The use of sports enhances students’ understanding and application of these life skills, particularly through teamwork.

Table 18 below summarizes the frequency with which we coded the two main A Ganar “impacts” – supporting life skills and social relations.

Table 18. Life Skills and Social Relations

Initial code and count	Second round sub-codes
Life skills/employability features (95)	• Conscientiousness • Agreeableness • Emotional stability • Extraversion • Concrete (mention of a specific skill such as interview/CV preparation)
Social relations (262)	• Extraversion • Importance of play • Group as a team • Emotional stability • Agreeableness • New friends • Mixed (where themes co-occurred)

The creation of “sub-codes” was informed by a review of the academic literature on the relationship between character/life skills and employment. More specifically, a review article by James Heckman and Tim Kautz “Fostering and measuring skills: Interventions that improve character and cognition” (2013), identifies character skills that are valued in the labor market.

While it is too soon to determine whether these life skills/developmental assets will lead to greater employment outcomes for A Ganar youth in the long-term, the data from qualitative interviews are consistent with their increased perception of the utility of these life skills have in the labor market. Below are a few illustrations of how participants describe the relationship between their new skills and the labor market. In some instances, youth had higher aspirations for jobs after participating in A Ganar.

Qualitative Findings: Life Skills (Continued)

Table 19. Youth describe increased life skills

Female, 20 yrs (FP)	<i>"Well, economically it was pretty productive, because they gave me a tool set to be able to work. They taught me a ton about how to deal with family problems. And in work, it was really notable, how they gave me the discipline that I needed."</i>
Female, 18 yrs (CI)	<i>"In the trainings they taught me not just what I need in order to get a job, but they taught me what I need for life... communication, respect, things we had heard about but never put into practice. This was a huge learning experience."</i>
Male, 18 yrs (CI)	<i>"To put into practice what I learned in the course. For example, to always look at things from a positive perspective, to plan things well, to develop the projects that we want... Before the course I wanted to get a job, but this course made me think about what I needed to help me find a stable job."</i>
Female, 18 yrs (CI)	<i>"A Ganar helped me with everything. I wasn't ready for the labor market, the program gave me more confidence to go out and nail the interview (ganar la entrevista)."</i>
Male, 21 (FP)	<i>"A Ganar gave us a vision...a vision of what we could do...that we could return to our dreams that many of us had lost...to return to society."</i>

As mentioned previously, many of the FP youth participants lived in neighborhoods with high gang activity. One participant described how this affected the mentality of the youth because their life in "red" zones affected their ability to integrate into society. He went on to explain that, *"There we only see death, death, and more death. And then one is afraid...and yet one wants to be strong or something, I don't know. But when A Ganar arrived we changed a lot."*

In sum, the qualitative evidence suggests that program participation allows youth to develop critical life skills that may have advantages in the labor market. Aside from these advantages, respondents feel strongly that their participation in the program has improved their lives. For many participants, the sports-based curriculum was an important impetus in the development of their life skills since it allowed them to integrate theory with practice.

Role of Sports in the Program

There were several key differences between the results of A Ganar and those of the non-sports programs. Overall, A Ganar led to greater improvements in professional skills, self-esteem and gender equity than the comparison program. Although both programs led to decreases in education and employment outcomes, these effects were slightly smaller among A Ganar youth. This difference, however, was generally not significant. Because there were many unintended differences between A Ganar and the non-sports programs, it is difficult to attribute outcomes to the sports component of the program in particular. For this reason, the qualitative interviews are more informative on the role of sports in the program.

Qualitative Findings: Role of Sports

Analysis of A Ganar

Participants in A Ganar frequently mentioned the sports-based curriculum as one of their “favorite” features of the program. The code “early, unsolicited mention of sports” occurred 59 times in the dataset. A number of program participants mentioned that when they began the program, they believed it would focus on sports, and they were pleasantly surprised to realize how much more they would learn through the program. As one participant explained, “When we began the program all of our expectations changed, we realized it wasn’t just about playing...through games they taught us so much.”

In addition to the general observation that they learned through the sports-based curriculum, participants specifically mentioned learning values, including, “To get along with my peers, to learn to value myself, to value other people, to respect. Through sports we learned a lot about respect and camaraderie.” Participants consistently explained that they developed qualities such as these due to the sports-based curriculum. Participants elaborated that they did not have the chance to develop these qualities in their formal schooling. For example, one participant explained that in his high school, students were instructed to “go out and get in groups and play soccer.” In A Ganar, by contrast, they “would tell us what it meant to work as a team. To put it in practice, we would go out and play soccer... In high school they didn’t teach us how to work in a team, but in A Ganar they did.”

While many respondents praised this feature of the program because they have always enjoyed playing sports, one female participant mentioned that prior to A Ganar she did not enjoy sports because she was afraid of the ball. Overcoming her fear was one of the features of the program she enjoyed the most. She explained, “I learned not to be afraid.”

In sum, the interviews indicate that the sports-based nature of the curriculum allows students to put into practice the job-related character skills that are emphasized in the curriculum in a way that is highly enjoyable and accessible to program participants.

Analysis of comparison group interviews

The sports-based nature of the A Ganar curriculum enabled students to directly connect “theory” with practice, and to put into action the life skills taught by their facilitators (such as communication). While neither comparison program had a sports component, qualitative interviews from both comparison groups indicate that participants did gain employment-related life skills, including agreeableness, conscientiousness, self-esteem, and communication. The overall number of interviews conducted with these youths was much smaller than those with A Ganar youth, so it is somewhat difficult to draw any strong conclusions from the interviews regarding differences in impact. Our analysis of the *Hacia el Empleo* participant interviews suggests that program impacts are similar to those of A Ganar youth. The table below lists code counts for *Hacia* youth.

Code count in *Hacia el Empleo* program interviews (18 interviews):

Life skills/employment skills	24
Self-esteem/confidence	33
Social relations	27
Values	5

Role of Sports: Qualitative (Cont'd)

However, of the 20 interviews conducted with FP arts participants, the strongest theme to emerge was “emotional awareness” (a theme not present in our interviews with A Ganar youth). Likewise, youth in FP arts mentioned learning how to relax through the guided meditation exercises. A list of code counts for the FP interviews is included below:

Code count in FP arts-based Jovenes en Acción Program interviews (20 interviews)

Agreeableness/sociability	4
Artwork improvement	12
Conscientiousness (clearer life goals, motivation)	18
Communication	3
Emotional Awareness	21
Learned to relax (often through meditation)	4
Self-awareness	6
Self-confidence	10
Teamwork	11
Values (respect)	7

The responses from FP arts youth regarding the program impact consistently indicated that youth had a positive experience in the program, but this experience was not always connected to the labor market. Rather it was more focused on self-awareness, self-respect, and emotional security/awareness:

When I arrived at FP I was so sad, and I learned to smile and to believe, and I think that now I am at peace, I am at ease because I know that I am capable and I don't feel so sad; [I don't feel] that I can't, that I'm ugly and that I don't deserve things. I believe that I deserve things and that I have to fight for them.

I learned to have new goals, to improve, to not be so shy anymore...something magical happened because out of nothing we started to get together and I started to talk more, and I think that the workshops on motivation and meditation were what helped me to have more self-confidence.

Emotionally I learned how to live with others, and I learned self-respect; [I learned] to value myself, because my self-esteem was low...I learned to love myself for who I am, that I am deserving...

In some cases, youth were able to link these skills with their search for work:

They taught us how to make good decisions, how to make decisions that might be out of our comfort zone. Because sometimes we are shut inside our homes, we don't do anything, we only say, “yeah, I am going to look for work, but maybe nobody will offer it to me, so why should I go looking?” They taught us how to go look for work, and also to be brave to go and speak with people, to express ourselves more. So we aren't afraid of going out and looking for work...

In short, interviews from comparison groups indicate that, similar to A Ganar, youth had positive experiences and participation improved their lives in concrete ways. It is still too early to determine if these short-term improvements in life skills will result in improved employment/educational outcomes in the long-term.

CONCLUSIONS

Overall, the evaluation team found that at midline, A Ganar had a number of significant positive impacts on secondary outcomes such as risk behavior and job quality. The program had only a few impacts on primary outcomes related to education, employment, and entrepreneurship, and some of these were negative. Results were similar for the non-sports program, though generally results were more favorable under A Ganar in terms of both primary and secondary outcomes.

Fundacion Paiz (FP) Outcomes

Impacts varied widely depending on the implementer. Fundacion Paiz (FP) youth experienced more decreases in primary outcomes, but also more improvements in secondary outcomes. Under FP, both A Ganar and non-sports youth experienced a decrease in rates of positive engagement. Both programs significantly decreased rates of school enrollment and highest grades achieved. They were significantly less likely to have worked in the past week, and those that did work had lower wages and were less likely to receive benefits. There were no significant impacts related to entrepreneurship.

Children International (CI) Outcomes

Youth under Children International (CI) experienced few significant impacts overall. There was a slight non-significant increase in positive engagement. Among A Ganar youth, we found no evidence of change in education or employment outcomes relative to the control group. Comparison youth experienced a slight decrease in highest level of education attained. Additionally, among those who worked, non-sports youth were less likely than control youth to receive benefits. In terms of entrepreneurship, there was only one significant impact under CI. A Ganar youth were less likely to have successfully owned a business.

Among secondary outcomes, we found a few positive impacts. There was no evidence of change in risk behaviors, self-esteem or overall professional capabilities.

Program Conclusions

One possible reason for the differential impacts is that the programs under FP were considerably longer than those under CI. It is possible that the youth under FP who were in the program for a much longer period of time delayed schooling or work in order to focus exclusively on the program. This is consistent with the qualitative data, in which we found that several A Ganar participants suggested that they found A Ganar to be a more positive learning environment than school because of the lack of gang activity and discrimination. There were also a few cases of program youth reporting that they had left low-paying, unpromising jobs in order to focus on the program and pursue better opportunities. The lower employment outcomes were significant among youth aged 16 to 19, an age when most youth live at home with guardians and are not necessarily expected to work. Among youth older than 20 we did not see as many significant decreases in employment outcomes. Conversely, most negative impacts on education were seen among youth of ages 20 and up. Among youth under 16, there were no significant decreases. This may indicate that younger youth continue schooling as before, while older youth may choose to focus on the program for its duration. These factors may have contributed to the lower participation in education and employment endeavors.

Additionally, there were notable differences between the actual programs. Based on qualitative data, it seems that FP did not have as explicit of a focus on jobs training as CI did. The FP non-sports program focused on art, which is a major component of FP's work in general. This program included meditation and relaxation techniques that helped youth to develop self-awareness and lower stress levels. This may help to explain the lower employment outcomes, particularly among non-sports youth. Many youth found

these techniques to be personally beneficial, though whether these benefits translate to improvement of long-term outcomes remains to be seen.

Since the midline study was conducted immediately following program completion, it is possible that some youth plan to return to school or to pursue employment, but had not yet had a chance to do so. Based on a separate analysis of the CI cohort 2, it appears that this may have been the case; the CI cohort 2 had two months between program completion and midline surveys, and this was the only group in which non-sports youth saw a significant increase in school enrollment and attendance. The endline study will likely shed more light on whether the A Ganar program or non-sports program led to lasting benefits in employment and education.

Recommendations and Next Steps

Although there were demographic and programmatic differences between the two IOs, this does not threaten the integrity of the analysis, because there generally were no systematic differences between the treatment, comparison, and control groups under each of the IOs (with the exception of age at first job as described above). For this reason, the comparison of youth in the sports program, non-sports program, and control group is still valid since the groups had similar characteristics at baseline. Given the programmatic differences between the sports and non-sports programs, we the SI team has made a concerted effort to document the differences between programs and to break out the analysis by IO to examine any differential program impacts. Where present, these differences are detailed throughout the report. Additionally, we focus on the differences between the three groups under each of their respective IOs.

Regarding the differences between sports and non-sports programs under each IO, the lack of consistency makes it difficult to identify the particular impacts attributable to sports in order to answer Evaluation Question 2. To address this issue, the team employs mixed methods, drawing on qualitative analysis to assess youth's perceptions of the sports component of the program and how it bolstered their learning.

ANNEX A: BALANCE CHECKS

Although random assignment is expected to balance all baseline characteristics between the treatment, non-sports, and control groups (thus eliminating selection bias), it is possible, particularly with small samples, that random assignment can, by chance, yield unbalanced groups. Accordingly, we compare the three groups along key baseline characteristics to check for balance. Across more than 20 variables tested, we found only one significant difference between the groups yielding evidence that our control group represents a valid estimate of the counterfactual. This difference was that A Ganar youth began working at a significantly lower age than non-sports and control youth.

Table 20: Balance checking between treatment and control groups

Level of Measurement	Variable	A Ganar	Non-sports	Control	p
Continuous	Age	17.9	18.1	18.1	0.39
	Grade	12.0	11.9	11.9	0.76
	Days Playing Sports	3.2	3.2	2.9	0.32
	Household Size	3.7	3.7	3.8	0.86
	Number of Courses	0.4	0.4	0.3	0.96
	Age Started Working	14.9*	15.3*	15.3*	0.06
	Number of Jobs	0.8	0.7	0.8	0.69
	Number of Businesses	0.1	0.1	0.1	0.27
	Asset Index	0.0	0.0	0.0	0.87
	Capability Score	24.9	24.5	24.8	0.20
	Self Esteem	39.6	39.4	39.5	0.82
	Gender Score	67.3	67.7	67.3	0.67
	Risk Score	7.5	7.6	7.6	0.80
	Total DAP Score	41.9	41.5	41.7	0.76
	Internal DAP Score	21.1	20.8	21.0	0.59
	External DAP Score	21.0	20.7	20.8	0.54
Nominal	Courses (Yes)	0.3	0.2	0.2	0.72
	Sex (Female)	1.5	1.5	1.6	0.35
	Worked Before (Yes)	1.4	1.4	1.4	0.96
	Working Now (Yes)	1.8	1.8	1.8	0.89
	Looking for Work (Yes)	1.6	1.6	1.6	0.73
	Business Before (Yes)	0.1	0.1	0.1	0.31

ANNEX B: PROGRAM DIFFERENCES

Table 21. Differences between Implementers

	Fundacion Paiz	Children International
Internships	Completed internships before job placement	Did not complete internships before job placement
Duration	16-19 month duration 175 hrs life skills 388-700 hrs vocation skills	4-7 month duration 100 hrs life skills 200-400 hrs vocation skills
Training	- Trained in <u>1 of 6</u> skills - Computer - Beautician - Food Preparation - Event Planning - Electricity - Florist	- Trained in 4 skills: - MS Office - Food Handling - Sales - Entrepreneurship

Table 22. Unintended differences between sports and non-sports Programs

FP: sports vs. non-sports	CI: sports vs. non-sports
- Youth in the non-sports program attended arts classes. - The non-sports program had 5-7 more months of life skills training. - Sports youth received transportation, meal vouchers, and health insurance months earlier than non-sports youth	- Sports youth received 40 more hours of technical training. - Non-sports youth had a more intensive training (8-hr days vs. 4-hr days) for half the duration (2.5 months vs. 5 months) - Job placement was done by separate entities.

ANNEX C: EDUCATION REGRESSION TABLES

Primary Education Outcomes

	Enrollment	P Values	Attendance	P Values
A Ganar	0.83	-0.31	1.03	-0.89
Non-sports	0.73	-0.09	1.01	-0.96
Outcome Variable's Baseline Value	4.33***	0.00	3.95***	0.00
Age	0.83***	0.00	0.87**	-0.01
Single	1.20	-0.78	1.21	-0.79
Number of Children	0.46*	-0.04	0.47	-0.11
Household Size	1.02	-0.52	1.01	-0.84
Sex (Household Head)	0.96	-0.78	0.75	-0.11
Age (Household Head)	1.01	-0.34	1.01	-0.24
Education (Household Head)	1.03	-0.42	1.05	-0.21
Employment (Household Head)	0.71	-0.33	0.66	-0.21
Remittances	1.03	-0.91	0.99	-0.97
PCA Asset	1.08	-0.12	1.03	-0.61
Education	1.00	-0.94	1.07	-0.09
Public School System	0.81	-0.20	0.84	-0.39
Number of Courses	0.97	-0.73	0.92	-0.47
Number of Jobs	1.03	-0.51	1.00	-0.97
Number of Businesses	0.85	-0.55	0.66	-0.22
GEM Index	1.00	-0.61	1.01	-0.40
DAP Index	0.98	-0.11	0.99	-0.53
Risk Index	1.01	-0.58	0.99	-0.83
Structured Work Environment	1.09	-0.38	1.06	-0.60
Sex	1.18	-0.29	1.11	-0.56
Motivation	0.88	-0.37	0.90	-0.48
CI	1.18	-0.39	2.08**	0.00
Constant	11.44*	-0.03	0.45	-0.52
Constant				
Constant				
Constant				
N	1219		1219	

	Education	P Values	Desired Education Level	P Values
A Ganar	-0.14	0.03	1.11	-0.49
Non-sports		0.00	1.09	-0.56
Outcome Variable's Baseline Value	0.09	0.22	1.54***	0
Age	0.10	0.00	1.05	-0.12
Single	-0.23	0.54	0.65	-0.28
Number of Children	-0.47	0.01	0.65*	-0.02
Household Size	-0.02	0.56	1	-0.91
Sex (Household Head)	-0.08	0.47	0.8	-0.08
Age (Household Head)	0.00	0.78	0.99	-0.38
Education (Household Head)	0.01	0.60	1.02	-0.42
Employment (Household Head)	-0.32	0.17	0.96	-0.86
Remittances	-0.41	0.03	0.99	-0.95
PCA Asset	0.06	0.12	1.04	-0.34
Education	0.80	0.00		
Public School System			0.93	-0.61
Number of Courses	-0.12	0.37	1.23*	-0.01
Number of Jobs	-0.04	0.19	1	-0.95
Number of Businesses	-0.25	0.18	1.13	-0.63
GEM Index	0.02	0.00	1.04***	0
DAP Index	0.01	0.16	1	-0.83
Risk Index	0.01	0.73	1	-0.98
Structured Work Environment	0.00	0.96	1.03	-0.68
Sex	0.18	0.13	1.31	-0.06
Motivation	0.05	0.60	1.05	-0.66
CI	-0.31	0.03	0.82	-0.2
Constant	-0.32	0.70	12.07*	-0.01
Constant			178.04***	0
Constant			206.82***	0
Constant			345.58***	0
N	1219		1219	

Secondary Education Outcomes

	Number of Courses	P Values	Taken Paid Course	P Values
A Ganar	0.31	0.00	0.47	-0.1
Non-sports		0.00	0.79	-0.6
Outcome Variable's Baseline Value	0.40	0.00	5.08***	0
Age	-0.01	0.73	0.96	-0.67
Single	-0.13	0.55	0.06	-0.06
Number of Children	-0.18	0.09	4.73*	-0.03
Household Size	0.00	0.85	0.92	-0.38
Sex (Household Head)	-0.15	0.03	1.83	-0.14
Age (Household Head)	-0.01	0.09	0.98	-0.25
Education (Household Head)	-0.01	0.56	1.01	-0.92
Employment (Household Head)	0.12	0.38	1.27	-0.75
Remittances	0.17	0.14	0.66	-0.45
PCA Asset	0.01	0.82	1.01	-0.91
Education	-0.01	0.47	1.14	-0.2
Public School System	-0.03	0.64	0.52	-0.12
Number of Courses	0.10	0.20	0.57	-0.16
Number of Jobs	0.01	0.68	0.96	-0.84
Number of Businesses	0.27	0.02	1.08	-0.47
GEM Index	0.01	0.00	1	-0.88
DAP Index	0.00	0.64	1.01	-0.77
Risk Index	-0.02	0.07	0.98	-0.73
Structured Work Environment	-0.07	0.11	1.45	-0.14
Sex	-0.08	0.26	1.32	-0.46
Motivation	0.01	0.91	2.01*	-0.02
CI	0.34	0.00	0.34*	-0.02
Constant	-0.11	0.83	0.1	-0.43
N	1219		210	

	Time Spent in Courses	<i>P Values</i>	Desire to Return to School	<i>P Values</i>
A Ganar	-0.52	-0.83	1.19	-0.75
Non-sports	2.13	-0.3	1.27	-0.66
Outcome Variable's Baseline Value				0.00
Age	-0.33	-0.57	1.01	-0.94
Single	5.46	-0.39	1.00	(.)
Number of Children	2.53	-0.45	0.61	-0.43
Household Size	0.29	-0.42	1.34*	-0.04
Sex (Household Head)	-1.22	-0.56		0.00
Age (Household Head)	-0.06	-0.38	0.97	-0.15
Education (Household Head)	0.35	-0.31	0.99	-0.94
Employment (Household Head)	3.03	-0.4		0.00
Remittances	3.69	-0.16	1.08	-0.92
PCA Asset	-0.83	-0.19	0.82	-0.22
Education	0.07	-0.89	1.27	-0.10
Public School System	0.62	-0.72	0.89	-0.82
Number of Courses	-0.01	-1	1.14	-0.69
Number of Jobs	2.20*	-0.01	1.01	-0.93
Number of Businesses	0.67	-0.14		0.00
GEM Index	0.01	-0.9	0.96	-0.09
DAP Index	0.01	-0.94	1.01	-0.78
Risk Index	-0.22	-0.35	1.03	-0.76
Structured Work Environment	-0.29	-0.8	0.83	-0.53
Sex	2.21	-0.17	1.03	-0.95
Motivation	-0.69	-0.6	0.81	-0.59
CI	-8.95***	0	0.41	-0.16
Constant	17.92	-0.16	148.50	-0.19
N	594		648	

ANNEX D: EMPLOYMENT REGRESSION TABLES

Primary Employment Outcomes

	Worked in Last Week	P Values	# of Jobs	P Values	Looking for Work	P Values
A Ganar	0.78	-0.12	-0.14	-0.22	0.78	-0.14
Non-sports	0.73	-0.08	-0.04	-0.76	0.93	-0.64
Outcome Variable's Baseline Value	2.08***	0.00	0.20***	0	1.49**	-0.01
Age	1.08	-0.05	0.06*	-0.02	0.97	-0.52
Single	0.59	-0.29	-0.35	-0.27	1.09	-0.86
Number of Children	0.95	-0.82	-0.01	-0.93	0.98	-0.96
Household Size	1.01	-0.73	-0.01	-0.68	1.02	-0.66
Sex (Household Head)	1.00	-1.00	-0.01	-0.9	0.95	-0.77
Age (Household Head)	1.01	-0.24	0	-0.5	1.00	-0.59
Education (Household Head)	1.00	-0.94	0.03	-0.26	1.05	-0.23
Employment (Household Head)	0.65	-0.13	-0.05	-0.79	0.87	-0.64
Remittances	0.80	-0.32	0.08	-0.63	0.89	-0.69
PCA Asset	1.00	-0.99	-0.03	-0.32	0.96	-0.45
Education	1.00	-1.00	-0.04	-0.09	1.01	-0.77
Enrollment	0.88	-0.37	-0.17	-0.1	0.98	-0.90
Public School System	1.29	-0.09	0.27*	-0.02	0.80	-0.20
Number of Courses	0.95	-0.55	0.07	-0.31	1.06	-0.55
Number of Jobs	1.05	-0.32	0	(.)	0.96	-0.41
Number of Businesses	1.27	-0.40	0.14	-0.43	0.64	-0.21
GEM Index	1.02*	-0.02	0.01*	-0.02	0.99	-0.22
DAP Index	1.00	-0.64	0	-0.93	1.01	-0.47
Risk Index	1.01	-0.64	0.01	-0.5	1.01	-0.79
Structured Work Environment	0.92	-0.27	-0.04	-0.59	1.02	-0.83
Sex	0.57***	0.00	-	0	1.08	-0.68
Motivation	1.05	-0.69	-0.05	-0.57	1.11	-0.41
CI	0.96	-0.83	1.16***	0	1.45	-0.05
Constant	0.03***	0.00	-1.34	-0.08	0.77	-0.84
N	1219		1219		1219	

	Employed	P Values	Satisfaction	P Values
A Ganar	0.79	-0.16	1.13	-0.62
Non-sports	0.93	-0.65	0.81	-0.4
Outcome Variable's Baseline Value	1.97**	0.00		
Age	1.09*	-0.03	0.91	-0.11
Single	0.58	-0.27	1.29	-0.73
Number of Children	0.94	-0.79	1.2	-0.62
Household Size	1.03	-0.29	0.99	-0.77
Sex (Household Head)	1.03	-0.83	1.4	-0.12
Age (Household Head)	1.00	-0.85	0.99	-0.43
Education (Household Head)	1.00	-0.91	1.08	-0.14
Employment (Household Head)	0.74	-0.30	1.14	-0.78
Remittances	0.59*	-0.04	0.52	-0.13
PCA Asset	1.00	-0.97	1.08	-0.25
Education	1.01	-0.72	1.10*	-0.05
Enrollment	0.93	-0.63	0.85	-0.46
Public School System	1.18	-0.31	1.1	-0.69
Number of Courses	0.92	-0.40	1.09	-0.54
Number of Jobs	1.09	-0.06	0.97	-0.65
Number of Businesses	1.45	-0.15	0.88	-0.69
GEM Index	1.02	-0.08	1	-0.75
DAP Index	1.02	-0.08	1	-0.9
Risk Index	1.00	-0.90	1	-1
Structured Work Environment	0.90	-0.27	1.17	-0.22
Sex	0.62***	0.00	0.75	-0.2
Motivation	1.08	-0.52	0.89	-0.52
CI	0.93	-0.66	0.72	-0.18
Constant	0.01***	0.00	0.06	-0.09
Constant			0.36	-0.54
Constant			2.75	-0.54
N	1219		368	

Secondary Employment Outcomes

	Job- Provided Benefits	P Values	Contractual Agreement	P Values
A Ganar	0.85	-0.45	0.73	-0.16
Non-sports	0.77	-0.26	0.79	-0.29
Outcome Variable's Baseline Value				
Age	1.08	-0.22	1.10	-0.06
Single	1.10	-0.89	0.80	-0.73
Number of Children	0.77	-0.46	0.87	-0.70
Household Size	0.99	-0.91	0.94	-0.19
Sex (Household Head)	0.99	-0.94	1.32	-0.16
Age (Household Head)	1.00	-0.74	1.01	-0.44
Education (Household Head)	1.08	-0.05	1.00	-0.93
Employment (Household Head)	0.88	-0.76	1.28	-0.59
Remittances	0.75	-0.46	0.78	-0.47
PCA Asset	1.03	-0.55	1.09	-0.21
Education	1.16**	0.00	1.07	-0.13
Enrollment	0.94	-0.77	0.57**	-0.01
Public School System	1.28	-0.24	2.06**	0.00
Number of Courses	1.04	-0.77	1.14	-0.23
Number of Jobs	1.04	-0.40	1.13*	-0.04
Number of Businesses	0.68	-0.16	0.72	-0.36
GEM Index	0.99	-0.55	1.02	-0.12
DAP Index	1.01	-0.30	1.01	-0.68
Risk Index	1.00	-0.93	1.01	-0.79
Structured Work Environment	1.04	-0.80	1.50**	0.00
Sex	0.63*	-0.03	0.61*	-0.01
Motivation	0.95	-0.75	1.08	-0.66
CI	1.13	-0.64	1.58	-0.05
Constant	0.02**	-0.01	0.00***	0.00
N	1005		1083	

	Weekly Hours of Work	P Values	Monthly Income	P Values
A Ganar	0.81	0.72	-23.15	0.98
Non-sports	2.47	0.27	-474.56	0.54
Outcome Variable's Baseline Value				
Age	0.14	0.80	604.62	0.00
Single	0.16	0.98	-3509.58	0.16
Number of Children	-0.50	0.88	62.40	0.96
Household Size	0.26	0.56	-0.25	1.00
Sex (Household Head)	1.65	0.41	-565.07	0.41
Age (Household Head)	-0.03	0.74	-52.10	0.07
Education (Household Head)	-0.73	0.08	-148.42	0.30
Employment (Household Head)	0.37	0.93	81.84	0.95
Remittances	1.68	0.66	-930.78	0.48
PCA Asset	1.14	0.07	-8.40	0.97
Education	-0.33	0.48	269.32	0.09
Enrollment	-2.67	0.18	433.78	0.53
Public School System	0.96	0.68		
Number of Courses	-0.58	0.63	-87.03	0.83
Number of Jobs	-0.35	0.56	291.65	0.16
Number of Businesses	-2.28	0.47	1337.57	0.22
GEM Index	-0.08	0.51	-53.63	0.17
DAP Index	-0.08	0.58	77.29	0.13
Risk Index	-0.77	0.02	254.38	0.02
Structured Work Environment	0.16	0.89	-280.46	0.49
Sex	0.54	0.79	-919.27	0.18
Motivation	-0.11	0.95	-413.29	0.47
CI	-5.25	0.02	-3489.32	0.00
Constant	71.49	0.00	-6598.20	0.20
N	368		368	

ANNEX E: ENTREPRENEURSHIP REGRESSION TABLES

Entrepreneurship Outcomes

	Attempt to Start a Business	P Values	Owned a Business	P Values	Number of Businesses	P Values
A Ganar	1.28	-0.26	0.89	-0.72	-0.01	-0.82
Non-sports	1.10	-0.71	1.43	-0.23	0.03	-0.23
Outcome Variable's Baseline Value	2.74***	0.00	21.31***	0.00	0.52***	0
Age	1.14*	-0.03	1.15*	-0.05	0.01	-0.06
Single	0.69	-0.54	1.44	-0.62	0.05	-0.41
Number of Children	1.27	-0.41	1.21	-0.59	0.02	-0.73
Household Size	1.04	-0.39	0.97	-0.58	0	-0.5
Sex (Household Head)	1.24	-0.26	1.08	-0.78	0.01	-0.58
Age (Household Head)	1.00	-0.72	0.99	-0.23	0	-0.8
Education (Household Head)	1.02	-0.61	0.93	-0.29	-0.01	-0.18
Employment (Household Head)	0.97	-0.93	0.86	-0.78	-0.01	-0.75
Remittances	0.94	-0.86	0.74	-0.48	0	-0.9
PCA Asset	0.97	-0.59	1.05	-0.56	0.01	-0.28
Education	0.96	-0.37	1.03	-0.60	0	-0.63
Public School System	1.07	-0.69	0.93	-0.80	0	-0.87
Number of Courses	0.80	-0.32	0.70	-0.21	-0.01	-0.58
Number of Jobs	1.07	-0.60	1.03	-0.83	0.01	-0.65
Number of Businesses	0.99	-0.89	1.14	-0.11	0.01	-0.37
GEM Index	0.99	-0.34	1.02	-0.20	0	-0.18
DAP Index	1.02	-0.20	0.97	-0.13	0	-0.36
Risk Index	1.02	-0.55	1.00	-0.98	0	-0.34
Structured Work Environment	0.88	-0.24	0.91	-0.55	-0.01	-0.3
Sex	1.21	-0.31	0.86	-0.58		
Motivation	1.28	-0.13	1.55	-0.07		
CI	1.27	-0.33	1.05	-0.88		
Constant	0.02**	-0.01	0.00**	0.00	-0.2	-0.17
N	1219		1219		1219	

Outcomes for Successful Small Businesses

	Number of Active Businesses		Business Operation Time (Months)		Business Income (\$USD)	
		p-values		p-values		p-values
A Ganar	0.01	-0.97	0.57	-0.87	-1.46	-0.98
Non-sports	0.12	-0.44	6.93*	-0.04	-23.56	-0.67
Outcome Variable's Baseline Value						
Age	0.04	-0.24	0.78	-0.29	28.24	-0.06
Single	0.06	-0.84	-17.64**	-0.01	-24.99	-0.84
Number of Children	-0.15	-0.41	0.99	-0.79	-9.58	-0.88
Household Size	-0.03	-0.36	-0.12	-0.86	-16.92	-0.16
Sex (Household Head)	0.04	-0.78	-0.99	-0.72	35.29	-0.43
Age (Household Head)	0.01	-0.34	-0.01	-0.95	-1.70	-0.37
Education (Household Head)	-0.03	-0.35	-1.31*	-0.04	4.30	-0.69
Employment (Household Head)	0.09	-0.72	9.65	-0.07	192.84*	-0.03
Remittances	0.03	-0.90	13.12**	-0.01	63.14	-0.42
PCA Asset	0.00	-0.99	0.64	-0.47	28.00	-0.07
Education	0.01	-0.84	0.46	-0.46	-13.84	-0.18
Enrollment	0.01	-0.97	-1.05	-0.74	-12.08	-0.81
Public School System	0.02	-0.87	5.31	-0.07	22.74	-0.64
Number of Courses	-0.09	-0.27	-1.10	-0.51	51.12	-0.08
Number of Jobs	0.01	-0.75	0.64	-0.49	2.90	-0.85
GEM Index	0.01	-0.41	0.08	-0.66	2.40	-0.39
DAP Index	0.00	-0.68	0.48**	-0.01	0.22	-0.94
Risk Index	0.01	-0.49	-0.30	-0.49	7.33	-0.36
Structured Work Environment	0.03	-0.68	-1.71	-0.30	-17.52	-0.52
Sex	0.06	-0.64	0.44	-0.88	-28.77	-0.59
Motivation	-0.05	-0.66	-5.68*	-0.02	-3.96	-0.92
CI	-0.34*	-0.05	-2.26	-0.52	-52.07	-0.44
Constant	-1.04	-0.31	-29.33	-0.18	-530.64	-0.20
N	95		95		95	

ANNEX F: PROFESSIONAL CAPABILITIES REGRESSION TABLES

Professional Capabilities: Summative Outcomes

	Capabilities Index	P Value	PCA Capabilities	p-value
A Ganar	0.20	0.39	0.15	0.18
Non-sports	0.19	0.40	0.18	0.10
Outcome Variable's Baseline Value	0.35	0.00	0.34	0.00
Age	0.10	0.07	0.05	0.05
Single	0.11	0.87	0.03	0.93
Number of Children	0.18	0.57	0.13	0.37
Household Size	0.01	0.81	0.01	0.67
Sex (Household Head)	-0.10	0.63	-0.09	0.35
Age (Household Head)	-0.01	0.23	0.00	0.38
Education (Household Head)	0.11	0.01	0.06	0.01
Employment (Household Head)	0.40	0.32	0.09	0.65
Remittances	-0.23	0.49	-0.08	0.61
PCA Asset	-0.04	0.56	-0.02	0.41
Education	0.13	0.01	0.05	0.06
Enrollment	0.44	0.03	0.20	0.03
Public School System	-0.19	0.41	-0.07	0.53
Number of Courses	0.06	0.62	0.05	0.45
Number of Jobs	0.10	0.11	0.06	0.05
Number of Businesses	0.08	0.82	0.01	0.93
DAP Index	0.02	0.21	0.01	0.08
GEM Index	0.01	0.60	0.00	0.67
Risk Index	0.00	0.94	0.00	0.94
Structured Work Environment	0.29	0.02	0.08	0.16
Sex	0.05	0.81	0.01	0.88
Motivation	-0.17	0.31	-0.06	0.43
CI	-0.57	0.02	-0.14	0.25
Constant	10.87	0.00	-2.59	0.00
N	1219		1219	

Professional Capabilities: Hard Skills

	Computer Skills	p-value	CV Writing	p-value
A Ganar	0.02	0.87	0.20	0.13
Non-sports	-0.01	0.94	-0.01	0.95
Outcome Variable's Baseline Value	0.76	0.00	0.49	0.00
Age	0.00	0.89	0.00	0.95
Single	0.37	0.33	0.59	0.11
Number of Children	-0.08	0.64	0.12	0.49
Household Size	-0.02	0.41	0.00	0.91
Sex (Household Head)	-0.18	0.13	-0.04	0.72
Age (Household Head)	0.00	0.81	-0.01	0.29
Education (Household Head)	0.02	0.51	0.01	0.57
Employment (Household Head)	-0.07	0.77	0.14	0.56
Remittances	0.25	0.20	-0.15	0.42
PCA Asset	0.00	0.98	0.01	0.87
Education	0.16	0.00	0.14	0.00
Enrollment	0.01	0.95	-0.01	0.94
Public School System	-0.29	0.03	-0.21	0.13
Number of Courses	0.12	0.14	-0.03	0.73
Number of Jobs	0.00	0.89	0.05	0.13
Number of Businesses	0.08	0.68	-0.37	0.06
DAP Index	0.00	0.87	0.01	0.12
GEM Index	0.01	0.11	0.01	0.08
Risk Index	0.01	0.68	-0.03	0.11
Structured Work Environment	0.14	0.05	0.12	0.08
Sex	-0.17	0.16	-0.06	0.62
Motivation	0.07	0.48	0.04	0.65
CI	-0.18	0.23	0.02	0.87
Constant	1.84	0.04	1.63	0.06
Constant	4.03	0.00	3.52	0.00
Constant	5.92	0.00	5.59	0.00
N	1219		1219	

	Interview Skills	p-value	Job Search Skills	p-value
A Ganar	0.09	0.52	0.04	0.79
Non-sports	0.12	0.36	0.12	0.37
Outcome Variable's Baseline Value	0.51	0.00	0.42	0.00
Age	0.07	0.03	0.04	0.19
Single	-0.13	0.73	-0.43	0.25
Number of Children	0.38	0.05	0.27	0.15
Household Size	0.02	0.47	0.01	0.64
Sex (Household Head)	0.03	0.80	0.02	0.85
Age (Household Head)	0.00	0.89	0.00	0.34
Education (Household Head)	0.06	0.02	0.04	0.10
Employment (Household Head)	0.24	0.33	-0.21	0.38
Remittances	0.29	0.16	-0.25	0.20
PCA Asset	-0.06	0.10	-0.02	0.60
Education	0.04	0.21	-0.01	0.72
Enrollment	0.15	0.21	0.16	0.19
Public School System	-0.18	0.21	-0.10	0.49
Number of Courses	-0.01	0.87	0.01	0.94
Number of Jobs	0.02	0.63	0.08	0.03
Number of Businesses	0.07	0.73	0.19	0.36
DAP Index	0.01	0.42	0.01	0.07
GEM Index	0.00	0.67	0.00	0.62
Risk Index	0.03	0.07	-0.01	0.45
Structured Work Environment	0.18	0.01	0.13	0.08
Sex	0.01	0.95	0.23	0.06
Motivation	-0.12	0.23	-0.05	0.65
CI	-0.19	0.22	-0.10	0.51
Constant	0.32	0.73	-1.74	0.06
Constant	2.62	0.00	0.45	0.62
Constant	5.14	0.00	2.93	0.00
N	1219		1219	

Professional Capabilities: Soft Skills

	Dressing for a Job	p- value	Interaction with Colleagues	p- value	Interaction with Superiors	p- value
A Ganar	0.09	0.55	-0.03	0.84	0.12	0.36
Non-sports	0.06	0.69	-0.17	0.22	0.21	0.11
Outcome Variable's Baseline Value	0.60	0.00	0.55	0.00	0.67	0.00
Age	-0.01	0.70	0.07	0.04	0.07	0.03
Single	-0.13	0.74	0.24	0.54	-0.50	0.18
Number of Children	0.25	0.22	-0.22	0.24	0.35	0.06
Household Size	0.02	0.60	-0.03	0.26	-0.02	0.53
Sex (Household Head)	0.11	0.39	-0.07	0.54	-0.07	0.56
Age (Household Head)	0.00	0.52	0.00	0.93	0.00	0.81
Education (Household Head)	0.05	0.06	0.01	0.57	0.06	0.02
Employment (Household Head)	0.53	0.03	0.28	0.24	0.11	0.65
Remittances	-0.01	0.95	0.12	0.55	-0.29	0.13
PCA Asset	-0.03	0.46	0.00	0.95	0.01	0.87
Education	0.08	0.03	-0.02	0.59	-0.02	0.53
Enrollment	0.08	0.50	0.24	0.05	0.36	0.00
Public School System	0.03	0.85	-0.01	0.96	0.13	0.36
Number of Courses	-0.12	0.14	0.16	0.06	-0.06	0.46
Number of Jobs	0.07	0.07	0.04	0.26	0.03	0.48
Number of Businesses	-0.06	0.78	0.28	0.17	0.01	0.96
DAP Index	0.02	0.03	0.03	0.00	0.02	0.02
GEM Index	0.01	0.16	0.01	0.15	0.00	0.74
Risk Index	0.00	0.88	0.01	0.76	-0.01	0.58
Structured Work Environment	0.08	0.28	-0.02	0.79	0.09	0.21
Sex	-0.02	0.87	-0.06	0.62	-0.02	0.90
Motivation	0.04	0.71	-0.22	0.03	0.00	0.96
CI	-0.23	0.16	-0.09	0.55	-0.13	0.38
Constant	0.61	0.55	0.07	0.94	0.82	0.37
Constant	2.60	0.01	2.75	0.00	3.28	0.00
Constant	5.31	0.00	5.22	0.00	5.69	0.00
N	1219		1219		1219	

ANNEX G: SELF ESTEEM REGRESSION TABLES

Self Esteem Outcomes

	Self Esteem Index	p- value	PCA Self Esteem	p- value
A Ganar	0.03	0.92	-0.01	0.93
Non-sports	-0.22	0.50	0.01	0.93
Outcome Variable's Baseline Value	0.38	0.00	0.37	0.00
Age	-0.09	0.26	-0.05	0.07
Single	-1.13	0.23	-0.66	0.04
Number of Children	0.17	0.71	0.21	0.17
Household Size	-0.05	0.44	0.00	0.90
Sex (Household Head)	-0.15	0.61	-0.13	0.20
Age (Household Head)	0.00	0.70	0.00	0.79
Education (Household Head)	0.04	0.52	0.00	0.92
Employment (Household Head)	0.70	0.23	-0.17	0.41
Remittances	0.35	0.46	-0.11	0.49
PCA Asset	-0.03	0.77	-0.01	0.75
Education	0.08	0.27	0.05	0.04
Enrollment	-0.21	0.47	0.06	0.55
Public School System	0.25	0.46	0.03	0.76
Number of Courses	-0.07	0.71	-0.05	0.48
Number of Jobs	0.00	0.99	-0.02	0.59
Number of Businesses	0.00	0.99	0.12	0.48
DAP Index				
GEM Index	0.05	0.00	0.01	0.21
Risk Index	-0.03	0.48	0.01	0.59
Structured Work Environment	0.37	0.02	0.21	0.00
Sex	0.45	0.13	0.13	0.18
Motivation	-0.22	0.37	-0.03	0.71
CI	0.46	0.21	0.19	0.14
Constant	20.15	0.00	-0.68	0.35
N	1219		1219	

ANNEX H: GENDER PERSPECTIVES REGRESSION TABLES

GEM Outcomes

	GEM	p-value	PCA GEM	p-value
A Ganar	1.16	0.02	0.26	0.05
Non-sports	0.63	0.20	0.10	0.46
Outcome Variable's Baseline Value			0.41	0.00
Age	-0.37	0.00	-0.04	0.17
Single	-0.55	0.69	0.15	0.70
Number of Children	-0.17	0.79	-0.25	0.18
Household Size	-0.02	0.86	0.00	0.91
Sex (Household Head)	0.83	0.05	0.23	0.05
Age (Household Head)	0.01	0.76	0.00	0.78
Education (Household Head)	0.22	0.02	0.03	0.27
Employment (Household Head)	1.08	0.21	0.01	0.97
Remittances	0.83	0.23	-0.05	0.79
PCA Asset	-0.03	0.84	0.02	0.56
Education	0.50	0.00	0.17	0.00
Enrollment	0.80	0.06	0.03	0.79
Public School System	-0.98	0.05	0.01	0.92
Number of Courses	-0.05	0.86	0.03	0.67
Number of Jobs	0.05	0.69	0.03	0.36
Number of Businesses	1.84	0.01	0.31	0.11
DAP Index	0.04	0.12	0.00	0.64
GEM Index	0.46	0.00		
Risk Index	-0.10	0.10	-0.02	0.20
Structured Work Environment	-0.10	0.68	0.00	0.98
Sex	-1.38	0.00	-0.09	0.45
Motivation	-0.37	0.29	-0.33	0.00
CI	-0.68	0.20	-0.38	0.01
Constant	50.35	0.00	-0.40	0.61
N	1219		1219	

ANNEX I: RISK BEHAVIOR REGRESSION TABLES

Risk Behavior: Summative Outcomes based on Friends' Behaviors

	Risk	P Values	PCA Risk	P Values
A Ganar	0.23	-0.29	0.10	-0.39
Non-sports	0.49*	-0.02	0.22	-0.13
Outcome Variable's Baseline Value	0.31***	0.00	0.23***	0.00
Age	0.04	-0.41	0.02	-0.46
Single	-0.51	-0.38	-0.60	-0.08
Number of Children	0.47	-0.09	0.30	-0.18
Household Size	0.02	-0.69	0.01	-0.82
Sex (Household Head)	-0.12	-0.50	-0.09	-0.43
Age (Household Head)	0.01	-0.51	0.00	-0.83
Education (Household Head)	0.03	-0.44	0.01	-0.68
Employment (Household Head)	0.74*	-0.04	0.27	-0.28
Remittances	0.48	-0.11	0.14	-0.45
PCA Asset	-0.04	-0.54	-0.02	-0.66
Enrollment	0.14	-0.42	0.07	-0.55
Education	-0.13**	-0.01	-0.07*	-0.02
Public School System	-0.20	-0.32	-0.13	-0.33
Number of Courses	0.21	-0.08	0.11	-0.14
Number of Jobs	0.15**	0.00	0.10**	-0.01
Number of Businesses	-0.08	-0.79	-0.17	-0.54
GEM Index	0.01	-0.26	0.01	-0.44
DAP Index	-0.03*	-0.02	-0.02**	-0.01
Structured Work Environment	0.02	-0.83	0.04	-0.58
Sex	-0.59**	0.00	-0.30*	-0.02
Motivation	0.06	-0.70	0.04	-0.66
CI	-0.45	-0.05	-0.32*	-0.04
Constant	6.81***	0.00	0.16	-0.87
N		1219		1219

Risk Behavior: Outcomes based on Friends' Behaviors

	Been in a Fight (peers)	P Values	Involved in Gang Activity (peers)	P Values
A Ganar	1.18	-0.41	1.62*	-0.04
Non-sports	1.25	-0.29	1.62	-0.06
Outcome Variable's Baseline Value	1.80***	0.00	1.55***	0.00
Age	0.93	-0.14	0.82***	0.00
Single	0.89	-0.86	0.23	-0.19
Number of Children	0.96	-0.91	1.18	-0.65
Household Size	1.03	-0.50	1.04	-0.36
Sex (Household Head)	0.96	-0.83	1.01	-0.97
Age (Household Head)	1.00	-0.62	1.00	-0.75
Education (Household Head)	1.02	-0.57	1.04	-0.34
Employment (Household Head)	1.20	-0.67	2.59	-0.13
Remittances	1.30	-0.32	1.29	-0.45
PCA Asset	0.90*	-0.03	0.94	-0.27
Enrollment	0.90	-0.50	0.94	-0.75
Education	0.97	-0.46	1.06	-0.29
Public School System	1.16	-0.47	1.12	-0.66
Number of Courses	0.87	-0.26	1.13	-0.32
Number of Jobs	1.07	-0.18	1.08	-0.17
Number of Businesses	0.93	-0.79	1.13	-0.74
GEM Index	1.01	-0.50	0.98	-0.15
DAP Index	0.98	-0.19	0.97*	-0.04
Structured Work Environment	0.95	-0.57	0.99	-0.89
Sex	0.72*	-0.04	0.80	-0.25
Motivation	0.95	-0.72	1.03	-0.84
CI	0.85	-0.50	0.76	-0.30
Constant	2.34	-0.50	0.36	-0.50
Constant	14.77*	-0.03	1.50	-0.78
Constant	39.31**	0.00	3.21	-0.44
Constant	151.15***	0.00	12.21	-0.10
N		1219		1219

	Taken Drugs (peers)	P Values	Had Unprotected Sex (peers)	P Values
A Ganar	1.77**	-0.01	0.99	-0.94
Non-sports	1.82**	0.00	1.17	-0.40
Outcome Variable's Baseline Value	1.75***	0.00	1.87***	0.00
Age	0.97	-0.47	1.05	-0.27
Single	0.56	-0.37	0.71	-0.48
Number of Children	1.25	-0.41	1.26	-0.25
Household Size	1.02	-0.48	0.99	-0.71
Sex (Household Head)	1.02	-0.89	1.14	-0.35
Age (Household Head)	1.00	-0.66	1.00	-0.60
Education (Household Head)	0.98	-0.58	1.05	-0.17
Employment (Household Head)	1.72	-0.21	1.32	-0.46
Remittances	1.30	-0.28	1.13	-0.62
PCA Asset	0.97	-0.57	1.02	-0.74
Enrollment	0.97	-0.84	1.12	-0.47
Education	0.92	-0.08	0.95	-0.21
Public School System	0.95	-0.79	0.94	-0.76
Number of Courses	1.14	-0.19	1.17	-0.09
Number of Jobs	1.05	-0.28	1.06	-0.17
Number of Businesses	0.88	-0.68	1.19	-0.49
GEM Index	1.02	-0.07	1.00	-0.70
DAP Index	0.98*	-0.01	0.98*	-0.04
Structured Work Environment	1.14	-0.19	0.96	-0.61
Sex	0.56***	0.00	0.65**	-0.01
Motivation	0.84	-0.21	1.11	-0.36
CI	0.75	-0.16	0.89	-0.49
Constant	4.40	-0.19	6.68	-0.05
Constant	21.62**	-0.01	38.06***	0.00
Constant	39.64**	0.00	92.69***	0.00
Constant	145.24***	0.00	281.91***	0.00
N		1219		1219

	Involved in Crime (peers)	P Values	Been Incarcerated (Peers)	P Values
A Ganar	1.79	-0.18	1.59	-0.08
Non-sports	1.92	-0.18	1.09	-0.76
Outcome Variable's Baseline Value	1.68*	-0.02	1.67**	0
Age	1.25*	-0.03	1.06	-0.37
Single	0.00	-0.99	0.78	-0.74
Number of Children	1.55	-0.34	1.82*	-0.05
Household Size	0.97	-0.68	1	-0.95
Sex (Household Head)	0.72	-0.36	0.74	-0.21
Age (Household Head)	1.01	-0.63	0.99	-0.6
Education (Household Head)	0.91	-0.23	0.95	-0.27
Employment (Household Head)	3.20	-0.31	2.27	-0.2
Remittances	1.21	-0.71	1.26	-0.54
PCA Asset	0.99	-0.92	0.98	-0.77
Enrollment	2.22*	-0.02	1.42	-0.12
Education	0.81*	-0.04	0.91	-0.15
Public School System	1.04	-0.93	1.03	-0.91
Number of Courses	1.52*	-0.04	1.02	-0.92
Number of Jobs	1.36**	0.00	1.14	-0.06
Number of Businesses	1.24	-0.75	1.75	-0.09
GEM Index	0.99	-0.62	0.99	-0.66
DAP Index	0.95*	-0.02	0.97*	-0.04
Structured Work Environment	1.03	-0.86	1.13	-0.34
Sex	0.98	-0.95	0.7	-0.14
Motivation	0.93	-0.79	0.98	-0.91
CI	0.60	-0.24	0.45**	-0.01
Constant	129.42	-0.10	5.85	-0.29
Constant	731.57*	-0.03	35.02*	-0.04
Constant	2410.67*	-0.01	76.39*	-0.01
Constant			338.37**	0
N		1219		1219

	Trafficked (Peers)	Drugs P Values	Alcohol Abuse (Peers)	P Values
A Ganar	1.17	-0.65	0.99	-0.93
Non-sports	1.14	-0.69	1.31	-0.1
Outcome Variable's Baseline Value	1.43	-0.12	1.81***	0
Age	1.00	-0.97	1.04	-0.34
Single	0.49	-0.56	1.36	-0.42
Number of Children	1.50	-0.37	1.50*	-0.02
Household Size	1.05	-0.45	0.98	-0.47
Sex (Household Head)	0.71	-0.22	0.86	-0.24
Age (Household Head)	0.98	-0.12	1.01	-0.19
Education (Household Head)	0.98	-0.79	1.02	-0.4
Employment (Household Head)	0.69	-0.51	1.54	-0.11
Remittances	0.92	-0.86	1.31	-0.16
PCA Asset	1.04	-0.68	1	-0.96
Enrollment	1.22	-0.50	0.93	-0.58
Education	0.98	-0.77	0.92**	0
Public School System	0.76	-0.41	0.76	-0.11
Number of Courses	1.21	-0.34	1.08	-0.4
Number of Jobs	1.25**	-0.01	1.08	-0.07
Number of Businesses	1.63	-0.37	0.88	-0.51
GEM Index	0.98	-0.35	1.02**	0
DAP Index	0.96*	-0.01	1	-0.77
Structured Work Environment	1.07	-0.74	0.98	-0.77
Sex	0.57	-0.09	0.63***	0
Motivation	0.84	-0.47	1.05	-0.63
CI	0.57	-0.12	0.74	-0.11
Constant	0.16	-0.45	15.50**	0
Constant	1.15	-0.96	111.31***	0
Constant	1.75	-0.82	221.03***	0
Constant			577.54***	0
N		1219		1219

Risk Behavior: Outcomes based on Randomized Self Reports

	Been in a Fight (Self)	P Values	Involved in Gang Activity (Self)	P Values
A Ganar	0.97	-0.89	0.96	-0.84
Non-sports	1.02	-0.91	1.01	-0.97
Outcome Variable's Baseline Value	1.48*	-0.02	1.97**	0.00
Age	1.10	-0.06	0.93	-0.14
Single	1.63	-0.54	1.81	-0.53
Number of Children	0.78	-0.54	1.15	-0.75
Household Size	1.03	-0.49	0.99	-0.84
Sex (Household Head)	1.20	-0.27	1.09	-0.71
Age (Household Head)	1.00	-0.89	1.00	-0.78
Education (Household Head)	0.99	-0.70	1.01	-0.80
Employment (Household Head)	0.84	-0.58	1.16	-0.77
Remittances	1.29	-0.39	1.44	-0.30
PCA Asset	0.95	-0.41	1.02	-0.78
Enrollment	0.95	-0.78	0.80	-0.24
Education	0.98	-0.66	0.99	-0.91
Public School System	1.02	-0.91	0.93	-0.79
Number of Courses	0.98	-0.89	0.86	-0.25
Number of Jobs	0.95	-0.35	0.97	-0.60
Number of Businesses	1.59	-0.14	1.11	-0.75
GEM Index	0.99	-0.33	0.99	-0.48
DAP Index	1.00	-0.79	1.00	-0.72
Structured Work Environment	0.97	-0.71	1.12	-0.36
Sex	0.83	-0.20	0.91	-0.60
Motivation	0.99	-0.96	1.02	-0.92
CI	0.63*	-0.03	1.09	-0.68
Constant	0.29	-0.36	1.74	-0.66
N		1219		1219

	Taken Drugs (Self)	P Values	Had Unprotected Sex (Self)	P Values
A Ganar	0.80	-0.29	0.98	-0.94
Non-sports	0.81	-0.38	1.20	-0.34
Outcome Variable's Baseline Value	1.05	-0.81	1.55*	-0.03
Age	1.06	-0.39	1.10	-0.26
Single	1.05	-0.94	1.00	-1.00
Number of Children	0.96	-0.93	1.29	-0.29
Household Size	1.01	-0.85	0.95	-0.23
Sex (Household Head)	1.11	-0.66	0.99	-0.95
Age (Household Head)	1.00	-0.66	1.00	-0.75
Education (Household Head)	1.04	-0.36	1.03	-0.52
Employment (Household Head)	1.58	-0.31	1.29	-0.52
Remittances	1.98*	-0.03	1.59	-0.19
PCA Asset	0.97	-0.61	1.04	-0.51
Enrollment	1.02	-0.92	0.93	-0.73
Education	0.95	-0.33	0.92	-0.21
Public School System	1.29	-0.33	0.80	-0.28
Number of Courses	1.05	-0.72	0.97	-0.80
Number of Jobs	0.98	-0.80	1.00	-0.95
Number of Businesses	0.67	-0.27	1.01	-0.98
GEM Index	1.00	-0.75	1.00	-0.87
DAP Index	0.99	-0.29	1.00	-0.71
Structured Work Environment	1.03	-0.80	0.97	-0.80
Sex	0.63	-0.11	0.51**	0.00
Motivation	1.10	-0.55	1.05	-0.71
CI	1.01	-0.97	0.74	-0.29
Constant	0.13	-0.17	0.28	-0.37
N		1219		1219

	Involved in Crime (Self)	P Values	Been Incarcerated (Self)	P Values
A Ganar	1.14	-0.57	0.91	-0.66
Non-sports	1.07	-0.75	0.94	-0.75
Outcome Variable's Baseline Value	1.37	-0.13	1.13	-0.59
Age	0.98	-0.76	1.02	-0.76
Single	1.35	-0.59	2.40	-0.19
Number of Children	0.95	-0.85	0.78	-0.55
Household Size	1.00	-0.94	1.02	-0.60
Sex (Household Head)	0.97	-0.88	0.95	-0.75
Age (Household Head)	1.00	-0.93	1.00	-0.81
Education (Household Head)	0.99	-0.87	0.96	-0.38
Employment (Household Head)	1.69	-0.35	1.12	-0.75
Remittances	1.12	-0.77	1.13	-0.69
PCA Asset	1.00	-1.00	0.99	-0.83
Enrollment	0.92	-0.76	0.80	-0.22
Education	0.99	-0.85	0.92	-0.18
Public School System	0.98	-0.92	0.86	-0.53
Number of Courses	0.88	-0.27	1.02	-0.90
Number of Jobs	0.99	-0.92	1.01	-0.88
Number of Businesses	0.70	-0.46	1.24	-0.55
GEM Index	1.00	-0.75	0.99	-0.29
DAP Index	1.00	-0.76	1.00	-0.85
Structured Work Environment	0.87	-0.25	1.10	-0.44
Sex	1.01	-0.97	0.83	-0.43
Motivation	1.20	-0.20	1.19	-0.34
CI	1.00	-0.98	1.31	-0.32
Constant	0.13	-0.15	0.85	-0.91
N		1219		1219

	Trafficked Drugs (Self)	P Values	Alcohol Abuse (Self)	P Values
A Ganar	0.81	-0.42	1.08	-0.71
Non-sports	1.03	-0.92	1.06	-0.84
Outcome Variable's Baseline Value	1.15	-0.58	1.93***	0.00
Age	1.02	-0.72	1.03	-0.56
Single	1.37	-0.63	0.45	-0.38
Number of Children	1.14	-0.78	1.18	-0.63
Household Size	1.02	-0.67	1.04	-0.32
Sex (Household Head)	0.97	-0.85	1.05	-0.81
Age (Household Head)	1.00	-0.59	1.00	-0.76
Education (Household Head)	1.02	-0.57	1.03	-0.51
Employment (Household Head)	0.72	-0.35	0.87	-0.74
Remittances	1.20	-0.52	0.86	-0.55
PCA Asset	1.02	-0.77	0.98	-0.74
Enrollment	0.85	-0.37	0.87	-0.34
Education	0.95	-0.53	0.97	-0.45
Public School System	0.86	-0.45	0.95	-0.81
Number of Courses	0.89	-0.36	0.90	-0.40
Number of Jobs	1.03	-0.59	1.01	-0.91
Number of Businesses	0.88	-0.72	0.76	-0.37
GEM Index	0.99	-0.41	1.01	-0.60
DAP Index	0.99	-0.24	0.99	-0.36
Structured Work Environment	1.13	-0.24	1.09	-0.39
Sex	0.75	-0.09	0.73*	-0.04
Motivation	0.94	-0.71	0.90	-0.51
CI	0.58*	-0.04	0.67	-0.14
Constant	2.55	-0.45	0.23	-0.30
N		1219		1219

ANNEX J: DEVELOPMENT ASSET PROFILE REGRESSION TABLES

DAP Outcomes

	DAP	p-value	PCA DAP	p-value
A Ganar	0.16	0.70	0.07	0.80
Non-sports	0.12	0.78	0.07	0.79
Outcome Variable's Baseline Value			0.26	0.00
Age	-0.15	0.14	0.00	0.97
Single	-0.37	0.76	-1.43	0.06
Number of Children	-2.39	0.00	-0.91	0.01
Household Size	0.21	0.01	0.08	0.12
Sex (Household Head)	-0.16	0.67	-0.18	0.43
Age (Household Head)	-0.02	0.15	-0.01	0.13
Education (Household Head)	0.03	0.73	0.00	0.96
Employment (Household Head)	-1.41	0.06	-0.57	0.22
Remittances	-1.37	0.03	-0.75	0.05
PCA Asset	0.05	0.69	0.02	0.75
Education	0.16	0.08	0.03	0.57
Enrollment	-0.07	0.85	0.06	0.79
Public School System	0.04	0.93	0.11	0.67
Number of Courses	-0.01	0.97	-0.10	0.51
Number of Jobs	0.05	0.65	0.00	0.95
Number of Businesses	1.27	0.04	0.40	0.29
DAP Index	0.29	0.00		
GEM Index	0.01	0.61	0.01	0.59
Risk Index	-0.11	0.04	-0.04	0.30
Structured Work Environment	0.50	0.03	0.39	0.01
Sex	1.25	0.00	0.54	0.02
Motivation	-0.39	0.21	-0.38	0.05
CI	0.57	0.23	0.41	0.16
Constant	30.87	0.00	-0.22	0.90
N	1219		1219	

	External Assets	p-value	Internal Assets	p-value
A Ganar	0.06	0.81	0.11	0.62
Non-sports	-0.03	0.89	0.15	0.51
Outcome Variable's Baseline Value	0.27	0.00	0.29	0.00
Age	-0.13	0.02	-0.02	0.71
Single	-0.52	0.44	0.16	0.80
Number of Children	-0.88	0.01	-1.51	0.00
Household Size	0.09	0.05	0.12	0.01
Sex (Household Head)	-0.08	0.71	-0.09	0.66
Age (Household Head)	-0.01	0.28	-0.01	0.11
Education (Household Head)	0.01	0.88	0.02	0.61
Employment (Household Head)	-0.70	0.10	-0.71	0.07
Remittances	-0.71	0.04	-0.65	0.05
PCA Asset	0.03	0.61	0.01	0.86
Education	0.07	0.15	0.09	0.07
Enrollment	0.02	0.91	-0.09	0.65
Public School System	0.08	0.75	-0.04	0.85
Number of Courses	-0.05	0.74	0.04	0.77
Number of Jobs	0.05	0.40	0.00	0.96
Number of Businesses	0.63	0.07	0.63	0.05
DAP Index				
GEM Index	0.01	0.30	0.00	0.98
Risk Index	-0.04	0.16	-0.07	0.01
Structured Work Environment	0.36	0.00	0.17	0.15
Sex	0.65	0.00	0.61	0.00
Motivation	-0.12	0.51	-0.27	0.10
CI	0.53	0.05	0.04	0.87
Constant	15.79	0.00	15.22	0.00
N	1219		1219	

ANNEX K: INTERPRETING TABLES

Tables

Interpretation of regression results

Multiple regression: Regression containing multiple variables measures the association of each factor with the outcome while *adjusting for all other variables* in the model by holding them constant. In this way, the relationship with each covariate is measured in light of the influence other covariates included.

Beta coefficient: The regression coefficients, or beta coefficients, are computed as part of multiple regression to assess the strength of the relationship between each factor (predictive variable) and the outcome. The beta value is a measure of how strongly each predictor variable influences the criterion (dependent) variable, and allows comparisons across these relationships. The greater the size of the beta coefficient, the greater the impact of the predictor variable on the outcome. The precise interpretation of the coefficient varies based on the units of the outcome and predictive variable. The sign of the coefficient indicates the direction of the relationship between variables: a positive sign means the relationship of this variable with the outcome is positive (e.g., the older the youth, the higher the self-esteem score); a negative sign means then the relationship is negative (e.g., the younger the youth, the higher the self-esteem score). A coefficient that is not statistically different from 0 indicates no relationship between the variables.

Odds ratios (OR): An odds ratio is a measure of association between an outcome (e.g. enrollment and absence) and a given characteristic. It is measured in terms of probability ranging from 0 to infinity. An odds ratio of 1 represents no relationship between the two variables, meaning one has the same odds of the outcome regardless of whether they possess the characteristic. An OR less than 1 shows the factor is associated with a *reduced* likelihood of having the outcome (e.g. a variable with OR=0.5 means a person having that characteristic is half as likely to have the outcome than someone who does not have that characteristic). An OR above 1 represents an *increased* likelihood of having the outcome (e.g. OR=3 means a person with this characteristic is 3 times more likely to have the outcome). It is important to note that odds ratios and the single cross-sectional baseline data do not provide a basis for drawing conclusions about which factors *cause* enrollment or absence. Causation cannot be determined, but rather simple relationships between variables.

95% confidence interval (CI): A 95% CI around an odds ratio reflects random error that naturally occurs due to variation in responses across the sample. If other random samples of the same size were obtained, we would expect that 95 times out of 100, the value for the statistic would fall within the lower and upper bounds of the 95% confidence interval. A very wide range between the lower and upper bounds reflects an imprecise and somewhat unreliable odds ratio estimate due to wide variation across the sample. If the CI around an odds ratio contains the number 1, the result is not statistically significant, meaning the odds ratio, however far from 1, could be attributed to random chance. Conversely, a 95% CI that does not include 1 is statistically significant.

P value: The level of marginal significance of the relationship between variables tested. This reflects the probability of the observed relationship being due to random chance. Traditionally a p value <0.05 is considered statistically significant; however, factors with p<0.1 are often worth noting as potentially important associations as well, particularly if the magnitude of the OR is large (far from 1).

Outcome tables in this report illustrate findings in two different formats. The left half of the table displays averages or percentages for each of the outcomes for the control and treatment groups before and after the program. These figures display the raw changes in the outcomes from baseline to midline. The figures on the right side of the table display regression coefficients and odds ratios as described above. Statistically significant figures are colored in green where the change in the outcome is one that would be considered desirable, and red where the change in the outcome may be considered detrimental.

ANNEX L: QUALITATIVE CASE STUDIES

PART I: SUMMARY TABLE OF QUALITATIVE EXIT INTERVIEWS

Table 23: Fundación Paiz / Exit Interview Participants Summaries

AGE	HIGHEST LEVEL STUDIED	PREVIOUS EMPLOYMENT	CURRENT STATUS
18	sexto	Worked in car audio; works in an internet cafe	Wants to play soccer professionally, immediately wants to work and study
18	Segundo básico (2013)		Thinks he is qualified to work in an office; he wants to be an architect and a professional soccer player
20	Quinto bachillerato en computación (2013)		Work in an office, he would also like to be a teacher, he wants to find a job so that he can attend the U
16	Tercero básico		Work with computers, become an architect
16	sexto	Worked with his uncle in bricklaying; motorcycle mechanic	Would like to work with computers or in transportation; in 10 years he hopes to be in the US working
17	Tercero básico (2013)		In the future she thinks she can work in the kitchen, a beauty salon, or as a nurse, after she finds work she would like to study on the weekends
20	Tercero básico (did not continue due to financial difficulties)	She worked in a maquila, as an operator and in her father's bread store	She was pregnant during the program; she thinks she can work in a company, a hotel, in the kitchen, maybe study on the weekend, in 10 years she wants to have a restaurant
17	Tercero básico (she returned during the program)		In the future she thinks she can work in the kitchen; she wants to study to work in paramedics
17	Studying Bachillerato en computación (she recently returned to her studies)		She thinks she can work archiving documents or in the kitchen, in the future she wants to have a company that archives documents
15	Sexto (2011)	He worked as an apprentice to a mechanic but it was not paid work; he worked at the university overseeing who entered and exited	He would like to study cooking, computers, or mechanics, to eventually have his own company and to attend the U
17	Started primero básico but did not finish	Worked during vacation in a tienda de beneficencia	He thinks he could work in a computer company; he would like to continue studying

?	Tercero básico (2013)		She thinks she could work in a beauty shop, in a store or as a domestica; eventually graduate with a degree in hotel and tourism and have her own beauty salon
22	cuarto bachillerato (2012)	She worked for brief spells in kitchens, otherwise she got married and took care of her son	She thinks she can work with people with disabilities or in rehabilitation centers, wants to attend the U in psychology
22	Bachillerato, orientación en turismo (2013); took English classes	She worked as a waiter; she also worked in a clothing store and in the kitchen; She lives with her husband and child	She could have her own business (clothing, shoes, a restaurant), work in a kitchen
19	Bachillerato en computación		She can work in administration, beauty, or an office; she wants to take photography classes, she hasn't decided if she wants to study in the U (computer or veterinary school)
19	Sexto (2013)	Worked for a fumigation company	Thinks he could work in a hotel organizing events, as a waiter; wants to study psychology at the U
19	Sexto de primaria	Worked in a music store	Can work with computers; he would like to study systems engineering in the U; he's thinking about getting a loan in order to sell cell phones
22	Quinto perito (2012)	He worked informally selling clothes	He wants to work with computers, hopes to continue studying eventually he wants to have a computer repair business
18	Just completed bachillerato (after the program)	She sold make-up in a kiosk; she apparently received a job after her práctica in Antillón as a receptionist	She wants to be a locutora, take English courses eventually start a beauty shop or internet place in her neighborhood
19	Tercero básico / was studying bachiller but had to leave for lack of money	Worked in a book store (that was why she didn't finish A Ganar)	She thinks she could work as an event organizer; would like to study, would like to have her own business – party rental
19	Tercero básico		He thinks he could work in a call center, as an archiver, his immediate goals are to find work and return to his studies, eventually attend the U, he does not mention what he would study
18	Tercero básico (just completed)	She worked in restaurants as a waitress and kitchen help	She thinks she can work in hotels, restaurants, event organizer; her goals are to find work and to complete her bachillerato en ciencias y letras, with an emphasis in medicine
20	Sexto perito		Work with computers, she is considering becoming a police officer; she wants to always keep studying
15	Segundo básico	Worked as a carpenter	A ganar has inspired him to think about opening his own internet place, he already has rented the places and is waiting for the computers; work in human rights, psychology, agronomy

21	Tercero básico (2013)	Helped in his father's shoe store	He thinks he can work in publicity (he is a musician as well) or work with computers; he would like to continue studying, but does not know what, he wants to open a center for street artists
?	Primero básico (2013); also took music lessons	Worked with an Aunt that sells Mexican products	Wants to be a lawyer, wants a doctorate in medicine, or agronomy; next year he is taking courses in technical drawing, music, computers, English and DJ he might return to segundo básico
18	Segundo básico (2013) – left for financial reasons		Can work with computers, hopes to find a job and complete tercero básico; eventually wants to have his own business
22	Tercero básico (2012)	He has worked in several restaurants	Could work in party organizing, as a driver, in a hotel; wants to return to his studies, eventually have his own business as a party planner
17	In tercero básico	Helps her mother who makes and sells refacciones	She can work as a wedding and party organizer, florist, bartender, waiter, she wants to study bachillerato en computación in graphic design, study at the U and work as a planner
20	Finished colegio in 2012		Work with computers in some kind of design capacity, attend the U, eventually have her own business in graphic design and architecture
18	Segundo básico	Worked as bricklayer assistant with his grandfather	Is going to open a computer repair / internet store with friends; is going to return to being a firemen, wants to continue to be involved in the hip hop culture
23	Bachillerato (2012)		She could work in digitalization, eventually she would like to teach computers, she will be getting married soon, it sounds like she wants to be a housewife
20	Diversificado; bachiller en ciencias y letras, emphasis in graphic design (2013)		Her immediate plans are to work and to study, in 10 years she wants to have finished studying architecture at the U
17	Segundo básico	In a store, a bread store, and taking care of children	She thinks she can open a salon, she wants to finish tercero básico, and be a doctor
19	Is in tercero básico	She had a job at one point but does not explain what it was; she did get a short term job where she did her internship	She can work as a kitchen helper, an event planner, or a waitress, or a floral arranger; wants to study bachiller, get a degree in telecommunications, ultimately she wants to be a locutora
17	Didn't finish tercero básico (had a baby)	She worked as a nanny	She thinks she can open her own salon, study tercero básico, she wants to be a teacher, pre-primaria
20	Bachillerato	She worked as a receptionist in a mechanics shop; she does hair on her own	She is starting a minibusiness a salon with others from the program, she would also like to be an event promoter and attend the U

18	Tercero básico (will be starting bachillerato with emphasis in computers)	Worked in a car wash; working in a kitchen now	Thinks he can work in computer repair, also wants to study, eventually have his own internet business
21	Tercero básico	Worked with his uncle in bricklaying, also helps his father make mirrors and sell them	Wants to work in electronics or computers

Table 24: Fundación Paiz FP2 Exit Interview Participant Summaries

AGE	HIGHEST LEVEL STUDIED	PREVIOUS EMPLOYMENT	CURRENT STATUS AND PLANS
18	Tercero básico (wants to complete bachillerato en ciencias y letras the next year)	Has worked as a nanny	She could work in computers, event design, she hopes to continue studying at the U in hotel business administration and eventually have her own restaurant
21	Working on quinto perito en administración	Works with his uncles in their bread store, has done other part time jobs like bricklaying and as a waiter	Can work in a call center, customer service, or have his own business, wants to study at the U
21	Tercero básico (2013)	He worked in a store	Wants to work in design, artesanía
16	Sexto primaria (2011) Currently he is studying primero básico		Could work in a kitchen or in business administration, wants to continue studying, eventually wants to be a chef
18	Segundo básico (2013)	Worked informally in stores	Wants to find a job maybe in an office in order to finish his bachiller en computación and long-term be a systems engineer, eventually have a software business
18	Sexto primaria (2013)		Can work in installation, repair, or open his own business, an internet café, he wants to continue studying
19	Segundo básico		She thinks she can answer telephones, do paperwork, decorate salons, etc. she wants to continue studying, in 10 years she wants to have her own life and not depend on a man
21	Bachillerato en medicina (2013), has taken English courses	works with a party rental company	Wants to study medicine at the U (didn't pass all of the exams); can work as party organizer, waiter, flower arranger, decorator, or an airline chef, and continue studying
16	segundo básico		He hopes to find a job and complete tercero básico, he wants to find work repairing computers, installing software, etc. eventually study systems engineering at the U

18	Graduated perito contador; INTECAP automobile mechanics in		He thinks he could work as a mechanic, study mechanical and electrical engineering
20	Tercero básico	worked in a store that makes IDS, publicity, manuals, etc. and he worked in a car wash	He hopes to find a job, once he is economically stable he wants to return to work, eventually have his own business in electromechanics
19	5to de bachillerato, ciencias y letras		His immediate plans are to find work, return to his studies in programming, and eventually have his own software company
19	Tercero básico (2013)		Her immediate plans are to find a job and to continue studying at the U (systems engineering), and eventually have her own business
18	Tercero básico	Worked in a minimarket	Wants to work with computers and continue studying, maybe have his own computer business
20	5to bachillerato, ciencias y letras		Could work in a beauty salon or a company; her immediate plan is to find work,
21	Segundo básico (2014)	Sold food with her aunt	Is unclear about her future, other than wanting to find work
20	tercero básico	Helps his father, who is a bricklayer	In the future he can work as an electrician or mechanic, wants to study bachiller, in 10 years be a soldier or a business administrator
19	Segundo básico (2014), since is working on tercero		She wants to find a job, related to beauty or McDonalds, she would also like to continue studying, but she isn't sure what, probably beauty
19	Tercero básico (2011)		She imagines herself starting her own business, perhaps a salon, she also wants to return to her studies all the way to the U, but she doesn't know what she wants to study
20	Tercero básico (2011)	Worked in plumbing	He is going to take another course at the Fundacion and look for work; he wants to eventually be a systems engineer and have his own business
17	Tercero básico		In the future he thinks he can work as an electrician, he wants to work and study, maybe attend the U
21	Diversificado (2015)	Sold bibles, in a shoe and accessory store; obtained a job through the fundacion at an animal store	She could work in sales, she is interested in agronomy and animals, maybe accounting, she wants to study agronomy in the U
19	Primero básico (2012)	Helped her mother in a store, her mother received the money; she also worked in a restaurant	Wants to work with computers or in the kitchen, due to AG she wants to return to her studies, eventually graduate as a chef and have her own business
19	Bachillerato en ciencias y letras (2014)	Worked packing vegetables	Wants to be a teacher, or to work in a salon, because of her son she doesn't imagine herself working or studying, she does do her neighbors' nails and hair; eventually she would like to have her own salon and maybe attend the university

17	Segundo básico (2013)		He thinks he can work as in programming, repairing computers, Internet; immediate plans are to continue studying, including studying English, eventually have his own internet cafe
17	Primaria (2012)	Worked as a cashier in a store that sold Mexican products, he had also worked in a market	He would like to find a job and continue studying, all the way to the U where he would study engineering and then have his own business
17	Is currently studying bachillerato en computación	He worked with his father as a helper on a bus; is currently working digitizing texts	Can work as an electrician, or in a company digitalizing documents, wants to study systems engineering in the U (says he wants to study due to participation in AG)
22	Bachillerato, ciencias y letras (2013)		Wants to have his own computer business, study in the U
18	Took a breadmaking class, primero básico (2013)	Currently works in a bakery and pastry shop	Could work as an event organizer in addition to a baker, eventually he wants to be a professional bartender
15	Cuarto de primaria		She wants to be a bilingual secretary, or work in a bank, she wants to continue her studies
20	Not stated		She wants to continue her studies and find a job, she wants to work in a salon, eventually study law at the U
19	Is studying industrial psychology in the U	Has had at least 2 part time jobs, including at Telefónica Panama	She can work in a salon, an office, a call center, in customer service, her immediate plan is to reopen a salon that her mother had previous had at their home
20	Finished diversificado, perito contador, she took some university classes in order to help her pass the exams, she started classes but late and could not catch up so she dropped out		She thinks she has employment at the salon where she did her internship; in the future she wants to have her own salon
16	Primero básico		Wants to work with computers; he wants to continue studying, wants to open his own internet place with 2 other students, eventually have his own computer business
18	Sexto primaria (2012), he was expelled / others wanted him to join a gang	Helped his mother sell in the streets (not paid)	Can work loading and unloading trucks, he wants to continue studying, he doesn't know what he will be doing in 10 years
20	Cuarto perito contador		Her immediate goal is to find work in a salon, maybe start working out of the house as eventually she wants to have her own salon

17	Bachillerato, ciencias y letras (2013)	Helps her mother in her used clothing store	She hopes to be working, perhaps in a call center, and studying psychology maybe at the U,
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Table 25: Children's International A Ganar Participant Summaries (C1 and C2)

AGE	HIGHEST LEVEL STUDIED	PREVIOUS EMPLOYMENT	CURRENT STATUS
22	Perito y administracion de empresas - 2014	Vacation position selling shoes	Short term: work in sales; Would like to return to the university to study psychology and have his own practice
20	Cuarto bachillerato (2011)	Worked as an assistant to a blacksmith; worked odd construction projects; worked for a light company; now he is making wood floors	Wants to get his bachillerato in computers and create websites; once he has a stable job he wants to return to his studies
21	quinto perito contador (still studying)	Works in a detergent factory, Genquel	He wants to work in his field (perito contador) and finish his studies, attend the university
20	Diversificado – administración de empresas (4 years ago)		He wants to work with computers and his immediate plans are to find a job
25	Bachiller (2009) Started the university (trabajo social), had to stop due to Uterine cancer	She worked at a craft workshop, painting, (temporal); also cared for children; she does handicrafts and sells them	She wants to work in a public hospital in a rural area; she hopes to be working and return to her studies the following year
21	Diversificado (2011) He took a 6 month course in medicine	Call Center - Digitex	In the future he would like to be a bank manager; next year – working and studying administración de empresas; take an English class
19	Quinto bachillerato	She cares for her nephew (it is paid work)	She thinks she can work with computers; she wants to find a job and attend the university (architecture)
19	Cuarto secretariado oficinista (still studying)	She cared for the kids during recess at school; she helps her mother sell tamales	She thinks she can work as a secretary; she wants to continue studying but now she is not sure what
17	Cuarto bachillerato en computación (still studying)		He wants to work with computers, maybe take courses at the university; immediate goals are to find a job
20	Bachiller en ciencias con orientación en medicina (2012);	Worked for her aunt delivering food now she is working as a cook in Pollo Pinulito	She wants to work with digitadores (?); she intends to return to her studies; eventually she would like to have her own business, a boutique

	one semester at the university (law)		
21	Bachiller en computación (2013) Took a mechanics course in INTECAP Started studying industrial engineering at the U, but didn't pass his courses	Worked in Motra (his uncle's car shop) Worked in Little Ceasars	Will start studying administración de empresas en the U; wants to find a job in a call center or in service and eventually he wants to graduate from the U and be a manager
18	Tercero básico (2012)	She helped her mother make and sell tortillas	Her immediate plans are to find a job, selling pizza, shoes, or clothes; return to school to study ciencias y letras en comunicación en la U, she wants to be a lawyer but in 10 years she thinks she will be working for a company
20	Quinto bachillerato	NA	She wants to work with computers and programming; to attend the U and study systems engineering and to work to pay for it, eventually have her own business
20	Bachillerato en computación (2013)	NA	She wants to find a job so she can study licenciatura en informática, she would like to work in publicity
18	Bachiller en ciencias y letras con orientación en computación (quinto)	NA	He wants to work (doing something with public speaking), attend the U
?	Perito contador	NA	She thinks she could work as a secretary, in sales, or as a teacher; she mentions studying but not what
20	Quinto bachillerato en ciencias y letras	He has his own business making cleaning products; worked in Laboratorios Abbot; now he is working for the civil service	He thinks he can work as a Auxiliar de bodeguero; his immediate goals are to graduate and working, maybe opening his own business; study agronomy in the U
20	Secretaria bilingue (2012)	She had a temporary job working at Almacenes Japón; then at Japón Trébol a job she received as a result of her participation in the program	She hopes to first obtain a job as a secretary, she wants to study pedagogía en la U

PART 2: RICH CASE STUDIES

This document contains case studies for the following participants (all names are pseudonyms):

1. Betty
2. José
3. Carlos
4. Karla

BETTY

Betty is 24 years old; she is not married nor does she have any children. Betty was born in a rural house where her father worked, which is where she lived until 8 years ago. Now she lives in the village of Santa Rosita in a house that her father built.

Household Composition

Betty lives with her mother (42, housewife), her father (52, coffee farmer, he visits every 8 days from the farm), and 8 siblings. Betty is the oldest child and all of her siblings live at home. She has a sister (22, looking for employment); a brother (20, farmer); a sister (18, student); four more brothers (15, 13, 10, 8; all students); and a younger sister who is 6 (student).

Neighborhood

Betty likes her village, she appreciates that there is a lot of solidarity and communication. When asked about this solidarity Betty elaborates: “well, with regards to what I have seen if someone dies they receive help from people, if someone’s house burns, they receive supplies, the schools even collaborate. And some people have completed projects in the village.” However, the roads are not paved and this makes it difficult to travel out of the village. At the same time, businesses don’t come into the community, so there isn’t much employment. While she doesn’t think that there is crime in her community she recognizes that some youth are involved in things that they should not be, especially “when their parents don’t support them,” and her examples of these “things” revolve around marijuana, growing and using it. Personally she does not know anyone involved. She also mentions that there are instances of family violence. She has never been the victim of any violence, and she has not considered leaving her community.

Previous Schooling/Work

In 2012, Betty graduated from diversificado as an accountant from the Escuela Nacional de Ciencia Comerciales América (ENCA). Betty liked the institute, both the location and the fact that it was affordable, adding that they also “teach values, which will help you in life as a tool.” She did have problems with tardiness because the bus was late sometimes and, upon arrival at the school, they wouldn’t let her in to attend her classes. To solve this problem she started getting up earlier and arriving early. Betty was a top student, in tercero básico she had the highest average of all the students. She did not continue studying, although she wanted to, because she needed to work and to contribute money so that her siblings could study as well, explaining: “I want my siblings to attend. I got this far, but this is not enough as my siblings are right behind me.” She misses school and learning new things, but she adds that she does not miss it so much “because I have to explain things to my siblings, I have to teach them what they don’t understand.” Betty’s favorite subject was math, because “numbers have something that helps develop one’s thinking and one can solve many things with math.”

The year prior to the baseline interview Betty helped the owner of the land that her father works on during the coffee harvest; she both worked in the harvest and cooked food for the workers. It was difficult work, “but necessity makes one do it.” She earned Q35 per day, which she considered insufficient. Other than that, since graduation from school she has mainly spent her time at home helping her siblings with their homework and doing household chores.

Betty later briefly worked as an auxiliary accountant, a job she obtained as a result of a school internship. However, she quit because it was too far away: she had to leave on the morning bus at 5:15 am and return on the last bus in the evening at 5:45 but she didn’t get out of work until 6:30, meaning she had to walk a long way and would not arrive home until 8:30pm.

Gender Roles and Perception

Betty does think that men necessarily have more job opportunities than women. She notes that “some think that men have more developed abilities”. For example, she mentions that company managers are generally men. However, she does not think that this should be the case as she considers men and women equal. Despite the fact that she thinks that the division of work at home should be equal (“because both have to do household chores in order to have more free time and to spend more time with the family”), she recognizes that it is not, explaining: “perhaps because of one’s education, men think that they have more than women; someone who has not studied divides household chores more strictly.” With regards to the scenario with Francisco and Diana she asserts that both should share the responsibilities at home. In terms of the other scenario, Betty thinks that Carmen should look for work so that they can save up money in order for her to study. Betty explains how she understands machismo: “it involves the theme of sexuality, the idea that women exist only to have children and to be at home and men exist outside, they pass their time drinking and visiting their friends. I feel that this is machismo.”

Whereas women spend their free time watching television, listening to music, or spending time with their children, men spend theirs watching or playing soccer, talking amongst themselves, or on their phones. In her free time, she likes to read natural science books.

The A Ganar Experience

Overall, Betty’s favorite topic was leadership, because “it teaches one how to behave as a person, to be oneself and see oneself as is, to not want to imitate others but to believe that one can also do things.” Overall, the greatest lessons that she learned included the following:

“The lesson is that it is always necessary to conquer fears, no matter what comes, to always let go of fear. To be more communicative and to be, well let’s say, if one makes a mistake to be able to assume complete responsibility. As I said, sometimes problems accumulate but then everything becomes clear so this was a challenge to learn.”

She further elaborated, stating that she learned “how to conquer her fears” by playing as well as interacting with people and expressing her emotions. Previously she really only shared her emotions with her brother, but, in the program she learned to do so with her classmates, which made her feel more committed to the group and united as a whole. In short, she feels like her expectations were fulfilled, except for the fact that she was unable to take an English class.

From the first phase she reports liking the games and the sports, especially because she learned how to think and make decisions rapidly: “to know how to think what do I have to do?” However, she did not like to play the role of secretary when playing soccer because she was responsible for keeping track of the fouls and then she had to report these and her classmates would get mad at her.

Betty took two classes as part of her technical training: computers and food handling. She found the computer class more helpful because in the food handling class the teacher just talked a lot. She studied word and excel, and she wishes that the class had lasted longer. Betty did not mention anything about an internship, nor did the interviewer ask her about it.

From the facilitators, Betty learned tolerance and “to love oneself, well if one doesn’t love oneself who will?” The only minor issue she had with them was that she wished that they had pushed a bit harder to stimulate people to talk.

In general, Betty believes the program helped her in many areas of her life. She learned teamwork: to be able to express her opinion and listen to others’ opinions and feel like, with the support of her classmates, together they could overcome obstacles and achieve their goals. With respect to learning how to be a better communicator she elaborates: “I feel that I am more open now, so I can say ‘I don’t agree with this or that.’ Before I felt like I couldn’t say something because I feared offending others. Now I don’t feel this way,” adding later, “I feel like I have more self-confidence. In addition to being more honest, now she also feels like she can communicate better her love and support for others, and this has been most noticeable in her relationship with her family. Finally, Betty also learned self-control:

Betty: In many instances people didn’t tell me when I did something wrong because I would get angry and argue that it was right. Now I accept what I do and I say to myself, ‘it’s okay.’

Interviewer: So [you learned] how to accept criticism.

Betty: Yes, to accept criticism.

When asked if she also observed changes in any of her classmates as a result of the program Betty mentions two specific cases. The first was a young woman, who when the program started was very timid and quiet. She later revealed that she used drugs; Betty mentions that she injected them so she thinks that it was heroine. This young woman asked for help, and, as a result she stopped using. The other was a young man who at first behaved in inappropriate ways. Finally, he revealed that he suffered from guilt, he considered himself responsible for a murder. After he shared his experiences he began to change, and, Betty reports that now “he is not vulgar anymore, he treats people with respect, he is even affectionate with some of the other members of the program, he hugs them and everything.”

Betty reports that the program equally helped both men and women, and that everyone treated each other with respect. Although initially her classmates tended to pair up based on knowing each other previously, leaving Betty feeling alone and isolated, over time they became a united group. In this regard this experience was very different from when she was in school where her classmates tended to compete with each other: “in secondary school there was a lot of rivalry, especially... if you were in the honor group there was a lot of competition. In contrast, here everyone competes against themselves to get ahead, to commit to what we were doing, to not just come to pass the time.”

Betty’s mother, Viviana, believes that the program has been of great benefit:

“Yes, it has helped her a lot because before she was always quiet but now she is confident with other people, she tries to get along better, to have friendships and this is important especially the communication because if one doesn’t communicate one walks around alone, lost, because one doesn’t have anyone to confide in. For her, the program has helped her a lot.”

She also reports that her personality has changed, because before when she would greet people in the street and they would not return the greeting, but instead would make faces, she would get upset. Now, her mother reports that if they don’t respond it doesn’t negatively affect her: “she doesn’t pay attention to things like that, they can’t lower her self-esteem because I tell her to always think positive and to have self-esteem is what helps you.”

Future Plans and Goals

Since completing the A Ganar program Betty has not worked, although she has looked for employment in several banks and stores, including a shoe store, and she has even had interviews. All of the job opportunities that she has considered have been impossible due to transportation problems. With regards to one of the banks, she mentions that had she gotten the job she would have had to spend an hour and a half on the bus each way, leaving the house at 5 AM. When she left her application at the shoe store they told her that if they hired her she might have to work late, until 8 PM, and she told them that she would be unable to do so as she would not be able to catch the last bus back to her home. She also had an interview at a recruiting company, but again she would have had to leave work at 10 PM. She would like to continue to look for work in sales, particularly clothing.

The next year, Betty hopes to be working and perhaps taking courses in English while she continues to help her family. Eventually, she would like to earn a university degree in auditing in order to work for a large company. However, she will not be able to do so until she has a job. In 10 years, Betty hopes to be working as an administrator, to be married perhaps with one child, and to be able to help others, “in the sense of... collaborating, I would say, in schools, collaborating to help those who are illiterate.”

GEISON

Geison is 19 years old and he has always lived in the neighborhood of Villa Marina, in La Comunidad Mixco. He is not married nor does he have any children.

Household Composition

Geison lives with his parents and a sister. His mother (36) is a housewife, his father (62) is a construction worker, and his sister (19) is looking for work. She graduated with a degree in business administration. His father works as an independent contractor, which means that sometimes there is work but sometimes he can go for as long as 3 months without any work at all. At the time of the follow-up interview there were a few reported changes: his sister’s husband was living with them as well, and his mother was working part time cleaning a bookstore.

Neighborhood

Geison likes that it is not very hot in his neighborhood, but he doesn't like that the cows come through and leave their feces. He also dislikes that the streets are not asphalted because when someone is sick the ambulance can't move quickly. Of particular concern is that many youth consume marijuana. Overall he does not think that there is much crime in his neighborhood. No one has been killed, although the neighboring colonia is dangerous, and people have been killed there. Geison did have an altercation with someone that wanted to beat him up, but he didn't know why. He has never thought about leaving his neighborhood or about going to the U.S., particularly because of his illness.

Previous Schooling / Work

Geison has several health challenges. He mentions having missed a year of school because he broke his knee, the result of playing soccer. He received an operation. However, he cannot play sports anymore. Geison also suffers from renal insufficiency and for the past 6 years he has been going to the hospital for kidney dialysis. There is no cure other than a kidney transplant. He has not signed up because he would be unable to afford the medication required. His mother revealed that due to one of the blood transfusions he received, he contracted HIV as well. This is a secret, not even the family knows because Geison is afraid of what they will think of him. This health situation has greatly influenced his previous work options as well as his mental and emotional wellbeing, his mother reports that he frequently asks "what am I doing here? I am not useful for anything."

A year prior to entering the A Ganar program, Geison entered segundo básico, attending a school near his home on Sundays. Unfortunately, his father was unable to pay as his sister was also studying so they would not let him take the exams and he did not complete the year. His mother recounts a different story, explaining that there was no air circulation in the school and this would make him very sick as he tends to bloat from the heat and suffer from problems with his blood sugar. Geison complains that the school was small and the teachers liked to scold the boys, even if they didn't do anything, while the girls got away with everything. Considering himself a regular student, he paid attention but hesitated to ask questions and then he did poorly on the exams. His favorite classes were computers and art. He emphasizes that he really likes to draw (although after he started working for his father he stopped drawing). Geison decided not to return to his studies immediately because it didn't make any sense: he would lose the year if his father couldn't pay again and, due to his illness he knows that he might die (he says: "why am I going to study again, to lose?") Geison misses studying, because "with more studies, as a graduate, it is easier to find work. I realized this where I go for my treatments, a young man there graduated and now he works as a secretary, he works there and then he goes to his treatment."

After he stopped studying, Geison worked for his father three days a week (MWF) in the colonia of Molino de las Flores where they were remodeling a house, on the other days he would go to the hospital for treatment. Geison liked that the work distracted him, he had fun with his workmates and he didn't think about his illness. He also likes the fact that "I have my own money, I earned it by myself." However, he didn't like the work itself because it was hard and he felt that his body couldn't endure it. He earned Q50 a day. In addition to this job, Geison was also selling perfumes and disinfectants with a relative. He would sell them in his neighborhood and in the hospital, earning between Q5 and Q10 for each perfume.

Despite his physical ailments Geison wants to work, explaining: "I want to work, because my father is old... and as he says: 'You aren't always going to be with me.'" There are also additional costs associated with his illness. Geison does not pay for the treatments but he did have to pay for the medicine, which was expensive. However now Children pays, so currently he only pays for his transportation to the hospital. He travels there 3 days a week and each treatment lasts 3 hours and 20 minutes.

In general, according to Geison, the biggest challenge for young men is to be able to study; only those who graduate obtain work. The other impediments to obtaining work include having tattoos or, in his case, an illness. For him, his biggest problem is the time he spends in the hospital for his treatments: "because I have to go to treatment, to get a job requires going every day, for this reason I feel discouraged as well, I study for pleasure because I will not be able to obtain any work". In terms of keeping a job, it is important that youth, like him, do what is asked of them and obey.

At the time of the follow-up interview Geison reports that he is back in school, tercero básico, studying on Sundays, and when he can he is still helping his father with work. He had obtained short-term work for one month during the vacations after his internship at Sports City, he was a host greeting customers, and he had time off in the mornings when he needed to complete his treatments. Although he liked that it was a distraction and he got along well with his co-workers, sitting in one place all day made him very tired.

Gender Roles and Perceptions

Geison believes that men and women can do the same work: “a woman can even work in construction because there in the mill we have seen a woman do so... with her father. They built a house and she worked as a construction worker. It is a man’s job but she could do it. There is a young man from over there that works cleaning. What a woman does a man can do as well.”

With regards to the situation with Francisco and Diana he agrees with Diana, stating that Francisco is being “unjust” and both should share the household responsibilities. In terms of the second situation, he thinks that Carmen should be able to study because she could end up with a good job and help with the household expenses. Geison also thinks that men and women should do what they want because they are equal.

The A Ganar Experience

When Geison entered the Hacia el empleo program he spoke with them about his condition and they agreed to accept him even though he would have to miss certain classes. His mother also mentions that everyone was very supportive and understanding of his need to go for treatment, despite the fact that it embarrasses Geison. He had a close friend that would share materials with him and keep him informed of what he missed. Unfortunately, he is no longer friends with him, they both had an interview at Little Ceasar’s, and his friend started to bother the woman that was interviewing him and then told the facilitators that it had been Geison. The facilitators recommended that he should stay away from him, and he did.

His biggest expectation upon entering the program was to gain permanent employment in order to buy his medicine. Although he did obtain a temporary position, he was disappointed not to fulfill this goal. Overall, he feels like the most important thing that he learned from the program was “to not give up because of things, because of the problems I have. It is always necessary to find the positive side of things. The teacher taught us that.” He emphasizes that not only was this the most important thing that he learned, to never give up, but that it was the teachers that reinforced this for him.

Geison reports liking the games they played because “we were all there, everyone played really well, nobody said bad words, nobody mistreated anyone else, nobody fought like in my neighborhood. There one is playing and they start mistreating you, but here no, everything was beautiful.” The only part he did not like was when they had to run. In his technical training, he learned a lot about excel and they also learned how to make videos, although he would have preferred to have more time in order to learn more.

The group got along well together, according to Geison, and the men and women also got along fine. He reports that they all shared materials and that he never felt that anybody “made me feel like less.”

The biggest change that his mother has noticed in Geison as a result of his participation in the program is in his character, particularly the fact that he is not abusive with her anymore. She attributes this abusiveness to his illness, stating that everyone with kidney disease has a bad character. However, when he was working she started to notice the difference and he did too, she states: “now he has changed because I have realized that when he was working and when he was in Hacia el Empleo he said to me ‘today I am going to change mother because now I am a man, and I have to change because someday I am going to have a girlfriend and I am not going to treat her like that’.”

Future Plans and Goals

Geison feels like his participation in the program changed his life plan, explaining: “it changed something, because when I was just at home before I had no intentions of working, of doing something with my life, nothing. In contrast, when I started studying everything changed. Now I say ‘this is going to be easy, even if I have a lot of trouble’.” For the moment, Geison would like to find a job and continue his studies. In the future, Geison would like to work with computers. Ideally, he would like to complete a bachillerato in computers. In the baseline interview Geison also mentioned that he was interested in perhaps being a cook. In fact, when he has the ingredients he invents his own dishes, using whatever food he can find in the kitchen, which isn’t much. He likes to sell, so he would also like to work in an office. In 10 years he imagines himself graduating from the university, having his own house, and helping his family.

CARLOS (FUNDACIÓN PAIZ)

Carlos is 15 years old, and he has always lived in Zona 8. Carlos is not married, and he does not have any children.

Household Composition

Carlos lives with his mother, his aunt, a brother and a sister, two nephews and two cousins. His mother is a housewife, his aunt cares for his nephews, one cousin works in a department store, and the other works in a factory. His mother used to work at a center for special needs children, although it closed and she has been unable to find work since, he thinks that it is due to her age (she is 50). Recently she did start to work taking care of someone's children. Carlos does not know his father.

Daily Life

Initially Carlos states that he has no close friends, and then he admits that he would consider as friends is neighbor, the mechanic that he helps and his wife. Their only social contact is to greet each other in the street.

Neighborhood

The biggest problem in Carlos' neighborhood is the assaults, in fact, his own brother was assaulted: he was beaten up, his things were stolen, and he was deposited in a corner. The assault occurred on the day that his brother had received his paycheck. In the end, Carlos discovered that those that assaulted his brother had been classmates of his own in sexto. To solve this problem, Carlos believes that more security is needed, as it is when the police are called they generally do not respond or they come the next day. Carlos reports that he himself has not been involved in trying to improve the community because "there there are people that won't help you with anything, they spend all of their time at home and they don't like it when you go and bother them."

Previous Schooling/Work

Carlos finished sexto de primaria in 2011, he was unable to continue his studies because his mother did not have work, and he had to help support the family. After he left school he started to learn how to be a mechanic by working in a shop owned by a neighbor. Until now he has not received payment for his work, but the owner promised that as soon as he had enough training he would begin to receive a salary. He continued to work in this shop without pay throughout his participation in the program.

Prior to starting the program, Carlos also helped around the house. After he finished helping his mother, around 8 PM, he would go to the university where he would work until 10 or 11. He worked in a parking lot, his responsibilities included keeping watch over the cars that came and went. This was paid work, for the three hours that he was there he would receive 200 or 250 quetzales. He helped his brother financially when he could, because his daughter is sick with a heart problem.

Gender Roles and Perceptions

In response to the first situation, regarding Francisco and Diana, Carlos thinks that Diana is correct, that Francisco should help around the house and in the second situation Carlos thinks that Carmen should study and that Mario should help with childcare. Yet, in response to the statement that women belong in the house and men in the street he says that it is true, although maybe the man should also take her out now and again as well.

Carlos does feel that the program A Ganar helps men and women equally because "they did not have preferences at all. Everyone was equal."

The A Ganar Experience

Carlos reports that the biggest lesson he learned from his participation in A Ganar is that "it is not necessary to fight with anybody, it is important to resolve problems by talking not with punches." He learned this lesson through an experience he had as a participant in the program. Someone else had given him a nickname that he did not like and because he felt bothered he confronted the person, who hit him and he responded by hitting the person back. Now he considers himself a calmer person and he reports that he would respond to the same situation by talking to the person, explaining that he didn't like it, and by asking them not to continue. The most significant moment of the program was

one day when he arrived beat up. Two of his teachers immediately yelled at him without asking what had happened, they thought he had fought with someone whereas in reality someone assaulted him and tried to steal his shoes. They later apologized for having scolded him without asking what had happened and again he states that from this experience his most important lesson of the program was that one shouldn't fight and that he needed to keep his calm. He summarizes these lessons: "to resolve problems by talking, to not fight with anyone, to behave, to not say bad words, to be a better person, to help others, to be more social, to have friends, to have more conversations with other people."

In terms of the relationships in the group he reports that everyone respected each other and that he felt happy in the group because of the activities they did. Carlos completed his internship at a school, he worked on the computers and helped the teachers. He enjoyed the experience. The only difficulty he encountered was that one day they asked him to stay later to finish preparing an excel sheet and he missed his bus so his mother had to come for him.

Future Plans and Goals

Right now Carlos does not feel happy with his life, primarily because he wants to finish his studies, help his family, and have a stable job. He would like to study cooking, computers, or mechanics. He does not know if he will be able to continue because his mother does not have much money. He has contemplated having his own business in order to make money, although he does not mention what type of business. In 10 years he hopes to be making enough money to help his family and his friends. Overall he states that his participation in the program influenced his life plan in that now he wants to "help other people, to be a good person, that nothing is impossible, that everyone can achieve their goals."

KARLA (FUNDACIÓN PAIZ)

Karla is 22 years old. She is "unida" and has a son. She has always lived in the same colonia, Plaza del Toro.

Household Composition

Previously Karla lives with her parents. Her father does not work; he has a problem with his prostate. Her mother works as a machine assistant's boss. The previous year she changed residence, she went to live with her partner and son although it is in the same colonia. Her son was 17 days old at the time of the interview. Her partner is a professional soccer player; he plays for Mixco.

Daily Life

Karla has 3 close friends, and she has known them since they were all infants. When they get together they eat and talk about their lives or they go to the movies or dancing. Now that she and one of her close friends have infants they give each other help and advice.

Neighborhood

Fortunately, Karla reports that the maras are not active in her neighborhood, and there are not many drug problems. There are, however, some problems with alcohol. The biggest challenges facing the neighborhood are economic problems and issues with the housing situation. The houses are constructed on ravines and she fears the consequences of an earthquake or heavy rains. She thinks that the area requires inspection to see if the houses are safe, but she doubts that this will happen, because the community's past requests for help have been unsuccessful. For example, they once attempted to get help fixing the sports field (she explains that the community is very sports-oriented), but they were unsuccessful. Her mother has been involved in a community committee, and she thinks that she might be able to help her to do something, but for now Karla is mostly at home taking care of her baby. She is not involved in any community activities.

Previous Schooling/Work

Karla finished studying in 2013; she completed her bachillerato in tourism and hotels. After she finished, she took English classes.

Karla has worked on and off since she was 13 years old, mostly during vacations, explaining that "I wanted to get ahead using my own resources." Her parents were unable to give her much money and therefore she needed to earn her

own. She has worked in a kitchen, a clothing store, and a game park. Prior to entering the program Karla worked part-time as a waitress in the Club Alemán. For each event she worked she received 100 quetzales, and this money helped her pay for transportation and meals while she attended the program. She was pregnant while attending the program and she worked as a waitress until the end of her third month, when she was told she could no longer carry heavy things. Currently, she is not working or studying as her son is too young.

Gender Roles and Perceptions

Regarding the first situation Karla believes that Diana is right; she elaborates:

“it is wrong because they are both obligated [to contribute to the home]. When [two people] start a home, it belongs to both, not just to one. In the past it was like that, but not now; now both have to share. One does one thing and the other something else, so that there is harmony and no fighting. It is because of this that people fight, divorce, or separate. I think [the man] is wrong, and the woman is totally right because the man does not do anything. She has to at least talk to him to tell him it is wrong so that they can divide up the chores. That way, they finish them more quickly, and they sleep well. They can both go to work the next day calmly without fighting.”

In a similar vein, she rejects the phrase that women are to be in the home and men in the streets, stating that maybe it was like that before but not anymore because housework needs to be shared.

In their free time Karla believes that women and men do similar things: play sports, watch television, and read. Her own passion was to play soccer and basketball, although now that she has the baby she spends more time watching television because she can't leave him alone.

The A Ganar Experience

Karla reports having some difficulties attending the program, due to lack of money, dangerous buses, or heavy rains. In addition to sports, Karla reports that she most liked doing skits and presenting.

Overall she was very happy with the program:

“they talked to us a lot about solidarity, discipline, and all of the values. [They taught us] how they interview you and how to respond, and how to do a resume. Sports were always important; when we finished we went to play, which I love. We played and it was beautiful; we made friends. The teachers were very good; they taught us many values, and they taught us discipline, which is most important for work, for studying, in the institute or the university. [They taught us] to never give up, to keep one's head high, and keep moving forward.”

She later summarizes what she most learned from the program: “to not give up and to involve myself 100%, to be punctual in arriving, and to always be committed to arrive and to not be absent.”

Karla reports that everyone in the program got along very well and respected each other, and that everyone was treated equally in that men and women always worked together in mixed groups.

Future Plans and Goals

Karla states that as soon as her son is old enough she intends to return to work. She wants to save money to eventually have her own business, and, she plans to try to find work in a kitchen. Ideally she would like to have her own kitchen, but given the financial situation she doesn't know if that will be possible so she would also be happy having a clothing or shoe store.

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