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A GANAR ALLIANCE IMPACT EVALUATION ENDLINE REPORT GUATEMALA



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A GANAR ALLIANCE IMPACT EVALUATION ENDLINE REPORT

GUATEMALA

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DISCLAIMER

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This document was produced by Mike Duthie, Mateusz Pucilowski, Lisette Anzoategui, Braden Agpoon, of Social Impact; and Erin Murphy-Graham of the University of California, Berkeley.

ACRONYMS

CI	Children International
CIEN	<i>Centro de Investigaciones Económicas Nacionales</i>
CO	Coordinating Organization
CV	Curriculum Vitae
DAP	Developmental Assets Profile
EDC	Education Development Center
ESA	<i>ESA Consultores Internacional</i>
FP	<i>Fundación Paiz</i>
GEM	Gender Equitable Men
GEI	Gender Equitable Index
H ₀	Hypothesis
IDB	Inter-American Development Bank
IE	Impact Evaluation
INE	<i>Instituto Nacional de Estadística</i>
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	United States 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. 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 three rounds of data collection for the analysis of longitudinal changes of 1,219 youths in Guatemala.

EVALUATION OBJECTIVES

Evaluation findings will serve to both improve future program performance and increase the evidence base around what works (and why) in youth workforce development programming. Providing rigorous, externally valid evidence of program impact, the evaluations investigate the specific role that sports plays in affecting program outcomes. Additionally, the evaluation probes differential outcomes and experiences of varying participant types, including by sex.

PROGRAM BACKGROUND

Implemented by Partners of the Americas, A Ganar combats the serious problem of youth unemployment in Latin America and the Caribbean (LAC) by utilizing soccer and other team sports to help “at-risk” youth aged 16 – 24 to find positive ways to engage in their communities. A Ganar is a 7-9 month, four-phase integrated job training program that combines sports-based field and classroom activities, vocational training, internships/apprenticeships, service training, mentoring, entrepreneur workshops, and various follow-on activities to help participants (1) find jobs, (2) start or expand their business, or (3) reenter the formal education system.

EVALUATION DESIGN

The A Ganar program hypothesis was tested through a rigorous five-year RCT. The target population for the intervention is at-risk youth living in Guatemala City and surrounding area. Data was collected from six cohorts (two pilot cohorts and four evaluation cohorts), each surveyed at three distinct times between 2013 – 2016: (1) a baseline completed within two weeks of the final application interview, (2) an immediate post-program follow-up, and (3) an endline occurring 18 months after program completion. Excluding the pilot cohorts, the total sample size for the study is 1,219 respondents. Partners of the Americas worked with two implementing organizations (IO) in Guatemala to train youth. Randomized assignment was conducted at the individual level within each IO resulting in three groups: 415 treatment youths (A Ganar), 410 comparison program youths (non-sports), and 394 control youths (no program). For endline, an attempt was made to survey all 1,219 youths. Enumeration teams were able to complete interviews with 919 (75 percent) of the youth.

KEY FINDINGS

Figure 1 and the accompanying text below display high-level findings on programmatic impact.

Employment

While the employment rate among A Ganar youth tripled over the course of the study, the program did not have any significant impact on employment. The control and non-sports groups experienced comparable trends.

Job Quality

A Ganar had a significant, positive impact on aspects of job quality. Compared to control youth, A Ganar beneficiaries had 15 percent higher hourly wages and were 89 percent more likely to have a work contract. The non-sports group also experienced positive changes in these indicators relative to the control group, but they were not significant and smaller relative to the changes in the A Ganar youth.

Education

Neither A Ganar nor non-sports participants experienced any significant changes in the primary educational outcomes of enrollment, school attendance, or years of education as compared to the control group. However, A Ganar youth were 4.33 times more likely to report a desire to return to school than control youth. One reason why we may see this result is that the opportunity cost of returning to school is higher as youth age and economic necessity requires employment.

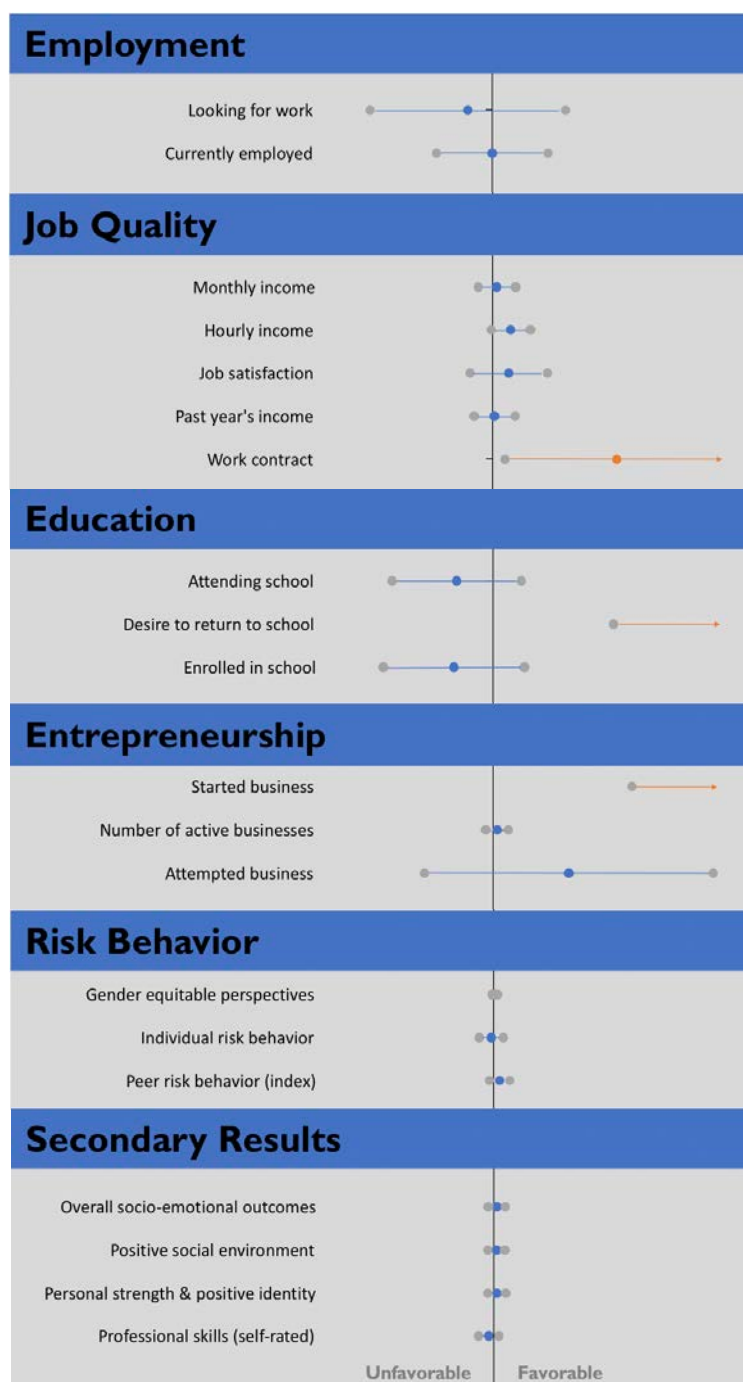
Entrepreneurship

A Ganar youth were 54 percent more likely to try to establish a business relative to the control group. At 77 percent, the figure for non-sports youth was even higher. Rates of business ownership were, however, low across all groups averaging 10 percent for control, 13 percent for A Ganar, and 14 percent for non-sports. Among youth who started a business, A Ganar and non-sports youth seemed to have smaller business than control youth.

Risk Behavior

Individual risk behavior was similar for youth in both the A Ganar and control group. However, A Ganar and non-sports youth had significantly more peers that were engaged in risk behavior relative to the control group and the pattern was more

Figure 1: Summary of Key Findings



1. The location of the dot indicates whether the A Ganar outcome was favorable relative to the control group.
2. Horizontal bars indicate the likely range of each outcome. Those highlighted in orange are statistically significant because they do not cross the vertical axis (which represents zero difference between the groups). Some orange lines extend beyond the range of the graph.

pronounced for A Ganar youth. This pattern may indicate that both A Ganar and the non-sports program mixed youth of different risk profiles.

Secondary Results

A Ganar had a positive impact on some socio-emotional outcomes such as youth sense of positive identity, social competencies, commitment to learning, constructive use of time, and empowerment.

Gender Norms

Consistent with the qualitative evidence, perspectives on gender equity increased slightly for all three groups over the time period, with the largest changes, though still not significant, in the A Ganar group. Coupled with the qualitative evidence, this seems to suggest a small positive impact on gender norms from the A Ganar program.

Attrition

The overall attrition rate was 24.4 percent, slightly below the anticipated 25 percent rate specified in the design report. Attrition rates were similar across A Ganar and non-sports groups, but slightly higher for the control group (27.4 percent).

CONCLUSIONS

A key challenge to strengthening workforce development interventions for at-risk youth is connecting skills development with available employment opportunities in a constricted market. While training may improve participant employability, if there is no change in the economic context in which youth live, workforce development programs will struggle to increase employment rates. Similarly, given that this evaluation finds similar rates of employment increases for all three groups, job growth seems to be driven by factors external to the program such as employment increasing as youth age. This is consistent with evidence from experimental impact evaluations of at-risk youth training programs in LAC. These studies indicate that such programs tend not to have significant impacts on employment rates (Alzúa et al. 2015; Calero et al., 2015; Acero et al., 2009; Attanasio et al., 2015; Ibarraran et al., 2015; Diaz and Rosas, 2016; Naranjo Silva, 2002). Furthermore, the positive impact of A Ganar and similar programs on the quality of employment is consistent and positive. This indicates that youth training programs are more successful in helping participants obtain better quality jobs rather than in improving their employment rates. The A Ganar program in Guatemala led to an earnings increase 1.5 years after completion of the training. Long-term evaluations of other programs further indicate that this impact can be sustainable (Alzúa et al. 2015; Attanasio et al., 2015; Diaz and Rosas, 2016; Ibarraran et al., 2015).

There were several important differences between the results of A Ganar and the non-sports comparison programs. While there were indications of improvement in job quality across both, results were more pronounced among the A Ganar group. Although neither program had significant impact on primary education outcomes, A Ganar youth were more likely to report a desire to return to school, a trend not seen in the non-sports youth. Accordingly, the evidence suggests that A Ganar has increased the value youth place on schooling, but this did not translate into increases in enrollment or attendance, likely because of the opportunity cost of returning to school or economic necessities required finding employment, despite their desire to continue formal schooling. Regarding entrepreneurship, while both groups were more likely to start businesses than the control group, there is evidence that the A Ganar and even moreso, the non-sports businesses were smaller and less profitable than those of the control youth. A Ganar youth had slightly stronger socio-emotional outcomes, which may have played a role in helping buffer A Ganar participants against potentially contagious behavioral patterns from high-risk peers. In summary, there is some indication that the A Ganar program may have been more effective than the non-sports program at achieving positive results, particularly on intermediate outcomes, although these differences appear small, at least as measured quantitatively. Because there were many inescapable

differences between A Ganar and the non-sports programs, it is difficult to attribute outcomes to the sports component of the program in particular.

The findings related to employment, along with many others reported from this evaluation, demonstrate the importance of a counterfactual based approach in determining attribution. Had the evaluation relied on measuring outcomes solely for the A Ganar participants, as has been typical of evaluations of youth workforce development programs, the evaluation may have erroneously attributed the large increases over time in employment rates to the A Ganar program. The counterfactual design was critical in unpacking attribution and developing a more nuanced picture of program effects. It is also important to note that we found somewhat contradictory evidence in the quantitative and qualitative data on some of the intermediate outcomes, perhaps pointing to limitations in measuring intermediate outcomes, like life skill development, through quantitative tools. At minimum, this highlights the importance of complementary quantitative and qualitative approaches, as well as of quantitative tools that are specifically tailored towards measuring the specific life skills hypothesized as being affected by the program.

RECOMMENDATIONS

Based on these conclusions, the principal recommendations of this evaluation are for USAID to:

1. Frame workforce development as job quality, and not job growth, programming in contexts with constrained economic growth;
2. Conduct additional research on:
 - a. Mixing of risk profiles in at-risk youth programming and consider wrap around support services for more risky youth.
 - b. The best ways of quantitatively measuring life skills given the sometimes contradictory quantitative and qualitative evidence here, particularly on life skills. This may include more specific targeting at the design and theory of change development stage on the specific life skills expected to be developed or investing in the development of tools that can better address response bias and differentiate varying levels of life skill.
 - c. The effects on migration of workforce development programs in areas with limited work opportunities.
3. Continue to incorporate counterfactual approaches to evaluations where attribution is important.

Moreover, from an analysis of the program implementation and previous rounds of data collection, the evaluation also recommends that USAID and the program team (a) improve market assessments for a stronger alignment with labor market demands by ensuring they are rigorous/high-quality, sufficiently granular and repeated periodically; (b) improve instructions on post-program follow-up actions to ensure consistent, systematic support to youth in finding employment in the critical post-program phase; and (d) improve program monitoring to ensure implementers take a consistent approach to collecting program participation data and that such data is comprehensive and available on a real-time basis.

INTRODUCTION

PURPOSE

The **A Ganar Alliance Impact Evaluation Endline Report** documents a longitudinal mixed-methods randomized control trial (RCT) that studied 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 document provides an overview of the program theory of change, summarizes the evaluation methodology, and presents the study’s findings, conclusions, and recommendations in Guatemala.

EVALUATION OBJECTIVES

A Ganar¹ 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 youth 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 America², providing training for over 6,000 youth.

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 2011³, 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 million⁴ 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 methodology takes participants through four integrated phases: sports-based field and classroom

¹ “To win” or “to earn” in Spanish

² USAID-funded countries include Jamaica, Dominican Republic, Dominica, St. Kitts & Nevis, St. Vincent & Grenadines, Suriname, Honduras and Guatemala

³ http://pdf.usaid.gov/pdf_docs/Pdacq800.pdf

⁴ 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.

employability training, market-driven technical training, internships/apprenticeships, and follow-on activities. These phases are presented below in Figure 3.

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, sport is 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, sport is 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 sport is 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

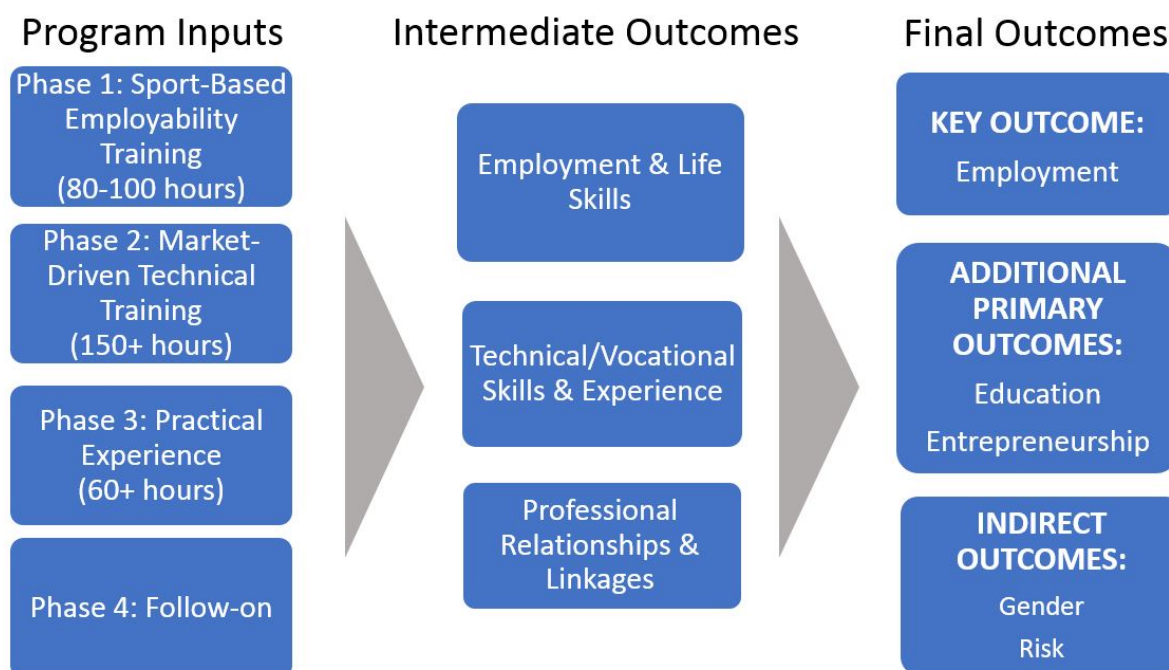
It is important to recognize that all youth recruited for the program come from areas of high crime and violence, as this context shapes their opportunities and experiences. Although the homicide rate has declined in recent years, in 2016 the rate was 27.3 per 100,000, making Guatemala one of most dangerous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

In order to design an impact evaluation that could comprehensively test programmatic effectiveness, it was first necessary to elaborate on the A Ganar theory of change presented in Figure 3. Through a series of workshops with Partners of the Americas and USAID, the evaluation team developed a more comprehensive schematic that identified implicit and intermediate outcomes, as well as clarifying causal pathways. A simplified depiction of this model is presented in Figure 4. As illustrated in this theory of change, the four phases are designed to build a set of core skills, experiences, and relationships necessary to attain employment and/or one of the secondary outcomes (entrepreneurship, re-entry into formal education).

Figure 3: A Ganar Theory of Change



This theory of change includes a number of outcomes that are not reflected in Partners of the Americas' documentation or the grant agreement. Due to the high levels of violence and insecurity in the region, USAID decided to measure outcomes related to risk behavior and socio-emotional health. It is important to note that reduction in risk behavior was not an objective of the program, and none of the programming was designed to directly address this outcome. USAID added this metric because A Ganar was working in high violence contexts and wanted to understand programmatic effects on violent/risky behaviors. Additionally, in accordance with USAID's strong focus on gender, the effects of the program on gender norms was also included as a final, indirect outcome. While risk behavior, socio-emotional health, and gender norms are all derived from the program theory of change, it is important to note that A Ganar was never designed to explicitly target these outcomes. For these reasons, they are referred to as indirect outcomes in this report.

EVALUATION QUESTIONS

The A Ganar IE was designed to empirically test this theory of change, with research structured around the following evaluation 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?

Sub-Question 1.1

On what factors do those impacts depend, and what is the likely range of impacts, given uncertainty?

Sub-Question 1.2

What are the pathways through which impacts were created?

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?

Question 1 is answered through a mixed-methods RCT that compares longitudinal changes between eligible applicants that were randomly assigned to either receive the A Ganar training or a control group (i.e. non-recipients). In order to answer Question 2, 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. Because it is central to the program's structure and design, removing sports from the curriculum would fundamentally change the nature of the intervention. In cooperation with USAID/Washington and USAID/Honduras, the evaluation team tried to find comparable, non-sports workforce development programs but was unable to identify a good comparison program in Honduras. It was mutually decided to focus the Honduras research on Question 1 and to address Question 2 through qualitative research. The sports question is answered in more detail in the Guatemala study, where comparable programs were identified and integrated into research design.

RESEARCH METHODOLOGY

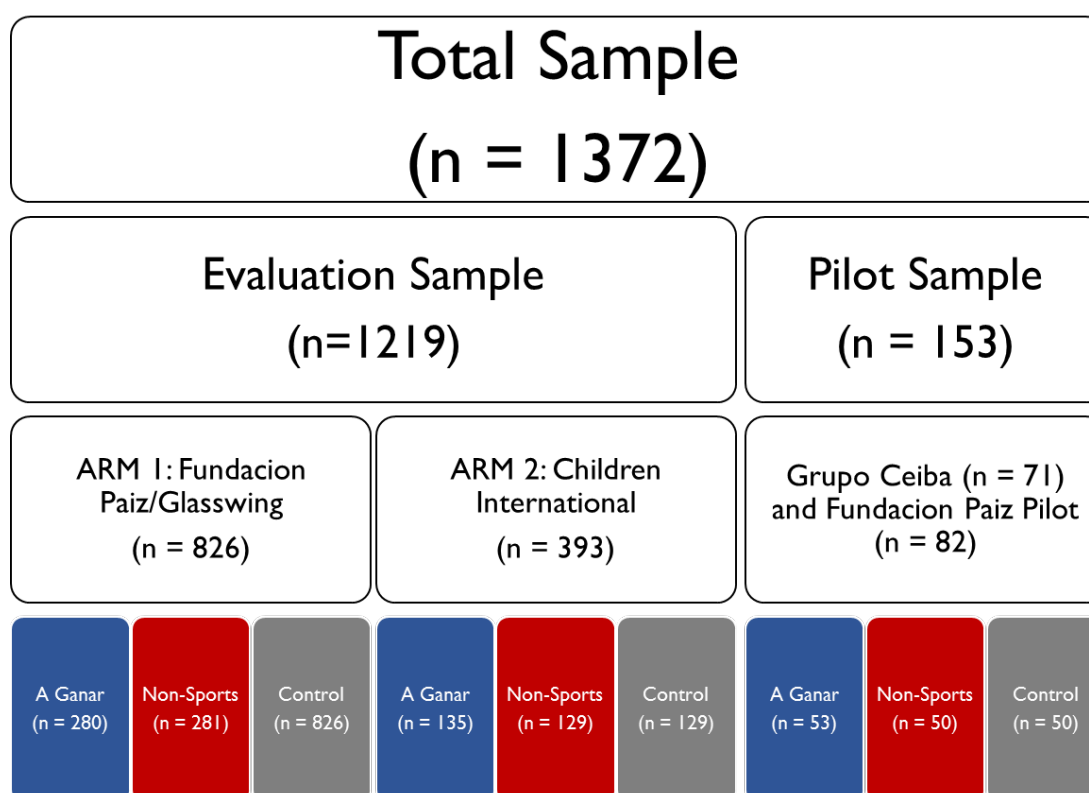
The evaluation team used a mixed-methods RCT to measure changes in development outcomes attributable to participation in A Ganar. The research followed 1,219 youths who applied to the program, were screened by local implementing partners on minimum qualifications, and were randomly assigned into one of three groups: A Ganar program, non-sports program, or control. 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."⁵ Using a lottery to assign participation only among qualified applicants significantly limits the selection bias that affected previous research on the program.

The program and evaluation were initiated in two phases, as shown in 4. The first phase was considered a pilot, used to test the evaluation methodology and refine the program implementation process. This was conducted with 153 youths, although these youths are not included in the final evaluation results due to

⁵ USAID Evaluation Policy, Page 2. January 2011

changes in the program based on the pilot. The second phase represents the full implementation, which was conducted by two implementers, Fundacion Paiz (FP) and Children International (CI), in two similar ‘arms’ of the study. Both organizations implemented a non-sports program (Accion Joven for FP and Hacia Empleo for CI) which was similar to A Ganar without the sports component (more detail on similarities, differences, and implications for the evaluation are described in Annex B). Additionally, both organizations were supported by Partners of the Americas in implementing the A Ganar program. In summary, both organizations independently recruited youth for workforce development programming, and the youth from each implementer were independently assigned to either the A Ganar, non-sports, or control group. In this way, youth assigned across both implementers to the A Ganar program (highlighted in blue in Figure 3) can be compared to youth in the control groups (highlighted in grey) to answer Question 1 and compared to youth in the non-sports groups (highlighted in red) to answer Question 2.

Figure 4: Evaluation Design



MEASUREMENT

Youth in each group were surveyed at three distinct times: (1) a **baseline** completed within two weeks of the final application interview, (2) an immediate **post-graduation follow-up** occurring at the time of program completion (usually nine months after the start of the program)⁶, and (3) an **endline** occurring 18 months after program completion.

The evaluation included three data collection approaches: in-person surveys with all program participants, qualitative interviews with graduates, and in-depth qualitative interviews with respondents, A Ganar

⁶ Although the A Ganar Alliance program is designed as a 7 – 9 month program, there was some variation among implementers in Guatemala, with some implementers extending the program and others curtailing it. These differences are addressed throughout the analysis.

facilitators, and members of their social and family networks. Measurement of key outcomes, important covariates, and demographic variables was facilitated principally through surveys, and was supplemented through qualitative interviews. Qualitative data was collected from a subsample of the study population to: 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, and probe the “value added” of sports. The complete instruments are included in Annex N.

Surveys included the following modules and measurement approaches:

- *Introduction and Meta-Data:* Participants were read an introduction to the objectives of the evaluation and asked to provide consent to continue. This dialog clearly noted that participation was voluntary and that respondents may quit the survey at any time without any penalty. Meta-data was collected to track details of survey administration useful for performing data quality checks.
- *Identifiers and Demographics:* To ensure confidentiality of responses, all identifying information was collected in an independent module that was removed upon survey completion. Identifying information was entered separately from the rest of the survey and was linked by a unique respondent ID, which was recorded on each page of the survey. Extensive contact information was 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 were also used as covariates to explain intermediate and final outcomes and improve precision of statistical tests.
- *Education and Training:* This section collected data on respondents’ education level, school enrollment and attendance, educational aspirations, type of school attended, and reasons for not being enrolled (where applicable). Data were also collected on participation in training programs outside of school.
- *Employment and Entrepreneurship:* Questions were asked about current and previous employment and entrepreneurship history, including items designed to assess quality (e.g. wages, contract type, hours, and benefits) and quantity.
- *Gender Roles:* A modified version of the Gender Equitable Men (GEM) scale was used to assess perspectives on gender roles and attitudes.⁷ Building on fieldwork in Honduras conducted by CARE (with funding from USAID), the GEM was further modified for this study. The final tool was 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 used two complementary measures to capture the concept:
 - o The principal measure was Search Institute’s Developmental Assets Profile⁸ (DAP), a robust and field-tested tool capable of measuring positive outcomes across eight asset categories. Respondents were asked 58 questions from a contextualized version of the tool. Questions were designed to gauge the extent to which respondents have support systems and internal agency, which through extensive studies over more than 20 years, including those using the

⁷ 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.

⁸ <http://www.search-institute.org/surveys/DAP>

DAP, have been found to predict educational and life outcomes. Respondents were asked to provide an answer as to the frequency or intensity with which they feel about each question using a four-point Likert scale.

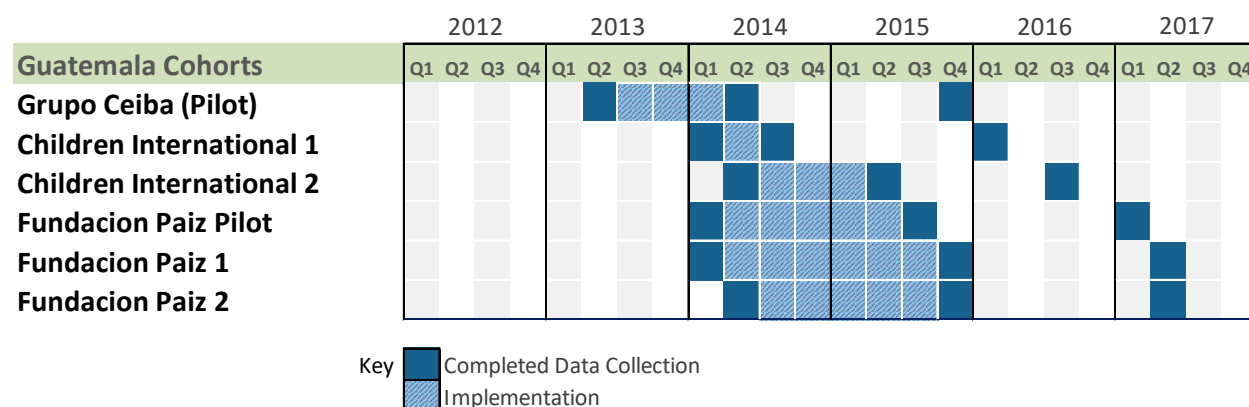
- Supplementing the DAP was the Rosenberg Self-Esteem scale, a field-tested measure of self-esteem and social belonging. In addition to the original ten items, the module consisted of four custom items designed to assess relationships with friends and the community. Questions were phrased both positively (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 measured self-reported confidence in key employment-related competencies. Self-reported confidence, while possibly differing from direct skills, is an important, related intermediate outcome.
- *Risk Behaviors*: Given the sensitivity of measuring participation in risky or taboo behaviors, the evaluation team used two techniques to protect the anonymity of responses during the survey process. First, respondents were asked about their peers’ participation in various risk behaviors (e.g. fighting, drug use, gang participation, unprotected sex). Additionally, the research used randomized response technique to measure respondent participation in these same activities. To maintain confidentiality, respondents were asked to roll a die without showing the roll to the surveyor. If they rolled a one, they were instructed to answer yes (forced yes) and if a six they were instructed to answer no (forced no), regardless of their true response. If they roll any other number, they were instructed to answer truthfully. Surveyors explained that through this ‘game’, surveyors will never know if respondents are answering truthfully about themselves or not, so they should not feel pressure to respond a certain way. While this technique does not enable tracing individual responses, the evaluation team was able to estimate the prevalence of each behavior in the sample of respondents and measure differential prevalence rates between treatment and control groups. Annex O provides a more comprehensive discussion of randomized response, including a bibliography of published journal articles using the technique.

Interviews were administered in a public place of the respondent’s choosing. Respondents were compensated for transportation costs incurred traveling to and from the interview and were given phone credits and a refreshment at the time of the interview. In Guatemala, the phone credit incentive started at 50 quetzales (approximately USD \$6.50) at baseline and was increased to 100 quetzales (approximately USD \$13) at endline to increase response rates. Youth who could not take the full survey due to time or mobility constraints were offered an abridged version of the survey over the phone survey.

SAMPLING

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 two cohorts for each implementer, excluding the pilot groups, with data collection occurring as shown in Figure 5.

Figure 4: Evaluation Timeline



Youth Recruitment and Assignment

Screening for eligibility criteria (outlined in the Project Background section) was conducted by IOs through a multi-stage application review process. Each organization was expected to recruit four times as many applicants as available training spots within their catchment communities, with the oversample accounting for control youth, ineligible youth, and pre-program dropouts. Upon receipt of screened applicant lists, the evaluation team conducted individual-level randomized assignment using Stata statistical software package. Randomization was stratified by sex and -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).⁹ 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 1 below.

Eligible youth were asked to participate in the study, with surveys administered to a total of 1,372 respondents including pilot (415 A Ganar, 410 non-sports, and 394 control). Additionally, 253 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. Given the larger number of participants from FP, more qualitative interviews were conducted with this group, particularly at the exit interview stage.

⁹ IOs rate applicants on how motivated they are to participate in the program using a 3-point scale.

Table 1: Sample, By IO and by Cohort

Cohort	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	161	Mar-14	Oct-15
Fundacion Paiz 3	422	18	Jun-14	Oct-15
Children International 1	200	39	Feb-14	Jun-14
Children International 2	193	18	Jul-14	Feb-15
Total	1372	253		

The vast majority of youth fell between the eligibility age range of 16 and 24 at baseline. However, adherence to the protocol was not perfect. Across all cohorts, 5.7 percent of youth were outside the stated eligibility range: 66 youths were under 16, and 12 youths were above 24. The age range for the sample was 13 – 26. There was a portion of youth under 16 because the comparison program targeted a lower age group in their fixed obligation grant.

ANALYTICAL APPROACH

The most basic approach to calculate a program's effect follows a two-step process. First, calculate the average change in each outcome (baseline to the post-program follow-up) for the treatment and control groups separately. Second, compare changes between the two groups. However, while random assignment is expected to create similar treatment and control groups prior to the intervention, there may 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 to improve the precision of our impact estimate by reducing unexplained variance in outcome measures.¹⁰ 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 served 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:

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

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

¹⁰ Moreover, as the evaluation will track multiple cohorts over time, there is the possibility that cohorts will differ in their baseline characteristics.

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:

Table 2: Regression Variables

Controls	Outcomes
Respondent Demographics	Highest grade completed
Sex	Currently enrolled in school (dummy)
Age	Educational system
Single (dummy)	Number of extracurricular courses
Number of children	Number of jobs
Household Demographics	Number of businesses
Wealth (PCA-derived measure)	Total Income
Remittances (dummy)	GEM score
Number of family members living in home	DAP score
Sex of Household head	Risk score
Age of Household head	
Education level of Household head	
Any member of household employed (dummy)	
Implementation-Specific Measures	
Cohort	
IO	
IO group	
IO-determined motivation level	

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 238 youths 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 3 below summarizes the qualitative interviews conducted at endline.

Table 3: Qualitative Interview Summary

Implementing Organization/Treatment	Exit Interviews	Rich Case studies
Children's/ A Ganar	39	6
Children's/Hacia El Empleo	18	N/A
Fundacion Paiz/ A Ganar	161	11
Fundacion Paiz/ Arts	20	N/A

All interviews were recorded using digital recorders and transcribed. The evaluation team 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. The evaluation team 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.

LIMITATIONS

Measurement

Accurately measuring the intermediate outcomes of this program (self-esteem, empowerment, social inclusion, self-discipline, etc.) is a challenge. Not only are these outcomes difficult to quantify, the concepts themselves are ill defined, vary with interpretation/context, and do not exhibit a clean unidirectional relationship with the independent variable (participation in the A Ganar program). It can be reasonably argued that as participants gain a better understanding of the labor market, workplace realities, and the requirements for attaining a desirable job, their self-esteem might lower. However, this would not imply that the program had an adverse effect, simply that the participant gained a fuller understanding of the issues surrounding employment. The analysis in this report draws nuanced conclusions about the directionality of bi/multivariate relationships.

In addition to the issue of directionality, because these outcomes will be investigated through the use of self-reported questionnaires there exists the possibility of repeated-testing bias. In the first instance, respondents might learn what questions were asked on the survey and learn how to provide 'correct' answers. These answers might be the ones that show themselves or the A Ganar program in the best light, or answers that might make them eligible for follow-on activities or additional resources.

To mitigate these risks, the evaluation design uses two strategies. First, all enumerators read a standardized script that outlines the purpose of the survey and makes clear that responses will not have any direct benefit or cost for subjects. This diminishes some of the incentive to misrepresent information for personal gain. Secondly, understanding the limitations of survey methodology in addressing these intermediate outcomes, the results are triangulated and supplemented with focused qualitative data collection.

Differences Between Implementers and Programs

As described above, the evaluation studied programs implemented by two organizations, FP and CI. USAID, Partners of the Americas, and the evaluation team worked closely with both implementers to attempt to tailor their programs so that (a) they were similar across implementers, and (b) the only, or most salient, difference between the A Ganar and non-sports programs was the use of sports.

Despite efforts to ensure similarity, there were differences across implementers and sport/non-sports programs, summarized in Annex B. For all youth participants, CI had an older target age group, fewer skills training options and shorter program duration as compared to FP. FP also had an internship before job placement. These differences, though, are not a critical threat to the evaluation since they are consistent for each of the three assignment groups (Sports, non-sports, control) for each implementer.

However, there were also differences between the implementation of the A Ganar and non-sports programs for each implementer. The A Ganar program as implemented by CI has 40 additional hours of technical training, job placement supported by different entities, was twice the duration (5 months vs. 2.5 months), and less intensive (4-hr days vs. 8-hr days) as compared to the non-sports program. FP A Ganar participants received transportation, meal vouchers, and health insurance months earlier. The FP non-sports program offered arts classes and the life skills training lasted 5-7 months longer in duration as compared to the FP A Ganar program. These differences between sports and non-sports programs limit the confidence that observed differences in outcomes between the programs can be attributed to the sports component only. Although the most salient difference between the groups remains sports, these other factors must be considered in analysis, particularly through using qualitative data.

ATTRITION

Attrition occurs when the evaluation team is unable to collect follow up data from respondents in either the treatment or control group. Evaluators identified four primary sources of such drop-out: 1) respondents refuse to continue participating in the study, 2) the evaluation team is unable to find the youth, possibly due to outdated contact information, 3) youth relocation, and 4) mortality or incarceration. 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 (eg. If youth who have jobs are less likely to respond because they are busy, then the survey data will underrepresent them. Similarly, youth who have more risky behavior may be less likely to answer questions about risk also causing bias in available data).

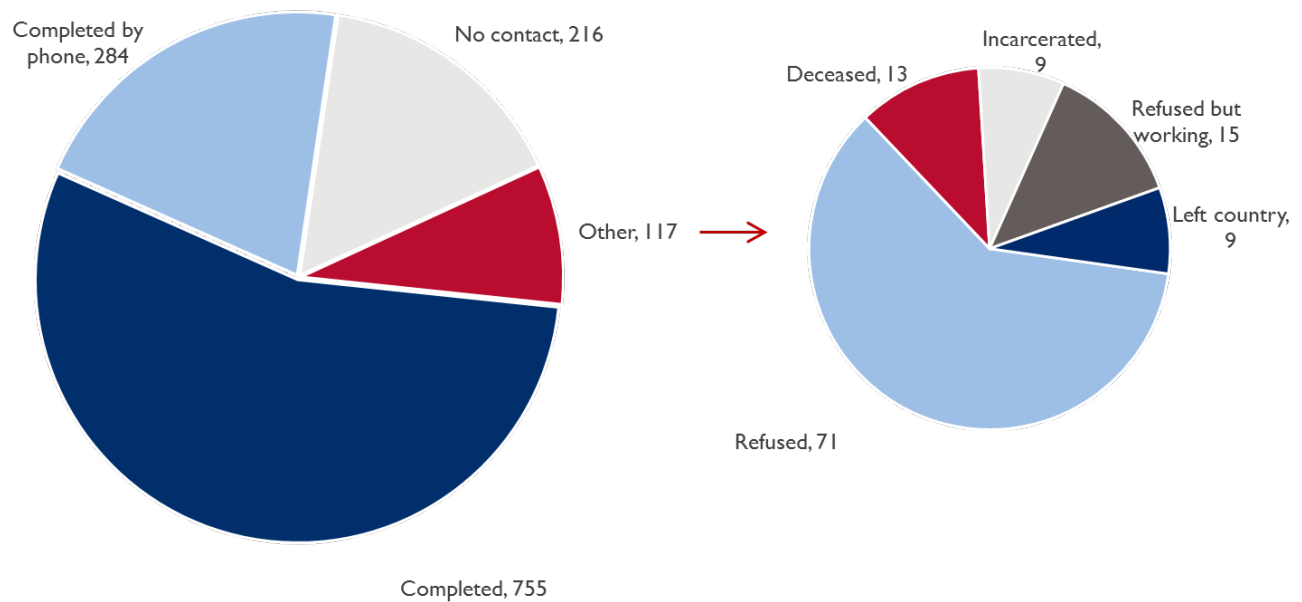
In order to limit the first of these threats, the evaluation team utilized two strategies. First, we gathered comprehensive contact data at the start of the study to improve our ability to track respondents. Second, the team anticipated a dropout rate of 25 percent and used oversampling to ensure statistical power. To correct for attrition-induced selection bias, the team tested panel data for evidence of differential attrition and adjusting impact estimates to control for the missing observations, as necessary. Additionally, the team offered phone interviews using abridged surveys for youth who were unwilling or unable to take the survey in person.

To address the issue of attrition and missing data more generally, the team employs the technique of Multiple Imputation using Chained Equations. The methodology uses the data collected to project a complete dataset; the methodology essentially “fills in” the missing data gaps multiple times based on the completed data in order to create a realistic distribution, which drastically reduces issues of response bias from the analysis. The analysis reported in this document is based on the imputed data. As a robustness check, we additionally analyze the complete case data (the data set collected) and note any cases in which the findings vary from the imputation analysis. Of the 1,219 youths surveyed at baseline, the evaluation team completed post-program interviews with 919, yielding an overall response rate of 75 percent . The attrition rate matched the anticipated 25 percent rate. Of the 919 completed interviews, 248 were phone interviews (20 percent). A Ganar youth were slightly more likely to have taken an endline survey relative to non-sports and control group youth (80 percent, 73.4 percent, and 72.6 percent , respectively), but this difference was not statistically significant.

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. Total response rates are depicted in Annex C.

The most common source of attrition was an inability to reach the youth (65 percent). Often this was a product of incorrect contact information (i.e. youth changed numbers since baseline), though sometimes respondents did not answer their phones. Refusal to take the survey was the second most common reason (26 percent). Unfortunately, given the high-risk environment in which the youth live, 9 youths had been incarcerated, and 13 youths were deceased at the time of the endline data collection (three percent and four percent of total non-response respectively).

Figure 5: Survey Response Rates at Edline by Individual



Controlling for other possible predictors of attrition, youth under CI were significantly more likely to respond to the survey than youth under FP. 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, age, marital status, household head age, household head education, number of jobs held by youth, and professional capabilities. Youth who were more educated or single were significantly more likely to respond to the survey. Those who were younger, held more jobs, had children or had superior professional skills (as self-reported) were less likely to respond. Additionally, youth living with older and more educated household heads were more likely to respond.

To address the issue of attrition and missing data more generally, the team employed the technique of multiple imputation using chained equations. The analysis reported in this document is based on the imputed data. As a robustness check, we additionally analyze the complete case data (the data set collected) and note any cases in which the findings vary from the imputation analysis.

FINDINGS

The following nine thematic sections present statistically significant¹¹ changes from baseline to endline, and how these changes varied between the A Ganar, non-sports and control groups.

¹¹ All findings displayed are based on multivariate regression analysis, including controls. Significant throughout this report refers to statistical significance. It is the likelihood that a relationship between two or more variables is caused by something other than random chance. Statistical hypothesis testing is used to determine whether the difference between two groups is statistically significant. This test provides a p-value, representing the probability that random chance could explain the result; In this report, a p-value of 10 percent or lower is considered to be statistically significant. In other words, when the report notes a finding is statistically significant, it means that we are at least 90 percent confident that the result is valid, representing a true difference between the two groups rather than differences due to chance or sampling. In the body of this report, we only present p values for highlighted findings where the confidence level is less than 90 percent ($p > 0.1$). P values for all findings can be found in annex.

Employment

As a workforce development program, the primary objective of A Ganar is to help youth obtain jobs and achieve success as they enter the workforce.

At baseline, fewer than one in six applicants reported having a job (14.6 percent). The employment rate increased almost three-fold for A Ganar youth over the evaluation period, with an endline measure of 44.6 percent. However, as demonstrated in Figure 7, this trend was similar across all three groups. Following the multivariate regression approach detailed in the methodology section, **there were no significant differences in employment rates between the three groups. Said differently, neither A Ganar nor the non-sports program had any impact on youth employment rates. Additionally, neither project had a discernable effect on the share of youth seeking employment.** About 66 percent of economically active¹² A Ganar youth were employed. This is slightly higher than the national average for this age range of 59 percent (INE, 2016).

Although neither project achieved its primary goal of increasing employment rates, A Ganar beneficiaries who were employed at endline reported marked improvements in various aspects of job quality. Before the start of the program, the average applicant reported earning 14.02 Quetzales per hour. By endline, working A Ganar youth had a 15 percent higher hourly rate than their peers in the control group. This corresponds to an additional US\$ 0.30 US cents per hour (2.2 quetzales) or approximately a 16% increase above the average monthly income for Guatemalan youth age 15 – 24 (INE, 2016). The increase was primarily seen among A Ganar participants trained by FP.¹³ There was no significant difference between the hourly wages of A Ganar and non-sports youth, as both were higher than control youth. Non-sports youth worked about 2.43 more hours per week than control, and their hourly salary was slightly higher, although neither result was significant.¹⁴

Beyond wages, the formality of employment is an important indicator of job quality. Jobs that are governed by transparent contracts, offer benefits, and provide regular and sufficient hours are more desirable and more likely to solicit satisfaction from employees. After controlling for other factors, A Ganar youth were 89 percent more likely to have a work contract than control youth (statistically significant). Non-sports youth were also somewhat more likely to have a work contract, but this was not statistically significant. There were no significant differences for job satisfaction or formal benefits. There were no significant differences between the three groups across the other job quality metrics.

Interestingly, gender equity perspectives correlated highly with employment outcomes. Youth with more equitable perspectives were more likely to have worked in the past week, more likely to be seeking work, and made a monthly income that was 14 Quetzales higher than their less equitable peers. Regarding family characteristics, youth with female heads of household had, on average, higher likelihood of having an employment contract. A wealth indicator based on household assets did not have any correlation with employment outcomes. Development Asset Profile (DAP) scores indicating youth's internal assets and external supports also did not appear to be associated with employment outcomes.

¹² "Economically active" is defined as either being employed or seeking employment.

¹³ It should be noted that the significant effect of A Ganar on increased hourly rate seems to be driven by a few cases of significantly higher salary, while the majority of participants in all groups have very similar hourly wages.

¹⁴ In some model specifications, specifically those that address potential outliers, there are significant effects on monthly wages for the non-sports group.

Figure 6: Employment Outcomes by Treatment Status



Analysis - Employment

A Ganar did not have an impact on measures of employment rate or hours worked. One possible explanation for the results is that while the training may improve participant employability, there is no change in the economic context in which youth live and therefore no increase in employment opportunities. In the Guatemala context, employment barriers may simply be beyond the program's scope.

After controlling for common predictors of employment outcomes, however, we found that both A Ganar and non-sports program youth, to a less significant degree, made improvements in job quality. Specifically, A Ganar beneficiaries had 15 percent higher hourly wages and were 89 percent more likely to have a work contract than youth in the control group. This seems to indicate that while the overall number of opportunities (and hence employment rates) are relatively constrained for this population, A Ganar youth may be better equipped to identify, secure, and/or maintain higher quality employment. During the qualitative interviews, youth expressed improvement in interpersonal skill which may have aided in job

negotiation, including learning how to compromise and respect others, or having gained self-confidence to be able to ask questions.

Almost every implementer independently listed two major employment barriers that are beyond the scope of a training program:

1. Limited opportunities: There are limited work opportunities in Guatemala. In some cases, companies were pleased with the work of A Ganar interns but did not have jobs to offer them.
2. Geographic limitations: Many youths live in disenfranchised neighborhoods, rampant with criminal activity and offering few work opportunities. Youth living in these locations must look for work elsewhere. This can be a major obstacle, particularly in places where transportation can pose risk for youth. Additionally, many companies discriminate against youth living in these neighborhoods; often refusing to hire individuals under the assumption that they must have links to the gangs.

Other recent studies of workforce development programming in the LAC region have had similar findings. Ibarra's 2016 paper on a vocational training program in the Dominican Republic concluded that participants were not more likely to be employed, but they had higher quality jobs and were more likely to work in the formal sector. These benefits endured years after the program.

Qualitative Findings: Employment

The qualitative sample had a similar pattern as our overall quantitative sample for employment status and consisted of youth who were employed full- or part-time, not working, or were looking for work. The participants worked in a variety of jobs. Youth held jobs as store assistants/sales (bookstores, pet store, clothing store, bank call center, online videogame sales), factory workers (tortilla company, a cookie / chocolate company), warehouse workers (rice plant, electronic company warehouse), motorcycle mechanics, electricians, event planners, animators, supermarket packers, motivational workshop organizers (Ministry of Culture and Sports), bank clerks, plumber's assistants, pizza delivery people, secretaries, nannies, and, for a single participant, as a sex worker.

The irregular/part-time jobs involved selling yogurt, cleaning, repairing computers, giving pedicures and manicures and/or doing hair, remodeling, making invitations, organizing events, selling Avon products, and occasionally helping out with the family business. Of note, some of the participants learned the skills to complete these jobs from A Ganar, particularly those who worked as hairstylists and nail technicians.

The participants who did not have employment and were not looking to be employed gave four primary reasons:

1. Having young children that require care. 21 participants out of 102 interviewed at endline were either mothers (15) or fathers (6). Of the fathers, five were working and one was not working. Of the mothers, 10 were not working and five were working. Six of the mothers who were not working reported that they were not looking for work given the need to care for their children. Only one of the mothers was looking for work, although she was also suffering from depression after separation from her partner, which made it difficult. Of the mothers who were not looking for work, one was studying.

2. Health issues. An additional factor that impedes possibilities for regular employment were health situations and, for some, the difficulties included lack of access to health care. For example, Kimberly suffered a knee injury and after seven months of rehabilitation therapy, she lacked the financial means to pay for a needed surgery. Maria suffered from appendicitis, underwent surgery, and since then has been unable to work. Roxanna was suffering from low self-esteem and depression after separating from her partner (they have two children) and has not been able to work or receive any psychological support.

3. Lack of work qualifications or required employment documents. Some youth mentioned an inability to meet minimum job qualifications, such as educational standards, minimum age requirements, or required hire documents. For example, Juan had been looking for work in restaurants and hotels as a result of having studied event organization in A Ganar. In many instances, he was told that they will not hire him without completing upper secondary grades (*bachillerato*). While he has been able to return to school to study his *bachillerato*. Eric, who is 17, has been looking for work, but "nothing has worked out because of my age or for reasons like my lack of studies." Jerson also reported not finding work due to his age, "they don't want to have problems with the law, I think it is because of my age, so they tell me to wait and be patient." In addition to education and age, in some cases there are difficulties with obtaining required new hire documents. In the case of Katherin who lost her papers in a robbery, she has struggled to replace them in order to obtain employment. Alexander explained "The truth is that I want to find work, but I haven't been able to. I haven't been able to look because almost everywhere they ask for a certificate from *tercero básico* (upper primary)," yet at the moment he is not able to obtain his certificate.

Qualitative Findings: Employment (Continued)

4. Gender barriers. Female participants also acknowledged gender discrimination they faced when seeking employment. For example, Evelyn wanted to work in a kitchen, a space that in some restaurants is considered not appropriate for a woman, “I have tried in a few places, my sister-in-law works in *Pollo Campero*, but she told me that they don't accept women in the kitchen and my sister works at *Lai Lai* and they don't accept women there either.” In addition, because women are normally the primary caretakers for children those with young children find it difficult to work. In Evelyn's case, even though A Ganar has influenced what she wants to do and while she admits she has not “lost faith in finding work” she acknowledged that “now with my daughter it is difficult.

Education

Although the A Ganar program focused primarily on employment outcomes, the potential for youth to re-enter formal education was seen as a desirable possible alternative outcome.

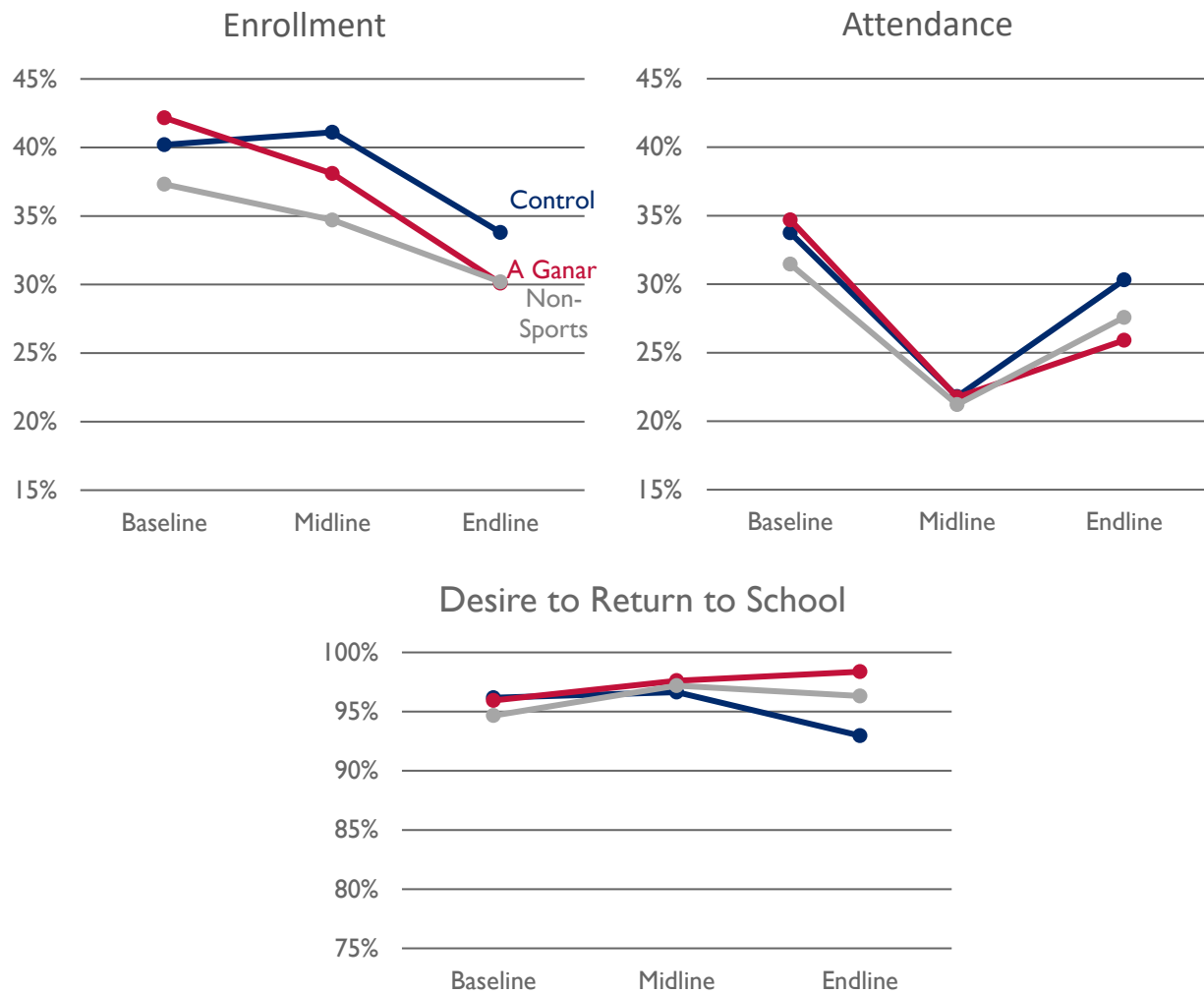
Neither A Ganar nor the non-sports programs had any impact on the four primary education outcomes: enrollment, school attendance, years of total education, and desired education level, as compared to the control group. As shown in Figure 8, the number of participants enrolled or attending school decreased from baseline to endline, as would be expected among an aging cohort of youth as drop out or find employment. Attendance decreased by approximately five percent in each of the three groups, with no statistically significant differences when controlling for other factors and baseline characteristics¹⁵. Educational attainment was low for the study population with 56 percent of all youth sampled completing compulsory education (*Educación Básica*) equivalent to 10th grade in the U.S. Based on the qualitative analysis, detailed below, common reasons for dropping out of school included family emergencies, financial burdens, transportation difficulties, and the fact that many gangs operate in and around schools, causing some youth to feel unsafe or uncomfortable there.

We found, however, that out of school A Ganar youth were 4.33 times more likely to report a desire to return to school than control youth. We also found that A Ganar and non-sports youth reported a significant increase in number of courses taken outside of school completed. This serves as an implementation verification as we would expect program participants to report more courses taken. The programs did not result in a significant change in number of paid courses taken or shift in amount of time spent in courses.

Interestingly, gender equity was one of the significant predictors of educational outcomes. More equitable gender perspectives correlated with higher enrollment, educational attainment, educational goals, and more courses taken. Females had significantly higher educational goals than males.

¹⁵ The drop in attendance at midline is most likely attributable to midline data collection occurring at a different time of year, in order to occur immediately following program completion.

Figure 7: Education Outcomes



Analysis - Education

Neither A Ganar nor non-sports programs had an impact on enrollment, school attendance, years of total education, or desired education level. These metrics, however, may not be the most relevant indicators of program success, since the A Ganar program did not have an explicit programmatic focus to encourage youth to return to school, although A Ganar did encourage youth to be ambitious and pursue their goals. Trainings and activities were focused on employment, and to a lesser extent entrepreneurship, not a return to school.

Moreover, the overall decrease in enrollment from baseline to endline is likely due to youth leaving school to pursue other activities as youth age, such as working and taking care of children and family. One possible explanation is that beneficiaries determined the opportunity cost of returning to school to be too high relative to employment. For example, the qualitative evidence reveals that some youth had to stop studying because of financial limitations, including the need for an income to support family. However, A Ganar youth were 4.33 times more likely to report a desire to return to school as compared to control youth, consistent with qualitative data showing increased educational aspirations. This may signal a change

in the level of importance placed on education or in future aspirations, more broadly. This not being reflected in higher levels of education may simply be due to an increased burden of youths' financial responsibility reflected in higher employment rates.

Qualitative Findings: Education

Roughly 25 percent of the qualitative endline sample participants were studying at varying levels from primary school to university. Of the remaining participants, a total of 30 percent reported wanting to continue their studies. Few of these participants gave specific reasons for not studying, other than financial limitations. One participant mentioned wanting to complete grades 11 – 12th (*bachillerato*), but was not able to do so due to her pregnancy. One participant had started studying at the university, but had to stop. Another participant stopped studying due to an attempted homicide and another because the school was located in a dangerous area.

Several participants were taking classes but not formally studying. These classes included trumpet lessons, pastry making classes, and some university classes, such as classes on becoming a notary public.

In response to the question of how their participation in the A Ganar program altered their life plans, many participants responded that it had inspired them to want to continue studying. Prior to their participation, many had contemplated only working. For example, Diana explained that, “Before I started the program it was only work, work, work, but now after the program my life changed because I began to... I continued studying not only a technical career but a normal education, if you know what I mean.” Other participants had not had any definitive future plans at all before the program, as Yuria explained, “Before I didn’t think about working or anything and now I do think about working and continuing my studies because I only finished grades 8 – 10th (*tercero básico*).”

Jasmin, stated that her immediate plan upon ending the program was to find work, but the program motivated her to also want to continue studying and to become a professional:

Jasmin: Before [the program] I didn’t have plans to study. *Tercero básico*, maybe, but not to continue on. I would stay at *tercero*, but now I want to study at least one year more and maybe even go to the university.

Interviewer: And why did you change your mind about wanting to study?

Jasmin: Because... I don’t know. It was the program that inspired us to keep moving forward, to not get stuck. I mean, it [the program] helped us a lot.

Justin mentioned that it was his A Ganar facilitator who encouraged him to keep studying, he explained his reaction, “I reacted because he gave me the breath to return to my studies.” His graduation from the A Ganar program was his first graduation, and he describes the impact it had on him, “Well at least I made my mother proud because she was so sad that I didn’t continue studying and when I told her that I was going to graduate she became so content that I remember that she even cried and she told me that she was going to join me on that day. Both of my parents were there at my graduation.”

Entrepreneurship

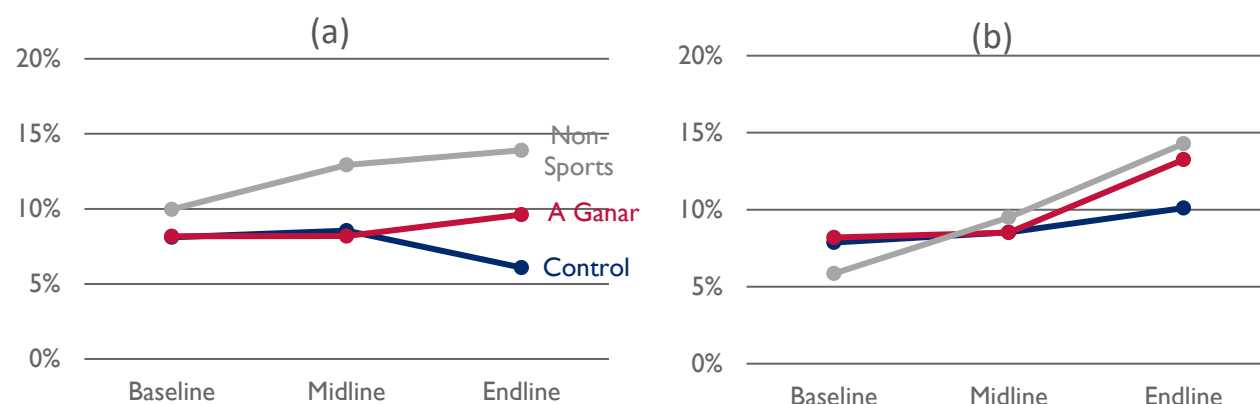
Although entrepreneurship training was only a small portion of the program (approximately 30 hours), it was considered another possible positive outcome envisioned for participants, particularly in the Guatemalan context of limited formal employment opportunities for youth.

A Ganar youth were 54 percent more likely to attempt to establish a business relative to the control group (), while non-sports youth were 77 percent more likely to have ever owned a business than the control group. Only 116 youths across the three groups had started a business, so all findings on entrepreneurship are based on a small sample of businesses.

At endline, 14.2 percent of non-sports youth owned one or more active businesses, increasing from 6.2 percent at baseline. Among the non-sports program youth who had a business, the program had a negative and significant impact on self-reported monthly income of their businesses, indicating that the income from businesses of non-sports youth was significantly lower than the income from businesses of control youth¹⁶.

Both the qualitative and quantitative evidence point towards small, informal businesses, though the businesses started by A Ganar and non-sports youth appear to be smaller than those started by control youth. Among those who started businesses, Non-Sports youth businesses earned approximately US\$150 (1,288 Quetzales) less than control youth. A Ganar youth also had lower business income than control, though this was not significant. Both A Ganar and non-sports businesses were significantly less likely to have hired employees, which was measured as an indicator of business growth and is further evidence that the businesses from control youth appear to be larger, though as noted above, this is based on a small sample size since few youth started businesses in any group.

Figure 8: Entrepreneurship Outcomes



Analysis - Entrepreneurship

Overall, the A Ganar program had some significant impacts on entrepreneurship outcomes. A Ganar youth were significantly more likely to start a business while non-sports youth also owned slightly more businesses than control youth. However, neither group obtained additional income from entrepreneurial efforts, and they were less likely to hire employees, likely signaling that the businesses they pursued were on average smaller. Based on qualitative analysis, many youths aspire to own a business, but the majority of these youths did not have a clear idea of what type of business they would like to start nor details on how to pursue their goals. Interestingly, youth with higher IO-rated motivation had better entrepreneurship outcomes. Given the mixed results in entrepreneurship, this might suggest targeting entrepreneurship training to individuals with a particular skillset or motivation rather than more generally.

¹⁶ This is based on a small sample (n=33)

Qualitative Findings: Entrepreneurship

None of the participants had started their own formal business after their participation in A Ganar, but several applied the skills that they learned informally. Devin applies the knowledge he learned about computers, by fixing neighbors' computers to earn some additional income. Justin works selling videogames through the internet for which he earns approximately 1,000 quetzales. Michaela applies what she learned in her beauty courses as some people call her for pedicures or for hair treatments. This gives her an income of about 100 quetzales a week. Helia also reports doing some beauty jobs, which she charges for.

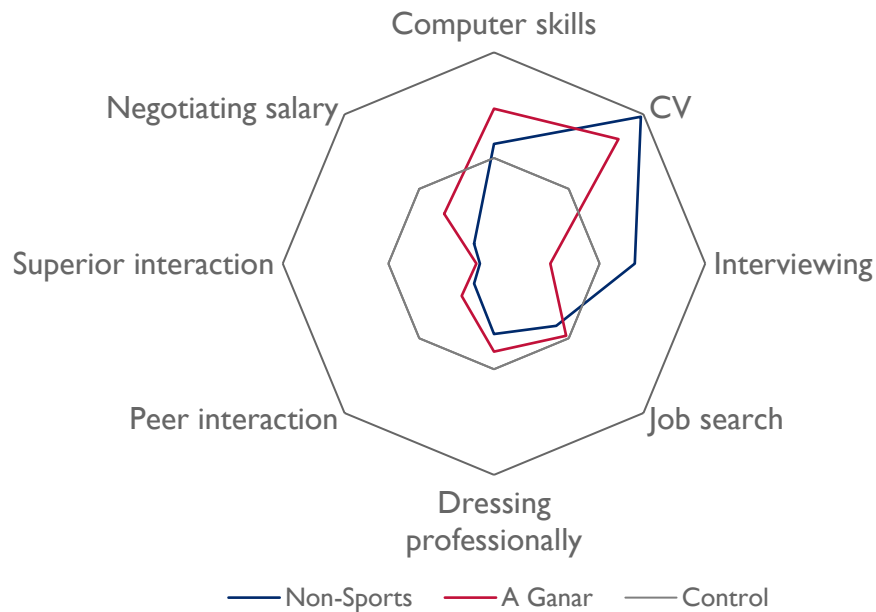
Eight participants also mention wanting to have their own business in the future. Not all of them mention the nature of the business, but the ones noted include: a beauty salon, industrial soldering business, event business, and design and photography business. Two of the students, Benjamin and Shelia credit the program with having given them the idea of opening their own business.

Professional Capabilities (Self-reported)

Through training and mentorship, A Ganar strives to increase professional and technical capabilities, thereby improving employability and job performance for participants. The evaluation measured this through a proxy, asking for self-reported confidence across eight professional capabilities, with analysis run on a summary index as well as each capability separately.

Both A Ganar and non-sports youth expressed significantly less confidence in some 'softer' professional skills. A Ganar youth expressed significantly less confidence in interacting with peers and superiors at work, as well as in negotiating a salary. Non-sports youth reported less confidence in these same areas, though the only measure that was statistically significant, was interaction with superiors. Both program groups reported higher confidence in the 'harder' skills of computer usage and CV writing, though these were not significant for either group. Comparisons of self-reported skills between the three groups are presented below in Figure 10.

Figure 9: Professional Capabilities Outcomes



Note: The grey octagon in the center represents scores from the control group. Where the red line extends further outwards, such as CV, A Ganar participants reported higher scores. The opposite is true when the red line is closer to the center of the graph.

Females seem to have benefited from the program more so than males on the specific hard skills. Examining gender differential impacts, A Ganar females experienced an increase in their self-reported professional skills in computers, negotiation, and CV writing relative to males. As may be expected, higher education correlated with greater reported professional skills. On average, youth with more education had significantly higher reported skills in computers, CV writing, and interaction with colleagues. Having an older or more educated head of household was also associated with higher professional capability scores.

Analysis – Professional Capabilities

While the qualitative evidence reports significant improvements in A Ganar youth on particular professional capabilities, including both softer, more interpersonal and harder, more technical, skills, this was not reflected in the quantitative data, although the qualitative data considers a much wider range of professional capabilities. It is also important to note that while the qualitative data may signal an increase in those skills, the same type of change may have been exhibited by the control group in qualitative interviews.

Because the quantitative scores are based on self-assessments the gender and program differentials may also be the result of systematic differences in perception or manner of presenting oneself as opposed to differences in actual skill. Compared with the control youth, A Ganar and non-sports youth reported significant decreases in a few soft skills and no significant increases in hard skills. Given that these skills are self-reported, it is important to note that changes in scores may have more to do with confidence, or perhaps familiarity with what is actually required with each skill area, than with actual skill level.

Qualitative Findings: Professional Capabilities

Many of the reported impacts of A Ganar with regards to professional capabilities relate to practical job skills, such as being punctual, responsible, and disciplined. Of these practical skills, the question of setting goals seems particularly significant as well as persistence in working towards achieving these goals. Participants also mention knowledge gained in specific trades, for example, beautician and computer skills. Another significant area of improvement discussed relates to interpersonal relations, either getting along with people (team work), which includes learning how to compromise and respect others, or having gained self-confidence to be able to ask questions. For example, Maria relates how she was able to apply what she learned both to obtain a job and how she uses communication skills to resolve problems on the job.

- Interviewer: So you feel more comfortable talking with other people? With strangers?
- María: Yes, in comparison to before. Before I never spoke.
- Interviewer: For example, when a client arrives to the store, do you feel confident asking him/her if he/she needs help, etc.
- María: Yes, and perhaps for that reason I got the job because of all of the basics I learned. It really helped me to get along with people. For the same reason, we say here we work as a team and as a team we are going to work. We take turns, first you, then you, then you... So if a client arrives with his/her family, and they need someone to help them, we are going to help them. But we know that the client, what he/she buys is his/hers, but we receive commissions.
- Interviewer: So you do help? And who decided to do things this way?
- María: In truth it was that way when I arrived but now it is more that everyone defends their rights or we will report it.
- Interviewer: And are there any problems with this?
- María: Yes. One time a client arrived, and it was her turn, but the client had arrived and spoken to her and said, "Oh, you helped me last time." It is her client, because the client sought her out. So the other co-worker might say "It was my turn," and I don't know what, well we try to resolve it. The client arrived looking for a specific person.

The interviews revealed that, for those that found jobs, they were able to transfer the skills learned in A Ganar to the workplace.

Self-Esteem

A Ganar is posited to lead to improvements in socio-emotional outcomes, such as self-esteem, among participants. These are, in turn, important for personal development and career success. The evaluation team utilized two methods for testing respondent self-esteem: the 10-item Rosenberg Scale and an expanded 14-item scale custom designed for the A Ganar target population. This is in addition to the measurement of life skills using the DAP, described below.

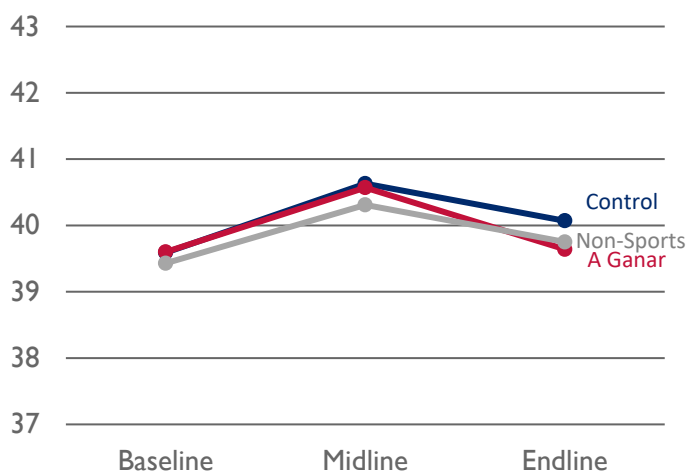
Based on the principal component analysis¹⁷ (PCA) of the evaluation-specific measure, participation in the A Ganar and non-sports program did not have a significant effect on self-esteem, although the qualitative evidence shows significant improvements in self-esteem for the A Ganar group.

Analysis – Self-Esteem

Based on the adjusted Rosenberg Scale customized for the A Ganar target population, on average self-esteem decreased slightly for the entire study population, a finding that does not seem to match the qualitative evidence which shows much higher levels of self-esteem and self-efficacy for program youth over time. This may reflect limitations of the quantitative approach, in terms of attempting to measure a complex construct (self-esteem) with a relatively simple quantitative tool. The Rosenberg index is a very simple 10-item index, whereas the DAP, described below, is far more robust, and although it does not focus on self-esteem, it measures related constructs, including outcomes related to motivation, stability, friends, family, and community. Accordingly, the DAP may be a more appropriate tool for measurement of intermediate outcomes related to life skill development and self-efficacy, even if it does not directly measure self-esteem, than the Rosenberg Index.

Many of the participants reported in the qualitative interviews that their participation in the A Ganar program helped them to overcome their shame (*pena*) and lack of self-confidence. The determination and sense of perseverance gained from the program also speaks to increased self-esteem. They note the impact of this increased self-esteem in both their personal and professional lives, especially in relationship to the communication skills and teamwork that they also learned during the program.

Figure 10: Self-esteem Index



¹⁷ Principal component analysis (PCA) is a mathematical procedure that transforms a number of (possibly) correlated variables into a (smaller) number of uncorrelated variables called principal components. It is a technique used to emphasize variation and bring out strong patterns in a dataset.

Qualitative Findings: Self-Esteem

A Ganar program participants noted impacts on self-esteem in five distinct areas:

1. Confronting fears and anxieties: Participants report learning how to deal with their fears and anxieties. Through one of his facilitators Ezequiel has learned how to deal with his fear and make decisions. He explains:

“What happens with me, and this is all new to me, and he said if you are free you can fly like a little bird you never know to where he said this depends on what you reap as these are the fruits of the future. I said to myself, he is right, and since then it has been much easier to make decisions. Some of them are still hard on me but I try to not be afraid, because I have always wondered why when we do extreme things they cause fear when perhaps they take us to a better place. Why do they cause fear? And since then I have been making my own decisions.”

Wilma learned to be more relaxed and to take things that happen with more calm while she has also gotten to know herself better, her own personality, and her own anxieties, particularly in regard to continuing to learn.

2. Being comfortable engaging with others: Participants report having developed enough self-confidence to be able to communicate with and express themselves to others, including both in their personal lives, for example with members of their families, and in their jobs, with co-workers and clients. In the following exchange with Marisol she asserts that this new ability to talk with others helped her to gain employment:

Interviewer: Do you feel more comfortable talking with other people? With strangers?

Marisol: Yes, in comparison to before. Before I didn't talk to anyone.

Interviewer: For example, if a client arrives to the store do you have the confidence to ask if he/she needs help?

Marisol: Yes, perhaps for this reason I got this job because they (the program) gave me all of this, it helped me to interact with everyone

She later also explains that her relationship with her mother and siblings had been very difficult, she did not share anything with them and now “I have the confidence to sit and talk to her (mother), whenever I have free days and they say let's get together and we do and we talk.” As a result, she is now able to share with her family her problems and her worries, something she had not done previously.

3. Persevering and making decisions: Participants report believing in themselves and being able to make decisions in order to achieve their goals. For example, Carlos explains that the program benefited him because: “it taught me how to confront that in life there are difficult decisions and when push comes to shove one has to know, to know how to overcome obstacles.” With this newfound sense of who he is and what he wants he is now teaching children sports and he sees himself as a good leader. María also learned to believe in herself, “one fulfills ones goals, dreams, moving forward and not getting stuck behind saying ‘I can't, I can't, so here I remain, one encourages oneself, saying ‘yes you can, yes you can go on’ you have the capacity to do it, you just need to propose it and do it”

4. Being more open-minded. Participants suggest that with their increased self-confidence they are more open-minded. For example, Diana explains, “I am more open-minded and more open to things, open to knowing others a bit more, to know, in the situations I find myself in to know how to help, to not lock myself into my own world, to be more positive.” Daniel learned that everyone is equal and deserves respect: “it is like I mentioned before, it is about confidence because if I have faith in others the others are going to have faith in me and together we are going to take care of each other, confidence is the key and it comes from being with the group, it is a beautiful thing that helps you to go beyond.”

5. Overcoming past difficulties: For some participants who had experienced past difficulties there may be a connection between teamwork, self-esteem, and recovery from past difficulties. For example, Daniel mentions that the program helped him to overcome having been a victim of bullying in school because “it helped me to be able to trust people again.”

Gender Norms

Through the sports component where youth of both sexes play sports and learn together, A Ganar is hypothesized to have important effects in gender attitudes, norms, and roles.

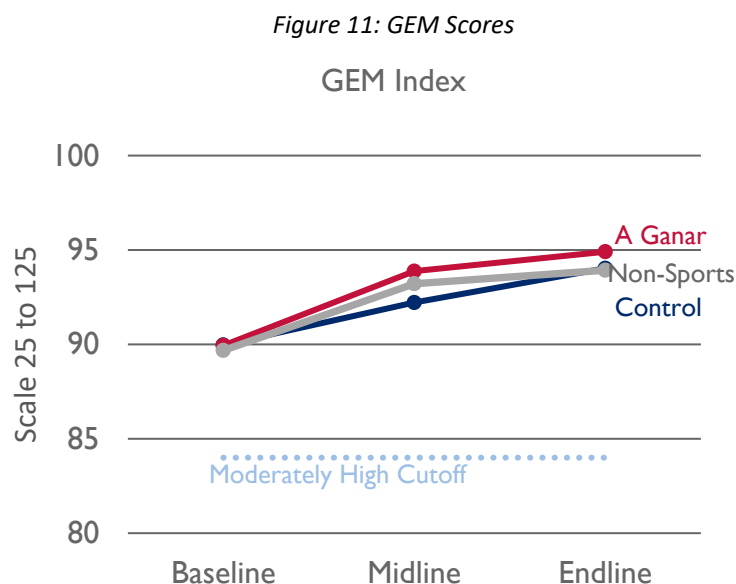
Based on the Gender Equitable Men (GEM) index adapted for this study, gender equity increased from baseline to endline for all three groups. Scores increased by about five points out of a total of 125. This increase, however, was only slightly greater for A Ganar than it was in the non-sports and control groups.

Controlling for other predictors of gender equity, the A Ganar and non-sports program did not significantly impact equitable gender perspectives as compared to control youth. As part of the scoring procedure for the GEM scale, scores were split into three equal parts: high, moderate, and low support for equitable gender norms. All three groups scored slightly above the moderately high cut off as seen in Figure 12.

Other factors that impacted GEM scores included significantly less equitable views for females and as youth age. Interestingly, more educated youth did not have significantly higher GEM scores. A Ganar and non-sports group did not show significantly more equitable views on any one particular statement response as compared to the control group. There were no significant differences for youth GEM scores between implementers.

Analysis – Gender Norms

Perspectives on gender equity increased for all three groups over the time period. Neither the A Ganar or non-sports comparison program had a significant change in gender-equitable perspectives relative to the control group.



Though gender equity is highly contextual, based on a comparable study in Brazil, both groups started in the range of high equity (Pulerwitz, et. al. 2007). The qualitative evidence noted significant improvements in gender norms along with a plausible pathway for connecting these changes to the program. Accordingly, when looking at the quantitative and qualitative data together, there appears to be a small program impact on improving gender norms for the A Ganar group, and that the integration of both sexes into the sports program facilitates that change.

Qualitative Findings: Gender Roles and Perceptions

Participants in A Ganar were exposed to curriculum content regarding gender equality, and this helped improve the relationships between male and female participants. For two participants, there is a direct connection between their participation in the A Ganar program and a change in how they view their future lives as mothers in relationship to studying. Before the program Cinna's goal was to marry and have children, now she wants to study and prepare herself before having a family. She sees herself as first and foremost a professional in the future. The program inspired Astrid to continue her studies as she was able to spend time with other young mothers with similar difficulties as her own who have been able to get ahead. She explained:

Many of the women that I met were mothers before I was, and they were studying. Now I see them, and they already have their own businesses, and this has encouraged me to follow their path or to go even farther. Yes, it has helped me a lot like perhaps with my oldest girl. I didn't have the opportunity to continue my studies, but because of the program I thought about it and I meditated more especially on my future because what future can I give them [my daughters] if I don't study? More than anything the program inspired me, for my daughters, to go forward and the program gave me that and I have moved forward.

Although Astrid had not finished 9th grade, her future goals included having her own beauty salon and eventually becoming a doctor.

One participant acknowledged a new openness in terms of gender and sexuality. Erick reported having been homophobic, "I was afraid of people that were gay, of a different gender, yes, I believe I was homophobic." His participation in the program helped him to "value people more" and as an example he explained:

One man who I feared when he approached me became one of my best friends, and I love him with all of my heart. I didn't value people because I didn't care about their feelings. If they had defects I didn't like them, I preferred to be with people who thought that same way I do. And, I said no, I am going to try, if it feels right I will do it and if not, no. I started talking to this friend, Allan is his name. He started to tell me his stories and they didn't make me feel shame, but instead, I don't know how to express it, the thing is I was moved. And we started talking and we got along better, and in this moment I realized I could accept another person that I feared and I could value him as a person and for what he is and for his situation too. Since that day I don't care what anyone says, there he goes with a gay man or a lesbian. I don't care because we are all people and since then everything changed, I accept everyone as an equal.

Risk Behavior

Given that the program targets at-risk youth and a critical piece of the theory of change relates to improving their socio-emotional outcomes, a possible co-benefit at the intermediary level was theorized around reduction of risk behavior, although as noted above, A Ganar was not designed as a program to reduce risk behavior or violence.

Risk outcomes were mixed. **Individual risk behavior was similar for youth in both the A Ganar and control group. However, A Ganar and non-sports youth had significantly more peers that were engaged in risk behavior relative to the control group and the pattern was more pronounced for A Ganar youth. This pattern may reflect that both A Ganar and the non-sports program mixed youth of different risk profiles.**

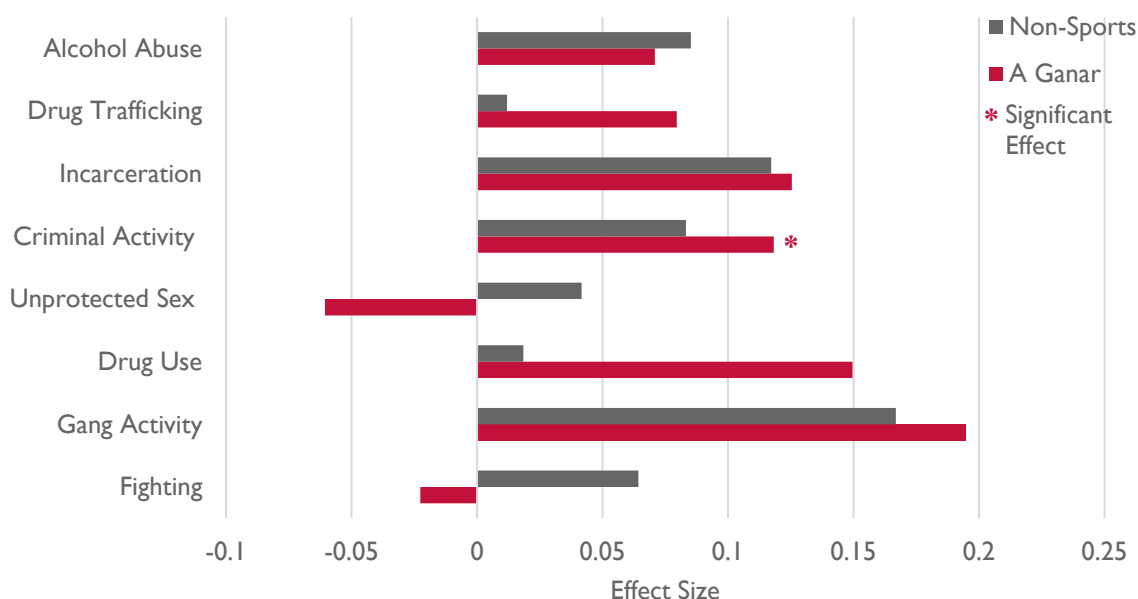
Participation in risk behavior was measured in two ways: peer group behavior was used as a proxy (indirect measurement method) and a randomized response technique was used to solicit more truthful responses about stigmatized subject matters through anonymization of individual responses.¹⁸

Regression results for both methods are shown below in Figure 13 and Figure 14 below. Figure 13 shows regression coefficients based on youth's reports of their peers' participation in risky behaviors. Figure 14 displays regression coefficients for A Ganar and non-sports groups based on the randomized response technique. In both figures, bars extending to the right indicate an increase in risk behavior for A Ganar or non-sports participants relative to the control, and bars to the left indicate reductions in risk behavior relative to the control group. Statistically significant results are indicated with an asterisk.

Risk: Indirect Measure

Using the indirect measurement method for peer risk, both program groups consistently reported higher risk behaviors for their peer networks, although A Ganar youth reported significant increases in only one risky behavior of peers relative to the control group: criminal activity. Increases relative to the control group, even if not all significant, were reported in 8 of 8 behaviors for the non-sports group and 6 of 8 behaviors for A Ganar.

Figure 12: Peer Risk



Based on IO-specific analysis there are no significant differences in risk based on implementor.

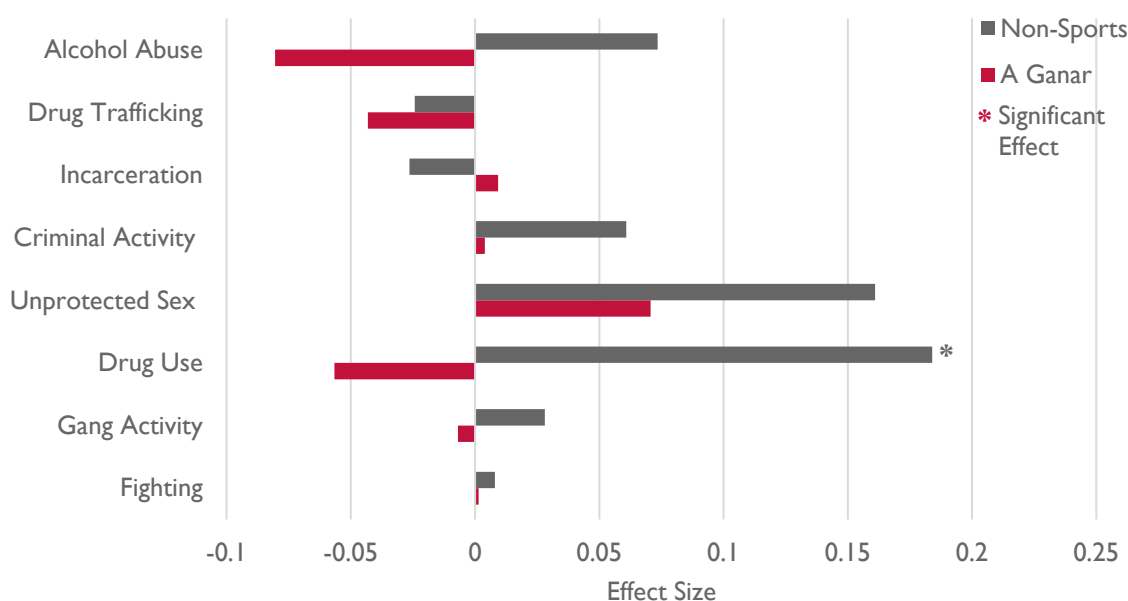
Risk: Indirect Randomized Response Technique

Using the randomized response technique, estimated participation rates for the eight risk behaviors varied widely between the three groups as shown in Figure 14. After controlling for predictors of risk behavior, non-sports youth reported increased participation in 6 of the 8 behaviors, although only one was

¹⁸ 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.

significant: drug use. The trends for A Ganar appear different, with positive, smaller increases in participation relative to control in four of eight behaviors and decreases in three behaviors, although none of them were significant. Although the finding was not statistically significant, we found evidence of higher levels of unprotected sex in both the A Ganar and non-sports group, a finding that was significant at midline.

Figure 13: Randomized Response on Participation in Risk Behaviors



Based on the qualitative findings, a few youths talked 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 correlated with higher total risk on the index include being male, getting older, having more children, or more jobs. The factors significantly correlated with decreased risky behavior include having older and a more highly educated head of household. Based on the overall Principal Component Analysis (PCA) index, females had lower risk rates overall than males. Additionally, females reported significantly less friends engaging in drug use, unprotected sex, and alcohol intoxication. Interestingly, number of jobs and head household age exhibited the most consistent correlation with risky behaviors. Youth who had more jobs exhibited higher total risk indices based on total score. They also reported more friends involved in fighting, unprotected sex, drug trafficking, illegal drug consumption, and alcohol intoxication. 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.

Analysis - Risk

A Ganar and non-sports youth showed increases in almost all peer risk behaviors, although only one was significant. Implementers suggested two main pathways through which A Ganar could be associated with increased risk:

- a. **Larger Social Networks:** Because the increases in risk were seen in peer indices only, one possibility is that A Ganar youth have more friends and therefore are more likely to have some friends involved

in risk. Implementers also suggest that it is possible that A Ganar youth are more honest and open because of the program.

- b. Peer Influence/Peer Pressure: While few implementers directly observed cases of negative influence with respect to risk, all acknowledged that the A Ganar program integrated youth from varying social backgrounds, some of whom were at higher risk than others. Given the age range and the fact that all of the youth were socializing both inside and outside of the program, it is not unlikely that there was some peer pressure.

This could easily result in youth having more friends who engage in risky behaviors, even if they are not engaging in these behaviors themselves.

A Ganar youth consistently reported increases in having friends who participated in risk behaviors for both program youth, although not significant. However, A Ganar participants were not more likely to engage in these activities themselves. This pattern appears more consistent for A Ganar relative to non-sports youth, suggesting that the A Ganar program, perhaps through the life skills development, supports youth in building resilience or buffering against risk behavior.

Qualitative Findings: Risk

There was only one student, Santiago, who reported having been actively involved in gang activities. Santiago was initiated into a gang when he was eight years old. He attributes his participation in A Ganar as having helped him to abandon the path to violence, gangs, alcohol, and drug addiction – although he does mention that with respect to drugs he has had relapses and that he would have liked the program to help him to quit completely.

Other participants reported being immersed in social networks in which gangs were operating and engaging in illegal activities and in which they themselves almost became involved. In these cases, the participants attribute the program with having helped them to change the direction of their lives. For example, the program changed Waldo's life vision in the sense that before his participation he was very “calle” or street-oriented, “My life changed completely. Before I entered the program everything was different because of where I lived and the friends I had. I was oriented towards the rules of the street, if you know what I mean. My life wasn't exemplary, but after the program everything changed. It was like saying, ok, we are going to look for work and everything, there were many things that helped me to change including my way of thinking and, well, my life style as well.” With regards to the latter, the program helped him to become more socially involved as he separated himself from the violent world in which he had potentially participated.

Many of the participants report having been exposed to violence, including robberies, attempted homicides, and the deaths of loved ones. For example, the program helped Xiola a lot, because she received psychological therapy, which she felt was necessary after seeing some friends murdered in her second year of the program. These same friends were connected to a gang and engaged in illegal activities, ones in which she almost became involved.

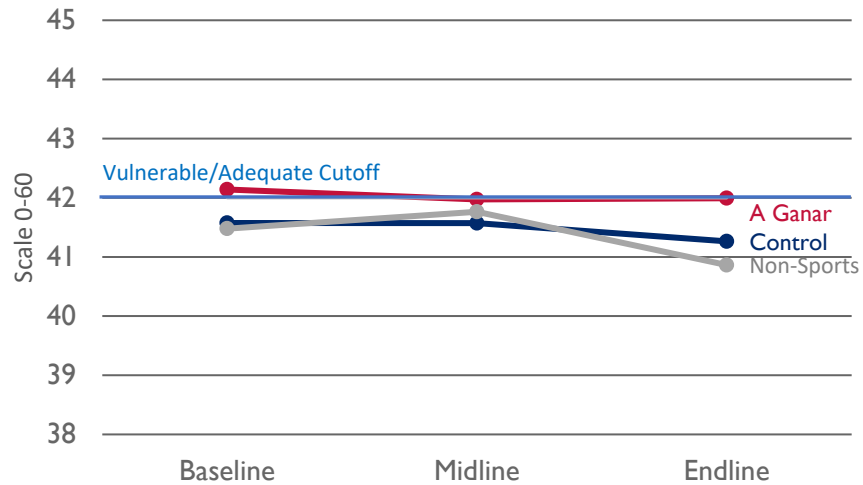
One of the participants, Antonio had addiction problems before the program, but as he explains he had an important realization, “When I realized here at *Acción Joven* that it wasn't worth it because even when I was in *Acción Joven*, at the beginning, I kept doing it and then I started studying and I realized that it wasn't worth it because I was the one doing damage to myself. I am abusing my body and if I love myself I shouldn't do this to my body, I have to change, to be healthier, to have a healthy body in order to love myself.” He has since recovered from his problems. He obtained a good job, and now many of his friends even ask him for advice with regards to their own struggles.

Finally, some participants saw the potential to become involved in risky behavior given their lack of direction and focus in life. They attribute their participation in A Ganar with setting goals for themselves which will ultimately keep them from this type of behavior. For example, Kenia explains the relationship between her participation in A Ganar, her studies, and, her exposure to risky behaviors when she responds to the question of how what she learned in A Ganar influenced what she wants to do in the future, “Before I was in the program I wasn't studying or working, it hadn't even occurred to me to continue studying or anything and I live in a zone in which the majority of young men and women don't continue studying: they are slackers, they don't contribute anything to society, so I think I would have turned out bad.” At the time of the interview she was working two jobs. On the weekends she worked on events and on the weekdays she worked as an animator. She was hoping to return to her studies.

Life Skills

A Ganar uses team sports to help youth develop life skills and prepare them for success in the workplace, based on the demands of the labor market. **Based on the 58-item 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.** On the overall scale, there are only small changes, none significant, over time and between groups, as seen in Figure 15, with all groups averaging a composite asset score around 42, the boundary between “vulnerable” and “adequate” scores. The former is defined as having 15 – 20 assets while the latter is defined as having 21 – 25 assets.

Figure 14: DAP Indices



In addition to aggregating all responses into a Total DAP Score, the tool allows for a multiplicity of analytical approaches, including grouping items into Internal and External Asset views, which are themselves comprised of eight total sub-measures. As seen in Figure 15, the A Ganar group, relative to the control, experienced improvements in all sub-indices across the Asset views except one (boundaries and expectations), and significant improvements in one out of eight sub-indices (constructive use of time). Constructive use of time is considered an external asset for youth as it provides opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.

Moreover, the A Ganar group reported positive changes relative to the control on all five asset-building contexts, including significant improvements in only one, the school contexts. The non-sports youth did not have any significantly positive or negative responses to any of the individual or index DAP measures as compared to control.

Figure 15: DAP Sub-Measures (Asset View)



We did not find any significant differences between implementers either in the overall index or on any of the sub-indices.

Analysis – Life Skills

There were no significant differences in aggregate socio-emotional assets for either A Ganar or the non-sports program overall. However, we found consistent evidence of positive effects on internal, and to a slightly lesser extent, external assets for A Ganar youth, though not for the non-sports group. Constructive use of time is the only sub-index that was significant given that youth were enrolled in A Ganar that provided skill development outside of the classroom.

Though we found little change over time and between groups in the overall DAP scores, the qualitative evidence suggests very large changes in key life skills. A Ganar youth discussed improvements in communication, open-mindedness, values, self-esteem, determination and perseverance. Based on the enumerators' perceptions of youth, A Ganar youth were somewhat more confident than non-program youth in that they spoke with more confidence, and their body language was more confident. This finding, however, was not statistically significant. This difference between the DAP scale and qualitative interviews may reflect the difficult of quantitatively measuring 'softer' life skills or possibly that the DAP tool did not focus on specific skills targeted and developed by the programs.

Both cross-sectional and longitudinal data using several databases of 6th –12th grade students in the United States show that an aggregate score of at least 40 out of 58 developmental assets are associated with lower levels of aggression and violence (Benson, 2009). Research has shown that DAP assets are powerful influencers on adolescent behavior and attitudes regardless of gender, ethnicity, economic situation or geographic location, including acceptable stability reliabilities in international samples. The data suggests that developmental assets appear to operate to reduce aggression and violence by providing young people with the relationships, opportunities, and skills needed for social integration (Scales, 2011).

Qualitative Findings: Life Skills

The strongest and most salient theme of the qualitative interviews related to life skills and developmental assets. Participants highlighted learning to be better communicators, being more open minded to other people with differences, which then makes it possible to help and support each other. Participants most frequently mentioned the following life skills gained from A Ganar: communication, understanding, tolerance, self-esteem, respect for people, more sociably oriented, motivation, respect, being less impulsive, higher self-esteem, and controlling one's character. Waldo in fact states, "The program made me a new person." In terms of application of these lessons, participants most frequently highlight improved relationships with friends and family members in addition to more friendships in their lives.

These relationships are now marked with new openness, respect, trust, and understanding. Benjamin remarked that the program helped him to get along with people from different places, to value people, and not to discriminate, "...in the program I was with people from other places and it taught me that we are all equal. Perhaps our appearance is different, but our thinking is the same. We all want to get ahead, to fight every day. I think that is what we all share." Dustin stated, "The value that we are all the same, respect because we all deserve respect. It doesn't matter where we come from we all deserve respect, whoever we are, equal, and the other I mentioned is trust because if I trust someone else that person will also trust me and we will mutually take care of each other." Gerty learned to interact with others, to be more sure of herself, and to have more empathy with different types of people, "...to know how to understand other people because we all want that others understand us."

These relationships are also constructed based on leadership principles and teamwork learned from A Ganar. From her participation in A Ganar, Maria learned important lessons about "...being a leader, a good follower, and to help others," which she applies particularly at school where she needs to follow orders, be tolerant with others, and be punctual when completing and submitting homework. Joseph stated that the program taught him to work as a team, to be self-sufficient, to be optimistic, and to open his feelings. In prior years he had been the victim of bullying and he suffered an attempted homicide and before the program he was antisocial, resentful, full of anger, and depressed.

The impacts of A Ganar were often interconnected in terms of how participants spoke of the ways in which they applied to their lives. A few examples of domains in which the program had an impact included:

COMMUNICATION

- Now Julito values his friends and family more and he believes that his participation in the program helped him to communicate better with them and have more respect for them. His participation in the program made him less of a troublemaker.
- Some of the lessons Chloe learned from A Ganar were the ability to express herself and work in a group. This was the direct result of the group presentations, and she has applied these lessons to help her to communicate with people from other places.

DETERMINATION AND PERSERVERANCE

- Karlota explains that her participation changed her outlook because before "...I really didn't have any plans or any goals. I was like, I'll deal with whatever life brings me, but the program influenced me to think about my goals and to fight for them."

OPENNESS

- Dori reports being more open-minded, "I was at least a bit more open-minded and more open to things and open to learning more about people in order to know in the situations they were in to see how to help, to not lock myself up in my world, to be more positive in certain areas so yes it helped me a lot."

Qualitative Findings: Life Skills (Continued)

VALUES

- Jorge relates what he learned about values and what it has meant in his life, “I think it left me with the seed of much of what I have now because they explained to us very well in the program that it isn’t only learning about values if you don’t put those values into practice because putting them into practice creates opportunities and creating opportunities is to learn to stand out. So yes, I think that I have accomplished a lot of what they taught me in the A Ganar program and I have been able to put much of it into practice, many of the values and many of the things that they taught us. And it has all helped me, perhaps not to obtain a job because I don’t have one, but it has helped me to clarify my ideas of what I want.”

Qualitative Findings: Role of Sports

In endline interviews, some participants mention the role of sports in cultivating the values and assets described above (see Life Skills). Sports is the analogy that allows them to put into practice the ideas they learn through the A Ganar curriculum. For example, Jerson mentions that his participation in A Ganar gave him the support he needed to try to be successful in Guatemala:

When I entered the A Ganar program I thought that it would be good to go to another country, there you earn more... I thought that when I was assigned to the sports program that it would be just like games, soccer. Then I realized that this is a program about values and I started learning, working, studying, all of this in a team, getting to know people. I worked with the facilitators, and they helped me change my goals and I think they taught me. They even taught me how to make a CV, how to go to an interview, all of this. This gave me the hope to stay in Guatemala, they change my ideas and they changed my mind.

Here, Jerson makes explicit reference to the sports methodology, and how it taught him to work with others. Devin also specifically connects his learning how to get along with people to the role of sports in the A Ganar program. He explains:

They taught me a lot there (A Ganar) through sports. I remember that they had us play, they tied my foot with a classmate and we had to hold each other and walk and run and you can do it, when one talks to their classmate you can do things well and I do them well. As I say there are always people that you don’t like. In my work it is that way now, they don’t like me, but all the same I always help them, I support them just like they taught me in sports.

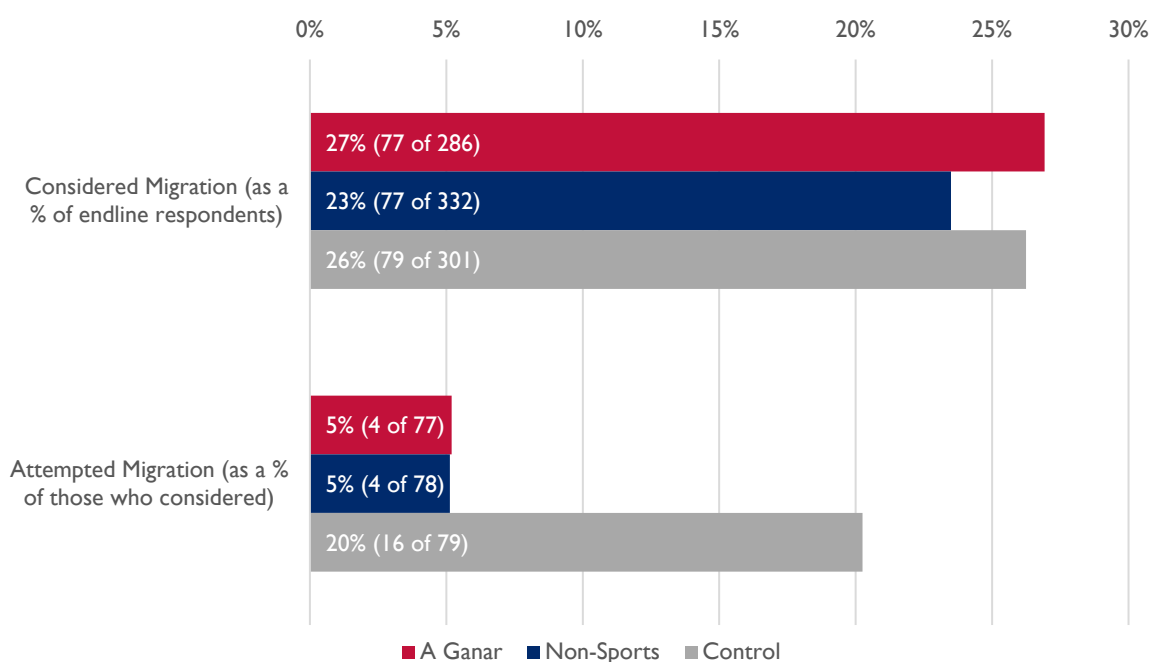
While the A Ganar participants discuss the role of sports with less frequency than they did in our midline interviews, the important role of sports in teaching teamwork continued to surface in being the mechanism that allowed youth to practice the values taught in A Ganar.

Migration

In response to a highly-publicized uptick in unaccompanied minor migration from Latin America into the U.S. in 2013, the joint USAID-SI team added additional migration questions to the A Ganar study in 2014. Beyond asking about if migration was attempted, considered, or potential reasons for migration, eight additional questions asking respondents additional details about drivers for migrating out of Guatemala were added (See Annex R).

Participation in the A Ganar program did not have a statistically significant impact on migration rates in Guatemala. Figure 15 presents migration statistics across the three groups. Of 919 youths at endline, 234 (25 percent) reported having considered migration. There was little variation in response rates across the groups. In the aggregate, for those who had considered migration, only 10 percent (24 youths) attempted to migrate. While A Ganar and control group youth had similar rates, non-sports group youth were significantly more likely to attempt to migrate (5 percent A Ganar, 5 percent control, and 25 percent non-sports). However, it is important to note that the relatively small sample size provides low statistical power and the finding may not be representative of a general trend. In the non-sports group, 16 youths attempted to migrate out of the 79 who had considered migration. The A Ganar and control groups each had four youths who attempted to migrate out of the 77 who had considered migration. Among all migration attempts, 71 percent were directed towards the United States.

Figure 15: Guatemala Migration Statistics



Discussions with USAID highlighted important regional patterns in Guatemalan migration. In particular, youth from the Western Highlands were hypothesized to exhibit higher rates of migration. Unfortunately, it was not possible to empirically assess this theory. Of the 919 participants at endline, only eight youths reported living in the Western Highlands. Furthermore, none of these eight reported having considered or attempted migration. They were also less likely to report believing that they would attempt to migrate in the future.

Analysis - Migration

While A Ganar and non-sports youth were equally likely to consider migration as control youth, non-sports youth were significantly more likely to attempt to migrate out of Guatemala. The evaluation team conducted a series of semi-structured interviews with program implementers to interpret and explain migration patterns, although the sample of youth who attempted to migrate was admittedly too small to determine rigorous conclusions. Further research is required to understand the links between workforce development programming and migration.

Qualitative Findings: Migration

Several A Ganar participants had attempted to migrate to the United States. For example, Santiago attempted it on two occasions, once before his participation in A Ganar and once after. He was detained in Mexico and deported. The program played a role in that it instilled in him a desire to get ahead, which for him meant migrating, even though the program made him want to stay to in order to try to get ahead.

Interviewer: Do you think A Ganar influenced your decision to go?

Santiago: In terms of trying to improve myself, yes, but in terms of definitively wanting to go, no, because what I kept was that I can improve myself staying here, not going to another country.

Several participants mentioned wanting to migrate to the U.S. or they included it in their future plans. Some examples include 1) Julito Francisco has considered going to the U.S. in order to better help his family economically; 2) Erica has not attempted to go to the U.S., although her husband has. She would like to especially since he has family there; 3) Jose has aunts who are residents of the U.S., and he has submitted paperwork to immigrate, although he has not received any response yet; 4) Xiola has thought about migrating to the U.S. in order to buy cars, fix them, and sell them in Guatemala; and 5) Justin mentions wanting to migrate to the U.S. as part of his future plans.

Several participants mentioned having changed their minds about their desire to migrate to the U.S. and they attribute this change to what they learned in A Ganar. Three examples illustrate this:

1. Devin: Before his participation in the program he had thought about going to the U.S. Two of his friends tried to convince him, but he decided he did not want to, in part thanks to A Ganar, "I don't have to look for things on the other side."
2. Leo previously considered migrating to the United States but he attributes the program with having opened his mind to existence of other solutions, "It gave me methods to, to think that this is not the only solution. It opened my mind to other ideas, so many things, to know that this was not the solution (leaving for another country)."
3. Daisy had considered moving to the U.S., but she feels like the program gave her a basis on which to get ahead economically in Guatemala.

CONCLUSIONS

Overall, the evaluation team found that at endline, A Ganar had a number of significant positive impacts on job quality and secondary outcomes. 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.

A key challenge to strengthening workforce development interventions for at-risk youth is connecting skills development with available employment opportunities in a constricted market. While training may improve participant employability, if there is no change in the economic context in which youth live, workforce development programs will struggle to increase employment rates. Similarly, given that this evaluation found similar rates of employment increases for the treatment and control group, job growth seems to be driven by factors external to the program such as employment increasing as youth age. This is consistent with evidence from experimental impact evaluations of at-risk youth training programs in LAC, which indicate that youth training programs tend not to have significant impacts on employment rates (Alzúa et al. 2015; Calero et al., 2015; Acero et al., 2009; Attanasio et al., 2015; Ibarra et al., 2015; Diaz and Rosas, 2016; Naranjo Silva, 2002). The positive impact of A Ganar and similar programs on the quality of employment is consistent and positive, which indicates that youth training programs are more successful in helping participants obtain better quality jobs rather than in improving their employment rates. The A Ganar program in Guatemala led to an earnings increase 1.5 years after the completion of the training. Long-term evaluations of other programs further indicate that this impact can be sustainable (Alzúa et al. 2015; Attanasio et al., 2015; Diaz and Rosas, 2016; Ibarra et al., 2015).

Neither program led to improvements in primary education outcomes, though A Ganar youth were much more likely to report a desire to return to school at endline. Entrepreneurship increased in both the A Ganar and non-sports groups, though business ownership remained limited as did the size and revenue of enterprises. A Ganar also had a significant impact on several secondary outcomes. The program led to improvements in individual risk relative to peer risk. In addition, A Ganar had a positive impact on some socio-emotional outcomes such as youth sense of positive identity, social competencies, commitment to learning, constructive use of time, and empowerment.

Role of Sports in the Program

There were several important differences between the results of A Ganar and those of the non-sports programs. While there were indications of improvement in job quality, those results are more pronounced in the A Ganar group. Although neither program had significant impact on primary education outcomes, A Ganar youth were more likely to report a desire to return to school while the Non-Sports program did not impact desire or outcomes. In terms of entrepreneurship, while both groups seem to have been more likely to start businesses and those businesses tend to be smaller, there is evidence that the non-sports businesses are smaller and less profitable than those of the A Ganar youth, though this difference is not significant. A Ganar had slightly stronger results in socio-emotional outcomes, and importantly A Ganar may have helped to buffer individual risk behavior to a greater extent than the non-sports group, in light of changing social networks and peers with increased risk behavior. This may also relate to the significantly higher rates of migration we found for the non-sports group, though migration rates are low for all groups. In summary, there is some indication that the A Ganar program may have been more effective than the non-sports program at achieving positive results, particularly on intermediate outcomes, although these differences appear small, at least as measured quantitatively. Because there were many inescapable differences between A Ganar and the non-sports programs, it is difficult to attribute outcomes to the sports component of the program in particular.

Conclusions Related to Evaluation Design

The findings from this evaluation demonstrate the importance of a counterfactual based approach in determining attribution. Had the evaluation relied on measuring outcomes solely for the A Ganar participants, as has been typical of evaluations of youth workforce development programs, the evaluation may have erroneously attributed the large increases over time in employment rates to the A Ganar program. Although employment rates more than quadrupled for program participants, this was mirrored for the control group indicating the employment rate increase was not attributable to the program. The counterfactual design was critical in unpacking attribution and developing a more nuanced picture of program effects. Similarly, perspectives on gender equitable attitudes decreased for both program youth and control meaning the program did not contribute a significant overall impact on gender perspectives that can be attributed to the program.

It is also important to note that we found somewhat contradictory evidence in the quantitative and qualitative data on some of the intermediate outcomes, perhaps pointing to limitations in measuring intermediate outcomes, like life skill development, through quantitative tools. Looking across the main tools used to measure intermediate outcomes related to life skills (Rosenberg Index for self-esteem, GEM for gender norms, and DAP for life skills), we found a consistent pattern when comparing the quantitative and qualitative data. Specifically, we found small changes over time (and the most positive changes in GEM and DAP for the A Ganar group), although the qualitative evidence demonstrates much more significant changes for respondents. This seems to suggest limitations in the quantitative measurements of these intermediate outcomes related to their ability to measure change. The relatively small levels of change in the quantitative measurements, for all three groups, may reflect issues in the tools' abilities to differentiate among varying levels on the outcome (e.g. even individuals with differing levels of self-esteem may reply similarly if the questions do not get at factors that reflect the differences in respondents' self-esteem). This explanation seems to fit the data best as we found relatively small levels of variation in responses, and they tend to cluster in the middle. Better tools would display higher levels of variation (across individuals, as we would still expect high degrees of correlation in responses for each individual over time). This is quite difficult to do in practice and reflects a significant challenge, if not limitation, in using quantitative data to measure life skills and related constructs.

The small levels of change might also reflect that the quantitative tools may be measuring different aspects of the targeted constructs than are measured in the qualitative data. However, we found this line of reasoning less convincing as even in the DAP tool, which is quite extensive, we do not find noteworthy patterns in significant responses on groups of items. If the issue were around the tool being less focused on the specific areas of change in life skills, we would still expect to find patterns in responses on sub-items. We also do not think the issues are related to response bias (i.e. respondents answering what they think interviewers want to hear) because scores are generally relatively low, nor do we believe that the issue is related to ceiling or flooring effects (i.e. respondents all agreeing or disagreeing with select questions).

At minimum, this highlights the importance of complementary quantitative and qualitative approaches, as well as of quantitative tools that are specifically tailored towards measuring the specific life skills hypothesized as being affected by the program.

Recommendations and Next Steps

Based on the evaluation, including results found from the midline study, Social Impact recommends the following actions:

1. USAID should frame workforce development as job quality programming in contexts with restricted economic growth: New employment may be an unrealistic goal for workforce

development programming in countries or communities where there is little new job creation. Based on this evaluation as well as other recent evaluations on the topic,¹⁹ improvements in job quality may be more realistic outcomes.

2. Workforce development program implementers should integrate targeted market assessments: Conducting market assessments at the national or even regional level may be insufficient in areas where many youths are limited to working in their local neighborhoods due to limited transportation. Additionally, sometimes the organizations conducting these assessments are susceptible to bias, for example local implementers and institutions that offer vocational trainings. To improve programming, market assessments should be (1) rigorous/high-quality, (2) sufficiently granular and (3) repeated periodically. To address these needs, SI recommends that USAID:
 - a. Develop or sanction a set of assessment methodologies and standardize it for this type of programming. Given potential for conflict of interest, we further recommend a separation between the organization conducting the assessment and the organization performing youth workforce development training (unless there is explicit intent to develop/tailor programming in response to assessment outcomes).
 - b. Particularly when working in countries with wide geographic variability in economic opportunities and/or limited economic mobility of targeted beneficiaries, SI recommends conducting market assessments at sub-national levels.
 - c. Economies are in a constant process of change, and market assessments can become outdated quickly. SI recommends USAID pre-identify and budget for multiple assessments for multi-year programming. The frequency will be necessarily dependent on context.
3. Workforce development program implementers should incorporate robust post-program follow-up actions: Based on feedback from implementers, the team recommends that donors include detailed instruction about the follow-up activities to youth workforce development programs. Implementers largely agreed that the follow-up was the weakest phase of the program, and in some cases, implementers found that they did not have sufficient funding to pursue more robust follow-up. Since many youths seek jobs after completing the A Ganar program, this is a critical time. Based on this, SI recommends that USAID include specific requirements about the activities to take place during program follow-up phase and take monitoring measures to ensure their application.
4. Workforce development program implementers should incorporate consistent, systematic program monitoring: Good monitoring tools are crucial to gathering good data and gaining better understanding of program pathways. For programs to be evaluated, SI recommends that USAID solicit and apply the recommendations of the evaluator to improve monitoring tools and tracking. Leveraging the evaluation team's expertise would also improve data quality assurance and adherence to protocols. In the absence of an evaluation team, SI recommends that USAID maintain strict requirements on monitoring and conduct periodic audits to ensure that implementers are adequately adhering to protocols.
5. When attribution is important, USAID should consider counterfactual-based evaluation designs: This evaluation identified significant changes over time in participant outcomes, both positive (employment rates) and negative (gender norms), that, on the basis of similar trends in the control

¹⁹ Ibarran et al. (2016). "Experimental evidence on the long-term impacts of a youth training program."

group were concluded to have been independent of A Ganar. A more traditional before-after evaluation may have measure these changes and wrongly attributed them to A Ganar.

6. USAID should conduct additional research on:

- a. Migration of youth beneficiaries: A key assumption in Central American USAID job training programs is that youth beneficiaries are provided skills they need for greater employment and economic opportunities as a deterrent to migration. As noted, a lack of better opportunities combined with shifting social networks may cause unintended drivers for migration. Further research is needed to understand programming and links to migration.
- b. Mixing of risk profiles in at-risk youth programming and consider wrap around support services for more risky youth: While the program had no detectable impact on individual's risk behaviors, program youth were more likely than control youth to have friends engaging in risks. Implementers suggest that while most youth live in high-risk communities, they enter the program with varying degrees of experience with said risks. Introducing youth who are involved in gangs to those who are not could potentially have negative consequences (though as mentioned there is no evidence of increase in individual risk behaviors). A literature review of youth workforce development programs in the LAC region revealed that a program in Brazil resulted in increase in risks such as smoking and being the witness or victim of a crime.²⁰ In more recent workforce development programming in the region, USAID has already begun segmenting youth based on risk profile, but there may be benefits to mixing youth with varying risk profiles, particularly if the program can help buffer against increased individual risk behavior, as it seems A Ganar may do. Accordingly, perhaps mixing youth is appropriate, particularly if more extended services are offered to youth with riskier backgrounds, but more research is required.
- a. The best ways of quantitatively measuring life skills given the sometimes contradictory quantitative and qualitative evidence here, particularly on life skills. This may include more specific targeting at the design and theory of change development stage on the specific life skills expected to be developed or investing in the development of tools that can better address response bias and differentiate varying levels of life skill.

Youth workforce development program implementers should provide reproductive health training: Based on midline findings, A Ganar youth were more likely to engage in unprotected sex than control youth. While, this trend was no longer significant, we did still find evidence of increases in this behavior at endline for both A Ganar and the non-sports groups. Considering that the program encourages social interaction between many youths who may have varying degrees of sexual education, SI recommends that youth programs include reproductive health training for everyone and possibly additional counseling for those who seek it. This recommendation is informed by both quantitative evaluation findings and implementers' suggestions. Although the evaluation team cannot speak to the efficacy of such a training, the program appears to have led to an unintended consequence that should be addressed.

²⁰ Calero et al. (2014). "Can Arts-Based Interventions Enhance Labor-Based Outcomes?"

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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 find 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 4: 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 5: 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 hours life skills 388 – 700 hours vocation skills	4 – 7 month duration 100 hours life skills 200-400 hours vocation skills
Training	- Trained in <u>1</u> of 6 skills - Computer - Beautician - Food Preparation - Event Planning - Electricity - Florist	- Trained in 4 skills: - MS Office - Food Handling - Sales - Entrepreneurship

Table 6: 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: ANALYSIS OF ATTRITION

Table 7: Attrition

Interview Status	Fundación Paiz		Children International		TOTAL	
	n	%	n	%	n	%
Complete (In-Person)	419	51%	252	64.1%	671	55.0%
Complete (Telephone)	169	20.6%	79	20.1%	248	20.3%
Incomplete						
No Contact	157	19.1%	35	8.9%	192	15.8%
Refused Survey	57	6.9%	23	5.9%	80	6.6%
Left Country	8	1%	1	0.3%	9	0.7%
Imprisoned	6	0.7%	2	0.5%	8	0.7%
Deceased	10	1.2%	1	0.3%	11	0.9%
TOTAL	826	100%	393	100%	1219	100%

Table 8: Attrition Analysis

Variable	P value	Differential Attrition (maximum variation)	Condition	Attrition (proportion and number)
Assignment Status	.01 (A Ganar) .85 (Non-Sports)	7.4%	A Ganar	20.0% (83)
			Non-Sports comparison	26.6% (109)
			Control	27.4% (108)
Sex	.99	1.1%	Male	25.2% (137)
			Female	24.1% (163)
Implementing Organization	.00	13.0%	FP	28.8% (238)
			CI	15.8% (62)
Motivation	.81	4.5%	High	23.9% (193)
			Mid	25.7% (84)
			Low	28.4% (23)
Age	.04	21.9%	15	27.5% (33)
			16	24.2% (31)
			17	26.7% (52)
			18	26.8% (57)
			19	18.4% (35)

			20	25.5% (35)
			21	26.6% (25)
			22	11.4% (4)
			23	29.4% (5)
			24	33.3% (4)
Education			9	33.7% (85)
			12	24.4% (127)
(highest grade completed)	.04	27.5%	14	19.6% (52)
			15	21.1% (35)
			18	6.3% (1)

ANNEX D OUTCOME TABLES

Table 9: Positive Engagement Summary

	Baseline	Midline			Endline			Impact Estimate-A Ganar		Impact Estimate-Non-Sports		n
	All	Control	A Ganar	Non-Sports	Control	A Ganar	Non-Sports	Odds Ratio	p-value	Odds Ratio	p-value	
All	70%	80%	76%	76%	78%	78%	76%	0.93	-0.68	1.08	-0.69	1219
FP	71%	82%	75%	72%	78%	80%	79%	1.07	-0.77	1.11	-0.66	824
CI	68%	76%	79%	84%	79%	75%	78%	0.65	-0.22	0.94	-0.86	392

Table 10: Education Outcomes Summary

	Baseline	Midline			Endline		
	All	Control	A Ganar	Non-Sports	Control	A Ganar	Non-Sports
Formal Education							
Enrolled	39.90%	41.11%	38.10%	34.71%	33.80%	30.10%	30.20%
Attending	33.31%	21.87%	21.96%	21.21%	30.30%	25.90%	27.60%
Highest level desired	3.19	3.51	3.38	3.34	3.69	3.67	3.57
Highest grade completed	5.27	5.44	5.5	5.47	5.66	5.72	5.54
Extra-curricular Courses							
Number	0.36	0.46	1.09	1.18	0.46	0.9	0.92
Total Duration	11.96	13.89	13.95	16.84	12.99	13.75	15.34
Paid (dummy)	0.66	0.64	0.25	0.27	0.52	0.29	0.31

	Impact Estimate - A Ganar			Impact Estimate- Non-Sports			n
	Coefficient	Odds Ratio	p-value	Coefficient	Odds Ratio	p-value	
Formal Education							
Enrolled		0.8	-0.27		0.83	-0.37	1219
Attending		0.82	-0.27		0.98	-0.91	1219
Highest level desired	1.13	-0.41		0.93	-0.41		1219
Highest grade completed	-0.05	-0.79		-0.17		-0.42	1219

Extra-curricular Courses					
Number	0.32	0	0.34	0	1219
Total Duration	1.16	-0.55	2.57	-0.18	1219
Paid (dummy)	0.85	-0.1	0.9	-0.28	1219

Table 11: Employment Outcomes Summary

	Baseline	Midline			Endline			Impact Estimate- A Ganar			Impact Estimate- Non-Sports			n
	All	Contr ol	A Ganar	Non-Sports	Contr ol	A Ganar	Non-Sports	Coefficie nt	Odds Ratio	P- valu e	Coefficie nt	Odd s Ratio	P- valu e	
Employment														
Has job	14.60%	35.47%	32.01%	34.44%	43.55%	44.58%	48.00%		1.00	-0.99		1.11	-0.52	1219
Worked for pay last week	25.18%	45.32%	39.68%	37.47%	51.40%	49.40%	53.67%		0.82	-0.30		0.99	-0.95	1219
Number of jobs	1.98	1.27	1.16	1.25	1.94	2.22	2.08	0.27**		-0.01	0.16		-0.13	1219
Looking for work	31.62%	27.63%	22.97%	26.07%	20.00%	19.12%	16.72%	0.89		-0.63	0.83		-0.45	501
Job Quality														
Satisfaction	2.49	2.61	2.63	2.53	2.75	2.83	2.72		1.21	-0.41	0.96	0.95	-0.82	417
Benefits	29.86%	58.73%	51.67%	38.10%	56.52%	55.05%	51.06%		1.04	-0.88		1.17	-0.61	417
Contract	17.21%	22.95%	20.66%	24.00%	24.80%	37.16%	33.30%		1.89	-0.03		1.59	-0.12	417
Hours	36.56	45.87	45.9	47.15	47	44.05	49.27	-2.78		-0.19	2.43		-0.25	417
Avg. Hourly Rate	14.02	30.09	20.58	20.21				8.14		-0.07	2.00		-0.65	417
Monthly Pay at Current Job	1511.26	2091.72	2094.54	1920.67	2439.54	2523.16	2559.22	43.03		-0.79	80.56		-0.62	417

	Baseline All	Control	Midline A Ganar	Non-Sports	Control	Endline A Ganar	Non-Sports
Employment							
Has job	14.60%	35.47%	32.01%	34.44%	43.55%	44.58%	48.00%
Worked for pay last week	25.18%	45.32%	39.68%	37.47%	51.40%	49.40%	53.67%
Number of jobs	1.98	1.27	1.16	1.25	1.94	2.22	2.08
Looking for work	31.62%	27.63%	22.97%	26.07%	20.00%	19.12%	16.72%
Job Quality							
Satisfaction	2.49	2.61	2.63	2.53	2.75	2.83	2.72
Benefits	29.86%	58.73%	51.67%	38.10%	56.52%	55.05%	51.06%
Contract	17.21%	22.95%	20.66%	24.00%	24.80%	37.16%	33.30%
Hours	36.56	45.87	45.9	47.15	47	44.05	49.27
Avg. Hourly Rate	14.02	30.09	20.58	20.21			
Monthly Pay at Current Job	1511.26	2091.72	2094.54	1920.67	2439.54	2523.16	2559.22

	Baseline All	Impact Estimate- A Ganar			Impact Estimate- Non-Sports			n
		Coefficient	Odds Ratio	p-value	Coefficient	Odds Ratio	p-value	
Employment								
Has job	14.60%		1.00	-0.99		1.11	-0.52	1219
Worked for pay last week	25.18%		0.82	-0.30		0.99	-0.95	1219
Number of jobs	1.98	0.27**		-0.01	0.16		-0.13	1219
Looking for work	31.62%	0.89		-0.63	0.83		-0.45	501
Job Quality								
Satisfaction	2.49		1.21	-0.41	0.96	0.95	-0.82	417
Benefits	29.86%		1.04	-0.88		1.17	-0.61	417
Contract	17.21%		1.89	-0.03		1.59	-0.12	417
Hours	36.56	-2.78		-0.19	2.43		-0.25	417
Avg. Hourly Rate	14.02	8.14		-0.07	2.00		-0.65	417
Monthly Pay at Current Job	1511.26	43.03		-0.79	80.56		-0.62	417

Table 12: Entrepreneurship Outcomes Summary

	Baseline	Midline			Endline			Impact Estimate- A Ganar			Impact Estimate- Non-Sports			n
	All	Cont.	A Ganar	N.S.	Cont.	A Ganar	N.S.	Coef.	O.R.	p-val	Coef.	O.R.	p-val	
Tried to Establish	14.93%	13.83%	16.18%	13.68%	9.30%	14.58%	8.53%		1.54	-0.08		0.98	-0.95	1219
Owned Business	7.30%	8.55%	8.49%	9.50%	10.10%	13.25%	14.29%		1.37	-0.3		1.77	-0.05	1219
Number of Businesses	0.08	0.09	0.09	0.11	0.11	0.14	0.15	0.02		-0.47	0.04*		-0.1	1219
Has Active Business	0.52	0.38	0.41	0.5	0.71	0.63	0.66							1219
Business Income	870.66	1489.29	1820.19	1308.7	2413.13	1550	1142.42	-709.02		-0.23	-1126.5*		-0.02	116
Has Employees	11.24%	17.24%	15.63%	8.82%	31.03%	18.18%	11.63%	0.29	-0.1		0.18		-0.03	116
Owns A Store	13.48%	24.14%	31.25%	11.76%	20.69%	25.00%	18.60%		1.31	-0.68				116
Months Trying to Establish Business	10.64	5.88	10.41	10.01				0.19		-0.96	0.15		-0.97	116

Table 13: Professional Capabilities Outcomes Summary

	BL	Midline			Endline			Impact Estimate- A Ganar		Impact Estimate- Non-Sports		n
	All	Cont.	A.G.	Non-Sports	Cont.	A.G.	Non-Sports	O.R.	p-val	O.R.	p-val	
Capabilites (PCA)	-0.1	0.11	0.21	0.12	0.02	0.12	0.03	-0.07	-0.59	-0.05	-0.70	1219
Capabilities Index	24.69	21.97	23.15	22.37	18.88	20.52	18.89	-0.22	-0.34	-0.13	-0.6	1219
Use a Computer	2.91	3.07	3.05	2.99	3.12	3.12	3.15	1.04	-0.81	1.15	-0.38	1219
Write a CV	2.72	2.95	3	2.87	3.03	3.11	3.06	1.29	-0.16	1.2	-0.3	1219
Interview	3.2	3.21	3.25	3.24	3.32	3.34	3.26	1.1	-0.58	0.86	-0.4	1219
Job Search	3.26	3.28	3.3	3.31	3.37	3.33	3.36	0.95	-0.74	0.99	-0.96	1219
Dress Professionally	3.51	3.47	3.54	3.52	3.56	3.5	3.55	0.9	-0.55	0.95	-0.78	1219
Interact with Peers	3.28	3.35	3.36	3.3	3.38	3.31	3.31	0.78	-0.08	0.83	-0.19	1219
Interact with Superiors	3.12	3.12	3.16	3.16	3.26	3.16	3.14	0.74	-0.05	0.75	-0.08	1219
Negotiation	2.73	2.79	2.83	2.88	2.98	2.83	2.91	0.78	-0.08	0.9	-0.54	1219

Table 14: Self-Esteem Outcomes Summary

	Baseline	Midline			Endline			Impact Estimate- A Ganar		Impact Estimate-Non-Sports		n
	All	Control	A Ganar	Non-Sports	Control	A Ganar	Non-Sports	Coef.	p-val	Coef.	p-val	
Self-Esteem Index	39.55	40.63	40.57	40.31	40.07	39.64	39.75	-0.11	-0.69	-0.1	-0.73	1219
Self-Esteem (PCA)	0.02	0.17	0.19	0.13	-0.03	-0.2	-0.18	-0.26	-0.44	-0.18	-0.61	1219

Table 15: Gender Equitability Outcomes Summary

	Baseline	Midline			Endline			Impact Estimate-A Ganar		Impact Estimate-Non-Sports		n
	All	Control	A Ganar	Non-Sports	Control	A Ganar	Non-Sports	Coef	p-val	Coef.	p-val	
GEM Index	89.86	68.92	76.03	74.53	68.16	80.32	73.69	0.54	-0.31	0.05	-0.93	1219
GEM (PCA)	-0.52	0.15	0.55	0.23	0.57	0.7	0.47	0.03	-0.83	0.03	-0.88	1219

Table 16: Summative Risk Behavior Outcomes Summary

	Baseline	Midline			Endline			Impact Estimate-A Ganar		Impact Estimate-Non-Sports		n
	All	Control	A Ganar	Non-Sports	Control	A Ganar	Non-Sports	Coef.	p-val	Coef.	p-val	
RISK	7.51	7.25	7.51	7.74	7.24	7.46	7.51	0.26	-0.22	0.23	-0.24	1219
Risk (PCA)	-0.02	-0.2	-0.03	0.13	-0.19	0.04	0.03	0.15	-0.28	0.13	-0.36	1219

Table 17: Peer Risk Outcomes Summary

	FRIEND-A Ganar		FRIEND-Non-Sports		n
	Odds Ratio	p-value	Odds Ratio	p-value	
Alcohol Intoxication	1.39	-0.11	0.98	-0.93	1219
Fight	0.9	-0.59	1.19	-0.4	1219
Sex	0.9	-0.49	1.13	-0.48	1219
Jail	1.63	-0.11	1.52	-0.22	1219
Drug use	1.39	-0.11	0.98	-0.93	1219
Crime	2.47*	-0.04	1.87	-0.17	1219
Drug sale	1.11	-0.76	0.92	-0.81	1219
Gang	1.51	-0.11	1.63	-0.11	1219

Table 18: Individual Risk Outcomes Summary

	SELF-A Ganar		SELF-Non-Sports		n
	Odds Ratio	p-value	Odds Ratio	p-value	
Alcohol Intoxication	0.89	0.57	1.13	0.53	1219
Fight	1.00	1.00	1.01	0.97	1219
Sex	1.13	0.50	1.35	0.19	1219
Jail	1.01	0.95	0.95	0.80	1219
Drug use	0.89	0.57	1.41	0.09	1219
Crime	1.01	0.97	1.14	0.63	1219
Drug sale	0.92	0.71	0.93	0.72	1219
Gang	1.03	0.92	1.07	.08	1219

Table 19: DAP Outcomes Summary

	Baseline	Midline			Endline			Impact Estimate- A		Impact Estimate-Non-		n
	All	Control	A Ganar	Non-Sports	Control	A Ganar	Non-Sports	Coef.	p-val	Coef.	p-val	
DAP (PCA)	0.09	0.08	0.24	0.14	-0.15	0.18	-0.42	0.15	-0.67	-0.24	-0.48	1219
Internal	20.96	20.84	21.1	21.07	20.63	21.06	20.51	0.18	-0.47	-0.04	-0.89	1219
External	20.86	20.87	21.11	20.9	20.68	21.12	20.48	0.16	-0.5	-0.11	-0.63	1219

ANNEX E: EDUCATION REGRESSION TABLES

Primary Education Outcomes

	Enrollment	P Values	Attendance	P Values	Education	P Values	Desired Level of Education	P Values
A Ganar	0.8	-0.27	0.82	-0.27	-0.05	-0.79	1.13	-0.41
Non-Sports	0.83	-0.37	0.98	-0.91	-0.17	-0.42	0.93	-0.64
Sex	0.70*	-0.02	0.93	-0.71	-0.05	-0.77	1.27	-0.06
Motivation	1.08	-0.63	0.94	-0.62	0.18	-0.17	1	-0.98
Baseline Value	1.48*	-0.02	1.34	-0.07	0.87***	0	1.24***	0
Age	0.80**	0	0.78***	0	-0.04	-0.47	1	-0.92
Single	1.16	-0.81	1.2	-0.79	-0.34	-0.51	1.5	-0.4
Number of Children	0.97	-0.91	0.95	-0.9	-0.45	-0.12	0.88	-0.54
Household Size	0.98	-0.62	0.98	-0.47	0.01	-0.73	0.95	-0.1
Sex (Household Head)	1.12	-0.45	1.08	-0.68	-0.13	-0.45	0.75*	-0.02
Age (Household Head)	1.01	-0.18	1.01	-0.21	0	-0.62	1	-0.7
Education (Household Head)	0.99	-0.87	1.01	-0.77	0.03	-0.36	1.03	-0.36
Employed Household Member	1.42	-0.33	1.49	-0.23	-0.18	-0.66	1.12	-0.72
Remittances	1.23	-0.42	1.57	-0.19	0.01	-0.98	1.26	-0.26
PCA Asset	1.09	-0.05	1.09	-0.12	0.08	-0.11	1.07	-0.08
Education (Household Head)	1.02	-0.56	1.04	-0.28				
Enrollment								
Public School System	0.96	-0.86	0.92	-0.68	-0.18	-0.4	1.03	-0.86
Number of Courses	1.29*	-0.02	1.2	-0.06	0.08	-0.48	1.09	-0.36
Number of Jobs	0.94	-0.22	0.95	-0.26	-0.05	-0.27	1.05	-0.22
Number of Businesses		0		0	0.05	-0.88	0.88	-0.56
GEM (Baseline)	1.01	-0.09	1.02*	-0.03	0.03**	-0.01	1.03***	0
DAP Score	0.99	-0.14	0.99	-0.38	-0.01	-0.5	1	-0.95
Risk Index (Baseline)	0.97	-0.14	0.98	-0.49	-0.02	-0.39	0.99	-0.65
Neighborhood Safety Proxy	0.98	-0.86	0.95	-0.61	0.14	-0.16	1.13	-0.1
Children Internation 2	0.91	-0.67	0.77	-0.29	-0.35	-0.07	1.2	-0.33
Constant1	7.43	-0.16	4.58	-0.18	1.17	-0.4	0.52	-0.6
Constant2							12.77*	-0.05
Constant3							15.16*	-0.03
Constant4							35.43**	-0.01
Constant5							423.03***	0
N	1219		1219		1219		1219	

Secondary Education Outcomes

	Number of Courses	P Values	Paid Courses	P Values	Time Spent in Courses	P Values	Desire to Return to School	P Values
A Ganar	0.32***	0	0.85	-0.1	1.16	-0.55	4.33*	-0.01
Non-Sports	0.34***	0	0.9	-0.28	2.57	-0.18	2.05	-0.14
Sex	-0.16*	-0.03	0.92	-0.28	-1.39	-0.41	1.3	-0.57
Motivation	-0.01	-0.9	0.98	-0.77	-0.56	-0.68	0.61	-0.15
Baseline Value	0.31***	0		0		0		0
Age	-0.01	-0.8	1.02	-0.45	-0.36	-0.43	0.87	-0.24
Single	-0.17	-0.44	1.05	-0.88	7.18	-0.27	0.2	-0.22
Number of Children	-0.03	-0.84	1.07	-0.72	4.15	-0.19	2.04	-0.49
Household Size	0.01	-0.63	1.01	-0.61	0.52	-0.12	0.96	-0.67
Sex (Household Head)	0.04	-0.55	1.03	-0.65	-2.26	-0.13	1.35	-0.53
Age (Household Head)	0	-0.32	1	-0.74	0.02	-0.8	0.96*	-0.05
Education (Household Head)	-0.01	-0.44	1	-0.78	0.4	-0.19	0.99	-0.94
Employed Household Member	-0.01	-0.97	1.26	-0.11	1.97	-0.54	2.99	-0.16
Remittances	0.08	-0.46	1.07	-0.55	0.1	-0.97	2.43	-0.42
PCA Asset	0.01	-0.58	1.01	-0.72	-0.3	-0.52	1.11	-0.45
Education (Household Head)	0.03	-0.13	1.05*	-0.01	0.39	-0.27	1.01	-0.92
Enrollment	0	-0.98	1.11	-0.17	-0.83	-0.55		
Public School System	0.03	-0.71	0.97	-0.72	1.55	-0.4	1.22	-0.71
Number of Courses		0	1.13**	0	2.48**	0		0
Number of Jobs	-0.02	-0.25	1	-0.96	-0.18	-0.72	1.01	-0.96
Number of Businesses	0.06	-0.64	1.18	-0.19	0.94	-0.68		0
GEM (Baseline)	0.01*	-0.01	1	-0.49	-0.08	-0.41	1.03	-0.24
DAP Score	0	-0.7	1.01	-0.15	0.15	-0.23	1.01	-0.68
Risk Index (Baseline)	-0.01	-0.57	1	-0.82	-0.16	-0.51	0.98	-0.77
Neighborhood Safety Proxy	0.03	-0.55	1.02	-0.63	0.18	-0.84	0.89	-0.66
Children Internation 2	0.37***	0	0.93	-0.4	-8.57***	0	1.46	-0.53
Constant I	-0.69	-0.2	0.30*	-0.02	14.01	-0.2	43.28	-0.28
N	1219		366		465		632	

ANNEX F: EMPLOYMENT REGRESSION TABLES

Primary Employment Outcomes

	Worked in Last Week	P Values	Currently Employed	P Values	Sought Work	P Values
A Ganar	0.82	-0.3	1	-0.99	0.89	-0.63
Non-Sports	0.99	-0.95	1.11	-0.52	0.83	-0.45
Sex	0.40***	0	0.55***	0	0.74	-0.17
Motivation	0.88	-0.27	0.89	-0.46	1.1	-0.6
Baseline Value	1.44	-0.05	1.5	-0.1	1.72*	-0.01
Fundacion Paiz 2	1.07	-0.68	1.02	-0.91	0.82	-0.43
Children International 1	0.67	-0.09	0.58*	-0.03	1.05	-0.89
Children International 2	0.86	-0.49	0.78	-0.32	1.24	-0.53
Age	1.10*	-0.02	1.10*	-0.02	1.09	-0.14
Single	1.16	-0.78	0.96	-0.94	0.46	-0.29
Number of Children	0.66	-0.16	0.71	-0.37	0.88	-0.7
Household Size	0.95	-0.13	0.96	-0.14	1.01	-0.86
Sex (Household Head)	0.97	-0.86	0.96	-0.76	0.95	-0.83
Age (Household Head)	0.99	-0.17	1	-0.73	1	-0.62
Education (Household Head)	1.01	-0.88	1	-0.93	1.01	-0.83
Employed Household Member	1	-0.99	1.32	-0.32	0.91	-0.83
Remittances	0.94	-0.77	0.78	-0.29	0.83	-0.57
PCA Asset	1	-0.95	0.99	-0.9	0.95	-0.44
Education (Baseline)	1.06	-0.12	1.07	-0.08	1.01	-0.82
Enrollment	1.04	-0.77	1.01	-0.96	1.15	-0.52
Public School System	0.94	-0.73	0.83	-0.29	0.97	-0.91
Number of Courses	1.1	-0.34	1.06	-0.5	1.11	-0.53
Number of Jobs						
Number of Businesses Owned	1.24	-0.43	0.84	-0.55	0.83	-0.62
GEM (Baseline)	1.02*	-0.05	1.01	-0.07	0.96**	0
DAP Score	1.01	-0.17	1.02	-0.17	1.03*	-0.04
Risk Index (Baseline)	0.97	-0.12	0.99	-0.62	1.03	-0.36
Neighborhood Safety Proxy	0.96	-0.6	0.95	-0.62	0.93	-0.56
Children International	1	(.)	1	(.)	1	(.)
Constant	0.07*	-0.01	0.02**	-0.01	0.59	-0.75
N	1219		1219		501	

Secondary Employment Outcomes

	Job Satisfaction	P Values	Benefits at Work	P Values	Contract at Work	P Values
A Ganar	1.21	-0.41	1.03	-0.92	1.89*	-0.03
Non-Sports	0.95	-0.82	1.16	-0.63	1.59	-0.12
Sex	1.05	-0.81	0.41***	0	0.67	-0.12
Motivation	0.68*	-0.02	0.94	-0.78	0.79	-0.31
Baseline Value						
Fundacion Paiz 2	0.95	-0.83				
Children International 1	0.43**	-0.01				
Children International 2	0.77	-0.4				
Age	0.98	-0.71	1.04	-0.55	1.09	-0.21
Single	1.33	-0.67	1.48	-0.69	0.42	-0.37
Number of Children	0.61	-0.21	0.65	-0.39	0.88	-0.81
Household Size	1.03	-0.55	0.94	-0.31	0.92	-0.17
Sex (Household Head)	0.93	-0.73	0.79	-0.37	0.59*	-0.04
Age (Household Head)	1	-0.79	1	-0.88	0.99	-0.53
Education (Household Head)	1.08	-0.09	1.09	-0.16	1.07	-0.23
Employed Household Member	0.78	-0.58	0.56	-0.33	0.76	-0.64
Remittances	0.76	-0.43	0.35*	-0.02	0.97	-0.95
PCA Asset	1.1	-0.15	1.17	-0.06	1.04	-0.61
Education (Baseline)	0.99	-0.85	1.1	-0.14	1.06	-0.28
Enrollment	0.91	-0.65	0.62	-0.07	1.05	-0.86
Public School System	0.68	-0.09	0.93	-0.82	1.45	-0.18
Number of Courses	0.94	-0.64	0.98	-0.92	0.98	-0.86
Number of Jobs	1	-0.98	0.80**	-0.01	0.93	-0.34
Number of Businesses Owned	1.51	-0.22	1.54	-0.32	0.61	-0.3
GEM (Baseline)	1	-0.93	0.98	-0.27	1.02	-0.09
DAP Score	1	-0.77	1.02	-0.18	0.99	-0.48
Risk Index (Baseline)	0.90**	0	0.90**	-0.01	0.89*	-0.03
Neighborhood Safety Proxy	1.11	-0.41	1.06	-0.72	1.28	-0.13
Children International	1	(.)	1.03	-0.92	1.28	-0.4
Constant1	0.01**	-0.01	6.72	-0.35	0.03	-0.09
Constant2	0.08	-0.12				
Constant3	0.5	-0.67				
N	417		417		417	

	Total monthly income (current job)	P Values	Log of total monthly income (current job)	P Values	Hourly rate (current job)	P Values
A Ganar	43.03	-0.79	0.03	-0.64	8.14	-0.07
Non-Sports	80.56	-0.62	0.09	-0.18	2	-0.65
Sex	-423.83**	0	-0.25***	0	3.91	-0.3
Motivation	-52.07	-0.67	0.01	-0.79	-6.74*	-0.04
Age	63.66	-0.1	0.03	-0.1	1.02	-0.34
Single	-19.09	-0.97	0.05	-0.8	-4.69	-0.74
Number of Children	-108.12	-0.72	0.03	-0.77	-6.87	-0.4
Household Size	6.05	-0.86	-0.01	-0.52	0.94	-0.3
Sex (Household Head)	-82.78	-0.56	-0.01	-0.8	0.48	-0.9
Age (Household Head)	-5.19	-0.43	0	-0.29	-0.24	-0.17
Education (Household Head)	41.23	-0.23	0.01	-0.44	0.58	-0.54
Employed Household Member	-260.49	-0.42	-0.13	-0.32	2.49	-0.78
Remittances	194.49	-0.46	-0.02	-0.84	1.68	-0.81
PCA Asset	57.22	-0.21	0.02	-0.25	0.93	-0.45
Education (Baseline)	24.27	-0.46	0.02	-0.22	-0.86	-0.34
Enrollment	-3.43	-0.98	-0.02	-0.67	-3.07	-0.43
Public School System	136.27	-0.39	0.06	-0.32	1.32	-0.76
Number of Courses	-22.98	-0.78	-0.01	-0.79	-1.37	-0.54
Number of Jobs	306.75	-0.19	0.06	-0.55	15.67*	-0.02
Number of Businesses Owned	16.80*	-0.03	0.01*	-0.02	-0.03	-0.87
GEM (Baseline)	-8.32	-0.4	0	-0.7	0.02	-0.93
DAP Score	52.68	-0.54	0.02	-0.53	-1.58	-0.51
Risk Index (Baseline)	2.53	-0.92	0	-0.76	1.34*	-0.04
Neighborhood Safety Proxy	-272.58	-0.11	-0.08	-0.27	-7.95	-0.09
Children International	299.96	-0.79	6.70***	0	9.94	-0.75
N	417		417		417	

	Log of hourly rate (current job)	P Values	Total hourly income (current job)	P Values	Log of total hourly income (current job)	P Values
A Ganar	0.15	-0.05	7.89	-0.08	0.14	-0.07
Non-Sports	0.05	-0.51	1.68	-0.71	0.04	-0.58
Sex	-0.07	-0.27	3.86	-0.3	-0.07	-0.28
Motivation	-0.12*	-0.04	-6.59*	-0.05	-0.11	-0.06
Age	0.02	-0.21	1.06	-0.32	0.02	-0.21
Single	-0.1	-0.67	-5.32	-0.7	-0.13	-0.59
Number of Children	0.04	-0.76	-7.07	-0.39	0.02	-0.88
Household Size	0.01	-0.41	0.88	-0.33	0.01	-0.63
Sex (Household Head)	0.02	-0.81	0.23	-0.95	0	-0.99
Age (Household Head)	-0.01	-0.11	-0.25	-0.17	-0.01	-0.11
Education (Household Head)	0.01	-0.67	0.53	-0.58	0	-0.83
Employed Household Member	-0.04	-0.81	2.51	-0.78	-0.03	-0.87
Remittances	-0.04	-0.76	1.73	-0.8	-0.04	-0.8
PCA Asset	0.01	-0.51	0.99	-0.43	0.02	-0.46
Education (Baseline)	0.02	-0.17	-0.92	-0.31	0.02	-0.32
Enrollment	0.04	-0.59	-3.05	-0.43	0.03	-0.7
Public School System	-0.04	-0.64	1.44	-0.74	-0.02	-0.8
Number of Courses	0.01	-0.74	-1.09	-0.62	0.02	-0.56
Number of Jobs	0.17	-0.14	16.17*	-0.01	0.19	-0.09
Number of Businesses Owned	0	-0.43	-0.01	-0.95	0	-0.27
GEM (Baseline)	0	-0.59	0.02	-0.95	0	-0.6
DAP Score	0.02	-0.61	-1.49	-0.53	0.02	-0.59
Risk Index (Baseline)	0.01	-0.34	1.33*	-0.04	0.01	-0.27
Neighborhood Safety Proxy	-0.21*	-0.01	-7.73	-0.1	-0.18*	-0.03
Children International	1.92***	0	9.19	-0.77	1.89***	0
N	417		417		417	

	Total wages all jobs (12 months)	P Values
A Ganar	1397.56	-0.75
Non-Sports	-259.57	-0.96
Sex	-6882.26	-0.17
Motivation	-260.68	-0.94
Age	1827	-0.11
Single	11682.22	-0.42
Number of Children	-6782.36	-0.34
Household Size	773.99	-0.38
Sex (Household Head)	-166.46	-0.97
Age (Household Head)	-20.93	-0.91
Education (Household Head)	127.1	-0.89
Employed Household Member	-3216.62	-0.76
Remittances	-152.21	-0.98
PCA Asset	1668.55	-0.22
Education (Baseline)	637.3	-0.5
Enrollment	2792.55	-0.39
Public School System	2657.59	-0.56
Number of Courses	-153.05	-0.94
Number of Jobs	-1839.9	-0.83
Number of Businesses Owned	47.64	-0.81
GEM (Baseline)	8.41	-0.97
DAP Score	764.85	-0.69
Risk Index (Baseline)	65.44	-0.91
Neighborhood Safety Proxy	2503.77	-0.66
Children International	-20740.13	-0.47
N	417	

ANNEX G: ENTREPRENEURSHIP REGRESSION TABLES

Entrepreneurship Outcomes

	Tried to Establish a Business		Owned a Business		Number of Businesses	
		<i>P Values</i>		<i>P Values</i>		<i>P Values</i>
A Ganar	1.54	-0.08	1.37	-0.3	0.02	-0.47
Non-Sports	0.98	-0.95	1.77*	-0.05	0.04	-0.1
Sex	0.69	-0.16	0.83	-0.47	-0.01	-0.74
Motivation	0.84	-0.47	1.06	-0.75	0	-0.9
Baseline Value	2.94***	0	23.56***	0	0.52***	0
Fundacion Paiz 2	1.26	-0.46	0.76	-0.3	-0.02	-0.63
Children International 1	0.88	-0.77	0.41*	-0.03	0	(.)
Children International 2	1.17	-0.68	0.67	-0.31	0.03	-0.37
Age	1.13*	-0.03	1.15*	-0.02	0.02*	-0.03
Single	1.74	-0.47	0.6	-0.48	-0.05	-0.44
Number of Children	0.65	-0.37	1.15	-0.65		
Household Size	1	-0.96	0.99	-0.86	0	-0.59
Sex (Household Head)	1.03	-0.91	1.18	-0.51	0.03	-0.29
Age (Household Head)	1.01	-0.36	1	-0.92	0	-0.8
Education (Household Head)	0.99	-0.89	0.96	-0.47	0	-0.6
Employed Household Member	1.44	-0.56	1.22	-0.75	0.03	-0.54
Remittances	0.68	-0.38	1.2	-0.63	0.02	-0.57
PCA Asset	1	-0.96	1.13	-0.09	0.01	-0.1
Education (Baseline)	1	-0.94	1.02	-0.63	0	-0.71
Enrollment	0.96	-0.89	1.3	-0.35	0.03	-0.25
Public School System	1.01	-0.98	0.88	-0.66		0
Number of Courses	1.2	-0.18	0.77	-0.26	-0.01	-0.41
Number of Jobs	1.19*	-0.03	1.03	-0.66	0	-0.84
GEM (Baseline)	0.98	-0.14	1.01	-0.34	0	-0.49
DAP Score	1.02	-0.27	1.01	-0.58	0	-0.94
Risk Index (Baseline)	0.99	-0.87	1	-0.98	0	-0.82
Neighborhood Safety Proxy	1.08	-0.58	0.98	-0.91	0	-0.81
Children International	1	(.)	1	(.)	-0.08*	-0.02
Constant	0.01*	-0.01	0.00***	0	-0.32	-0.06
N	1219		1219		1219	

Outcomes for Successful Small Businesses

	Business Operation (Months)	P Values	Income from Businesses (Monthly)	P Values	Business has Employees	P Values
A Ganar	0.19	-0.96	-709.02	-0.23	0.29	-0.1
Non-Sports	0.15	-0.97	-1126.49*	-0.02	0.18*	-0.03
Sex	2.83	-0.39	-499.97	-0.32	0.39	-0.11
Motivation	-3.64	-0.21	-556.92	-0.17	1.2	-0.73
Baseline Value						
Fundacion Paiz 2						
Children International 1						
Children International 2						
Age	-0.96	-0.27	11.09	-0.93	1.02	-0.9
Single						
Number of Children						
Household Size	-0.5	-0.53	-24.54	-0.83	0.93	-0.66
Sex (Household Head)	-2.28	-0.46	98.5	-0.83	1.04	-0.95
Age (Household Head)	0	-0.99	24.4	-0.19	0.97	-0.31
Education (Household Head)	-0.18	-0.82	44.64	-0.66	1.2	-0.21
Employed Household Member	2.12	-0.79	1197.59	-0.25	2.88	-0.45
Remittances	5.78	-0.33	984.43	-0.12	0.63	-0.65
PCA Asset	-0.34	-0.77	174.29	-0.37	0.9	-0.55
Education (Baseline)	-0.27	-0.68	30.39	-0.73	1.21	-0.1
Enrollment	1.75	-0.65	-335.01	-0.5	0.83	-0.76
Public School System						
Number of Courses						
Number of Jobs						
GEM (Baseline)	0.08	-0.65	13.46	-0.55	0.95	-0.16
DAP Score	-0.08	-0.72	38.41	-0.32	1.05	-0.26
Risk Index (Baseline)	0.04	-0.94	44.13	-0.53	0.96	-0.67
Neighborhood Safety Proxy	-1.87	-0.34	-352.9	-0.27	1.15	-0.7
Children International	-1.51	-0.69	-1026.34	-0.09	0.20*	-0.03
Constant	39.36	-0.14	-1920.09	-0.53	0.61	-0.91
N	116		116		116	

	Business has a dedicated space/storefront	<i>P Values</i>	Time spent trying to establish business	<i>P Values</i>
A Ganar	1.31	-0.68	-0.08	-0.98
Non-Sports	0.7	-0.6	0.2	-0.96
Sex	1.03	-0.95	1.53	-0.6
Motivation	0.82	-0.67	-1.61	-0.47
Baseline Value				
Fundacion Paiz 2				
Children International 1				
Children International 2				
Age	0.95	-0.67	-0.03	-0.97
Single				
Number of Children				
Household Size	0.95	-0.68	0.27	-0.63
Sex (Household Head)	0.63	-0.39	-3	-0.29
Age (Household Head)	1	-0.93	0.09	-0.42
Education (Household Head)	1.1	-0.42	0.05	-0.93
Employed Household Member	1	(.)	-3.68	-0.62
Remittances	1.76	-0.47	1.81	-0.73
PCA Asset	1.17	-0.36	-0.06	-0.94
Education (Baseline)	0.97	-0.81	0.64	-0.34
Enrollment	1.58	-0.39	1.4	-0.63
Public School System				
Number of Courses				
Number of Jobs				
GEM (Baseline)	1.01	-0.69	-0.03	-0.84
DAP Score	0.96	-0.29	-0.1	-0.6
Risk Index (Baseline)	1.01	-0.85	0.35	-0.39
Neighborhood Safety Proxy	1.32	-0.4	1.09	-0.54
Children International	0.59	-0.41	-4.6	-0.2
Constant	1.17	-0.97	6.84	-0.75
N	111		110	

ANNEX H: PROFESSIONAL CAPABILITIES REGRESSION TABLES

Professional Capabilities: Summative Outcomes

	Negotiation	P Values	Capabilities Index	P Values	PCA Capabilities	P Values
A Ganar	0.78	-0.08	-0.22	-0.34	-0.07	-0.59
Non-Sports	0.9	-0.54	-0.13	-0.6	-0.05	-0.7
Sex	1.34*	-0.03	-0.17	-0.42	-0.07	-0.55
Motivation	0.87	-0.18	-0.26	-0.14	-0.12	-0.16
Baseline Value	1.50***	0	0.27***	0	0.24***	0
Fundacion Paiz 2	1.15	-0.32	0.24	-0.3	0.08	-0.51
Children International 1	0.85	-0.41	-0.27	-0.41	0	(.)
Children International 2	0.68*	-0.04	-0.24	-0.47	0.05	-0.81
Age	0.98	-0.5	-0.04	-0.54	-0.02	-0.62
Single	2.3	-0.06	0.62	-0.33	0.21	-0.54
Number of Children	1.11	-0.65	0.06	-0.85	0.07	-0.73
Household Size	1.03	-0.51	0.02	-0.68	0	-0.88
Sex (Household Head)	1.16	-0.27	0.06	-0.78	0.03	-0.76
Age (Household Head)	1	-0.59				
Education (Household Head)	1.02	-0.58				
Employed Household Member	1.09	-0.77				
Remittances	0.78	-0.22				
PCA Asset	1.05	-0.18				
Education (Baseline)	0.99	-0.74	0.18***	0	0.09**	0
Enrollment	1.26	-0.06	0.51*	-0.01	0.2	-0.1
Public School System	0.81	-0.19				
Number of Courses	1.07	-0.42				
Number of Jobs	1.08*	-0.05	0.11	-0.06	0.05	-0.14
Number of Businessess	1.55*	-0.03	0.41	-0.21	0.24	-0.21
GEM (Baseline)	1.01	-0.32	0.01	-0.41	0	-0.7
DAP Score (Baseline)	0.99	-0.06	0.01	-0.55	0.01	-0.29
Risk Index (Baseline)	1.03	-0.22	-0.01	-0.85	0	-0.91
Neighborhood Safety Proxy	1.01	-0.91	0.11	-0.34	0.06	-0.47
Children International	1	(.)			-0.16	-0.43
Constant	0.09*	-0.02	16.46***	0	-1.12	-0.18
Constant 2	0.63	-0.66				
Constant 3	3.57	-0.22				
N	1219		1219		1219	

Professional Capabilities: Hard Skills

	Computer Usage	P Values	CV Writing	P Values
A Ganar	1.04	-0.81	1.29	-0.16
Non-Sports	1.15	-0.38	1.2	-0.3
Sex	0.68*	-0.03	0.81	-0.19
Motivation	0.89	-0.43	1.04	-0.75
Baseline Value	1.46***	0	1.47***	0
Fundacion Paiz 2	1.22	-0.19	0.99	-0.97
Children International 1	0.60*	-0.02	0.85	-0.43
Children International 2	0.63*	-0.02	1.09	-0.7
Age	1.03	-0.51	1.01	-0.81
Single	1.14	-0.76	1.47	-0.37
Number of Children	0.83	-0.45	1.12	-0.71
Household Size	1	-0.98	1.01	-0.68
Sex (Household Head)	1	-1	1.02	-0.86
Age (Household Head)	1	-0.9	1	-0.71
Education (Household Head)	1	-0.97	1.02	-0.47
Employed Household Member	0.76	-0.28	1.11	-0.7
Remittances	0.77	-0.28	0.65*	-0.04
PCA Asset	1.10*	-0.01	1.08	-0.09
Education (Baseline)	1.16***	0	1.13**	0
Enrollment	1.24	-0.14	1.24	-0.1
Public School System	0.88	-0.43	0.93	-0.66
Number of Courses	1.03	-0.77	1.01	-0.89
Number of Jobs	1.06	-0.12	1.03	-0.48
Number of Businessess	0.91	-0.64	1.2	-0.41
GEM (Baseline)	1.01	-0.27	1	-0.87
DAP Score (Baseline)	1.01	-0.05	1.01	-0.05
Risk Index (Baseline)	0.99	-0.66	0.99	-0.8
Neighborhood Safety Proxy	1.05	-0.55	1.07	-0.38
Children International	1	(.)	1	(.)
Constant	2.19	-0.41	3.15	-0.23
Constant 2	21.47**	0	21.08**	0
Constant 3	167.21***	0	207.98***	0
N	1219		1219	

	Interview Ability	P Values	Job Search	P Values
A Ganar	1.1	-0.58	0.95	-0.74
Non-Sports	0.86	-0.4	0.99	-0.96
Sex	1.25	-0.11	0.97	-0.82
Motivation	0.91	-0.4	1	-0.98
Baseline Value	1.42***	0	1.39***	0
Fundacion Paiz 2	0.92	-0.57	1.17	-0.35
Children International 1	1.02	-0.91	1.15	-0.54
Children International 2	1.04	-0.86	1.43	-0.1
Age	0.92*	-0.03	1.03	-0.37
Single	0.87	-0.78	0.7	-0.48
Number of Children	1.37	-0.38	1.28	-0.3
Household Size	1.02	-0.62	1.03	-0.33
Sex (Household Head)	1.04	-0.81	1.11	-0.59
Age (Household Head)	1.01	-0.35	1.01	-0.41
Education (Household Head)	1.06*	-0.05	1.02	-0.47
Employed Household Member	1.21	-0.51	1	-0.99
Remittances	0.73	-0.12	0.64	-0.05
PCA Asset	1.03	-0.47	1	-0.97
Education (Baseline)	1.06	-0.11	0.96	-0.17
Enrollment	1.07	-0.64	1.01	-0.95
Public School System	0.72	-0.09	0.92	-0.61
Number of Courses	0.96	-0.6	1.02	-0.86
Number of Jobs	1.06	-0.2	1.02	-0.6
Number of Businessess	1.2	-0.52	1.44	-0.09
GEM (Baseline)	1	-0.63	1.01	-0.23
DAP Score (Baseline)	1	-0.82	1	-0.58
Risk Index (Baseline)	1	-0.91	1	-0.93
Neighborhood Safety Proxy	1.12	-0.14	1.04	-0.63
Children International	1	(.)	1	(.)
Constant	0.03**	-0.01	0.16	-0.1
Constant 2	0.44	-0.5	1.1	-0.92
Constant 3	5.65	-0.16	16.33**	-0.01
N	1219		1219	

Professional Capabilities: Soft Skills

	Professional Attire	P Values	Interaction with Colleagues	P Values
A Ganar	0.9	-0.55	0.78	-0.08
Non-Sports	0.95	-0.78	0.83	-0.19
Sex	0.89	-0.4	0.81	-0.15
Motivation	0.8	-0.06	0.82	-0.07
Baseline Value	1.48**	0	1.43***	0
Fundacion Paiz 2	1.04	-0.77	0.98	-0.92
Children International 1	1.04	-0.84	0.87	-0.52
Children International 2	1.06	-0.8	0.82	-0.38
Age	0.98	-0.64	0.97	-0.42
Single	1.22	-0.7	1.14	-0.76
Number of Children	1.13	-0.57	1.37	-0.23
Household Size	1.02	-0.55	0.98	-0.41
Sex (Household Head)	1.18	-0.24	1.16	-0.25
Age (Household Head)	1	-0.61	1	-0.71
Education (Household Head)	1.05	-0.09	1.01	-0.77
Employed Household Member	1.14	-0.67	1.12	-0.68
Remittances	0.89	-0.62	0.87	-0.5
PCA Asset	1.07	-0.08	1.05	-0.21
Education (Baseline)	1.04	-0.24	1.08*	-0.04
Enrollment	1.22	-0.17	1.23	-0.11
Public School System	0.89	-0.51	1.01	-0.94
Number of Courses	1.03	-0.75	0.92	-0.44
Number of Jobs	1.05	-0.24	1.04	-0.35
Number of Businessess	0.97	-0.9	1.21	-0.44
GEM (Baseline)	1.01	-0.52	1.02*	-0.02
DAP Score (Baseline)	1	-0.91	1.01	-0.2
Risk Index (Baseline)	1.02	-0.46	1.01	-0.73
Neighborhood Safety Proxy	1.04	-0.66	1.08	-0.36
Children International	1	(.)	1	(.)
Constant	0.1	-0.07	0.15	-0.2
Constant 2	0.45	-0.49	2.84	-0.43
Constant 3	6.56	-0.1	36.97*	-0.01
N	1219		1219	

	Interaction with Superiors	P Values	Negotiation	P Values
A Ganar	0.74	-0.05	0.78	-0.08
Non-Sports	0.75	-0.08	0.9	-0.54
Sex	1.12	-0.39	1.34*	-0.03
Motivation	0.84	-0.19	0.87	-0.18
Baseline Value	1.40***	0	1.50***	0
Fundacion Paiz 2	1.21	-0.26	1.15	-0.32
Children International 1	0.67	-0.15	0.85	-0.41
Children International 2	0.77	-0.27	0.68*	-0.04
Age	0.99	-0.89	0.98	-0.5
Single	1.27	-0.61	2.3	-0.06
Number of Children	1.05	-0.85	1.11	-0.65
Household Size	0.99	-0.73	1.03	-0.51
Sex (Household Head)	1.02	-0.89	1.16	-0.27
Age (Household Head)	1	-0.78	1	-0.59
Education (Household Head)	1.01	-0.74	1.02	-0.58
Employed Household Member	0.98	-0.93	1.09	-0.77
Remittances	1.1	-0.66	0.78	-0.22
PCA Asset	1.04	-0.42	1.05	-0.18
Education (Baseline)	1.02	-0.52	0.99	-0.74
Enrollment	1.21	-0.26	1.26	-0.06
Public School System	0.87	-0.39	0.81	-0.19
Number of Courses	0.9	-0.27	1.07	-0.42
Number of Jobs	1.06	-0.14	1.08*	-0.05
Number of Businessess	0.98	-0.95	1.55*	-0.03
GEM (Baseline)	1.01	-0.48	1.01	-0.32
DAP Score (Baseline)	1.01	-0.48	0.99	-0.06
Risk Index (Baseline)	0.98	-0.35	1.03	-0.22
Neighborhood Safety Proxy	1.11	-0.2	1.01	-0.91
Children International	1	(.)	1	(.)
Constant	0.09*	-0.04	0.09*	-0.02
Constant 2	0.8	-0.84	0.63	-0.66
Constant 3	10.86*	-0.03	3.57	-0.22
N	1219		1219	

ANNEX I: SELF ESTEEM REGRESSION TABLES

Self Esteem Outcomes

	Self Esteem Index	P Values
A Ganar	-6.28*	-0.03
Non-Sports	-1.51	-0.59
Sex	-1.74	-0.48
Motivation	-0.02	-0.99
Baseline Value	0.64*	-0.04
Fundacion Paiz 2	5.86*	-0.04
Children International 1	-5.93	-0.15
Children International 2	0	(.)
Age	1.37*	-0.04
Single	-12.88	-0.1
Number of Children	6.01	-0.11
Household Size	-0.67	-0.24
Sex (Household Head)	2.55	-0.3
Age (Household Head)	-0.37***	0
Education (Household Head)	-1.42*	-0.01
Employed Household Member	-0.89	-0.86
Remittances	-4.75	-0.24
PCA Asset	-0.2	-0.79
Education (Baseline)	-0.86	-0.16
Enrollment	3.65	-0.14
Public School System	-3.51	-0.23
Number of Courses	1.17	-0.46
Number of Jobs	3.02***	0
Number of Businessess	-0.89	-0.83
DAP Score		
GEM (Baseline)	0.01	-0.94
Risk Index (Baseline)	0.38	-0.27
Neighborhood Safety Proxy	-0.22	-0.87
Children International	-4.38	-0.27
Constant	38.38*	-0.04
N	1173	

ANNEX J: GENDER PERSPECTIVES REGRESSION TABLES

GEM Outcomes

	GEM	P Values	PCA GEM	P Values
A Ganar	0.54	-0.31	0.03	-0.83
Non-Sports	0.05	-0.93	0.03	-0.88
Sex	-1.35	-0.07	0.04	-0.76
Motivation	-0.83	-0.06	-0.18	-0.22
Baseline Value	0.38***	0	0.36***	0
Fundacion Paiz 2	0.1	-0.86	0.06	-0.71
Children International 1	0	(.)	0	(.)
Children International 2	0.88	-0.39	0.25	-0.35
Age	-0.43***	0	-0.09	-0.11
Single	-0.61	-0.69	-0.38	-0.67
Number of Children	0.18	-0.88	0.15	-0.58
Household Size	-0.1	-0.37	-0.03	-0.27
Sex (Household Head)	0.09	-0.86	-0.02	-0.92
Age (Household Head)	0.01	-0.69	0	-0.93
Education (Household Head)	0	-0.97	0	-0.97
Employed Household Member	-0.04	-0.96	0.1	-0.77
Remittances	-0.16	-0.84	-0.16	-0.47
PCA Asset	0.07	-0.74	0.01	-0.89
Education (Baseline)	0.52***	0	0.08	-0.18
Enrollment	0.46	-0.35	0.05	-0.67
Public School System	-0.06	-0.92	0	-0.99
Number of Courses	0.07	-0.8	0.02	-0.76
Number of Jobs	-0.11	-0.44	-0.01	-0.91
Number of Businessess	0.24	-0.75	0.3	-0.24
GEM (Baseline)		0		0
DAP Score (Baseline)	0.05	-0.13	0.01	-0.12
Risk Index (Baseline)	-0.04	-0.52	0	-0.87
Neighborhood Safety Proxy	0.06	-0.82	-0.02	-0.84
Children International	-2.10*	-0.04	-0.37	-0.09
Constant	62.61***	0	1.13	-0.39
N	1219		1219	

ANNEX K: RISK BEHAVIOR REGRESSION TABLES

	Risk Index	P Values	PCA Risk	P Values
A Ganar	0.26	-0.22	0.15	-0.28
Non-Sports	0.23	-0.24	0.13	-0.36
Sex	-1.35***	0	-0.65***	0
Motivation	0.14	-0.33	0.14	-0.16
Baseline Value	0.24***	0	0.17***	0
Fundacion Paiz 2	0.12	-0.57	0.06	-0.69
Children International 1	0	(.)	0	(.)
Children International 2	0.17	-0.59	0.12	-0.56
Age	-0.07	-0.18	-0.08	-0.06
Single	-0.34	-0.54	-0.44	-0.4
Number of Children	0.78*	-0.01	0.46*	-0.03
Household Size	0.04	-0.36	0.02	-0.52
Sex (Household Head)	0.01	-0.97	-0.03	-0.78
Age (Household Head)	0.01	-0.21	0	-0.4
Education (Household Head)	0.03	-0.51	0.01	-0.75
Employed Household Member	0.09	-0.82	0.07	-0.76
Remittances	0.18	-0.53	0.09	-0.62
PCA Asset	-0.09	-0.11	-0.07	-0.07
Education (Baseline)	0.15	-0.41	0.03	-0.81
Enrollment	-0.04	-0.49	-0.02	-0.61
Public School System	-0.42	-0.08	-0.22	-0.13
Number of Courses	0.15	-0.22	0.09	-0.24
Number of Jobs	0.03	-0.54	0.02	-0.57
GEM (Baseline)	-0.03	-0.92	-0.1	-0.64
DAP Score	0.02	-0.11	0.01	-0.37
Risk Index (Baseline)	-0.02	-0.18	-0.01	-0.21
Neighborhood Safety Proxy	-0.04	-0.72	-0.04	-0.61
Children International	-0.62*	-0.04	-0.28	-0.13
Constant I	8.77***	0	1.3	-0.1
N	1219		1219	

Risk Behavior: Outcomes based on Friends' Behaviors

	Fighting (Friends)	P Values	Gang Activity (Friends)	P Values	Drug Use (Friends)	P Values
A Ganar	0.9	-0.59	1.51	-0.11	1.39	-0.11
Non-Sports	1.19	-0.4	1.63	-0.11	0.98	-0.93
Sex	0.52***	0	0.84	-0.46	0.40***	0
Motivation	0.89	-0.48	1.03	-0.88	0.9	-0.44
Baseline Value	1.66***	0	1.58***	0	1.49***	0
Fundacion Paiz 2	1.17	-0.4	1.59	-0.09	0.97	-0.85
Children International 1	0.93	-0.79	0.74	-0.49	0.44*	-0.02
Children International 2	0.93	-0.82	0.8	-0.62	0.63	-0.12
Age	0.92	-0.19	0.93	-0.32	0.94	-0.17
Single	0.8	-0.79	0.66	-0.66	0.94	-0.92
Number of Children	1.18	-0.65	1.5	-0.35	0.9	-0.77
Household Size	1	-0.93	1.02	-0.66	1.05	-0.25
Sex (Household Head)	0.93	-0.69	1.29	-0.33	0.97	-0.84
Age (Household Head)	1.01	-0.27	0.99	-0.31	1.01	-0.28
Education (Household Head)	1.04	-0.33	0.97	-0.6	1.01	-0.82
Employed Household Member	1.15	-0.7	0.84	-0.7	1.34	-0.48
Remittances	1.69*	-0.04	0.86	-0.7	0.92	-0.76
PCA Asset	0.91	-0.08	0.88*	-0.04	0.95	-0.28
Education (Baseline)	0.86	-0.39	0.79	-0.32	0.95	-0.77
Enrollment	0.96	-0.4	0.95	-0.49	0.95	-0.36
Public School System	0.9	-0.61	0.67	-0.19	0.61*	-0.01
Number of Courses	0.94	-0.66	1.16	-0.38	1.25*	-0.03
Number of Jobs	0.98	-0.66	1	-1	0.99	-0.85
GEM (Baseline)	0.79	-0.56	0.9	-0.75	1.07	-0.78
DAP Score	1.01	-0.33	1	-0.93	1.01	-0.36
Risk Index (Baseline)	1	-0.67	0.99	-0.55	0.98	-0.09
Neighborhood Safety Proxy	0.84	-0.1	0.99	-0.93	0.98	-0.83
Children International	1	(.)	1	(.)	1	(.)
Constant1	2.32	-0.58	1.18	-0.92	0.91	-0.94
Constant2	15.22	-0.08	5.03	-0.36	4.67	-0.2
Constant3	35.53*	-0.02	9.27	-0.2	13.25*	-0.04
Constant4	177.90***	0	44.43*	-0.05	92.64**	0
N	1219		1219		1219	

	Unprotected Sex (Friends)	P Values	Criminal Activity (Friends)	P Values	Incarcerated (Friends)	P Values
A Ganar	0.9	-0.49	2.47*	-0.04	1.63	-0.11
Non-Sports	1.13	-0.48	1.87	-0.17	1.52	-0.22
Sex	0.52**	0	0.47*	-0.02	0.59*	-0.04
Motivation	1.14	-0.34	1.17	-0.54	1.31	-0.26
Baseline Value	1.50***	0	1.3	-0.37	2.02***	0
Fundacion Paiz 2	1.07	-0.71	1.28	-0.5	0.88	-0.69
Children International 1	0.67	-0.2	0.26	-0.07	0.57	-0.32
Children International 2	0.66	-0.31	0.5	-0.25	0.74	-0.54
Age	1.03	-0.58	0.9	-0.35	0.99	-0.86
Single	1.22	-0.66	0	-0.99	0.29	-0.27
Number of Children	1.51	-0.11	1.98	-0.17	1.89	-0.06
Household Size	1.01	-0.82	1.1	-0.23	1.15	-0.08
Sex (Household Head)	1.03	-0.89	0.91	-0.79	0.98	-0.96
Age (Household Head)	1.01	-0.42	1	-0.9	1	-0.78
Education (Household Head)	1.02	-0.59	0.96	-0.66	0.96	-0.63
Employed Household Member	1.09	-0.81	1.06	-0.94	1.65	-0.41
Remittances	1.41	-0.2	1.38	-0.51	1.35	-0.46
PCA Asset	0.99	-0.79	0.94	-0.52	0.96	-0.63
Education (Baseline)	1.07	-0.63	1.31	-0.36	1.39	-0.24
Enrollment	0.95	-0.33	1.05	-0.56	0.87	-0.17
Public School System	0.91	-0.6	0.81	-0.58	0.88	-0.74
Number of Courses	1.08	-0.6	0.97	-0.88	1.14	-0.45
Number of Jobs	1.09*	-0.05	1	-0.98	0.98	-0.83
GEM (Baseline)	0.85	-0.58	1.05	-0.94	1.4	-0.47
DAP Score	1.01	-0.24	1	-0.84	1	-0.78
Risk Index (Baseline)	0.99	-0.33	0.98	-0.36	0.98	-0.22
Neighborhood Safety Proxy	1.01	-0.91	0.86	-0.46	0.84	-0.31
Children International	1	(.)	1	(.)	1	(.)
Constant1	8.49	-0.05	3.17	-0.63	10.34	-0.25
Constant2	50.85***	0	11.61	-0.3	49.61	-0.05
Constant3	123.78***	0	22.32	-0.19	113.33*	-0.02
Constant4	571.70***	0	48	-0.12	425.19**	-0.01
N	1219		1219		1219	

	Drug Trafficking (Friends)	P Values
A Ganar	1.11	-0.76
Non-Sports	0.92	-0.81
Sex	0.19**	0
Motivation	1.07	-0.81
Baseline Value	1.63*	-0.01
Fundacion Paiz 2	0.78	-0.43
Children International 1	0.42	-0.19
Children International 2	0.49	-0.19
Age	0.87	-0.19
Single	0	-0.99
Number of Children	2.5	-0.12
Household Size	0.96	-0.6
Sex (Household Head)	1.01	-0.98
Age (Household Head)	1	-0.74
Education (Household Head)	0.99	-0.88
Employed Household Member	2.4	-0.29
Remittances	1.25	-0.61
PCA Asset	0.92	-0.35
Education (Baseline)	1.08	-0.81
Enrollment	1.02	-0.86
Public School System	0.85	-0.68
Number of Courses	1.08	-0.7
Number of Jobs	1.03	-0.7
GEM (Baseline)	0.98	-0.97
DAP Score	1.02	-0.34
Risk Index (Baseline)	0.99	-0.46
Neighborhood Safety Proxy	1.08	-0.69
Children International	1	(.)
Constant1	5.08	-0.57
Constant2	26.87	-0.29
Constant3	46.71	-0.22
Constant4	95.4	-0.17
N	1219	

Risk Behavior: Outcomes based on Randomized Self Reports

	Fighting (Self)	P Values	Gang Involvement (Self)	P Values
A Ganar	1	-1	1.03	-0.92
Non-Sports	1.01	-0.97	1.07	-0.77
Sex	1.01	-0.98	0.91	-0.62
Motivation	1.04	-0.77	0.95	-0.78
Baseline Value	1.12	-0.56	1.18	-0.44
Fundacion Paiz 2	1.12	-0.59	0.78	-0.28
Children International 1	0.45*	-0.01	0.93	-0.84
Children International 2	0.6	-0.15	0.86	-0.61
Age	1.01	-0.83	1.03	-0.65
Single	1.36	-0.6	1.41	-0.51
Number of Children	0.96	-0.92	1.09	-0.84
Household Size	1.03	-0.46	1.02	-0.61
Sex (Household Head)	0.86	-0.46	0.92	-0.64
Age (Household Head)	0.99	-0.16	1	-0.74
Education (Household Head)	1.05	-0.3	1.03	-0.55
Employed Household Member	1.02	-0.97	0.82	-0.6
Remittances	1.17	-0.65	1.1	-0.73
PCA Asset	0.97	-0.71	0.98	-0.7
Education (Baseline)	0.92	-0.07	0.98	-0.77
Enrollment	0.84	-0.3	1.06	-0.82
Public School System	1.13	-0.55	1.14	-0.53
Number of Courses	1	-0.99	1.01	-0.96
Number of Jobs	1.08	-0.13	1.08	-0.15
Number of Businesses	1.1	-0.81	1.17	-0.7
GEM (Baseline)	1	-0.7	0.99	-0.36
DAP Score	0.99	-0.57	0.99	-0.28
Risk Index (Baseline)				
Neighborhood Safety Proxy	0.93	-0.58	1.1	-0.41
Children International	1	(.)	1	(.)
Constant 1	0.61	-0.77	0.48	-0.59
N	1219		1219	

	Drug Use (Self)	P Values	Unprotected Sex (Self)	P Values
A Ganar	0.89	-0.57	1.13	-0.5
Non-Sports	1.41	-0.09	1.35	-0.19
Sex	0.97	-0.91	0.68	-0.15
Motivation	1.09	-0.57	1.16	-0.25
Baseline Value	1.46	-0.09	1.2	-0.36
Fundacion Paiz 2	0.98	-0.94	0.98	-0.93
Children International 1	0.97	-0.91	1.05	-0.85
Children International 2	0.65	-0.19	1.27	-0.32
Age	1.07	-0.22	0.96	-0.53
Single	1.41	-0.64	1.73	-0.27
Number of Children	0.75	-0.62	1.27	-0.54
Household Size	1.01	-0.88	1	-0.96
Sex (Household Head)	1.01	-0.97	0.9	-0.52
Age (Household Head)	0.99	-0.47	1	-0.69
Education (Household Head)	1	-0.99	1.02	-0.71
Employed Household Member	0.94	-0.85	0.81	-0.53
Remittances	1.16	-0.58	0.99	-0.98
PCA Asset	0.94	-0.29	1.02	-0.65
Education (Baseline)	0.95	-0.41	0.97	-0.52
Enrollment	1.12	-0.49	0.93	-0.71
Public School System	0.88	-0.61	1.01	-0.95
Number of Courses	0.92	-0.53	1.02	-0.83
Number of Jobs	1	-0.94	1.05	-0.4
Number of Businesses	1.06	-0.87	0.86	-0.75
GEM (Baseline)	1	-0.9	1	-0.82
DAP Score	1	-0.72	1.01	-0.45
Risk Index (Baseline)				
Neighborhood Safety Proxy	1.09	-0.44	0.87	-0.13
Children International	1	(.)	1	(.)
Constant 1	0.16	-0.13	0.52	-0.66
N	1219		1219	

	Criminal Activity (Self)	P Values	Incarceration (Self)	P Values
A Ganar	1.01	-0.97	1.01	-0.95
Non-Sports	1.14	-0.63	0.95	-0.8
Sex	1.26	-0.42	1.41	-0.16
Motivation	1.17	-0.4	1.06	-0.77
Baseline Value	1.33	-0.18	1.13	-0.53
Fundacion Paiz 2	1.04	-0.84	0.9	-0.68
Children International 1	1.09	-0.79	1.62	-0.14
Children International 2	1.2	-0.57	1.41	-0.27
Age	1	-0.98	0.92	-0.18
Single	0.96	-0.95	0.81	-0.75
Number of Children	0.85	-0.74	0.98	-0.95
Household Size	0.97	-0.5	1.06	-0.25
Sex (Household Head)	1.29	-0.32	0.99	-0.97
Age (Household Head)	1.01	-0.47	0.99	-0.52
Education (Household Head)	1.02	-0.75	1	-0.99
Employed Household Member	0.88	-0.71	0.84	-0.61
Remittances	0.96	-0.88	0.86	-0.68
PCA Asset	0.96	-0.49	1.01	-0.92
Education (Baseline)	0.99	-0.84	0.97	-0.51
Enrollment	0.83	-0.47	0.84	-0.42
Public School System	0.64	-0.08	0.78	-0.2
Number of Courses	0.97	-0.8	0.83	-0.15
Number of Jobs	1.02	-0.7	1.05	-0.54
Number of Businesses	1.28	-0.5	0.82	-0.53
GEM (Baseline)	1	-0.67	1	-0.89
DAP Score	1	-0.7	1	-0.88
Risk Index (Baseline)				
Neighborhood Safety Proxy	0.89	-0.34	0.94	-0.65
Children International	1	(.)	1	(.)
Constant 1	0.41	-0.62	2.04	-0.69
N	1219		1219	

	Drug Trafficking (Self)	P Values	Alcohol Abuse (Self)	P Values
A Ganar	0.92	-0.71	0.89	-0.57
Non-Sports	0.93	-0.72	1.13	-0.53
Sex	0.98	-0.94	0.83	-0.18
Motivation	1.19	-0.24	0.91	-0.52
Baseline Value	1.18	-0.51	1.31	-0.16
Fundacion Paiz 2	0.92	-0.74	0.77	-0.09
Children International 1	0.64	-0.13	0.78	-0.47
Children International 2	0.48*	-0.04	0.65	-0.12
Age	1.1	-0.1	1.10*	-0.05
Single	0.37	-0.18	0.29*	-0.03
Number of Children	0.98	-0.96	1.82	-0.14
Household Size	0.98	-0.68	1.03	-0.4
Sex (Household Head)	0.89	-0.53	1.04	-0.8
Age (Household Head)	1	-0.91	1	-0.88
Education (Household Head)	1.01	-0.87	1	-0.95
Employed Household Member	1.23	-0.57	1.05	-0.9
Remittances	0.78	-0.6	0.86	-0.52
PCA Asset	0.99	-0.87	1	-0.96
Education (Baseline)	0.97	-0.54	0.90**	-0.01
Enrollment	0.69	-0.1	0.95	-0.76
Public School System	0.9	-0.64	0.88	-0.54
Number of Courses	0.88	-0.41	1.06	-0.6
Number of Jobs	1	-0.98	1.02	-0.64
Number of Businesses	1.02	-0.94	0.73	-0.44
GEM (Baseline)	0.99	-0.58	0.99	-0.5
DAP Score	1	-0.85	1	-0.97
Risk Index (Baseline)				
Neighborhood Safety Proxy	1.04	-0.83	0.96	-0.71
Children International	1	(.)	1	(.)
Constant 1	0.1	-0.18	0.65	-0.72
N	1219		1219	

ANNEX L: DEVELOPMENT ASSET PROFILE REGRESSION TABLES

DAP Outcomes

	DAP	P Values	PCA DAP	P Values
A Ganar	0.33	-0.45	0.15	-0.67
Non-Sports	-0.15	-0.74	-0.24	-0.48
Sex	0.95*	-0.02	0.67	-0.07
Motivation	-0.68*	-0.04	-0.27	-0.38
Baseline Value	0.20***	0	0.15*	-0.01
Fundacion Paiz 2	0.13	-0.77	-0.02	-0.95
Children International 1	0	(.)	0	(.)
Children International 2	0.06	-0.93	0.51	-0.36
Age	-0.19	-0.08	-0.12	-0.28
Single	0.85	-0.49	0.85	-0.44
Number of Children	-0.91	-0.14	-0.68	-0.16
Household Size	0.12	-0.19	0.05	-0.52
Sex (Household Head)	-0.76	-0.05	-0.11	-0.73
Age (Household Head)	-0.01	-0.52	-0.01	-0.43
Education (Household Head)	-0.03	-0.7	-0.05	-0.44
Employed Household Member	-0.46	-0.54	-0.09	-0.88
Remittances	-1.33*	-0.04	-0.56	-0.33
PCA Asset	0.04	-0.72	0.03	-0.73
Education (Baseline)	0.48***	0	0.27**	-0.01
Enrollment	0.77	-0.05	0.38	-0.18
Public School System	0.34	-0.45	0.05	-0.9
Number of Courses	0.03	-0.9	-0.06	-0.79
Number of Jobs	0.04	-0.71	0	-0.98
Number of Businessess	0.57	-0.36	-0.04	-0.94
GEM (Baseline)	-0.01	-0.63	0	-0.92
DAP Score (Baseline)				
Risk Index (Baseline)	-0.04	-0.47	0	-0.96
Neighborhood Safety Proxy	0.26	-0.26	0.28	-0.14
Children International	-1.15	-0.07	-0.94	-0.07
Constant	32.80***	0	-0.82	-0.71
Constant 2				
Constant 3				
N	1219		1219	

	DAP - Internal Strengths	P Values	DAP - External Assets	P Values
A Ganar	0.18	-0.47	0.16	-0.5
Non-Sports	-0.04	-0.89	-0.11	-0.63
Sex	0.46*	-0.05	0.50*	-0.01
Motivation	-0.37	-0.05	-0.31	-0.08
Baseline Value	0.21***	0	0.18***	0
Fundacion Paiz 2	0.13	-0.6	0.01	-0.97
Children International I	0	(.)	0	(.)
Children International 2	0.07	-0.84	0	-0.99
Age	-0.02	-0.68	-0.17*	-0.01
Single	0.26	-0.7	0.59	-0.38
Number of Children	-0.98**	0	0.06	-0.86
Household Size	0.09	-0.08	0.03	-0.57
Sex (Household Head)	-0.36	-0.1	-0.4	-0.06
Age (Household Head)	-0.01	-0.55	0	-0.6
Education (Household Head)	-0.01	-0.83	-0.02	-0.61
Employed Household Member	-0.23	-0.59	-0.24	-0.57
Remittances	-0.72	-0.06	-0.59	-0.07
PCA Asset	-0.01	-0.87	0.05	-0.45
Education (Baseline)	0.22***	0	0.26***	0
Enrollment	0.41	-0.06	0.36	-0.11
Public School System	0.06	-0.83	0.28	-0.28
Number of Courses	0.05	-0.73	-0.02	-0.92
Number of Jobs	-0.02	-0.74	0.06	-0.29
Number of Businessess	0.11	-0.75	0.46	-0.19
GEM (Baseline)	-0.01	-0.27	0	-0.72
Risk Index (Baseline)	-0.02	-0.53	-0.02	-0.46
Neighborhood Safety Proxy	0.08	-0.53	0.19	-0.13
Children International	-0.56	-0.1	-0.6	-0.1
Constant	15.82***	0	16.92***	0
Constant 2				
Constant 3				
N	1219		1219	

ANNEX M: MIGRATION REGRESSION TABLES

	Consider Migration	P Values	Attempt Migration	P Values
A Ganar	0.89	-0.66	0.32	-0.47
Comparison	0.93	-0.79	67.83*	-0.02
Sex	0.72	-0.15	0.07	-0.05
Motivation	0.89	-0.57	3.73	-0.13
Fundacion Paiz 2	1.15	-0.62	11.01	-0.1
Children International 1	2.12*	-0.03	1.64	-0.82
Children International 2	1.9	-0.07	15.34	-0.14
Age	1.08	-0.29	1.92	-0.06
Single	0.42	-0.46	1	(.)
Number of Children	1.56	-0.38	1.03	-0.99
Household Size	0.97	-0.52	0.85	-0.65
Sex (Household Head)	0.88	-0.55	0.94	-0.95
Age (Household Head)	1	-0.91	0.94	-0.25
Education (Household Head)	1	-0.97	0.73	-0.38
Employed Household Member	0.54	-0.17	0.33	-0.62
Remittances	1.51	-0.22	3.63	-0.3
PCA Asset	1.05	-0.48	1.8	-0.19
Education (Baseline)	0.94	-0.3	0.62	-0.17
Enrollment	0.96	-0.86	1.47	-0.77
Public School System	1.27	-0.34	0.82	-0.88
Number of Courses	1.26	-0.07	1.58	-0.34
Number of Jobs	1.11	-0.52	4.35	-0.15
Number of Businesses	1.28	-0.47	1.28	-0.84
Total Income	1	-0.86	1	-0.65
GEM	1.02	-0.17	0.98	-0.75
DAP	1	-0.88	0.98	-0.75
Risk Index (Baseline)	1.02	-0.69	1.29	-0.16
Neighborhood Safety Proxy	0.87	-0.3	0.28	-0.12
Children International	1	(.)	1	(.)
Constant 1	0.04	-0.09	0	-0.31
N	619		127	

ANNEX N: INTERPRETING 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).

ANNEX O: QUALITATIVE CASE STUDIES

PART I: SUMMARY TABLE OF QUALITATIVE EXIT INTERVIEWS

Table 20: Fundación Paiz 1 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 transportsation; 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	He would like to study cooking, computers, or mechanics, to eventually have his own company and to attend the U

		university overseeing who entered and exited	
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 21: 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)		Could work in a kitchen or in business administration, wants to continue studying, eventually wants to be a chef

	Currently he is studying primero básico		
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; in INTECAP automobile mechanics		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	5 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	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

	class, primero básico (2013)		
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,

Table 22: 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); one semester at the university (law)	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
21	Bachiller en computación (2013) Took a mechanics	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

	course in INTECAP Started studying industrial engineering at the U, but didn't pass his courses		
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 youths 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 percent, 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.

ANNEX P: TRANSLATED SURVEY INSTRUMENT

VISITS TO THE HOUSEHOLD (To be filled by the enumerator and supervisor)

FIRST VISIT		CODING OF RESULTS
DATE:	___ / ___ / ___ (DD / MM / YY)	Interview Complete 1 Respondent was not at home.....2
RESULT:	1 2 3 4	Household not found 3 Refused.....4
ENUMERATOR FIRST NAME		
ENUMERATOR LAST NAMES		
SIGNATURE OF ENUMERATOR		
SUPERVISOR FIRST NAME		
SUPERVISOR LAST NAMES		
SIGNATURE OF SUPERVISOR		

SECOND VISIT		CODING OF RESULTS
DATE:	___ / ___ / ___ (DD / MM / YY)	Interview Complete 1 Respondent was not at home.....2
RESULT:	1 2 3 4	Household not found 3 Refused.....4
ENUMERATOR FIRST NAME		
ENUMERATOR LAST NAMES		
SIGNATURE OF ENUMERATOR		
SUPERVISOR FIRST NAME		
SUPERVISOR LAST NAMES		

SIGNATURE OF SUPERVISOR	
--------------------------------	--

THIRD VISIT		CODING OF RESULTS
DATE:	___ / ___ / ___ (DD / MM / YY)	Interview Complete 1 Respondent was not at home.....2 Household not found 3 Refused.....4
RESULT:	1 2 3 4	
ENUMERATOR FIRST NAME		
ENUMERATOR LAST NAMES		
SIGNATURE OF ENUMERATOR		
SUPERVISOR FIRST NAME		
SUPERVISOR LAST NAMES		
SIGNATURE OF SUPERVISOR		
REPLACED RESPONSENT ID		

SURVEY RECORDS

(To be filled by the supervisor)

SURVEY RECORDS									
#	Attempts								
I.1.	1 st ATTEMPT								
I.1.1.	Date			Month			Day		
I.1.2.	OUTCOME	Responses options		Response	Code				
		Interview completed		1					
		Interview in-complete		2	Agree to continue interview? Yes No				
		Refused during the interview		3	Clarify reason for refusal below				
		Reason for in-complete interview or refusal:							
I.2.	2 nd ATTEMPT								
I.2.1.	Date			Month			Day		

1.2.2.	OUTCOME	Responses options	Response	Code		
		Interview completed	1			
		Interview in-complete	2	Agree to continue interview? Yes No		
		Refused during the interview	3	Clarify reason for refusal below		
		Reason for in-complete interview or refusal:				

IDENTIFYING INFORMATION

RESPONDENT NUMBER					HOUSEHOLD COORDINATES	LATITUDE (N/S)								LONGITUDE (E/W)							

FIRST LAST NAME		SECOND LAST NAME	
FIRST NAME		SEX	MALE ☐ FEMALE ☐
		AGE	

GEOGRAPHIC LOCATION												
STATE			COUNTY			TOWNSHIP			NEIGHBORHOOD			

HOME ADDRESS	
HOW LONG HAS YOUR HOUSEHOLD LIVED HERE?	YEARS MONTHS

CONTACT INFORMATION			
LANDLINE PHONE NUMBER		CELLULAR NUMBER	
CELL NUMBER OF A RELATIVE		RELATIVES FULL NAME	
CELL NUMBER OF A CLOSE FRIEND		FRIEND'S FULL NAME	
EMAIL ADDRESS		DO YOU HAVE FACEBOOK?	YES ☐ NO ☐
CAN WE CONTACT YOU ON FACEBOOK?	YES ☐ NO ☐	WHAT IS YOUR NAME ON FACEBOOK?	

START TIME

Hour	Minute

END TIME

Hour	Minute

RESPONSENT ID				
------------------	--	--	--	--

SECTION I: BACKGROUND INFORMATION

SECTION I.1: DEMOGRAPHIC/HOUSEHOLD INFORMATION

#	QUESTION	RESPONSE	CO DE	SKIP
I.1	What is your marital status?	Single..... Married..... Divorced..... Widowed..... Separated..... Civil Union..... Unknown No response	1 2 3 4 5 6 88 99	I ⇒ I.3
I.2	At what age did you marry?	Age..... Unknown No response	— — 88 99	
I.3	How many children have you had?	None..... 1..... 2..... 3+..... Unknown No response.....	1 2 3 4 88 99	I ⇒ I.5
I.4	How old were you when you had your first child?	Age..... Unknown No response	— — 88 99	
I.5	Are you currently expecting a child?	Yes..... No..... Unknown No response	1 2 88 99	I ⇒ I.7
I.7	What is your housing situation?	Private Home..... Outdoor Housing..... Temporary Housing..... Apartment..... Single room in an apartment or house Bunkhouse Space not built for housing but used as such..... Other () Unknown No response	1 2 3 4 5 6 7 8 88 99	
I.8	What is the primary material used for walls?	Brick, Stone, blocks.....	1	

		Motorcycle Bicycle Computer Air Conditioning Unknown No response	Y / N Y / N Y / N Y / N 88 99	
I.13	Did you have internet access in the past month?	Yes..... No..... Unknown No response	1 2 88 99	I ⇒ I.13
I.14	How often did you use the internet in the past month?	At least once a day At least once a week, but not every day..... At least once a month, but not every week..... Less than once a month..... Unknown No response	1 2 3 4 88 99	
I.15	How much was the total household income in the last month? Include all forms of income, regardless of source. (For example: salaried job, sale of produce or agricultural products, sale of other products, remittances, donations.) include the income of all members of the household.	No Income Between 1 and 500 Lempiras Between 501 and 1000 Lempiras Between 1001 and 2000 Lempiras Between 2001 and 3000 Lempiras Between 3001 and 6000 Lempiras Between 6001 and 9000 Lempiras Between 9001 and 12000 Lempiras Between 12001 and 15000 Lempiras Between 15001 and 18000 Lempiras More than 18000 Lempiras Unknown No response	1 2 3 4 5 6 7 8 9 10 11 88 99	
I.16	In the past month, did you receive remittances from a family member?	Yes..... No..... Unknown No response	1 2 88 99	I ⇒ I.18
I.17	In the last month how much was your income from remittances?	No Income Between 1 and 500 Lempiras Between 501 and 1000 Lempiras Between 1001 and 2000 Lempiras Between 2001 and 3000 Lempiras Between 3001 and 6000 Lempiras Between 6001 and 9000 Lempiras Between 9001 and 12000 Lempiras Between 12001 and 15000 Lempiras Between 15001 and 18000 Lempiras More than 18000 Lempiras	1 2 3 4 5 6 7 8 9 10 11 88 99	

		Unknown No response		
1.18	Are you the head of the household?	Yes..... No..... Unknown No response	1 2 88 99	
7.1	Do you currently play a sports?	Yes..... No..... Unknown No response	1 2 88 99	I ⇒ SECCI ON 1.2
7.2	How many days did you play sports in the last week?	Days Unknown No response	— 88 99	
7.3	If you play sports, do you play on a mixed-gender team?	Yes..... No..... Unknown No response	1 2 88 99	

SECTION 1.2: HOUSEHOLD MEMBER INFORMATION

This section should be filled out for all people who typically live and/or sleep in your house. For any individuals 5 years or younger, skip the last three sections (Education Occupation, and Head of Household). Each household member will be listed on a separate row and will have information about each of the seven fields.

	NAME	RELATIONSHIP TO SURVEY TAKER	SEX	AGE	EDUCATION	OCCUPATION	HEAD OF HOUSEHOLD
ORDER NUMBER	NOTE THE NAMES OF REGULAR MEMBERS OF THE HOUSEHOLD (Don't include yourself)	USE THE CORRECT CODE FOR EACH PERSON 1. Your wife or partner 2. Your children from oldest to youngest 3. Your step-children from oldest to youngest 4. Your mother or father 5. Your brother or sister 6. Your son or daughter in law 7. Other family member (niece, nephew, grandparent, cousin, uncle, aunt, grandchild, etc.) 8. Non- blood related family (daughter in law, son in law, guests, friends, etc.) 9. Household Employee 10. Unknown	NOTE THEIR SEX Male (M) Female (F)	AGE (for younger than 1 year note 000)	USE THE CORRECT CODE FOR EACH PERSON 1. None 2. Early Childhood Education Incomplete 3. Early Childhood Education Complete 4. Basic Education Incomplete 5. Basic Education Complete 6. High School Incomplete 7. High School Complete 8. College/ University Incomplete 9. College/ University Complete 10. Post-grad incomplete 11. Post-grad complete 11. Unknown	USE THE CORRECT CODE FOR EACH PERSON 1. Business Owner 2. Employed at a business or organization 3. Public Servant 4. Household Employee 5. Agricultural Worker 6. Works at Home 7. Student 8. Unemployed, seeking work 9. Pensioner, Retiree 10. Sick, Incapacitated 11. Too young 12. Other (please explain) 13. Unknown	IS THIS PERSON THE HEAD OF HOUSEHOLD 1. Yes 2. No
	I	1 2 3 4 5 6 7 8 9 10	M / F	____ ____	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO

2		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
3		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
4		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
5		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
6		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
7		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
8		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
9		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
10		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO
11		1 2 3 4 5 6 7 8 9 10	M/ F	— — —	1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11 12 13	YES / NO

SECTION 3: EDUCATION

SECTION 3.1: EDUCATION HISTORY

#	QUESTION	RESPONSE	COD E	INSTRUCTIONS
3.1	Are you enrolled in school or other educational institution this year?	Yes..... No..... . Unknown No response	1 2 88 99	1 ⇒ 3.3
3.2	Do you currently attend school or other education institution?	Yes..... No..... . Unknown No response	1 2 88 99	2 ⇒ 3.5
3.3	What is the main reason you are not studying this year?	Taking time off Completed studies Does not want to continue attending school Helps with managing household No institutions that provides level required or it is too far away Due to family problems or health problems Lack of economic resources Married or became pregnant Due to work Does not have permission (parent or spouse) Other () Unknown No response	1 2 3 4 5 6 7 8 9 10 12 88 99	
3.4	Do you want to return to school?	Yes..... No..... . Unknown No response	1 2 88 99	
3.5	What is your highest level of education completed?	None Early Childhood Education Incomplete Early Childhood Education Complete Basic Education Incomplete Basic Education Complete	1 2 3 4 5	Highest grade completed — Highest grade completed —

		High School Incomplete High School Complete College/ University Incomplete College/ University Complete Post-grad incomplete Post-grad complete Unknown No response	6 7 8 9 10 88 99	Highest grade completed — Highest grade completed — Highest grade completed — Highest grade completed — Highest grade completed — Highest grade completed —
3.7	What is the highest level of education you would like to complete?	None Early Childhood Education Basic Education High School College/ University Post-grad No response	1 2 3 4 5 6 88 99	Which level ___ Which level ___ Which level ___ Which level ___ Which level ___
3.8	Have you ever participated in any training courses outside of school?	Yes..... No..... . Unknown No response	1 2 88 99	1 ⇒ SECTION 4 3 ⇒ SECTION 4 4 ⇒ SECTION 4

SECTION 3.2: TRAINING HISTORY

This section should be filled out only for training courses that you have taken outside of school. Each course should be listed on a separate row and should have complete information about each of the four fields.

ORDER OF RESPONSES	WHAT WAS THE PRIMARY FOCUS OF THE COURSE? 1. Starting a business 2. Food Service 3. Agriculture 4. Information Technology 5. Tourism/Hotels 6. Basic Skills (Reading, Writing, Arithmetic) 7. Electrical 8. Mechanics 9. Other (Specify)	DURATION OF TRAINING COURSE (Write the number and select appropriate unit)	STARTING YEAR OF TRAINING COURSE	WAS THEIR A COST INVOLVED WITH COURSE 1. Yes 2. No
1	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
2	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
3	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
4	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
5	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
6	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
7	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
8	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
9	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO
10	1 2 3 4 5 6 7 8 9	__ __ Months ☐ Weeks ☐ Days ☐	__ __ __ __	YES / NO

SECTION 4: EMPLOYMENT

SECTION 4.1: EMPLOYMENT HISTORY

#	QUESTION	RESPONSE OPTIONS	COD E	SKIP
4.1.1	In the last month did you: work with family or for others without pay (excluding household chores).	Yes No Unknown No response	1 2 88 99	
4.1.2	In the past month did you dedicate an hour or more to work paid in currency or through in-kind payment, or did you obtain currency through another	Yes No Unknown	1 2 88	2 ⇒ 4.1.4

	means (excluding household chores)	No response	99	
4.1.3	How much were you paid in the last month you worked?	Lps. Unknown No response	88 99	LPS ⇒ 4.1.7
4.1.4	How long have you been without work?	Days..... Weeks..... Months..... Years..... Unknown No response	 1 2 3 4 88 99	
4.1.5	Though you are not currently working, do you have a job or business to which you will shortly return?	Yes No Unknown No response	1 2 88 99	
4.1.6	Why did you not work last month?	Bad Weather..... Temporary Strike or being laid off..... Family or health problems..... Vacation..... Training..... Other () Unknown No response	1 2 3 4 5 6 7 88 99	
4.1.7	Did you look for work during the last month?	Yes No Unknown No response	1 2 88 99	I ⇒ 4.1.9
4.1.8	Why did you not look for work last month?	Job Secured Waiting for the next work season Health problems Belief that they will not find a job No time to look for work Caring for children/ the elderly or sick family members or friends Currently pregnant Family member did not allow it There is no need for them to work Cannot work due to age	1 2 3 4 5 6 7	ALL ⇒ 4.1.10

		Other (_____)	8 9 10 11 88 99	
4.1.9	How long have you been continually looking for work?	Days Weeks..... Months..... Unknown No response	— — 1 2 3 88 99	
4.1.10	Have you tried to establish a business during the last month?	Yes No Unknown No response	1 2 88 99	1 ⇒ 4.1.12
4.1.11	How long have you been trying to establish your own business?	Days Weeks..... Months..... Unknown No response	— — 1 2 3 88 99	
4.1.12	Have you worked before?	Yes No Unknown No response	1 2 88 99	2 ⇒ SECTION 4.2
4.1.13	In total, how long have you been working to receive a salary, make a living or help a family member?	Months Years Unknown No response	— — 1 2 88 99	
PRIMARY OCCUPATION				
4.1.14	In your primary occupation do you receive assistance from the following:	RAP... INJUPEMP..... INPREMA..... IPM IHSS Private Pension Fund.....	1 2 3 4	

		Private medical insurance Labor Union Union or Workers Association None of the above..... Other () Unknown No response	5 6 7 8 9 10 11 88 99	
4.1.1 5	In your primary occupation do you work as one of the following:	SALARIED EMPLOYEE Public sector employee or worker Private sector employee or worker..... Domestic worker..... SELF EMPLOYED Member of production cooperative Does not employ temporary labor Employs temporary labor..... Active employee..... AGRICULTURAL PRODUCER Owner or worker on farm..... Family member working without pay Working without pay Unknown No response	1 2 3 4 5 6 7 8 9 10 88 99	
4.1.1 6	How many hours did you work last week at your primary occupation?	Hours..... Unknown No response	— — 88 99	
4.1.1 7	How many hours a week do you work, on average, at your primary occupation?	Horas.... Unknown No response	— — 88 99	
4.1.1 8	How long have you been working at this job?	Days..... Weeks..... Months..... Years..... Unknown No response	— — 1 2 3 4 88	

			99	
4.1.19	Are you working under a contract?	Individual Contract (named) ... Verbal Contract..... Unknown No response	1 2 88 99	
4.1.20	What is the duration of your primary occupation?	Temporary..... Permanent..... Unknown No response	1 2 88 99	
4.1.21	Do you have access to any of the following at work? (multiple response)	Pension?..... Employment benefits?..... Vacation?..... Overtime Pay?..... Accident Insurance?..... Bonus (Thirteenth Salary).... Fourteenth Salary?..... Bonuses?..... Life Insurance?..... None of the above. Unknown No response	1 2 3 4 5 6 7 8 9 10 88 99	
4.1.22	How often are you paid at your principal occupation?	Month..... Fortnight..... Week..... Day..... Unknown No response	1 2 3 4 88 99	
4.1.23	How much are you paid per period? [READ response to 21]?	Lps Unknown No response	88 99	
4.1.24	¿Cuántos(as) [LEER la respuesta 21] trabajó el mes pasado?	Unknown No response	88 99	
4.1.25	How much do you receive a week in either currency or in-kind payments?	Lps Unknown No response	88 99	

4.1.2 6	Do you have a secondary job?	Yes No Unknown No response	1 2 88 99	2 ⇒ 4.38
OCUPACIÓN SECUNDARIA				
4.1.2 7	In your secondary occupation do you work as one of the following:	SALARIED EMPLOYEE Public sector employee or worker Private sector employee or worker..... Domestic worker..... SELF EMPLOYED Member of production cooperative Does not employ temporary labor Employs temporary labor..... Active employee..... AGRICULTURAL PRODUCER Owner or worker on farm..... Family member working without pay Working without pay Unknown No response	1 2 3 4 5 6 7 8 9 10 88 99	
4.1.2 8	How many hours did you work last week at your primary occupation?	Hours.... Unknown No response	_____ 88 99	
4.1.2 9	How many hours a week do you work, on average, at your secondary occupation?	Horas.... Unknown No response	_____ 88 99	
4.1.3 0	How long have you been working at this job?	Days..... Weeks..... Months..... Years..... Unknown No response	— — — 1 2 3 4 88	

			99	
4.1.3 1	Are you working under a contract?	Individual Contract (named) ... Verbal Contract..... Unknown No response	1 2 88 99	
4.1.3 2	What is the duration of your secondary occupation?	Temporary..... Permanent..... Unknown No response	1 2 88 99	
4.1.3 3	Do you have access to any of the following at work? (multiple response)	Pension?..... Employment benefits?..... Vacation?..... Overtime Pay?..... Accident Insurance?..... Bonus (Thirteenth Salary) Fourteenth Salary?..... Bonuses?..... Life Insurance?..... None of the above. Unknown No response	1 2 3 4 5 6 7 8 9 10 88 99	
4.1.3 4	How often are you paid at your secondary occupation?	Month..... Fortnight..... Week..... Day..... Unknown No response	1 2 3 4 88 99	
4.1.3 5	How much are you paid per period? [READ response to 21]?	Lps Unknown No response	_____ 88 99	
4.1.3 6	¿Cuántos(as) [LEER la respuesta 21] trabajó el mes pasado?	Unknown No response	_____ 88 99	
4.1.3 7	How much do you receive a week in either currency or in-kind payments?	Lps Unknown No response	_____ 88 99	

PRIMARY BUSINESS				
4.1.3 8	Do you have your own business?	YES No No response	1 2 99	2 ⇒ 4.49
4.1.3 9	Do you hire any of the following at your business?	Temporary workers permanent workers?..... Both temporary and permanent employees? Do not hire..... No response	1 2 3 4 99	
4.1.4 0	How long have you worked at your business?	Days..... Weeks..... Months..... Years..... No response	— — 1 2 3 4 99	
4.1.4 1	Where is the business where you worked last week located?	Inside the home..... Workshop or location attached to home..... Independent farm, workshop or location At home or where client is located..... In a public space..... Travelling business..... Other () No response	1 2 3 4 5 6 7 99	
4.1.4 2	In the last SIX months, how much was your average monthly earning as an employer?	Lps No response	— 99	
SECONDARY BUSINESS				
4.1.4 3	Do you own a second business?	Yes No No response	1 2 99	2 ⇒ 4.48
4.1.4 4	Do you hire any of the following at your business?	Temporary workers permanent workers?..... Both temporary and permanent employees? Do not hire..... No response	1 2 3	

			4 99	
4.1.4 5	How long have you worked at your business?	Days..... Weeks..... Months..... Years..... No response	— — 1 2 3 4 99	
4.1.4 6	Where is the business where you worked last week located?	Inside the home..... Workshop or location attached to home..... Independent farm, workshop or location At home or where client is located..... In a public space..... Travelling business..... Other () No response	1 2 3 4 5 6 7 99	
4.1.4 7	In the last SIX months, how much was your average monthly earning as an employer?	Lps No response	— 99	
4.1.4 8	While meeting other work, study or chore demands do you wish to work more HOURS PER WEEK and are you available to do this for more economic benefit?	Yes No No response	1 2 99	
4.1.4 9	How many HOURS PER WEEK are you willing to work in addition to your other demands?	Hours No response	— 99	
4.1.5 0	Why are you not working?	For health reasons Due to my studies..... For personal or family reasons..... Because I cannot find additional work.. Other () No response	1 2 3 4 5 99	

SECTION 4.2: TECHNICAL SKILLS

For all questions in this section, I will ask you how confident you would feel performing a particular task. You will have four possible options: very confident, confident, somewhat confident or not confident.

#	QUESTION	RESPONSE OPTIONS	CODE
1	Using a computer for work purposes	Very Confident Confident Somewhat confident Not confident No response	1 2 3 4 99
2	Writing a professional CV	Very Confident Confident Somewhat confident Not confident No response	1 2 3 4 99
3	Interviewing for a job	Very Confident Confident Somewhat confident Not confident No response	1 2 3 4 99
4	Job Seeking	Very Confident Confident Somewhat confident Not confident No response	1 2 3 4 99
5	Dressing for a professional workplace	Very Confident Confident Somewhat confident Not confident No response	1 2 3 4 99
6	Interacting with peers in a professional workplace	Very Confident Confident Somewhat confident Not confident No response	1 2 3 4 99
7	Interacting with superiors in a professional workplace	Very Confident Confident Somewhat confident Not confident No response	1 2 3 4 99

8	Starting your own business	Very Confident	1
		Confident	2
		Somewhat confident	3
		Not confident	4
		No response	99

SECTION 5: VIEWS AND OPINIONS

SECTION 5.1: SELF ESTEEM

For all questions in this section, I will read you a series of statements. I will then ask you whether or not you agree with the statement. You will have five possible options: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

#	QUESTION	RESPONSE OPTIONS	CODE
5.1.1	In general, I am satisfied with myself	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	99
5.1.2	Sometimes I feel like I am not good at doing something	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	99
5.1.3	I feel I have many good qualities	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4
		Strongly Disagree	5
		No response	99
5.1.4	I am able to do the same things as almost everyone else	Strongly Agree	1
		Agree	2
		Neither Agree nor Disagree	3
		Disagree	4

		Strongly Disagree No response	5 99
5.1.5	I feel I have very little to be proud of	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.6	Without a doubt, I feel useless sometimes	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.7	I feel I am worth something, at least on the same scale as anyone else.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.8	I wish I had more self-respect	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.9	I constantly think I am a failure.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.10	I have a positive attitude towards myself.	Strongly Agree Agree	1 2

		Neither Agree nor Disagree Disagree Strongly Disagree No response	3 4 5 99
5.1.11	I get along well with others.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.12	My friends and co- workers think I am important to them.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.13	I think my friends and co- workers respect me.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.1.14	I feel like an important member of my community.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99

SECTION 5.2: GENDER NORMS

For all questions in this section, I will read you a series of statements. I will then ask you whether or not you agree with the statement. You will have five possible options: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

#	QUESTION	RESPONSE OPTIONS	CODE
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5.2.1	The most important role for women is to take of the home and cook for their family.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.2	Diaper changes, feeding and bathing children should be the responsibility of the mother.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.3	The presence of a father is very important in the life of a child, even if the parents are divorced.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.4	A man should have the final say when it comes to decisions about his home.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.5	Only women should help with household chores.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.6	A girl should obey her brother even if he is younger than she is.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99

5.2.7	The father should be responsible for providing for the family economically. .	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.8	A wife should ask her husband for permission to visit her parents. .	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.9	It is ok for boys to play with dolls.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.10	It is ok for girls to play sports like soccer.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.11	It is important for a guy to have a male friend to talk to about her problems. .	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.12	It is important for a boy or man to be able to express his emotions, for example crying when in pain.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99

5.2.13	You must be tough to be a man. If a man tells his friends he is scared, he will look weak.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.14	If a man gets a woman pregnant it is the responsibility of both parents to take care of the child.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.15	Men should understand pregnancy, child birth and family planning before getting married.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.16	The woman is responsible for avoiding pregnancy. .	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.17	If I see a man hurting his wife, I should try to stop him.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.18	I respect and appreciate a man who moves away from or prevents a fight.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99

5.2.19	If someone insults me, I will defend my name with force if necessary.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.20	A woman should deal with spousal violence to keep the family together.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.21	I think it is acceptable for a husband to hit his wife if she disobeys him.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.22	Violence is a natural reaction for men- it is something they can't control	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.23	If I see a guy bothering a woman I should stop him.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.24	If a woman insults her husband, he has the right to hit her.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99

5.2.25	If a woman becomes pregnant by a professor it is her fault.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99
5.2.26	Le tiene respeto y aprecio a un hombre que evita ó se retira de una pelea.	Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree No response	1 2 3 4 5 99

SECTION 5.3: RISK BEHAVIOR - FRIENDS

In the following section, I will ask you questions about your friends. Think of the friends with whom you spend most of your time. I will read you a series of statements and ask, to the best of your knowledge, how many of your friends have participated in the activity over the last 30 days. I will not ask for any names and will have no way of knowing which of your friends may have engaged in which activity. You will have five possible options: none, some, about half, most or all.

#	QUESTION	RESPONSE OPTIONS	CODE
5.3.1	Over the last 30 days, have how many of your friends have gotten into a fight or hit someone?	None Some About half Most All Don't know No response	1 2 3 4 5 88 99
5.3.2	Over the last 30 days, have how many of your friends have been involved in gang or crew activities?	None Some About half Most All Don't Know No response	1 2 3 4 5 88 99
5.3.3	Over the last 30 days, have how many of your friends have done drugs?	None Some	1 2

		About half	3
		Most	4
		All	5
		Don't Know	88
		No response	99
5.3.4	Over the last 30 days, have how many of your friends have engaged in unprotected sex with a new partner?	None	1
		Some	2
		About half	3
		Most	4
		All	5
		Don't Know	88
		No response	99
5.3.5	Over the last 30 days, how many of your friends have been involved in a crime?	None	1
		Some	2
		About half	3
		Most	4
		All	5
		Don't Know	88
		No response	99
5.3.6	Over the last 30 days, how many of your friends have been incarcerated?	None	1
		Some	2
		About half	3
		Most	4
		All	5
		Don't Know	88
		No response	99

SECTION 5.4: RISK BEHAVIOR - SELF

In this section, I will ask you the same four questions from the previous section. However, instead of focusing on your friends, this time I will ask whether or not you have engaged in the activities. I understand that these questions are sensitive and that you might not feel comfortable telling me whether or not you have taken part in any of these activities. To ensure that neither myself nor anyone else involved in this study knows how you answered, we will use a die to make your responses secret.

For each statement, I will ask you to roll the die and keep the result hidden from me behind this card.

- If you roll a 1, you have to answer “YES” – even in the statement is not true

- If you roll a 6, you have to answer “**NO**” – even if the statement is true
- For all numbers between 2 and 5, you have to tell me the **TRUTH**

At no point will I know what number you rolled. Because of this, it is impossible to know whether the answer you provided was the truth or was forced by the rules of the game (1 or 6).

Let’s practice with an example. I will ask you a sample question and you will roll the die behind the card. If you roll a 1, answer “**YES**”. If you roll a 6, answer “**NO**”. If you roll between 2-5, tell me the **TRUTH**. Remember, don’t show me the die and don’t tell me what number you roll. Are you ready?

“DO YOU LIKE BALEADAS?”

#	QUESTION	RESPONSE OPTIONS	CODE
5.4. 1	Over the last 30 days, have you gotten into a fight or hit someone?	Yes No No response	1 2 99
5.4. 2	Over the last 30 days, have you been involved in gang or crew activities?	Yes No No response	1 2 99
5.4. 3	Over the last 30 days, have you done drugs?	Yes No No response	1 2 99
5.4. 4	Over the last 30 days, have you engaged in unprotected sex with a new partner?	Yes No No response	1 2 99
5.4. 5	Over the last 30 days, have you been involved in a crime?	Yes No No response	1 2 99
5.4. 6	Over the last 30 days, have you been incarcerated?	Yes No No response	1 2 99

SECTION 6: ADVANTAGES OF PERSONAL DEVELOPMENT

INSTRUCTIONS: The following contains a list of positive characteristics you can have within yourself, within your family, your friends, neighbors, school and community. For each situation that is relevant to you in the past three months please check the box in the appropriate column.

NEVER OR RARELY– RARELY OR SOMETIMES– GREATLY OR OFTEN– EXTREMELY OR ALMOST ALWAYS

If you do not wish to respond at any time, leave the question blank. Please try to answer all questions to the best of your ability.

Note: The term “parents” signifies 1 or more adults responsible for caring for and raising the person.	NEVER OR RARELY	RARELY OR SOMETIMES	GREATLY OR OFTEN	EXTREMELY OR ALMOST ALWAYS
I ...				
1. Defend my principles	☐	☐	☐	☐
2. Feel in control of my life and my future	☐	☐	☐	☐
3. Feel good about myself	☐	☐	☐	☐
4. Avoid situations that are unhealthy or unsafe	☐	☐	☐	☐
5. Like reading or being read to	☐	☐	☐	☐
6. Make friends with other people	☐	☐	☐	☐
7. Like my school	☐	☐	☐	☐
8. Do my work (homework, housework)	☐	☐	☐	☐
9. Avoid alcohol, tobacco and other drugs	☐	☐	☐	☐
10. Enjoy learning	☐	☐	☐	☐
11. Express my feelings in a healthy way	☐	☐	☐	☐
12. Feel good about my future	☐	☐	☐	☐
13. Look to my parents for advice	☐	☐	☐	☐
14. Deal with hardship in a positive way	☐	☐	☐	☐
15. Deal with critique in a positive way	☐	☐	☐	☐
16. Think it is important to help others	☐	☐	☐	☐
17. Feel safe at home	☐	☐	☐	☐
18. Plan ahead and make good decisions	☐	☐	☐	☐
19. Resist bad influences	☐	☐	☐	☐
20. Resolve conflict without harming others	☐	☐	☐	☐

21. Feel valued or appreciated by others	☐	☐	☐	☐
22. Take responsibility for what I do	☐	☐	☐	☐
23. Tell the truth even when it is difficult	☐	☐	☐	☐
24. Accept those who are different than me	☐	☐	☐	☐
25. Feel safe at school	☐	☐	☐	☐

Note: The term “parents” signifies 1 or more adults responsible for caring for and raising the person.	NEVER OR RARELY	RARELY OR SOMETIMES	GREATLY OR OFTEN	EXTREMELY OR ALMOST ALWAYS
I AM				
26. Actively looking to learn new things	☐	☐	☐	☐
27. Clear about my goals in life	☐	☐	☐	☐
28. Motivated by others to try new things that may be good for me.	☐	☐	☐	☐
29. Included in chores and decision making at home.	☐	☐	☐	☐
30. Helping to make my community a better place	☐	☐	☐	☐
31. Involved in religious groups or activities.	☐	☐	☐	☐
32. Practicing good health habits	☐	☐	☐	☐
33. Excited about helping others	☐	☐	☐	☐
34. Participating in sports, clubs or other groups	☐	☐	☐	☐
35. Helping to resolve problems in my community.	☐	☐	☐	☐
36. Being given useful tasks.	☐	☐	☐	☐
37. Developing respect for other people.	☐	☐	☐	☐
38. Anxious about doing well in school and in my other activities.	☐	☐	☐	☐
39. Sensitive to the needs and feelings of others	☐	☐	☐	☐
40. Participating in activities that promote creativity like theater, music and art.	☐	☐	☐	☐

41. Serving others in my community	☐	☐	☐	☐
42. Taking advantage of my time at home with my parent(s)	☐	☐	☐	☐
I HAVE . . .				
43. Friends that are good role models	☐	☐	☐	☐
44. A school that provides clear ground rules for the students	☐	☐	☐	☐
45. Adults that are good role models	☐	☐	☐	☐
46. A safe neighborhood	☐	☐	☐	☐
47. Parents that help me to be successful.	☐	☐	☐	☐
48. Good neighbors that look out for me	☐	☐	☐	☐
49. A school that looks out for children and motivates them	☐	☐	☐	☐
50. Teachers that push me to have goals and achievements	☐	☐	☐	☐
51. Support from adults other than my parents	☐	☐	☐	☐
52. A family that provides clear ground rules	☐	☐	☐	☐
53. Parents that motivate me to do well in school	☐	☐	☐	☐
54. A family that gives me love and support	☐	☐	☐	☐
55. Neighbors that take care of me	☐	☐	☐	☐
56. Parents that I can talk to about things	☐	☐	☐	☐
57. A school that meets education goals justly and effectively.	☐	☐	☐	☐
58. A family that knows where I am and what I am doing	☐	☐	☐	☐

ANNEX Q: RANDOMIZED RESPONSE

Randomized response, a research method first described in 1965, is a technique used to correct the documented typical underreporting of taboo behavior using traditional direct-measurement approaches. Instead of querying items directly which may be prone to ‘social desirability bias (telling researchers the socially acceptable response to a taboo question), researchers utilize probability to mask individual respondents’ answers. While this technique cannot isolate any individual response (anonymization), population parameters can be inferred in the aggregate through statistical transformation of pooled data. In the A Ganar study, respondents were asked to roll a six sided die, before answering a series of yes/no questions. The game has three rules, depending on the result of the roll:

Roll	Response
1	the respondent must answer <u>Yes</u> , regardless of the true answer
2-5	the respondent must answer the question <u>truthfully</u>
6	the respondent must answer <u>No</u> , regardless of the true answer

Total responses were tallied and a simple transformation was made to back out the one-third of forced responses (rolls of 1 and 6), resulting in estimates presented in the body of the report.

There is a large and growing body of work substantiating the methodology’s validity through comparative analyses and successful usage across varied disciplines. Some recent, peer-reviewed papers include:

- Abul-El, A. L. A., Greenberg, G. G., & Horvitz, D. G. (1967). A multi-proportions randomized response model. *Journal of the American Statistical Association*, 62(319), 990-1008.
- Böckenholt, U., Barlas, S., & Van Der Heijden, P. G. (2009). Do randomized-response designs eliminate response biases? An empirical study of non-compliance behavior. *Journal of Applied Econometrics*, 24(3), 377-392.
- Chaudhuri, A., & Christofides, T. C. (2013). A Plea for Indirect Questioning: Stigmatizing Issues of Social Relevance. In *Indirect Questioning in Sample Surveys* (pp. 1-7). Springer Berlin Heidelberg.
- Du, W., & Zhan, Z. (2003, August). Using randomized response techniques for privacy-preserving data mining. In *Proceedings of the ninth ACM SIGKDD international conference on Knowledge discovery and data mining* (pp. 505-510). ACM.
- Eichhorn, B. H., & Hayre, L. S. (1983). Scrambled randomized response methods for obtaining sensitive quantitative data. *Journal of Statistical planning and Inference*, 7(4), 307-316.
- Fidler, D. S., & Kleinknecht, R. E. (1977). Randomized response versus direct questioning: Two data-collection methods for sensitive information. *Psychological Bulletin*, 84(5), 1045.
- Freya A. V. St John, Aidan M. Keane, Gareth Edwards-Jones, Lauren Jones, Richard W. Yarnell and Julia P. G. Jones (2012), Identifying indicators of illegal behaviour: carnivore killing in human-managed landscapes. *Proceedings of the Royal Society: Biological Sciences*, 279(1729), 804-812.
- Greenberg, B. G., Abul-El, A. L. A., Simmons, W. R., & Horvitz, D. G. (1969). The unrelated question randomized response model: Theoretical framework. *Journal of the American Statistical Association*, 64(326), 520-539.

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- Mangat, N. S., & Singh, R. (1990). An alternative randomized response procedure. *Biometrika*, 77(2), 439-442.
- Moors, J. J. A. (1971). Optimization of the unrelated question randomized response model. *Journal of the American Statistical Association*, 66(335), 627-629.
- Tracy, P. E., & Fox, J. A. (1981). The validity of randomized response for sensitive measurements. *American Sociological Review*, 187-200.
- Van Der Heijden, P. G., BOUTS, J., & HOX, J. J. (2000). A Comparison of Randomized Response, Computer-Assisted Self-Interview, and Face-to-Face Direct Questioning Eliciting Sensitive Information in the Context of Welfare and Unemployment Benefit. *Sociological Methods & Research*, 28(4), 505-537.
- Warner, S. L. (1965). Randomized response: A survey technique for eliminating evasive answer bias. *Journal of the American Statistical Association*, 60(309), 63-69.

ANNEX R: ADDITIONAL MIGRATION QUESTIONS

Note: All migration related questions from the survey instrument are noted here. Those bolded (Questions 1a, 2, 3a, 3g, 4, 5, 6, 7, and 8) are new.

1a. ¿Alguna vez ha considerado migrar fuera de Guatemala?

Si

No (pase a pregunta numero 4)

1b. ¿En qué mes y año consideró hacerlo por primera vez?

(Anote el mes y el año)

2. ¿Ha tratado de migrar a otro país?

Si

No (pase a pregunta numero 4)

3a. ¿Cuántas veces (ha tratado migrar)?

(Anote el numero)

(Repita las preguntas 3b-3i para cada intento de migrar.)

3b. ¿Cuándo ocurrió ese intento de migrar?

(Anote el mes y el año)

3c. ¿A cuál país intentó migrar?

(Anote el país)

3d. ¿TRATÓ DE MIGRAR CON MIEMBROS DE SU FAMILIA?

Si

No

3e. ¿Trató de migrar con amigo(s)?

Si

No (pase a pregunta número 3g)

3f. ¿Cómo conoció a su(s) amigo(s)? (select all that apply)

En mi barrio

En mi escuela

En mi trabajo

Por medio de mi familia

(For A Ganar youth only) Del programa A Ganar

Otro (_____)

3g. En el momento que intentó migrar, ¿cuál fue la razón principal por la que decidió migrar?

Para ganar más dinero

Para encontrar un trabajo

Para reunirme con familiares

Para acompañar a un familiar

Para escapar de la violencia y el crimen

Otro (_____)

3h. Por favor clasifique las siguientes razones para ordenar de la más importante (1) a la menos importante (8).

Para ganar más dinero

Por falta de trabajo

Para reunirme con familiares

Por amenazas o extorsión contra mí o mi familia

Por la delincuencia en mi comunidad, por ejemplo, asaltos y robos
 Violencia en mi hogar
 Por presión de unirme de las maras
 Para ir a la escuela o continuar mis estudios

3i. ¿Llegó a su destino durante este intento?

Si
 No

4. ¿Piensa que trataría de migrar (de nuevo) fuera de Guatemala en el futuro?

Si (pase a pregunta numero 6)
 No

5. ¿Por qué no trataría de migrar/migraría de nuevo?

Porque gana un buen salario
 Porque tiene un trabajo
 Porque desea permanecer junto a su familia
 Porque se siente seguro/a
 Otro (_____)

6. ¿Conoce usted a alguien que ha tratado de migrar fuera de Guatemala?

Si
 No (pase a pregunta numero 9)

7. ¿Cuántos miembros de su familia (cercana y extendida) han tratado de migrar de Guatemala?

Ninguno
 Algunos
 Cerca de la mitad
 La mayoría
 Todos

8. ¿Cuántos amigos suyos han tratado de migrar de Guatemala?

Ninguno
 Algunos
 Cerca de la mitad
 La mayoría
 Todos

9. Por cada relación de parentesco, por favor responda a la lista de preguntas sobre su migración o intento de migrar:

Relación de parentesco respecto del encuestado	¿Cuántos han tratado de emigrar?	¿Cuántos viven fuera de Guatemala ahora?	¿Cuántos viven en los Estados Unidos?
Padres			
Hermanos			
Hijos			
Otros familiares			
Amigos			

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