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MONITORING AND EVALUATION SUPPORT FOR COLLABORATIVE
LEARNING AND ADAPTING (MESCLA) ACTIVITY

PERFORMANCE EVALUATION:
HONDURAS WORKFORCE
DEVELOPMENT ACTIVITY

February 2019

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First Mid-term Performance Evaluation: Honduras Workforce Development Activity

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ACRONYM LIST

ANED	<i>Asesores Nacionales Especializados para el Desarrollo</i>
CARSI	Central American Regional Security Initiative
CBT	Cognitive Behavioral Therapy
CDC	<i>Centro para el Desarrollo y la Cooperación LGBTI</i>
DQA	Data Quality Assessment
EF	<i>Empleando Futuros</i>
EFIS	<i>Empleando Futuros</i> Information System
FGD	Focus Group Discussion
FUNADEH	<i>Fundación Nacional para el Desarrollo de Honduras</i>
KII	Key Informant Interview
MEL	Monitoring Evaluation and Learning
MESCLA	M&E Support for Collaborative Learning and Adapting Activity
METAS	Mejorando la Educación para Trabajar, Aprender y Superarse Programa de Capacitación
NDIGD	Notre Dame Initiative for Global Development
ODK	Open Data Kit Software
PAG	<i>Proyecto Aldea Global</i>
PE	Performance Evaluation
ReTe	<i>Asociación de Técnicos para la Solidaridad y Cooperación Internacional</i>
SPS	San Pedro Sula
USAID	United States Agency for International Development
VIP-RA	Violence-Involved Persons Risk Assessment
WFD	Workforce Development
YSET	Youth Services Eligibility Tool

I EXECUTIVE SUMMARY

I.1 OVERVIEW

USAID/Honduras contracted Banyan Global (Banyan) to implement the *Empleando Futuros* Workforce Development (WFD) Activity in Honduras. This five-year activity aims to increase citizen security for vulnerable populations in urban, high-crime areas in Honduras by supporting workforce development that will increase income-generating opportunities for youth who are the most at risk of being perpetrators of violence. The activity will strengthen comprehensive workforce readiness services, including for job linkage and self-employment, to benefit at-risk youth, including those who qualify for secondary and tertiary violence prevention services. The WFD Activity in Honduras contributes to the USAID/Honduras Country Development Cooperation Strategy Development Objective I (DOI), Sub-Intermediate Result 1.1.2, “Quality services that protect against violence increased”. All participants are from communities with medium to high levels of violence in Tegucigalpa, San Pedro Sula, Tela, Choloma, and La Ceiba. The WFD Activity focuses primarily on young males, given their prevalence in national violence statistics, both as perpetrators and victims of violence. At the time of enrollment, target participants are out of school, with no less than a sixth-grade education and no more than a high school degree; unemployed, underemployed, or with inconsistent or low-skill employment (“NiNis”).

The WFD Activity aims to train 7,500 participants, of whom 60% should be male and 30% assessed as at secondary risk level. The WFD Activity seeks to insert half of those individuals (3,750) into the workforce. To provide lessons learned to the Activity to make any adjustment necessary to reach their goal, USAID/Honduras requested the Monitoring and Evaluation Support for Collaborative Learning and Adapting (MESCLA) Activity to conduct a performance evaluation (PE) of the WFD Activity. This report covers the first evaluation of performance through June 30, 2018.

Together with WFD Activity implementing partners, MESCLA collected participant data using surveys at program intake and upon completion of each program phase. MESCLA also followed up with program deserters, and conducted focus groups and key informant interviews with participants and staff. The results were examined to determine areas for adaptation and learning for the WFD Activity in subsequent years. According to program reports, the WFD Activity registered 3,077 participants, trained 651 participants, and inserted 203 participants into the workforce by the end of FY2018.

I.2 KEY FINDINGS

The PE finds that, if indeed the highest levels of quarterly enrollments are replicated, and dropouts decrease, then the WFD Activity will be on track to meet its overall goal of providing formation for 7,500 young adults, increasing their employability, and marginally mitigating risk of violence involvement. (Given the low job numbers at this point in the WFD Activity, no conclusions can be made about progress toward job insertion).

These findings are supported by the fact that:

- The WFD Activity can achieve its enrollment goals if enrollments return to and are sustained at the level experienced in FY2018-Q2.
- The WFD Activity has increased the proportion of youth at secondary risk receiving services over time, and now meets the 30% secondary risk target.
 - However, the WFD Activity should be mindful of enrollments that do not comply with the target demographic (males, NiNis).

- Although decreasing dropout is a challenge to the target of benefiting 7,500 both numerically (50% lost before phase 2), and given that drop-out is more prevalent among some targeted beneficiary groups (based on age, education, employment at enrollment and risk).
- The WFD Activity, at the end of both phases 1 and 2, had increased participants' employability based on perceived job skills.
 - WFD Activity participants particularly value the role of mentors and self-esteem building in components of phase 1 that contribute to this increase in perceived job skills.
- The WFD Activity's formational components (phases 1 and 2 combined) have not decreased participants' propensity for violence involvement overall.
 - However, there is statistically significant evidence from the last two quarters that phase 1 alone positively affects risk scores.
 - The qualitative data indicate that WFD Activity participants have increased soft skills, resilience, and self-esteem, among other aspects that are related to lower violence.

I.3 RECOMMENDATIONS

Based on these findings, MESCLA recommends:

- Renew/revisit recruitment focus on males, *NiNis*.
- Given the apparent success of phase 1 in reducing the risks of violence, the Activity should maintain the Cognitive Behavioral Therapy (CBT), life skills, and other "soft skills" components within phase 2, even though the original design of phase 2 had it more focused on vocational skills.
- Ensure the recruitment and enrollment processes (including the *Análisis Vocacional*) continue to engage those who fit the program requirements but may not ultimately find employment (and communicate this reality clearly to the youth enrolled in training).
- Given proposed changes that seem to prioritize job insertion above all, examine the tension in program logic (i.e. reaching those most at risk, providing comprehensive formation, and inserting into employment) to ensure that the program continues to provide holistic formation for both already qualified and under-qualified individuals, even if participation does not result in employment.
- Improve collaboration and data quality for learning and adapting.
 - Collaboration with and notification to MESCLA regarding changes in programming and data collection should be improved.
 - A Data Quality Assessment (DQA) should be performed as soon as possible on the WFD Activity data to ensure reliability, precision, and timeliness.
 - The timely application of the Violence-Involved Persons Risk Assessment (VIP-RA) tool to all participants (as early as possible, but within three weeks of the start of each phase) is necessary to ensure proper measurement of change in risk, employment, and employability. Failure to do so limits the ability to identify change in risk and demonstrate the Activity's true impact.
 - MESCLA/Banyan will work together to design a system to improve completeness of application of the VIP-RA (few, if any, missing responses) to ensure accurate risk calculation.

2 EVALUATION PURPOSE & EVALUATION QUESTIONS

2.1 EVALUATION PURPOSE

The *Empleando Futuros* WFD Activity in Honduras began in FY2016 under Development Objective I Sub-Intermediate Result 1.1.2, “*quality services that protect against violence increased*”. USAID/Honduras contracted Bayan Global to implement the WFD Activity from FY2016-2021. The Activity is part of the Central America Regional Security Initiative (CARSI). As such, it aims to support workforce development that will increase income-generating opportunities for youth who are the most at risk of being perpetrators of violence in urban, high-crime areas in Honduras. The Activity will strengthen comprehensive workforce readiness services, including job linkage and self-employment, to benefit at-risk youth, including those who qualify for secondary and tertiary violence prevention services.

The WFD Activity goal in Honduras is to “increase employment and protective factors for at-risk youth living in the targeted USAID/Honduras DOI high crime municipalities of Tegucigalpa, San Pedro Sula, Choloma, La Ceiba, and Tela.”:

Theory of Change

At-risk youth who are provided with high-quality, comprehensive, and market-driven vocational training services and assistance (life skills, basic competencies, psycho-social support, technical skills and job placement support) will both increase their employment opportunities and reduce their risk factors; therefore, increasing their household incomes and reducing their incidence for being victims or perpetrators of violence and crime.

The WFD Activity seeks to achieve the following three primary results:

- **Result 1:** Access to high quality, comprehensive workforce development services for at-risk youth increased, with an emphasis on youth who qualify for secondary prevention services.
- **Result 2:** INFOP’s institutional capacity to deliver high-quality, market-driven services improved.
- **Result 3:** Access to workforce-related services, including income-generating activities, increased for youth who have been in conflict with the law, including former gang members.

At-risk youth eligible to participate in the WFD Activity are defined by the following criteria: (1) living in selected high-crime communities in the DOI target municipalities of Tegucigalpa, San Pedro Sula, Choloma, La Ceiba, and Tela; (2) being out of school, with at least a sixth-grade education and no more than a high school degree; and, (3) being unemployed, under-employed, or with inconsistent or low-skill employment. The criteria also specify that at least 30% of the participants will be at-risk youth in need of secondary prevention services.

The scope of this PE covers Result 1 exclusively. The PE started in June 2018, and data collection finished in December 2018. In practice, the Result 1 of the WFD Activity is comprised of three main phases: ten weeks of life skills, basic labor competencies, and CBT (phase 1), up to nine months of job skills training in a specific trade (phase 2), and job placement and six months of observation and mentoring (phase 3).

During the evaluation period, Result 1 was implemented in coordination with two sets of partners: one for identification and recruitment of eligible youth, and at least one other for phase 1 activities. Phase 2 is implemented in collaboration with professional vocational training schools and phase 3 is implemented directly by Banyan staff in collaboration with phase 1 organizations.

The WFD Activity in Honduras began training its first cohort for Result 1 in October 2017. The activity had reached just over 2,500 participants according to *Empleando Futuros* Information System (EFIS).¹ Of these, 1,916 completed phase 1; 1,262 had enrolled in phase 2; approximately 440 participants had completed phase 2; and 81 had started phase 3.

The PE will serve to support USAID's decision-making process, provide early feedback for learning and adaptation of the WFD program targeting, identify delivery strategies to ensure outcome effectiveness in subsequent years, and ensure achievement of the intermediate results of the Country Development Cooperation Strategy.

It should be noted that a pilot impact evaluation was conducted in 2017 but was terminated due to challenges with consistency in implementation and high dropout rates in the first full year of the WFD Activity. While improvements have been made in both areas, the PE is expected to provide further input for adaptation to improve consistency and retention. Absent a control group, however, the PE will not be able to answer the impact evaluation questions originally presented by USAID.²

2.2 EVALUATION QUESTIONS

The PEs conducted over the course of the WFD Activity will answer two learning questions as established by USAID and MESCLA at the outset of the Activity:

- **Q1:** To what extent are quality WFD services increased, and to what extent do quality WFD services protect against violence?
- **Q2:** To what extent do WFD actions produce a workforce with relevant skills to support country development?

This first PE primarily answers Question 1 given the dearth of participants that have completed the full WFD Activity to date. However, some qualitative analysis related to Question 2 is also included for the small number of participants that have completed the full WFD Activity. Data collection on tracking of participants at all WFD Activity phases continues and future PE report(s) will cover both Question 1 and Question 2.

The scope of this PE is limited to the following sub-questions:

- **Q1.1:** To what extent has the WFD Activity reached the targets of Result 1? Why have these targets been or not been reached?
- **Q1.2:** How does the risk of violence and employability change after phase 1, program completion (phase 1 and 2), and twelve months after finishing the two phases?
- **Q1.3:** How do mentors/ facilitators support employability and risk of violence change?
- **Q1.4:** How do stakeholders perceive the quality of the Activity deliverables?
- **Q2.1:** To what extent did the WFD contribute to improving participants' employment conditions?
- **Q2.2:** To what extent is the WFD Activity delivering job placement services to participants?

¹ For the purposes of the evaluation of risk and employment, the cut off day was 30 June 2018. The number enrolled until that day comes from an EFIS report produced on 16 August 2018.

² An impact evaluation focused on particular components of the intervention is still under consideration.

- **Q2.3:** How do changes in perceptions of the quality of employment relate to changes in the objective quality of employment (formal, income, stability) among WFD participants?

3 ACTIVITY BACKGROUND

WFD Activity participants are drawn from the following target population:

- Males between the ages of sixteen and thirty;
- Living in specifically identified communities within the following high-crime municipalities: Tegucigalpa, San Pedro Sula, Choloma, La Ceiba, or Tela;
- Currently out of school, with no less than a sixth-grade education and no more than a high school degree; and
- Currently unemployed, underemployed, or with inconsistent or low-skill employment.

During the period of evaluation, the WFD Activity in Honduras was comprised of three main phases (see Figure 1): ten weeks of life skills and cognitive behavioral therapy (phase 1), followed by up to nine months of job skills training in a specific trade (phase 2), and an internship or job placement and six months of observation and mentoring (phase 3). A new model that emphasizes key competencies versus timelines (see Figure 2) was introduced during the period of evaluation, but did not impact any of the participants interviewed for this PE.

Figure 1: Original WFD Activity Process

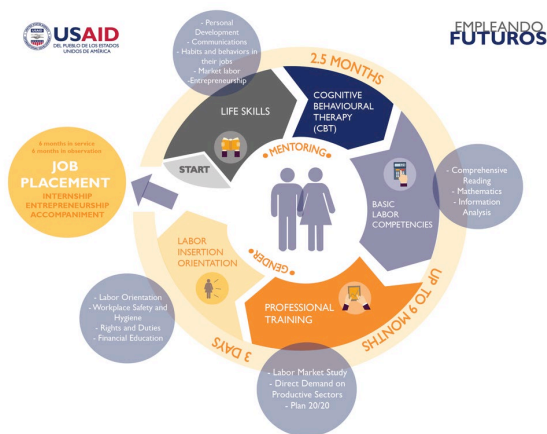
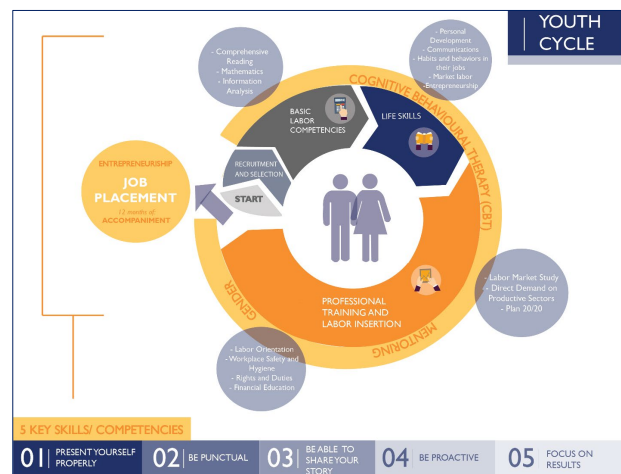


Figure 2: New WFD Activity Process



Source: USAID Workforce Development Activity

Perspectives

WFD Activity staff reported during interviews that more complete and in-depth analysis of beneficiary job prospects is now taking place through the *Análisis Vocacional*. This analysis considers the proposed occupation, educational level, age, basic labor competencies, attitude, communication, leadership and critical thinking skills of the youth. Results are aligned with current job opportunities, and the youth are then placed into a phase 2 track (if available). According to interviews, this process has improved alignment between initial enrollment and job opportunities and facilitated job insertion. However, poor “attitudes” among youth, especially toward taking responsibility to look for jobs, continues to be a challenge.

-WFD Activity Staff, SPS and Tegucigalpa

4 EVALUATION METHODS & LIMITATIONS

A mixed methodology was used for the PE, including:

- Document review of WFD Activity manuals, recruitment materials, and reports;
- Data collection via survey, focus group discussions (FGD), and key informant interviews (KII)
- Data analysis of enrollment, program progression, and socioeconomic data in EFIS;
- Data analysis of existing VIP-RA and Employability Survey baseline data and new follow-up data.

Survey data were collected for 1,130 participants, out of 1,476 participants who completed phase I (78%) at various stages of progress in the WFD Activity. The team conducted a total of eleven focus group discussions and thirty-four key informant interviews in Tegucigalpa, San Pedro Sula, and Tela. (A full discussion of limitations is provided in Annex 1).

4.1 DATA COLLECTION TOOLS

4.1.1 VIP-RA AND EMPLOYABILITY SURVEY

The VIP-RA, employment, and employability instruments are standardized questionnaires collected among WFD Activity participants at enrollment and the end of phases 1 and 2. The questionnaires are completed at the same time as part of a joint instrument.

Employment information is captured using the questionnaire used for the Honduras National Household Survey. Some modifications were made to the questionnaire so that it would follow the Colombia National Household Survey questionnaire, which goes further in depth in several areas of employment and entrepreneurship.

Employability information is captured using the Youth Services Eligibility Tool (YSET) employed by the USAID METAS (Mejorando la Educación para Trabajar, Aprender y Superarse Programa de Capacitación) activity in Honduras. Small modifications were made based on the WFD Activity Monitoring Evaluation and Learning (MEL) Plan, but the METAS tool was largely replicated verbatim.³

At the request of USAID, faculty and staff at the University of Notre Dame developed and validated the VIP-RA tool for the WFD Activity in order to distinguish between primary and secondary risk, and to track change in risk for WFD Activity impact and performance evaluations.⁴ The VIP-RA serves several purposes: (1) establish empirically defensible risk of violence among young adults ages sixteen to thirty,⁵ (2) help target interventions for the secondary risk population, and (3) measure change in risk during and after program participation via an impact and/or performance evaluation.

4.1.2 FGD GUIDE

FGDs were held with current and past program participants following a guide (see Annex 2 for example guide). FGDs were held at centrally located facilities where possible, and outside of communities where necessary. An incentive (phone credit) was provided to all participants. The discussions included a mix

³ More on the tool can be found in Abdalla, Barth, Dunn, Holter, Ortega, and Tinta (2013) and USAID Honduras (2014).

⁴ For more information on the tool, see the “Development and validation of the violence-involved persons risk assessment: Honduras” report submitted to USAID September, 2017.

⁵ The term “young adult” or “adult” is used to distinguish the VIP-RA from other tools that target younger age groups commonly referred to as “youth.”

of verbal responses, individually written responses, and group exercises to elicit participation by all. Local experts under the supervision of MESCLA facilitated FGDs.

A methodological limitation for the FGD was for the team to get accurate information from EFIS about the number of participants in each phase. For example, at the onset of the evaluation, only three individuals were listed as active in phase 3, therefore no focus group was established for phase 3. However, MESCLA became aware of many more phase 3 enrollees once on the ground and MESCLA proceeded with conducting an informal interview with a group of phase 3 enrollees.

4.1.3 KII GUIDE

The team conducted KIIs with participants, mentors, facilitators, employers, and the WFD Activity staff following a guide (see Annex 2 for example guide). KIIs were held at the office or location of each respondent. The team followed a standard question and response format, including follow-up questions for clarification and greater depth. The WFD Activity provided names and contact information for most KII subjects, and MESCLA identified additional subjects for KIIs. There was no refusal of KIIs.

4.1.4 SURVEY DATA COLLECTION METHODS

When enrolling participants, the WFD Activity collects baseline data for the VIP-RA. Banyan phase I training subcontractors, called implementing partners, should apply the VIP-RA to all new enrollees at the latest by the third week of the WFD Activity to have a baseline observation that is comparable among participants⁶.

The implementing partners also committed to conduct a first follow-up at the end of phase I, and to collect data on a rolling basis as participants finished this stage. The WFD Activity has recently started these data collection efforts at the beginning of phase 2. However, the exact timing has not been standardized and, at the time this PE was being planned, the WFD Activity had only collected follow-up information for seventy-four participants.

In order to have enough follow-up information on WFD Activity participants that allowed MESCLA to assess whether the program is on track to achieving its goals, MESCLA collected 1,130 follow-up VIP-RA and Employability Surveys for a sample of youth who had enrolled by June 30, 2018. The sample selection was drawn from a file that MESCLA constructed matching VIP-RA baseline data and phase I and phase 2 enrollment information provided by the WFD Activity in August 2018. (For more on sampling, see Annex 1).

5 FINDINGS

This section provides the main findings for the two learning questions and each of the sub-questions from the evaluation.

5.1 LEARNING QUESTION I

- **Q1:** To what extent are quality WFD Services increased, and to what extent do quality WFD services protect against violence?

5.1.1 SUB-QUESTION I.1

⁶ This, however, is not always the case. Of 2,457 participants who had enrolled in WFD Activity by June 30, 2018, the team was only able to find a matching VIP-RA for 2,158.

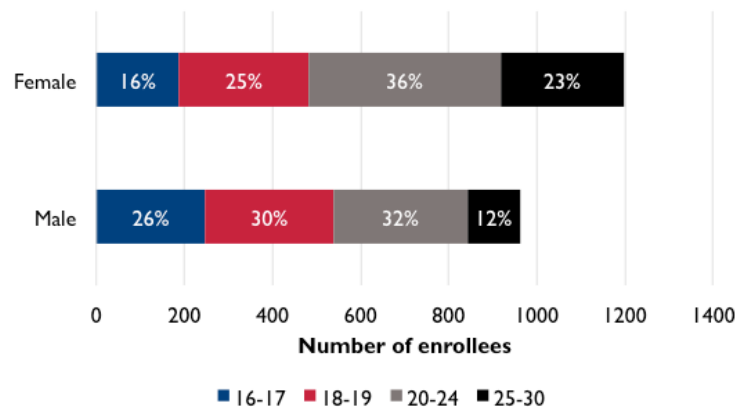
- **Q1.1:** To what extent has the WFD Activity reached the targets of Outcome 1? Why have these targets been or not been reached?

A. HOW MANY INDIVIDUALS HAS THE WFD ACTIVITY BENEFITED TO DATE?

According to EFIS⁷, 2,457 individuals had enrolled in phase I by June 30, 2018. The WFD Activity had reached 20% of its target of 12,000 enrollments by this date. Despite the WFD Activity target of 60-65% men, men make up only 44.5% of first enrollments in the program (1,197 women enrolled vs. 961 men, see Figure 3). Interviews with mentors who support recruitment efforts suggest that the recruitment of men is especially difficult given that they are often harder to locate at home, and that some of the occupations offered were perceived to be more attractive to women (e.g. restaurant operation, textile production, sales, and events).

Male enrollments tend to be younger than female enrollments, with 26% of male enrollments younger than 18 years old compared to 16% for women. Even though this distribution fits within the Activity target ages, the large enrollment of those younger than 18 may pose a problem to the program given that the legal age to work in Honduras is 18. Employers who participate in the Activity noted the difficulties of hiring those younger than 18 for this reason.

Figure 3: Number of enrollments, by gender and age



Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals who completed a VIP-RA at enrollment.

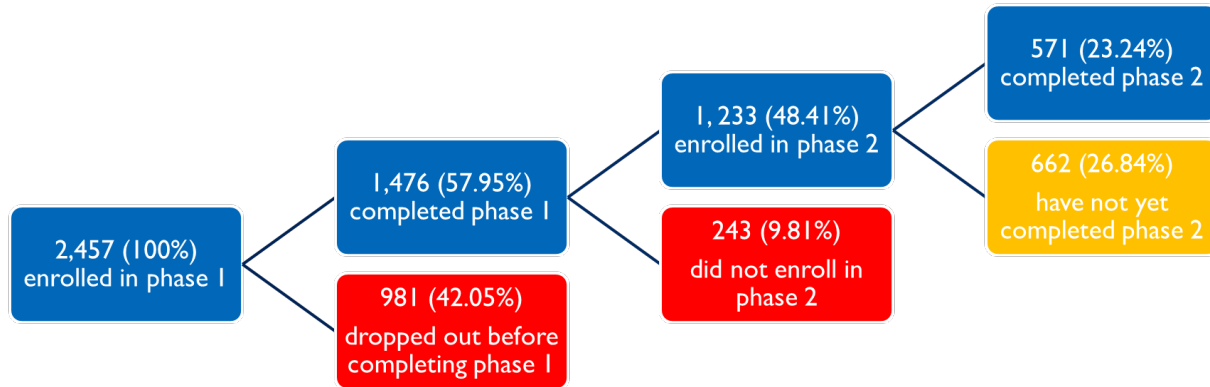
B. HOW MANY PARTICIPANTS HAVE COMPLETED PHASE 1 AND PHASE 2 OF THE WFD ACTIVITY?

Figure 4 shows the progression of the WFD Activity participants through phases 1 and 2.⁸ The data lead to two important findings: (1) The WFD Activity loses half of its enrollees between phase 1 enrollment and phase 2 enrollment, and (2) the majority of the drop outs occur before completing phase 1. (A quarterly analysis of retention is provided in Annex 4).

⁷ This number comes from a report provided to MESCLA by WFD Activity on August 2018.

⁸ Data to answer this question comes from a report of phase 1 enrollments and completions issued by Banyan on August 9, 2018 and a report of phase 2 completion and enrollments issued by Banyan on December 16, 2018. The time gap in both sources causes some problems in the accuracy of the progression of participants throughout the program. 490 participants who were reported as not having completed phase 1 by August appeared as having enrolled in phase 2 in December. We reclassified these participants to appear as having completed phase 1 in our analysis. However, there may be some others who, like these, completed phase 1 after August but they did not enroll in phase 2.

Figure 4. Progression of the WFD Activity participants through phase 1 and phase 2



Source: EFIS enrollment data, completion reports by Banyan dated August 9 and December 16, 2018

C. ARE THERE ANY SEX DIFFERENCES IN COMPLETION RATES?

Table 1 shows differences in completion, progression and retention rates by sex.⁹ According to these numbers, men and women progress through the program in different manners. Both sexes complete phase 1 at the same rate, but once they complete phase 1, men are slightly more likely than women to enroll in phase 2 (86.29% vs 81.14%). However, among those who enroll in phase 2, women are much more likely than men to stay in phase 2 and complete it (53.50% vs. 39.44%). As a result, completion of phase 2 is larger for women than for men (28.07% vs. 21.96%).

Table 1: Completion, progression and retention rates (raw numbers), by sex

Sex	Phase 1 completion	Progression between phase 1 and phase 2	Retention in phase 2	Phase 2 completion
Men (961)	64.52 (620)	86.29 (535)	39.44 (211)	21.96 (211)
Women (1,197)	64.66 (774)	81.14 (628)	53.50 (336)	28.07 (336)

Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals who had a VIP-RA at enrollment.

Table 2 shows the same indicators, this time divided by age. The most important result of this table is that, compared with all other groups, completion rates of participants 16 and 17 years old are lower

⁹ Completion rates are commonly defined as the percentage of participants who complete a program. When a program is composed of different phases, as is the case of the WFD Activity, completion rates of particular components are also estimated against the number of individuals who originally enrolled. Progression rates are defined as the percentage of participants who completed phase 1 and enrolled in phase 2. Retention rates are defined as the percentage of participants who enrolled in phase 2 and completed it.

than in all the other age groups¹⁰. However, the retention in phase 2 is similar among all groups, except the 18-19-year-olds, who demonstrate a higher retention rate at that stage. In the end, 18-19-year-olds are most likely to complete phase 2 when compared to all other ages.

Table 2: Completion, progression and retention rates (raw numbers), by age

Age	Phase I completion	Progression between phase 1 and phase 2	Retention in phase 2	Phase 2 completion
16-17 (435)	60.32% (263)	76.05% (200)	45.00% (90)	20.69% (90)
18-19 (584)	62.67% (366)	85.79% (314)	52.87% (166)	28.42% (166)
20-24 (740)	68.65% (508)	83.86% (426)	44.37% (189)	25.54% (189)
25-30 (399)	64.57% (257)	86.77% (223)	45.74% (102)	25.56% (102)

Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals who had a VIP-RA at enrollment.

Completion of phase I and progression to phase 2 increase with education level, as shown in Table 3. Those who enter with basic education complete phase I at a rate of 62.15%, while those with secondary education complete phase I at a rate of 66.54%.¹¹ However, once participants have enrolled in phase 2, retention in this phase is greater for those with less education (51.33% if education is basic, vs. 43.54% if education is secondary). This may indicate that those with lower education who make it to phase 2 are self-selected in terms of motivation.

Table 3: Completion, progression, and retention rates, by education level

Education level	Phase I completion	Progression between phase 1 and phase 2	Retention in phase 2	Phase 2 completion
Basic (1-9 th grades) (1,034)	62.15 (642)	81.93 (526)	51.33 (270)	26.14 (270)
Secondary (1,087)	66.54 (724)	84.39 (611)	43.54 (266)	24.45 (266)
Superior (37)	75.68 (28)	92.86 (26)	42.31 (11)	29.73 (11)

Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals who had a VIP-RA at enrollment.

¹⁰ The three main reasons given by 16 and 17 years old to drop-out were that they did not have enough time, that they went back to school, and that the program was too far away.

¹¹ Those with higher education (superior) have the highest rates for completion of phase I and progression to phase 2, but the number of observations in this group is limited.

Table 4 shows a similar analysis, breaking down by employment. The number of participants who were working when they enrolled in phase I is limited (59), but this analysis indicates that they are more likely to drop-out during phases I and II than participants who were not working at enrollment.¹²

Table 4: Completion, progression and retention rates, by employment at enrollment

Employment	Phase I completion	Progression between phase I and phase 2	Retention in phase 2	Phase 2 completion
Not working (2,099)	64.79 (1,360)	83.16 (1,131)	47.39 (536)	25.54 (536)
Working (59)	57.63 (34)	94.12 (32)	34.37 (11)	18.64 (11)

Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals who had a VIP-RA at enrollment.

However, as seen in table 5, being in school at the time of enrollment is a factor that negatively affects continuation in the WFD Activity. Compared with those who are not in school, those who were studying were less likely to complete phase I (61.54% vs 65.02%), less likely to progress to phase 2 (80.63% vs 83.79%), and less likely to finish phase 2 once they enrolled in it (40.31% vs 47.87%).

Table 5: Completion, progression and retention rates, by school attendance at enrollment

Attendance	Phase I completion	Progression between phase I and phase 2	Retention in phase 2	Phase 2 completion
Not studying (1,898)	65.02 (1,234)	83.79 (1,034)	47.87 (495)	26.08 (495)
Studying (260)	61.54 (160)	80.63 (129)	40.31 (52)	20.00 (52)

Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals who had a VIP-RA at enrollment.

D. WHAT ARE THE DROPOUT RATES IN PHASE 1, PHASE 2 AND DURING INTERNSHIPS?

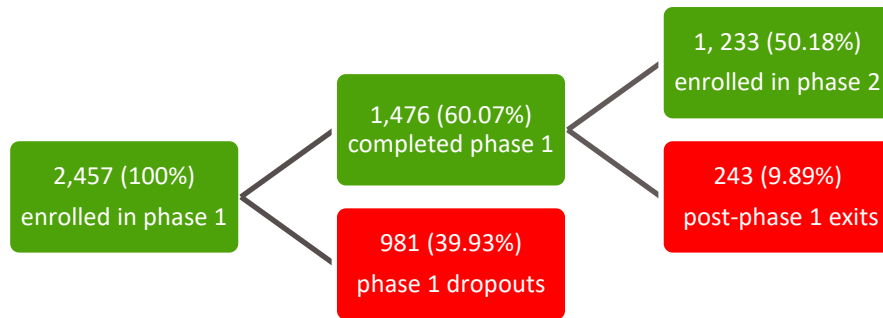
See tables 1-5 under 1.1.C for available data.

Overall, dropout between enrollment and the beginning of phase 2 is a challenge for the WFD Activity, as 50% of participants¹³ are lost before starting phase 2. See figure 5.

¹² We classified as employed any individuals who, in the VIP-RA and Employability survey, said that they were working. This includes formal employment in the government and established enterprises as well as entrepreneurs with employees. A breakdown by type of employment is provided in figure x.

¹³ 981+243=1,224, which represents 50% of the 2,457 enrollments.

Figure 5: Progression of the WFD Activity participants enrolled by June 20, 2018 through phase 1 and phase 2 enrollment

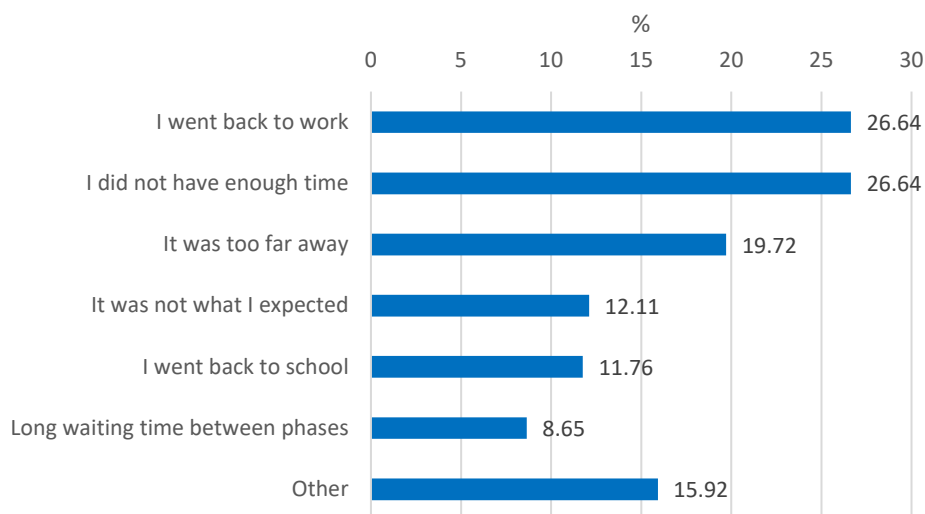


Source: EFIS enrollment data, completion reports by Banyan dated August 9 and December 16, 2018

E. WHAT ARE THE MAIN REASONS FOR DROPPING OUT IN THE DIFFERENT STAGES?

Participants who responded a follow-up VIP-RA after dropout were asked the reasons for not continuing the program. Figure 6 shows their responses, ranked from most to least important. The two most important reasons for quitting the WFD Activity are going back to work and not having enough time. Other causes, mentioned with less frequency, were that they became pregnant, had health problems, had economic difficulties and not enough money to pay for transportation or food, had to take care of their children, and had personal problems. All these answers, which were mentioned in smaller percentages, are grouped in “Other”.

Figure 6: Reasons for dropping out of the WFD Activity (%)*



*Note: Answers do not add to 100% because multiple answers were accepted

Source: 289 participants who did not continue in the program and responded to a follow-up VIP-RA and employability survey.

Perspectives

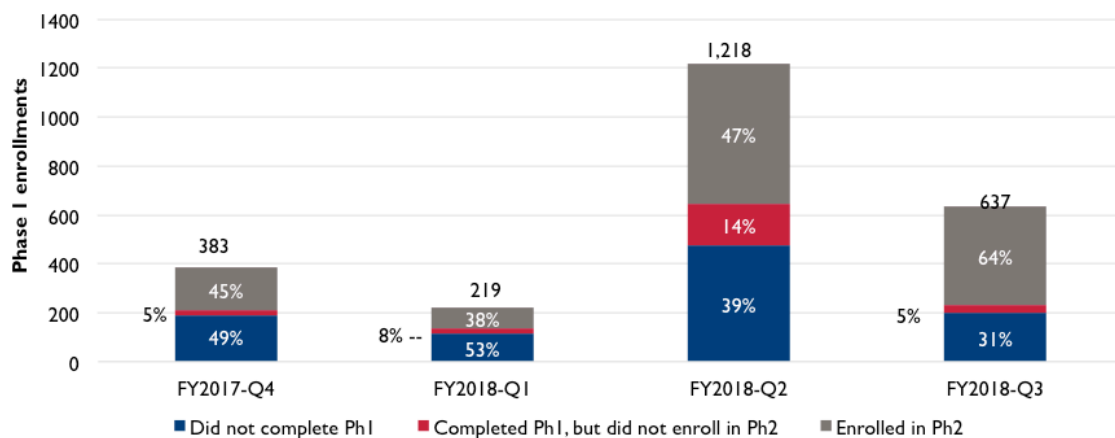
Interviews and FGDs reinforced these findings, with common mentions of:

- Transportation and food costs (especially for phase 2 and internships)
- “It was not what I expected”: careers offered, work-orientation, educational requirements
- Beneficiary not meet vocational training requirements for phase 2
- Unclear transition between phase 1 and 2, or long wait between phases
- “Stigmatization” by facilitators

F. ARE THERE DIFFERENCES IN THE DROPOUT RATE BETWEEN THE DIFFERENT COHORTS OF YOUTH REGISTERED?

Cohorts - There are differences in the dropout rate between cohorts as shown in Figure 7. The percentage of phase 1 dropouts has decreased over time (blue bars). The percentage of those who do not progress to phase 2 has remained relatively steady (apart from a jump in FY2018-Q2, red bars). The percentage of phase 2 enrollees has increased over time (gray bars).

Figure 7: Drop-out rates, by phase I enrollment period



Source: EFIS data.

G. ARE THERE DIFFERENCES IN DROPOUT RATES BETWEEN COMMUNITIES AND PROVIDERS?

Communities - Phase I dropouts are larger both in San Pedro Sula (35%) and in Tela (36%) than in Tegucigalpa (33%). Post-phase I exits in Tegucigalpa and Tela are similar (10% in both places), but larger in San Pedro Sula (14%). The FGD in Tela reinforced the notion that participants there had more difficulty continuing due to time and transportation costs.

Implementing partners - Dropouts among Asociación de Técnicos para la Solidaridad y Cooperación Internacional (ReTe), Centro para el Desarrollo y la Cooperación LGBTI (CDC) and Fundación Nacional para el Desarrollo de Honduras (FUNADEH) participants are statistically similar. However, Proyecto Aldea Global (PAG) participants had a significantly lower dropout rate.

H. IS DROPOUT SELECTIVE? DO SOME PARTICIPANTS DROPOUT AT A HIGHER RATE THAN OTHERS OR DOES THE ACTIVITY RETAIN ALL GROUPS (SEX, AGES AND LEVELS OF EDUCATION) EQUALLY?

Participant Characteristics - Dropouts are similar for men and women. However, dropout is selective by age and education. 16-17-year-olds are 11.7% more likely to drop out than 20-24-year-olds. Participants with primary education only are 5.7% more likely to drop out than participants with some secondary education. (See Annex 10 for data and significance levels for all differences in this section.)

I. HOW DO THE NUMBERS COMPARE WITH THE TARGETS?

- **Target 1: 7,500 complete WFD Activity**

The analysis presented above indicates that, despite a slow start and intervening challenges (i.e. 2017 election crisis), the WFD Activity can reach its target of 12,000 enrollments and 7,500 program completions. Some caution is warranted as enrollment decreased in the last quarter evaluated (FY2018-Q3), during a period of program design modifications. If the target is to be achieved by the end of the Activity, quarterly enrollment in phase I should not decrease any further. Similarly, to reach 7,500 program completions, the WFD Activity will have to both maintain enrollments and increase retention rates.

However, a number of WFD Activity participants do not meet the program selection criteria because they had an education level higher than secondary school, or because they were working or studying at the time of enrollment. Of the 2,149¹⁴ participants for whom the performance evaluation team has information at the time of their enrollment, 85.41% meet all requirements. Most of those who do not meet WFD Activity guidelines do so because they are either studying (81.09%), because they are working (15.79%),¹⁵ or because they are doing both (3.21%). A full examination of these populations by sex and location are provided in Annex 6.

Perspectives

A number of explanations for not always fulfilling the target profile surfaced during FGDs and interviews:

1. Mentors had difficulty recruiting men into the program given that unemployed and out of school men in target communities are hard to reach.
2. The difficulty recruiting men led mentors to schools and other contexts where men were more visible. Those who were interested in the program were enrolled despite the fact that they did not comply with the established work/study profile.
3. Some of the vocational training courses offered were not always attractive to men.

This all leads to a positive selectivity among men who are already motivated to study and/or work to take advantage of the WFD Activity.

According to WFD Activity guidelines, the program also has a target of at least 30% of participants who are at “secondary” or elevated risk of violence.¹⁶ Overall, 70.09% were categorized as being in primary

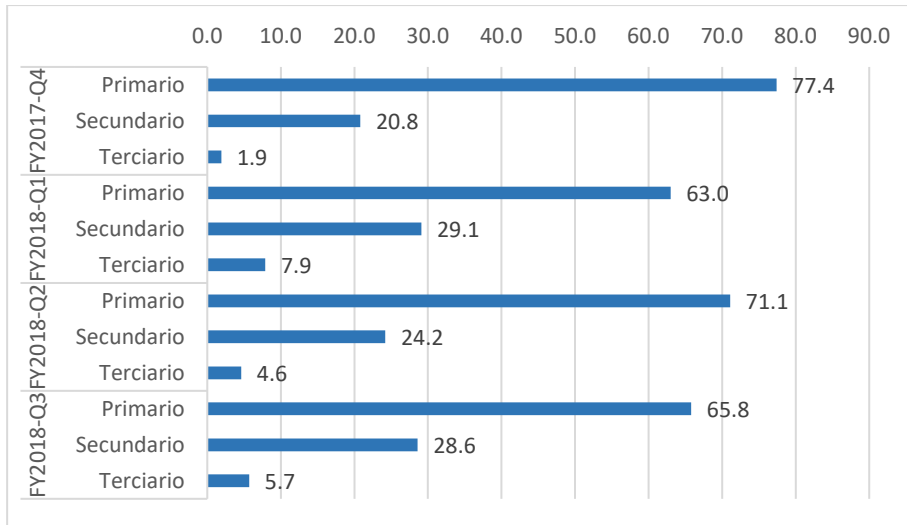
¹⁴ Please note again that the number of participants used to answer the different learning questions change throughout the report, as it depends on the number of individuals who answered each question in the VIP-RA and Employability survey.

¹⁵ As explained in footnote 17, being employed means that, in the baseline VIP-RA and Employability survey, the participant said that s/he was working and had a formal employment, no matter the amount of time that s/he allocated to work during the week previous to the survey.

¹⁶ Of 2,457 cases that had been enrolled by PE cutoff, 2,158 answered the VIP-RA instrument at enrollment, but only 1,852 answered all questions so as to identify their risk level.

risk, 25.16% in secondary risk, and 4.75% in tertiary risk.¹⁷ As shown in figure 8, the proportion of enrollments at the secondary level has improved over time, though further attention is needed to reach the 30% target.

Figure 8: Risk distribution of WFD enrollments (%), by enrollment period



Source: Matched EFIS and VIP-RA baseline data. Refers to 1,852 individuals who had a VIP-RA at enrollment and answered to all the questions needed to estimate a risk level.

- **Target 2: At least 50% of youth who completed the five components of the WFD Activity have obtained new or improved employment, including self-employment.**

The limited number of participants having completed all components not not allow for an analysis of this question in this PE.

¹⁷ These percentages differ from those reported in the Nota Técnica dated August 1, 2018 because the estimates presented here refer to a larger sample containing more enrollments.

Perspectives

KII and FGD showed evidence of new employment among phase I completers and dropouts. In many cases, obtaining a job was the main reason for not continuing with the program.

“The reason I quit the program was because I found a job and I wanted to continue (in Empleandos Futuros), but I couldn’t because I had to get to my job early.” *[Pues el motivo por el cual me salí del programa fue porque me salió trabajo y quería seguir sacándolo pero no podía porque tenía que entrar temprano al trabajo].*

-Male, dropped out after phase I, San Pedro Sula

Another example is a participant in a FGD with deserters who was working in a barber shop at the time of the FGD, attended phase I and then quit the program. He explains that, some time after finishing phase I, someone from the program called him and invited to attend phase 2, but that he rejected the offer because the new hours did not allow him to keep his job. He explains that he did not get the job because of the WFD Activity, but through a previous contact. However, when asked about the benefits he obtained from the program, he says that:

“It motivated me and I quickly found a job. And I want to continue to learn many things. I would like to continue (in the program) but I cannot because of my job. I start working early.” *[Me motivó mucho y de presto me salió trabajo y quiero seguir para aprender muchas cosas. Yo quisiera seguir pero a la vez no puedo por el trabajo, entro temprano.]*

-Male, 19 years old, San Pedro Sula

J. ACCORDING TO THE VIP-RA CALIBRATION, DO THOSE IDENTIFIED AT SECONDARY AND TERTIARY RISK FINISH/DROP-OUT OF THE PROGRAM AT THE SAME RATE AS PRIMARY RISK PARTICIPANTS?

Table 6 shows completion and progression rates by risk level at enrollment. The rows in this table indicate the risk level at enrollment and the columns the percentage of the participants in each risk that are moved to a certain stage in the WFD Activity. For example, the first row indicates that 65% of participants who were in primary risk at enrollment completed phase 1, 82.21% of those who completed phase 1 enrolled in phase 2, 51.23% of those who enrolled in phase 2 completed the phase, which leads to 27.37% of all primary risk participants who enrolled in phase 1 and completed phase 2. The retention of those in secondary and tertiary risk is similar, while those in primary risk progress differently.¹⁸ Those at secondary and tertiary risk complete phase 1 at the same rate as those at primary risk and seem to be slightly more likely to enroll in phase 2 than those at primary risk. However, once they have enrolled in phase 2, those at secondary and tertiary risk are more likely to drop out. Though preliminary, this finding is important as it shows that those at elevated risk may be as motivated to continue in the program as those in primary risk, but that once they are in phase 2 they do not find it as attractive. It is necessary to do further analysis to understand what about phase 2 might lead to lower completion among those at elevated risk. (Annex 7 provides more information on the sex, age, and risk effects on completion, progression, and retention rates.)

¹⁸ Caution should be applied when interpreting these results, particularly for those in tertiary risk, as there are only 87 individuals in this level.

Table 6: Completion, progression and retention rates for the first two phases of Empleandos Futuros (EF) (raw numbers), by risk level at enrollment

Risk level at enrollment	Participants in Phase 1 completion	Progression between phase 1 and phase 2	Retention in phase 2	Phase 2 completion
Primary (1,298)	65% (843)	82% (694)	51% (355)	27% (355)
Secondary (464)	64% (298)	86% (256)	43% (111)	24% (111)
Tertiary (87)	64% (56)	86% (48)	40% (19)	22% (19)

Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals who had a VIP-RA at enrollment.

5.1.2 SUB-QUESTION 1.2.

- **Q1.2** How does the risk of violence and employability change after phase 1, program completion (phase 1 and 2), and 12 months after finishing the two phases?
 - A. WHAT IS THE PERCENTAGE OF INDIVIDUALS WITH MONTHS AFTER FINISHING THE TWO PHASES?

The limited number of participants having completed phase 2 or beyond at the time of this PE restricts analysis primarily to phase 1.

Of those participants for whom VIP-RA and employability surveys are available at two points in time, 738 had completed phase 1 and 72 had completed phase 2. This section compares employability indicators for these cases at baseline and follow up after they completed the respective components for those cases only. Given the limited number of cases for phase 2 completers, these results should be taken with caution.

As shown in table 7, WFD Activity participants’ perceptions about their ability to manage money or face work problems do not change significantly with participation in either phase. However, participants perceive a significant increase in their ability to use mathematics to solve easy problems, fill job applications, communicate with employers and use computers to look for a job and fill job applications after both phases. This finding was echoed in the in-depth interviews and FGD with WFD Activity participants, who repeatedly expressed that they felt more confident in their communication skills, that they had learned how to perform job searches, and that they could now communicate and negotiate with potential employers (see following “Perspectives” box).

Table 7: Change in perceived job skills at the end of phase 1 and phase 2

Perceived skill	Baseline	% change at end of phase 1	Baseline	% change at end of phase 2
Can manage his/her money	2.54	0.39%	2.68	-1.49%
Can solve work problems alone	2.45	0.00%	2.43	4.12%
Can solve basic mathematics problems	2.28	6.14%	2.26	11.95%
Can fill a job application	2.45	8.98%	2.47	8.50%
Feels at ease communicating with potential employers	2.35	8.51%	2.31	14.29%
Can use a computer to write a job application, letter, etc	2.44	4.92%	2.35	12.34%

p<0.10; Average perceptions of a (1) Never, (2) Sometimes, (3) Always scale.

Source: EFIS data matched with baseline and follow up VIPRA and Employability surveys

Perspectives

Life Skills – In all the FGD and KII held with WFD Activity participants, the top program benefits reported were improved attitude, improved interpersonal relations, and improved ability to follow instructions.

Job Search Skills - Another common theme was that participation in the WFD Activity had helped them attain important job search skills, as they had learned how to use the internet to look for jobs; create CVs; how to dress for and conduct themselves in a job interview; how to tell their life stories; and how to negotiate their salaries with potential employers. Most of these skills were attained during phase 1, even if they later dropped out.

These opinions were summarized by a woman in Tegucigalpa. She finished phase 1 and did not continue to phase 2, had an eighth-grade education and had never worked. When asked what she had gained from the program, she said that it had improved her communication skills, because she had learned to introduce herself to others and to speak in public. She explained that the public presentations she made in front of her peers were very useful, as those skills helped her to control her fear and shyness. She also explained that she had also learned that she had to be dynamic and proactive when approaching a client.

Employment Skills - Participants who continued in phase 2 and phase 3 felt that they had obtained very useful insights into how to behave while working. For example, one participant who was finishing phase 2 in San Pedro Sula highlighted that the program had helped her to be more responsible. When asked what else she has learned from EF, she responded:

“To be more responsible. Also to be more punctual. Although I have always liked to be on time, there are always problems, right? And I have always been here on time. *[Realmente a ser responsable, ¿verdad? A ser más puntual también. Aunque siempre me ha gustado ser puntual. Pero siempre ha habido problemas, ¿verdad? Pero siempre he estado aquí.]*”

-Female participant attending phase 2 to be trained as a waitress in San Pedro Sula

In other FGD with phase 2 participants, attendees mentioned that they valued that the WFD Activity had made them realize that they had to find a job doing what they liked and to develop specific abilities, how to behave in different situations, and to work well with others. Examples of what these participants said include:

- “It has helped me as a young person because it helps us to highlight our own qualities, focusing on finding what we like.” *[Me ha ayudado como joven porque ayuda a resaltar las cualidades de cada uno, orientándonos a buscar lo que nos gusta.]*
- “It enabled our personal development and (helped us) to know how to behave under any circumstance... We were coached about the kind of job that suits us.” *[Nos facilitó para el mejor desenvolvimiento y a saber actuar en cualquier circunstancia que se nos presentara... Nos orientaron a ver qué tipo de trabajo nos encajaría.]*
- “(It helped me) with my attitude, expressing and working in teams. How to behave in work situations and how to behave in front of the boss.” *[(Me ayudó con) las actitudes, el expresarme y el trabajo en equipo. Como actuar en situaciones de trabajo y cómo comportarnos con el jefe.]*

B. WHAT IS THE PERCENTAGE OF INDIVIDUALS WITH A DECREASED RISK OF VIOLENCE AFTER PHASE 1, PROGRAM COMPLETION (PHASE 1 AND 2), AND 12 MONTHS AFTER FINISHING THE TWO PHASES?

The limited number of participants having completed phase 2 or beyond at the time of this PE restricts analysis primarily to phase 1.

The risk classification of WFD Activity participants is based on a statistical model that assesses their potential of engaging in crime and violence based on their answer to questions that assess dynamic attitudes and classifies individuals in primary or secondary risk.¹⁹ It also uses self-reported engagement in violent behavior during the past six months to classify those with such behavior in tertiary risk.

As a whole, the risk scores did not change between enrollment and end of phase 1, or between enrollment and end of phase 2 (though some changes are notable when disaggregated in subsequent questions). This means that, on average, participants had similar propensities to engage in violent crime at the beginning of the program, at the end of the life skills component, and at the end of the vocational training.

Individuals could have also changed the way they were classified into primary, secondary and tertiary risk levels. The distinction between primary and secondary is determined statistically by responses to the VIP-RA overall, while tertiary risk is identified by specific questions and can change if an individual engaged in violent behavior in the past six months or, if having engaged in violent behavior prior to enrollment, they did not repeat any violent behavior in the last six months. Table 8 shows the changes in risk levels between baseline and follow-up for those participants who completed phase 1. Green cells indicate improved risk levels, yellow cells indicate no change, and red cells indicate worse risk levels. Risk levels improved for half of the participants who were originally in secondary risk who are now classified as primary risk, and for two thirds of those who were tertiary risk and are now primary or secondary risk. However, the risk of 18.44% of participants who were originally in primary risk now places them in secondary risk, and perhaps more importantly, 8 of them are now tertiary. Something similar happened with 6 participants who were originally secondary risk and were tertiary risk at the time of follow up.²⁰

¹⁹ This score goes from 0 to 1, and those individuals with a score greater than 0.03 are classified as being in secondary risk. For more information, see Development and Validation of the Violence-Involved Persons Risk Assessment – Honduras (USAID, 2017) report. The population used for the analysis for this section is similar to those in the previous analysis, except that individuals who did not answer enough questions to estimate the risk levels either at baseline or follow up VIP-RA were not included in this analysis. This additional restriction left us with 546 participants who had completed phase 1, and 56 who had completed phase 2.

²⁰ There is also a potential test effect to consider given that respondents may not have answered honestly at baseline, but gained confidence in the program and felt more comfortable self-reporting on violent behavior at follow-up. Given the small number, this does not have an impact on the overall findings.

Table 8: Change in risk level of the WFD Activity participants after completing phase I* (number of participants, and % of participants by initial risk level in parenthesis)

Initial risk level	Risk level at post-phase I			
	Primary	Secondary	Tertiary	All participants
Primary	306 (79.5%)	71 (18.4%)	8 (2.1%)	100%
Secondary	72 (52.2%)	60 (43.5%)	6 (4.3%)	100%
Tertiary	9 (34.6%)	9 (34.6%)	8 (30.8%)	100%

* Table refers to individuals who completed phase I only.

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

Perspectives

Semi-structured interviews with phase 1 and phase 2 mentors and facilitators gave important insights about how they perceive changes in participants' risk of violence. One mentor in San Pedro Sula explained that, from a group of six participants who were spending a lot of time with gangs (even if they were not actively part of one) before enrollment, all changed their behavior and stopped spending time in the streets. He even mentioned that one of them quit drinking and "was rescued" from joining a gang. In addition, four of these participants are now working, even though none of them enrolled in phase 2.

CBT facilitators gave additional insight into the mechanisms through which the WFD Activity has contributed to increase protective factors and to decrease the potential risk of violence. One facilitator who worked in ten groups in Tegucigalpa explained this in the following way:

"The WFD Activity has been extremely effective in changing behavior and cognitive abilities, improving self-esteem, increasing emotional intelligence, developing a life plan and healing emotional scars. Approximately 30% of the participants who were assessed suffered from some emotional problem. The mark that the WFD Activity has left in each youth is perennial, as we applied different instruments before and after CBT and the decrease in disruptive behaviors were significant. I worked in ten neighborhoods in Tegucigalpa and tended to many cases of antisocial behavior, kleptomania, childhood incest, severe depression, generalized anxiety and low self-esteem and the improvement was significant in 90% of the cases." *[EF ha sido un programa extremadamente efectivo en el cambio de conducta y cognición de muchos jóvenes, ya que ha logrado reducir los pensamientos automáticos y antisociales, mejorar la autoestima, aumentar la inteligencia emocional, creación de un proyecto personal de vida y sobre todo sanar heridas emocionales. Aproximadamente un 30% de los jóvenes evaluados adolecían de algún trastorno psicológico. La huella que EF ha producido en cada joven ha sido perenne, ya que se aplicó diferentes instrumentos antes y después del proceso de TCC y la reducción en las conductas disruptivas ha sido significativa. Yo laboré en 10 colonias de Tegucigalpa y atendí muchos casos de conducta antisocial, cleptomanía, incesto en la niñez, depresión severa, ansiedad generalizada y baja autoestima y la mejora fue significativa en 90% de los jóvenes atendidos.]*

-CBT facilitator, Tegucigalpa

- C. WHAT IS THE VARIATION IN THE RISK OF VIOLENCE AND EMPLOYABILITY AT ENROLLMENT, END OF PHASE 1 AND END OF PHASE 2, BY MUNICIPALITY, PROVIDER, BENEFICIARY CHARACTERISTICS, AND COHORT?
- D. VARIATION IN THE CHANGES IN RISK OF VIOLENCE AND EMPLOYABILITY BY MUNICIPALITY, PROVIDER, BENEFICIARY CHARACTERISTICS, AND COHORT?

Answers to this section are limited to changes between enrollment and end of phase 1, as there are not enough post-phase 2 cases to statistically analyze variations. Data summarized here are available in Annexes 8 and 9.

Employability - Overall, WFD Activity participants who completed Phase 1 improved their perceived employability, and the activity had the largest effect on those who started with lower perceived employability. Most notable findings by characteristics include (see Annex 8 for data):

Municipality: Participants in San Pedro Sula and Tela expressed, on average, less favorable opinions than participants in Tegucigalpa about their abilities to use mathematics to solve work problems, fill job applications, communicate with potential employers, and use the computer to do job searches. However, participants in San Pedro Sula and Tela had greater improvements in these areas than participants in Tegucigalpa.

Implementing Partners: FUNADEH participants had a lower starting point in their perceived employability, but participants in this organization had the greatest gains at the end of phase 1. Perceived employability at enrollment was greatest in the second round of sub-awards to CDC and PAG, especially for the use of mathematics to solve problems, communication with employers, and the use of computers to look for a job.

Sex: Few significant differences were found both in enrollment levels and in changes by the end of phase 1. Women were less likely than men to perceive, at enrollment, that they can use a computer to do job searches, and men perceived that they increased their ability to use mathematics to solve work problems, while women did not.

Age: Older participants perceive their own employability skills more favorably than younger participants perceive their own employability skills. There is also evidence that the WFD Activity has a larger effect on participants aged 16 to 17 than those 18 and above, particularly on their ability to communicate with employers, use mathematics to solve work problems, and solve work problems alone.

Education: Participants with higher education (secondary or more) perceive their own employability skills more favorably than those with primary or less perceive their own employability skills. Nevertheless, change in employability is not significantly different between education levels.

Cohort: Participants' perceived employability at enrollment consistently decreased after FY2018-Q2. There is also evidence that the improvement in perceived employability was greater in all FY2018 enrollments than in the first cohort.

Risk - Risk scores at enrollment were lower for women and participants with secondary or higher education, and higher for CDC participants. Despite these initial differences, the average post-phase 1 change in risk scores is not statistically significant between these characteristics. As the WFD Activity

has expanded, it is reaching populations that, on average, are more at risk of engaging in violent crime. At the same time, it seems the program has improved its ability to have an effect and reduce risk in the last two quarters (see Annex 9 for data).

5.1.3 SUB-QUESTION 1.3

- **Q1.3. How do mentors/ facilitators support employability and risk of violence change?**

Participants in FGDs had excellent opinions of their mentors, who they felt were trustworthy, cared deeply for them, and accompanied and motivated them throughout the whole process. Participants credited mentors with increasing their self-esteem, and many considered mentors their friends and felt that they could talk to them about their problems. This is seen in the responses to the question of how participants would describe their mentor:

“Very understanding, friend. She gave us the confidence to express ourselves. She gave us follow up, motivating us through the process. She showed a lot of concern for me.” *[Muy comprensible, amigable. Nos dio la confianza de expresarnos. Nos daba mucho seguimiento motivando a continuar el proceso. Se mostró muy preocupada por mí.]*

-Female, Tegucigalpa

“Excellent. She called me when I skipped classes. She was concerned with our follow up and was there when you wanted to talk, as a friend.” *[Excelente. Cuando faltaba a clases me llamaba, se preocupaba por nuestro seguimiento y estaba ahí siempre que quería hablar como un amigo]*

-Female, Tegucigalpa

“She was an excellent mentor. She helped us encouraging us to continue. In every mentoring session she tried to connect with us to solve our problems.” *[Ella fue muy buena mentora. Le ayudaba a uno animándole para que uno siguiera el proyecto. En cada sesión de mentoría trataba de conectarse para resolver los problemas].*

-Female, Tela.

Participants felt the role of the mentor was so important, that some suggested that they should be included in the second phase as well:

“The mentor should provide follow up in phase 2, to be more available.” *[El mentor debería dar más seguimiento en la segunda fase, para estar más al pendiente.]*

-Male, finished phase 2, Tegucigalpa.

In the case of facilitators, participants generally had a positive opinion and recognized that they were knowledgeable and made an effort to be good teachers:

“Very good. The classes were dynamic so we did not get bored.” *[Muy Buenos. Las clases dinámicas para no aburrirnos].*

-Female, Trained as barista in Tegucigalpa.

“The facilitator was a kind person, who has command of each topic he taught, which made the lessons easier to comprehend.” *[El facilitador fue una persona amable, comprensible, que tenía mucho dominio de cada tema que impartía, lo que hacía que la clase fuera más fácil de comprender.]*

-Participant, Tela.

However, anecdotal complaints were received about facilitators who discriminated against participants based on their socioeconomic origin, disabilities, sexual orientation, or showed little patience with lack of discipline. In some interviews, this was attributed to facilitators not being familiar with local communities, or not being properly trained to handle challenging cases. In Tela, female participants complained that they had felt harassed by a cooking teacher, and participants in Tegucigalpa and San Pedro Sula complained about being the subject of individual discrimination:

“The teacher discriminated against me. He isolated me. Many times he separated me from the group. He did not have the patience to explain things to me the classes. He was not good.” [*El maestro me discriminó, me alejaba. Muchas veces me separó del grupo. No tenían paciencia para explicarme en las clases. No era bueno.*]

-Female with a learning disability. Tegucigalpa.

“It was hard. The teacher was very strict, very rigorous and she held it against me and X even though we weren’t doing anything, because of others misbehaving, her comments were directed at us. What I did not like about her is that when one finishes (the phase), she is always saying that it was because of her that we changed, but in front of others she highlights the worst (of us).” [*Fue difícil. La profesora era muy estricta, mucho rigor y la agarraba conmigo y con X y sin hacer nada por culpa de los demás nos caían los comentarios. Lo malo de ella que no me gustó es que cuando uno termina es que está repitiendo que por ella uno cambio y delante de los demás saca lo peor.*]

-Female, San Pedro Sula.

- A. DOES THE CHANGE IN EMPLOYABILITY AND RISK OF VIOLENCE BETWEEN ENROLLMENT AND END OF PHASE I VARY ACROSS MENTORS?

The data available in VIP-RA and EFIS do not allow for a comparison by mentor.

- B. HOW DO MENTORS/FACILITATORS PERCEIVE THEIR ROLE IN THE PROGRAM?
C. HAS THIS PERCEPTION CHANGED OVER TIME AS THE COMPONENTS ARE REDEFINED?

During interviews, mentors and facilitators perceived their role as challenging, but rewarding. The largest challenges reported were the large size of classes or groups of mentees, and mixed educational level of the participants that required assistance and various levels. The educational level differences were most apparent with math skills, but also some language abilities. Despite this, mentors and facilitators reported satisfaction when seeing change in the participants over time.

5.1.4 SUB-QUESTION 1.4

- **Q1.4. How do stakeholders perceive the quality of the Activity deliverables?**

During the follow-up VIP-RA and employability surveys, participants were asked to rate their satisfaction with various aspects of EF. The following results are drawn from the data provided in Annex 11):

- In general, those who completed Phase 1 rate the program better than those who completed Phase 2.
- For those who completed Phase 1, the highest-rated aspects of the WFD Activity are aspects related to the staff and training, such as the attention they received from the staff; facilitators command of subject matter; the promotion of order and discipline; the role of mentors and facilitators; and the snacks.
- Among those who completed phase 1, the lowest-rated aspects are infrastructure aspects such as the size of the classrooms and the timeliness of snacks and materials.

- Phase 2 completers are particularly positive in their appreciation of the knowledge of facilitators and the materials used in the training.
- The aspects that Phase 2 completers rate less satisfactorily are the availability of bathrooms; the ability of facilitators to keep them motivated; the materials used during training; and snacks.

These findings coincide with what was expressed by FGD and in-depth interviews participants, who praised mentors' engagement and commitment and facilitator knowledge. They also reflect the opinions of Phase 2 participants about facilitators limited ability to communicate the subjects to those with limited education, and about the lack of snacks.

A. HOW DO PARTICIPANTS PERCEIVE THE DURATION AND USEFULNESS OF THE DIFFERENT PHASES?

The reasons for dropping out suggest that participants found the program longer and more time consuming than they originally expected, and that the schedules competed with some of the most pressing demands they had. During interviews and FGDs, many male and female interviewees mentioned having the pressing need to find a job as one of the reasons to drop out, while female participants commonly explained that they could not continue in the program because they had to take care of their children or their ailing parents. Others also mentioned that when they enrolled they were told that they would be placed in a job, that they were not aware of the time it would take them to get to that stage, or that even after going through all phases they would not get one. For instance, participants of the FGD said that they had dropped out:

“Because of economic reasons. Because they moved the group to Tela and it was in the morning and I had to take the bus and I did not have someone to care for my children.” [Por el motivo económico porque lo trasladaron a Tela y era en la mañana y tenía que agarrar el bus y no tenía quien cuidara a mis hijos]

-Female, dropout after phase I, San Juan, Tela

“Because of the transportation. First they gave us information that was untrue and they moved the course to Tela and (we had to pay) the food and the transportation and we did not have a Budget.” [Por el transporte. Al principio nos brindaron una información que no fue verdadera y lo trasladaron a Tela y la comida y el transporte y no teníamos el presupuesto].

-Female, dropout after phase I, San Juan, Tela

“I did not have someone to care for my children. The schedule was extended. And because (we had to pay) our food.” [No tenía quien me cuidara a mis hijos. Se extendió el horario y por el alimento.]

-Female, dropout after phase I, San Juan, Tela

B. WHAT DID PARTICIPANTS FIND MORE USEFUL?

FGD and interviews with participants uncovered multiple benefits from each phase. Participants commonly mentioned that phase I helped them improve their interpersonal skills, feel more confident, increased their ability to control their emotions, gave them basic job search skills and refreshed their knowledge of mathematics.

In phase 2 and phase 3, participants saw some of these abilities reinforced. For example, the strict learning environment of some occupations during vocational training reminded them that they needed to be disciplined and to show control, and the practical training in phase 3 gave them a first-hand experience of having to dress up and be punctual for a job. In addition to these experiences, phase 2

participants valued the technical training they were receiving, which they said they would not be able to afford otherwise. For instance, participants of a FGD in Tegucigalpa were asked what was it that they had learned in the WFD Activity that they thought would be more useful in the practical training or in a future job. Several of them mentioned technical aspects of their training, such as how to manage the temperature in a recipe, how to follow a recipe, how to prevent food contamination and pest control. Others in the same group pointed out discipline, personal safety and teamwork.

Some examples of what participants in phase 2 expressed of the program include:

“What they teach us helps us to attend to people” [*Lo que nos enseñan nos ayuda a atender a las personas*].

-Female participant in FGD in Tegucigalpa.
(Did not do the practical training because she did not have childcare).

“Everything they have taught us has been very useful. Additionally, writing in a CV that you have a sales certificate may improve our possibilities of finding a job. It is important to have that knowledge.” [*Todo lo que nos han enseñado ha sido de gran utilidad, además poner en el currículum que uno tiene un certificado de ventas le puede dar más posibilidad de encontrar un trabajo, es necesario tener esos conocimientos.*]

-Male participant in FGD in Tegucigalpa.

“They taught me very important things. How to relate with others, to speak in public. I made an internship and worked three months in Mendels and I feel that what I learned helped me in that job.” [*Me enseñaron cosas muy importantes. A relacionarme con las personas, hablar en público, estuve haciendo una pasantía y trabajé tres meses en Mendels y siento que lo que aprendí me ayudó en ese trabajo.*]

-Female participant in FGD in Tegucigalpa.

It is important to notice that, despite the favorable opinions of phase 2 expressed by participants, some expressed frustration because they found the training too theoretical and boring, and because they would have liked it to be more practical:

Phase 3 participants who collaborated in FGDs and KIs had different work experiences in the program. Some had only completed the unpaid internship, others had a paid labor insertion for several months but were not working anymore, and others were still working. In all cases, participants were grateful for the job experience they gained.

C. HOW DO EMPLOYERS PERCEIVE THE IMPACT OF THE ACTIVITY IN TERMS OF PARTICIPANTS' INTERPERSONAL SKILLS, BASIC LABOR SKILLS AND TECHNICAL SKILLS?

D. HOW DO EMPLOYERS PERCEIVE THE IMPACT OF THE ACTIVITY ON PARTICIPANTS' EMPLOYABILITY?

The PE team conducted interviews with representatives from five enterprises who have collaborated with the WFD Activity in the job placement component. All of these interviewers recognized both benefits and shortcomings from the collaboration.

Employers interviewed were generally impressed with the participants' interpersonal and basic labor skills. Employers noted a desire for increased or more specific technical skills and hands-on experience. This was especially important for textile companies who have specific requirements and standard operating procedures. Employers were pleased with the willingness of the WFD Activity to adjust and include their requirements in recruitment, selection, and training.

Perspectives

Employers mentioned that they value the training the participants receive. Employers noted that, despite the harsh economic conditions and lack of previous work experience of WFD Activity participants, they are more committed than other employees and greatly value their job opportunities:

One employer mentioned (when comparing the WFD Activity with those from other programs):

“What I like about the youth that come from [the] program, they are humble. Right? Because we have youth coming from other programs. I have hired boys from other programs that think that because they were a couple of days in the program, they already know everything. Your youth are not like that. They have received training, but they are still genuine, they are still modest and I like that...What I like of the WFD Activity is that they are focusing them in their training and they are teaching the youth that to get something, they have to work. I like that. *[Sí. Saben que es lo que me gusta de los chicos que vienen de este programa de ustedes, y siguen siendo humildes. Verdad, Porque tenemos otros programas, yo he contratado chicos de otros programas que creen que por días que estuvieron en el programa, lo saben todo. Y estos chicos no. Le han dado una formación pero siguen siendo genuinos, siguen siendo sencillos y eso me gusta. ... Lo que me gusta de la formación de the WFD Activity es que los están enfocando y los están enseñando que para tener algo hay que trabajar. Eso me gusta.]*

-Manager of Fast-food Chain

However, some employers also mentioned that some participants are not punctual, do not take the job seriously, are easily influenced, quit working (particularly during unpaid internships), and have a bad attitude.

An interview with the manager of a retail enterprise that takes WFD Activity participants is illustrative of how employers perceive both positives and negatives in their experiences:

“We have had a really positive experience with the people that the WFD Activity has sent us, because they are the kind of people who have really not had the opportunity to have an employment. Hence, they value a little more the fact that they may be offered a job... We have had some people that, maybe during their internship... as they call it... leave the program suddenly... Once hired, they have lasted longer.”
[Hemos tenido realmente buena experiencia con todo el equipo con aquellas personas que nos ha mandado de the WFD Activity (titubeó al recordar el nombre), porque ellos son estas personas que realmente no han tenido la oportunidad de tener empleos. Entonces como que valoran un poco más la parte de poder ofrecer trabajo... Sí hemos tenido ciertas personas que a lo mejor en su pasantía... cómo se llama... se salen del programa de repente... pero ellos que ya una vez contratados sí nos han durado más tiempo.]

Another illustrative example of the mix of favorable and critical opinions from employers, the supervisor of a fashion enterprise who takes WFD Activity participants as practicing seamstresses talked very favorably of the collaboration with EF, explaining that, even when they have to work harder with the WFD Activity trainees than with other new employers because they do not have past experience, they are committed to employing as many as possible after the training. Currently they employ nine WFD Activity participants. However, when asked whether they had had any difficulty working with these and other WFD Activity participants, the supervisor mentioned that even those who are already employed have difficulty arriving on time, even after warnings. When asked about other negative experiences, the same employer mentioned 11 participants of a group of 13 who walked out after being influenced by one of their peers, using the lack of economic incentives for transportation as an excuse.

E. WHAT ARE THE PERCEIVED STRENGTHS AND IMPROVEMENT OPPORTUNITIES?

Summarizing previous findings, participants, mentors, facilitators, and, to some degree, employers perceive that the greatest strength of the WFD Activity is in its development and reinforcement of soft skills among youth (see Q1.2.A, Q1.3.A and Q1.5.C). Employers also noted that having a stream of trained individuals available to work for them eases the burden to recruit and interview, which makes their participation in the program appealing.

Improvement opportunities mentioned by WFD Activity staff and employers include further development of participants' soft skills and responsibility (punctuality, follow through). Participants themselves reported potential for improvement of program duration, and the need for clearer communication about expectations and offerings (see Q1.5).

The most frequent response to an open-ended survey question about what could be improved about the WFD Activity was that "everything is fine." This was followed by suggestions to offer more options for vocational training, provide transportation, help find employment, improve mentor/facilitator teaching skills, and offer more flexible schedules. (Percentage responses and further recommendations can be found in Annex 12.)

Learning QI Summary

If the current trend of increased enrollment and decreased dropouts continue, the Performance Evaluation finds that the WFD Activity is on track to meet its overall goal of providing formation for 7,500 young adults, increase their employability, and marginally mitigate risk of violence involvement.

5.2 LEARNING QUESTION 2

- **Q2: To what extent do WFD actions produce a workforce with relevant skills to support country development?**

5.2.1 SUB-QUESTION 2.1

- **Q2.1: To what extent did the WFD contribute to improving participants' employment conditions?**

At the time of this PE, there were few participants who had gone through all phases of the program. There is evidence that some of those who went through the labor insertion phase were hired in the same enterprises afterwards, but this is not common. For example, during our interviews with representatives from Millennium Challenge Corporation, which manages the production plant Vestimoda and the retailer Mendels, they noted that they had taken about 200 interns from the WFD Activity. Of these, they had formally hired 20 in retail and about 15 in the production plant. This employer and others noted that they hired as many interns as possible, but that their need was limited to those hired.

Contrary to these positive experiences, FGD participants who had finished phase 2 and some who had finished phase 3, complained that they were still unemployed. (For follow up interviews and FGDs, the PE team located only three WFD Activity participants who had finished phase 3 and were still working (two baristas and one seamstress.)

See Q1.1.D.b. for more information on employment. Given the few cases available, no further exploration of changes in employment are possible in this PE.

5.2.2 SUB-QUESTION 2.2

- **Q2.2: To what extent is the WFD Activity delivering job placement services to participants? Did those who complete vocational training consistently receive job placement activities? What explains this?**

The answer to this question is based on FGDs with WFD Activity participants who had participated in phases 2 and 3, and interviews with employers. Additional information is provided in Q2.1.A.

The PE team learned that job placement services were consistently provided in Tegucigalpa and San Pedro Sula, but not in Tela. However, the way these services were offered was not consistent through implementing agencies, and in some cases, not even between occupations in the same implementing agency. Participants who had finished phase 2 often said that they had not been called back despite assurances to the contrary. The following comment is illustrative of what participants said:

“I dropped out because of the lack of interest they [EF] have in labor insertion. I was never called to do my internship.” [La falta de interés que tienen las personas en la inserción laboral. Nunca me llamaron para hacer la pasantía].

-Male, deserted after phase 2. Tegucigalpa.

5.2.3 SUB-QUESTION 2.3

- **Q2.3. How do changes in perceptions of the quality of employment relate to changes in the objective quality of employment (formal, income, stability) among WFD participants?**

To answer this question, it is important to contrast the opinions expressed by WFD Activity participants, who said that the most important things they learned from the Activity were to be responsible, how to interact with others, and to be punctual (see Q1.2), with employers' opinions (see Q1.5.C/D). In summary, employers recognize the soft skills of the participants, but also acknowledge that not all participants have taken these lessons away or act accordingly. Employers would also like to see increased or refined technical skills based on employers' specific needs and operating procedures.

Learning Q2 Summary

Given the low insertion rate at this point in the WFD Activity, no conclusions can be made about progress toward job insertion. However, important indications include:

- Participants in KII and FGD talked of positive changes in employment conditions for drop-outs and those who continued in the program, including:
 - Improved aspirations
 - More stable jobs
 - Better working conditions
- EF improves participants' perceived job skills, particularly in terms of communication with employers and abilities to search for a job.
- EF is partially on track to achieve its goal of improving work conditions for participants:
 - One third of participants who were not working at enrollment and completed at least phase I gained new employment at follow up.
 - Among those who were working at enrollment, the changes are not as positive. One third had lost their job, and those who continued working did not substantially change their conditions.
- Qualitative data shows some evidence that EF may contribute to improving participants' work conditions in terms of stability, but there is not enough evidence to conclude this categorically.

6 RECOMMENDATIONS AND NEXT STEPS

6.1 RECOMMENDATIONS

MESCLA makes the following recommendations for the WFD Activity based in part on the findings described above, and in part by modifications to the program scheduled to begin after the evaluation period:

1. Improve recruitment oversight to ensure clarity and accuracy of information provided to participants. WFD Activity recruitment processes are systematized and clearly presented in manuals, and staff is clearly committed to effective messaging and outreach. While changes have been made to increase accountability in recruitment (i.e. single implementing partner to recruit and provide services), oversight of implementing partner accuracy in recruitment messaging should be increased. The findings demonstrate that participants do not always meet program requirements (i.e. education level and NiNi status), and interviews with participants suggest that program retention may be improved by ensuring that recruitment messaging includes a clear description of: (1) program duration and realistic timeline to obtain employment, (2) currently available and future anticipated availability of occupational training, and (3) realistic probability of obtaining employment in a desired occupation given beneficiary profile and employment demand.

2. Consider mitigation of urgent needs among participants. The tension in program logic between the two WFD Activity results (employment insertion and violence reduction, also identified in WFD Activity FY18 Annual Report, p. 11), and between the two results and activities (WFD training) is made even more acute by the urgent needs of participants. Transportation, childcare, food, and time away from domestic and paid work were cited as principle reasons for drop out among participants. For many, these are the same reasons they are not studying or working, and failure to address them limits the probability that participants with the target profile finish the program. This results in a bias toward those with less need, and therefore, greater chance to finish the program and gain employment. The WFD Activity has worked to provide phase 2 trainings within target communities to reduce travel and transportation, and should consider further ways to mitigate urgent needs to increase retention and target population participation (e.g. transportation stipends, meals, childcare, reduced program timeline).

3. Review and increase facilitator capacity, sensitivity and oversight; increase duration and role of mentors. While many participants were pleased with and complementary toward their facilitators, the WFD Activity should closely track and respond to negative feedback about some facilitators. Participants reported rude, vulgar, and insulting comments and behavior by facilitators that ultimately led to groups deserting the program when their complaints went unaddressed. Facilitators, especially in phase 2, were less familiar with the communities and backgrounds of the participants, which may have contributed to insensitivity. Training and oversight of performance for all facilitators should be increased to avoid exacerbating the stigmatization of participants.

Participants were particularly satisfied with their mentors and the relationships they had developed with them. Many expressed the desire to retain their mentor beyond phase 1. It is unclear to the evaluation team how the role of mentors might change in the new model, but our recommendation is that the WFD Activity consider ways in which mentors follow participants for the full duration of their time in the program (phase 1 through internship and insertion).

4. Reconsider the approach where job insertion is the apparent priority at the expense of comprehensive formation. The WFD Activity has transitioned to provide phase 1 and phase

2 services concurrently (see Figures 1 and 2 above). This adaptation was important given the extended duration of the program, and the lag in time between phases 1 and 2. The WFD Activity has also prioritized recruitment and selection with an emphasis on successful job insertion to meet its anticipated result of 3,750 workforce insertions (50% of 7,500 enrollees). However, MESCLA notes that comprehensive formation for all 7,500 enrollees was included in the original WFD Activity given its intrinsic value, not only as a step in the path to employment. There are at least three other important considerations about the priority focus on job insertion:

- The emphasis on employment insertion risks selection bias away from the process established in the recruitment and enrollment process in two important ways. First, the recruitment manual (p. 6) and *Analisis Vocacional* guide (p. 5) place strong emphasis on beneficiary interest, a factor that has been seemingly diminished in practice to meet job insertion targets. Second, the WFD Activity target includes at least 30% of participants at secondary risk and a majority of men who neither study nor work. However, the emphasis on employment insertion pushes implementing partners to recruit and enroll only those that already have the skills and attitude to get a job. This could result in a challenge to recruit participants at secondary risk, and fewer men.
- An unintended result of these adaptations has been a reduction in focus on comprehensive formation, including CBT and life skills training during phase I. Reducing the emphasis on CBT and life skills in favor of occupational and hard skills jeopardizes both anticipated WFD Activity results: increased employment potential/performance/tenure and decreased risk of violence. It does so in both the short and longer term. In the short term, the focus on employment insertion has a more immediate impact on beneficiary tenure in the program. WFD Activity staff consistently noted issues with “poor attitudes” among participants as a reason for dropping out, a challenge that CBT and life skills help to address. In fact, participants noted the soft skills they learned during phase I as the most useful component of the program, including how to effectively communicate with others, discipline, tolerance, and planning. Participants also noted an increased sense of belonging, personal significance and connectedness. These are important results in themselves for the more than half of WFD Activity enrollees who ultimately will not gain employment through the program.
- In the longer term, as the WFD Activity places more emphasis on insertion alone, it does so at the risk of failing to prepare the participants for sustained success. The original program logic included CBT and life skills as major components in recognition of the need to bolster resilience in young adults beyond what can be achieved with employment and employability alone. For example, what happens to a young adult who gains employment through the program, but loses that employment in a few months or years? Will that young adult have the resilience to recover and find another job (especially if their technical skills are not transferable), or will they need the assistance of another program to help re-insert them? And what does an emphasis on employment alone tell a young adult? Are there other ways to demonstrate self-worth and dignity such as through supportive relationships? CBT and life skills alone might not be sufficient to address these issues, but they help provide the necessary tools. The WFD Activity should evaluate how to achieve anticipated results in workforce insertion and provide comprehensive formation, even for those that do not obtain employment.

MESCLA recommends two courses of action: (1) maintaining or increasing CBT and life skills components to at least their original proposed levels, ensuring that all participants receive CBT, and ensuring that the recruitment and enrollment processes (including the *Analisis Vocacional*) are engaging those who fit the program requirements, but may not ultimately find employment (and communicating this reality clearly). (2) Future collaborative learning and adapting processes should include an examination of the tension in program logic (i.e. reaching those most at risk,

providing comprehensive formation, and inserting into employment) to ensure that the program continues to provide more than staffing agency services.

5. Improve collaboration and data quality for learning and adapting. The WFD Activity is to be commended for learning and adapting in response to challenges during the first two years of program implementation. It is also notable that EFIS data had been updated to current as of the start of the PE. However, collaboration with and notification of MESCLA regarding changes in programming and data collection should be improved. These notifications should include clear dates of change implementation so that the impact of changes can be monitored. For example, if prior notification were made available to MESCLA regarding changes in CBT and the combination of phase 1 and 2, changes in risk scores and employability could be tracked more effectively to understand the benefits of program improvements.

A Data Quality Assessment should also be performed soon on WFD Activity data to ensure reliability, precision, and timeliness. As noted in the findings, there were unresolved discrepancies within EFIS about beneficiary progress in the program that limited timely and accurate analysis after PE start. The failure to timely apply the VIP-RA and Employability Survey (within one week of the start of each phase) is also a concern, and steps should be taken to ensure it is applied fully (few, if any, missing responses) and within the first week to ensure proper measurement of change in risk, employment and employability. MESCLA will work with the WFD Activity to improve survey implementation.

6.2 NEXT STEPS

MESCLA proposes the following next steps to continue to address the WFD Activity learning questions:

1. Conduct planned DQA.
2. Coordinate learning objectives meeting with WFD Activity implementation team to include:
 - a. Timeliness (baseline and end of each phase) of VIP-RA and Employability Survey
 - b. Completeness of VIP-RA and Employability Survey (additional obligatory questions)
 - c. Revisit learning objectives in light of first mid-term PE
3. Conduct second PE in FY2020 after review of learning questions

7 ANNEX I. EXAMPLE FGD GUIDE

Guía 1. Guía para los Grupos Focales con Jóvenes participantes que desertaron antes de iniciar la Fase 2 de Formación Técnica Vocacional

Identificación de Equipo de Facilitación:		Nombre de la facilitador/a: _____	
		Nombre de co-facilitador/a: _____	
Datos de Identificación Grupo (Llenado por el co-facilitador/a)	Fecha: Lugar: Hora:		
	Perfil de jóvenes que participan en el GF:		
	A. Desertaron antes de iniciar Fase 2: Formación Técnica		
	B. Se matricularon en la Fase 2: Formación Técnica		
	C. Actualmente en Fase 3 de Inserción Laboral		
Número de participantes (Según lista de asistencia anexada al resumen. Contiene como mínimo: Nombre del participante, municipio, comunidad, firma/ iniciales)		Hombres	
		Mujeres	

Sección/Pregunta generadora	Metodología – (Instrucciones para la facilitación)	Recursos
Objetivos de la reunión	Buenos días. Mi nombre esy trabajo en ANED [Asesores Nacionales Especializados para el Desarrollo], una empresa contratada para hacer un estudio de los Servicios del Programa de Empleando Futuros en el que ustedes participaron hace algún tiempo. Les hemos invitado para conversar sobre el Programa, para tomar en cuenta sus opiniones y mejorarlo. La reunión durará 2 horas y luego los invitamos a tomar un refrigerio, también se les reconocerá un estipendio. Nos acompaña también.....quien tomará algunas notas.	
Uso de la información y consentimiento informado ¿Tienen alguna pregunta? ¿Están de acuerdo?	La información de esta conversación será utilizada para fines de este estudio y no utilizaremos sus nombres y será absolutamente confidencial. <i>El/la facilitadora puede indicar que levanten la mano en señal de acuerdo y asegurarse que todos los jóvenes están de acuerdo. En casos que haya duda deberá explicar los objetivos y asegurarse la claridad del objetivo de la reunión, en caso de no acuerdos, pueden llamar al participante a solas en la misma sala de la</i>	Grabadora

Sección/Pregunta generadora	Metodología – (Instrucciones para la facilitación)	Recursos
	reunión y explicarle nuevamente. En caso de no aceptar se da la oportunidad de retirarse de la reunión escribiendo una observación en la lista de participantes, luego que el joven se retire.	
Explicación de la metodología de participación	Estoy interesada en escuchar la opinión de todos por más diferentes que sean las experiencias. No hay respuestas buenas ni malas. Las opiniones son igualmente importantes, así que vamos a contestar en orden de izquierda a derecha y voy a solicitar la participación. En caso de que no puedan o no deseen responder, pueden comentar que no desean participar.	
<p>Rompe hielo y presentaciones de los participantes</p> <p>Nombre y edad: Me llamany tengo x años</p> <p>Tiempo: Participé en el Programa hace....meses</p> <p>Razón de ingresar: Me matriculé porque....</p> <p>Ocupación actual: Ahora estoy.....</p> <p>Estado de ánimo: Me siento.....</p>	<p>Se reparten las etiquetas autoadheribles, bombas de colores y los marcadores.</p> <p>El/la facilitadora solicita que los participantes escriban en las etiquetas autoadheribles cómo quieren que les llamen en la reunión.</p> <p>También pide que se inflen las bombas de color y que escriban o dibujen algo que indique cómo se sienten en ese momento. La facilitadora muestra cómo se puede ver la bomba inflada con el símbolo de carita alegre para mostrar un ejemplo y explica la dinámica de presentación utilizando un ejemplo mostrado en el papelón que está pegado enfrente del grupo/la presentación</p>	<p>Etiquetas autoadheribles</p> <p>Bombas de color</p> <p>Marcador</p> <p>En un papelón está escrita la secuencia de la presentación, o en una diapositiva si se usa el retroproyector.</p>
Contextualización del Programa	Antes de preguntarles sobre el Programa EF, vamos a recordar de qué se trata. La facilitadora muestra el banner de las fases y explica la fase I con los detalles de los temas	El Banner de la RUTA DE COMPETENCIAS está pegado en la pared. Anexo el banner
Sistema de registro y convocatoria	La facilitadora promueve la participación en el grupo según la regla de participación de izquierda a derecha, puede pedir opinión a los/las jóvenes que se muestren callados, pero respetando si no quieren participar.	Idem

Sección/Pregunta generadora	Metodología – (Instrucciones para la facilitación)	Recursos
<p>Beneficios percibidos</p> <ol style="list-style-type: none"> 1. ¿Cómo me ha ayudado mi participación en el programa a mejorar la relación con mi familia y amigos/as? 2. ¿Cómo me ha ayudado a mejorar mi carácter y controlar mis emociones de enojo/tristeza? 3. ¿Cómo me ha motivado a seguir estudiando, o a seguir trabajando, o a las dos cosas? 	<p><i>La facilitadora en este punto ya ha ganado la confianza y el grupo deberá sentirse cómodo y seguro en el espacio con otros jóvenes.</i></p> <p><i>La co-facilitadora reparte 3 páginas de colores y plumones a cada miembro del grupo</i></p> <p><i>La facilitadora explica que:</i></p> <p>Ahora con esas páginas de colores que les han entregado les voy a pedir que:</p> <ol style="list-style-type: none"> 1. En la PÁGINA de color “x...dibujen o escribirá como les ha ayudado el PROGRAMA EF a “ la relación con la familiar y amigos” 2. En la página de color “y” dibujen o escriban algo que signifique como les ayudado el Programa EF acontrolar emociones 3. En la página de color “z se dibujará o escribirá una palabra que signifique cómo les ha ayudado el Programa EF a la motivación para seguir estudiando/o trabajando o ambos? <p><i>No importa que algunos jóvenes no hayan expresado nada.....pero se deja unos minutos para que los jóvenes piensen acerca de las preguntas que pueden leerse fácilmente. Este ejercicio es en silencio.</i></p> <p><i>Cuando se observa que al menos un/una joven ha finalizado el ejercicio, la facilitadora invita a compartir los resultados de lo que han escrito/pensado.....aunque no hayan realizado el ejercicio.</i></p>	<p>Preguntas escritas en un papelón o en una diapositiva para que los jóvenes puedan leer la pregunta</p> <p>3 páginas de colores para cada participante y plumones delgados de colores</p>

Sección/Pregunta generadora	Metodología – (Instrucciones para la facilitación)	Recursos
	<p><i>Al hacer esto, la facilitadora espera respuestas espontáneas. Si alguien contesta, sigue motivando la participación de los demás con preguntas como ¿Alguien más? ¿Alguién tuvo una experiencia diferente? ¿Alguien puede dar otro ejemplo?</i></p> <p><i>Si nadie participa espontáneamente, cuenta hasta quince minutos, esperando que alguien conteste. Si no lo hacen, comienza a solicitar participaciones comenzando por la regla del lado izquierdo.</i></p>	
<p>Razones de la deserción</p> <p>¿Por qué razón ustedes no continuaron en el Programa?</p>	<p>Ahora que nos recordamos del Programa EF, vamos a conversar de las razones de por qué no continuaron el Programa.....</p> <p>Voy a empezar por ti que estás a mi derecha.....</p> <p><i>La facilitadora pide opinión a cada uno de los participantes. En casos de respuestas muy cortas, pide que se explique un poco más la situación que llevo a salir del programa.</i></p>	<p>Grabadora</p>
<p>Opiniones de cómo mejorar el Programa EF a futuro</p> <p>¿Cómo el Programa EF puede mejorar para que los jóvenes continúen en todo el Programa hasta finalizar?</p>	<p>Ahora les voy a preguntar, esperando que me respondan de manera voluntaria -- Cómo el Programa....</p> <p><i>La facilitadora espera respuestas espontáneas. Si después de 15 segundos nadie ha hablado, presenta a manera de recordatorio algunos temas importantes, pero con cuidado de no incidir en las respuestas, ni dar ejemplos para no inducir la respuesta.</i></p> <p><i>Si se usan los recordatorios de temas que pueden mejorar, la facilitadora pide que se expliquen un poco más la respuesta, dando ejemplos concretos de qué se puede hacer.</i></p>	<p>Papelógrafo con los siguientes ítems a manera de recordar o explicar</p> <ol style="list-style-type: none"> 1. Convocatoria/matriculación 2. Materiales 3. Mentoría 4. Ubicación/locales 5. Horarios <p>Otros</p>

Sección/Pregunta generadora	Metodología – (Instrucciones para la facilitación)	Recursos
<p>Valoración del Programa</p> <p>¿Cómo ustedes entonces, calificarían en Programa de EF en una escala del 1 al 10?</p>	<p>Bueno ahora que nos recordamos de la experiencia del Programa....</p> <p>¿Cómo...</p> <p>Les voy a pedir que en la hoja de color x que tienen, puedan escribir su calificación.</p>	<p>Explica en un papelógrafo la escala</p> <p>Malo</p> <p>Regular</p> <p>Bueno</p> <p>Excelente</p>
<p>Cierre y agradecimientos</p>	<p><i>La co-facilitadora recopila todo el material y la página de respuestas indicando el sexo del participante Hombre, Mujer, además de la identificación del grupo</i></p> <p>Me ha encantado estar con ustedes y les agradecemos su presencia. Esas son todas las preguntas que teníamos preparadas para ustedes</p> <p>Ahora les voy a pedir que pasen a firmar los papeles y a retirar sus estipendios y su refrigerio que les tenemos preparados este día</p> <p>Muchas gracias por su tiempo y esfuerzo en venir hasta aquí.</p>	<p>Las facilitadoras tienen listos los documentos necesarios para tener la información del participante.</p>

RUTA DE COMPETENCIAS

FASE I



1 **HABILIDADES PARA LA VIDA**

- Desarrollo Personal
- Comunicación
- Hábitos y Conductas en el Trabajo
- Mercado Laboral
- Emprendedurismo

2 **TERAPIA COGNITIVO CONDUCTUAL**

EVALUACIÓN

- Aplicación de Test
- Evaluación de comportamientos y conductas
- Diseño de la intervención

FORMACIÓN

- Terapia Grupal
- Sesiones Grupales
- Charlas
- Conversatorios

ASISTENCIA

- Terapia Individual
- Sesiones Individuales
- Acompañamiento Familiar

3 **COMPETENCIAS LABORALES BÁSICAS**

- Lectura Comprensiva
- Matemáticas Aplicada
- Análisis de la Información

8 ANNEX 2. EXAMPLE KII GUIDE

Guía de entrevista con facilitadores/mentores

<p>Datos generales de la entrevista</p>	<p>Fecha: _____</p> <p>Hora: __:__</p> <p>Tipo de entrevistado: __ Empleado con Banyan _X_ Facilitador/Mentor de Empleado Futuros __ Empleador</p> <p>Comunidad: _____</p> <p>Nombre del/la entrevistador/a: _____</p>
<p>Introducción</p>	<p>Buenos días. Mi nombre es _____ y trabajo en _____.</p> <p>Como le expliqué al solicitar esta entrevista, estamos haciendo un estudio sobre Empleado Futuros. Como parte de este estudio, estamos conversando con algunas personas que han colaborado con el Programa.</p> <p>Esta entrevista va a durar aproximadamente 1-2 horas. Durante ella, vamos a platicar de su experiencia en Empleado Futuros.</p> <p>Voy a grabar nuestra conversación, porque no quiero perder detalle de sus comentarios. Al escribir nuestro reporte, es posible que citemos algunas de sus respuestas sin hacer referencia a su nombre o posición concreta.</p> <p>¿Está dispuesto/a colaborar? (Si no, ¿por qué?)</p>
<p>Presentación – papel en EF</p>	<p>Para comenzar, le pediría que me diga:</p> <ul style="list-style-type: none"> • Su nombre, organización en la que trabaja y puesto. • ¿Cuál es su papel en Empleado Futuros? (i.e. funciones, no el puesto) • ¿Hace cuánto desempeña este papel? • ¿Qué cambios ha habido en su papel en Empleado Futuros a lo largo del tiempo? <p>Ya que estamos hablando de su trabajo en Empleado Futuros,</p> <ul style="list-style-type: none"> • ¿Cuáles son las mayores dificultades a las que se ha enfrentado para desempeñar su trabajo en Empleado Futuros?
<p>Percepción de la contribución de EF a la reducción de la violencia</p>	<ul style="list-style-type: none"> • En su opinión, ¿cómo contribuye Empleado Futuros a disminuir la violencia en las comunidades? • Si no menciona el efecto en la resiliencia y la conducta de los jóvenes, pregunte: En su experiencia, ¿cómo contribuye Empleado Futuros al cambio de conducta de los jóvenes participantes? • Por favor deme algunos ejemplos concretos de cómo ha visto esto en la práctica

	<ul style="list-style-type: none"> • ¿Cuáles son, en su experiencia, las limitantes que existen para que EF contribuya más a la reducción de la violencia en las comunidades? • ¿Puede darme algunos ejemplos de las limitantes dentro del programa? • ¿Y ejemplos de las limitantes que sean atribuibles a las comunidades donde se trabaja?
Percepción de la contribución de EF a la empleabilidad de los jóvenes	<ul style="list-style-type: none"> • En su opinión, ¿ofrece Empleando Futuros servicios de calidad y diseñados para su entorno que contribuyan a mejorar la ubicación de los jóvenes en el mercado laboral? • ¿Por qué sí o por qué no? • Por favor deme algunos ejemplos concretos de cómo ha visto esto en la práctica • ¿Cuáles son, en su experiencia, las limitantes que existen para que EF contribuya más a la empleabilidad de los jóvenes? • ¿Puede darme algunos ejemplos de las limitantes dentro del programa? • ¿Y ejemplos de las limitantes que sean atribuibles a las comunidades donde se trabaja?
Recomendaciones	<p>Basándose en su experiencia con Empleando Futuros,</p> <ul style="list-style-type: none"> • ¿Qué recomendaciones o cambios sugeriría a Empleando Futuros para facilitar la implementación? • ¿Qué sugerencias tiene para aumentar el impacto en los jóvenes? • ¿Qué sugerencias tiene para asegurar que los jóvenes no dejen de participar?
Conclusiones	<p>Esas son todas las preguntas que tengo para usted.</p> <ul style="list-style-type: none"> • ¿Hay algo más que le gustaría compartir de su experiencia en Empleando Futuros que no haya dicho? • ¿Tiene preguntas para mí? <p>Muchas gracias por su tiempo. Me gustó mucho platicar con usted y sus opiniones van a ser muy útiles para el Programa.</p>

9 ANNEX 3. SURVEY SAMPLE

The follow-up sample was intended to capture WFD Activity participants at different moments in the program, or after having deserted from the program.²¹ The follow-up data collection followed a stratified sample design, where a random sample was selected proportional to group size, to cover the following groups and phases of the WFD Activity:

- **Post-phase 1 deserters.** These are enrollees who dropped out of the WFD Activity before completing phase 1. For them, the questionnaire included, in addition to VIP-RA and Employability questions, questions about their opinion about phase 1 and the reasons for dropping out. Approximately 600 individuals were in this situation in EFIS as of August 2018, and the sample included 345.
- **Post-phase 1 completers who had not enrolled in phase 2.** For this group, the questionnaire included, in addition to VIP-RA and Employability questions, questions about their opinion about phase 1 and any plans for enrolling in phase 2 as of August 2018. Approximately 650 individuals were in this situation in EFIS as of August 2018 and the sample included 375.
- **Enrollees who completed phase 1 and enrolled in phase 2, but had not yet completed it.** Those who just enrolled in phase 2-Cohort 3 were included in this group, even though they may not have started phase 2 training at the time of data collection. For them, the questionnaire included, in addition to VIP-RA and Employability questions, questions about their opinion about phase 1. Approximately 824 individuals were in this situation, and the sample included 470.

The follow-up data collection was performed in October 2018 by hired enumerators under the direction of technical experts from Notre Dame Initiative for Global Development (NDIGD) and MESCLA. Supervisors and enumerators were trained on the WFD Activity components, data collection tools, and security protocols during a workshop. A manual was provided to help guide the enumerators through the employment and income section of the questionnaire, given the importance of definitions contained in the survey. The survey was conducted on tablets using Open Data Kit (ODK) software with daily uploads and verification by MESCLA.

Enumerators were provided with the contact information MESCLA had for each participant in the sample and used scripted calls to the participants to schedule a time and place for the survey. Most interviews were conducted in or near the location where participants attended phase 1, however it was necessary to seek out participants at home and in other locations in some cases. As participants change phone numbers and addresses, enumerators summoned former WFD Activity mentors to help them locate the participants in the sample. An incentive (phone credit) was provided to all participants that participated.

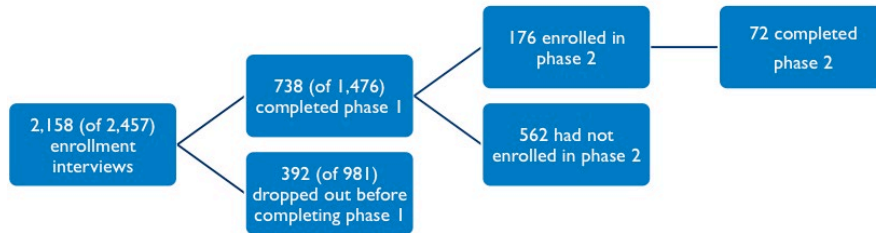
Thanks to the efforts of enumerators and mentors to reach all participants in the sample, of the 1,383 total survey sample, 72% percent of the sample was reached. The use of 296 backups, incentives, and the assistance of WFD Activity mentors helped achieve this response rate.²² Mentors were especially helpful as trusted individuals in the community and among participants (both active and deserted). It must be noted, however, that the response rate differed between the different segments included in the sample and that, as participants progressed in the WFD Activity, they switched categories.

²¹ See Annex 1 for Activity flow chart.

²² The initial refusal rate was much higher, with many individuals unreachable due to outdated contact information and those who had deserted stating that they were unhappy with the WFD Activity and did not want to be contacted again.

Responses to this sample were appended to the baseline VIP-RA and employability data, the follow up data gathered by the WFD Activity and the follow-up conducted among ReTe participants in March 2017. Figure 9 describes the composition of the VIP-RA and employability data used in this evaluation. (See Annex 5 for further information on data.)

Figure 9: Follow up survey data by WFD Activity progress



Source: EFIS enrollment data, completion reports by Banyan dated August 9 and December 16, 2018

10 ANNEX 4. QUARTERLY RETENTION

It is important to note that the ability of the WFD Activity to retain participants through phase 1 and to achieve enrollment in phase 2 has increased over time, with a particularly noticeable rise in the last cohort, as shown below. The columns in table 9 show the period in which participants enrolled in phase 1, while the rows indicate the situation they were in, according to EF, in December 2018. One in every two participants who enrolled in phase 1 in FY2017-Q4, completed this phase and nearly half (44.91%) enrolled in phase 2. For those who enrolled in phase 1 in FY2018, seven of every ten completed phase 1 and nearly two thirds (63.74%) enrolled in phase 2.

The completion rate for phase 2, however, has not shown the same improvements. There are fewer cases to follow and less time to complete (especially in the case of those who enrolled in phase 1 in FY2018-Q3), but the trend in phase 2 completions is downward overall.

Table 9: Progression of WFD Activity participants by enrollment period (Column percentages in parenthesis)

Participants status in December 2018	Enrollment period for phase 1				Total
	FY2017-Q4	FY2018-Q1	FY2018-Q2	FY2018-Q3	
Enrolled in phase 1	383 (100%)	219 (100%)	1,218 (100%)	637 (100%)	2,457 (100%)
Completed phase 1	192 (50.13%)	102 (46.58%)	744 (61.08%)	438 (68.76%)	1,476 (60.07%)
Enrolled in phase 2	172 (44.91%)	84 (38.36%)	571 (46.88%)	406 (63.74%)	1,233 (50.10%)
Completed phase 2	126 (32.90%)	67 (30.59%)	275 (22.58%)	103 (16.17%)	571 (23.24%)

Source: EFIS enrollment data, completion reports by Banyan dated August 9 and December 17, 2018

II ANNEX 5. NOTE ON DATA SOURCES AND LIMITATIONS

Given that there is no single source that could be used to answer all the questions posed in this report, we draw from different, complementary, data sources. This causes that the sample numbers to differ between questions and graphics in the following manner:

- a) Analysis of enrollment, drop-out and progression throughout the Activity in general come from a report of phase 1 enrollments and completions issued by Banyan on August 9, 2018 and a report of phase 2 completion and enrollments issued by Banyan on December 16, 2018.
- b) The disaggregation of enrollment, drop-out and progression, including the disaggregation by IP, municipality and sociodemographic characteristics of the participants at enrollment refer to the 2,158 cases that had a baseline VIP-RA. Numbers in some of the analysis may be smaller because participants may not have answered all questions.
- c) Analysis of the characteristics of participants at enrollment refer to the 2,158 cases that had a baseline VIP-RA.
- d) Analysis of the changes in employability and risk levels between enrollment and end of phase I refer to the 666 individuals who had a follow-up VIP-RA before the end of phase 2. The exact numbers in each analysis depend on the effective answers to each question.
- e) Analysis of the changes in employability and risk levels between enrollment and end of phase II refer to 72 participants who had a follow-up VIP-RA and had completed phase 2.
- f) Analysis of the reasons for dropping out refer to 954 individuals who had a follow up VIP-RA and had dropped out before completing phase I (392) or who had not enrolled in phase 2 (562).

In each of the analyses we try to specify, as clearly as possible, the data used and the population it refers to. There are also several issues and limitations about data to consider that arose during the PE. Key among them are the following:

- Per agreement between MESLCA and the WFD Activity, the VIP-RA was initially collected at intake or during the first three weeks of beneficiary enrollment as a baseline. However, MESCLA learned during the PE that WFD Activity implementers had been administering the VIP-RA during the fifth week of enrollment. This change was made without consultation or notification to MESCLA at some point in the past year. Late application of the VIP-RA limits the ability to identify change given that there is no real baseline and that application during week five of a ten week program provides little time for meaningful change to occur (especially since early activities such as CBT are expected to have the greatest impact on risk).
- The WFD Activity has changed in important ways in the past two quarters (FY2018 Q3-Q4). These changes were in response to lessons learned in the first two quarters of full program activity. While WFD Activity implementers are to be commended for learning and adapting, the changes limit the utility of the findings of this PE given that most changes were implemented after the participants that participated in the follow-up survey, FGDs and KIIs had completed or deserted the program phase about which they were consulted. These changes were not communicated to MESCLA prior to beginning the PE in order to account for them accordingly, instead they were uncovered during KIIs with Banyan staff and confirmation of the changes was received only after data collection had ended. Therefore, the key findings and recommendations below discuss challenges and opportunities that in many cases have already been addressed. The key findings are included as validation of the changes made, and to provide further information and recommendations on challenges that most likely persist or new challenges that may arise from the changes. The most important changes to the WFD Activity include:
 - Implementing organization for phase I: Starting in July 2018, the WFD Activity switched from multiple implementers in each community in phase I to a single implementer per

- community. This addresses some of the challenges in disconnect between promises during recruitment and the reality of what the WFD Activity offers discussed below.
- Integrated phase 1 and phase 2: The original WFD Activity model called for youth to complete phase 1 before entering phase 2. By the end of FY18, the WFD Activity added an integrated services pathway where youth complete phases 1 and 2 at the same time. This addresses some of the challenges in program duration, beneficiary travel, and time lapse between phase 1 and 2.
 - CBT: Provision of CBT was neither universal nor consistent during the first year of the program as several pilots were being conducted. The WFD Activity is now undertaking an in-depth assessment of the life skills and mentoring activities to determine if any additional CBT sessions need to be added to the phase 1 curricula. The inconsistency of CBT provision has an unknown impact on risk scores. However, depending on results of the assessment, the change in model potentially addresses the challenge of program duration discussed below.
 - Market-demand driven model: The original WFD Activity model focused on general occupations identified as having potential for employment. Starting in FY2018 Q3, the WFD Activity began identifying specific jobs needs with a company or group of companies and trained youth specifically for those job openings. This addresses the challenge of inserting large numbers of individuals in sectors with little demand, and the resulting frustration among participants discussed below. The change also has a potential impact on the goal of reaching 7,500 with comprehensive WFD services, including quality CBT, basic labor competencies, and life skills formation (discussed further in the Recommendations section below).
- MESCLA encountered incomplete data in EFIS regarding phase 3 enrollments (only 3 individuals were listed as phase 3, but more were encountered during the PE), new implementing partner enrollments (161 cases in VIP-RA, but not in EFIS used as replacements for the PE as they were unknown during sample selection), and contact information for some participants. This limited the ability to include these individuals in the sample.
 - Locating WFD Activity deserters was a challenge and required the use of a replacement list to achieve the necessary sample size. This challenge was due to changed contact information, migration, and a reported unwillingness to engage with the WFD Activity again.
 - Security was an issue of concern in all communities, limiting the ability to conduct surveys, FGDs and KIs in some communities. This was mitigated by conducting data collection in centralized areas (and, at times, by holding the interview or FGD outside of communities).

Methodological limitations include:

- This is a PE, not an impact evaluation. In some sections of the report we compare the situation of WFD Activity participants at the beginning and midway through the program. We provide these as evidence of results, but in a strict sense, we cannot know if the changes observed were a result of the program, or if they were a product of the natural evolution of participants with time. In order to know this, an impact evaluation would be necessary.
- The results are not representative of the change in all WFD Activity participants, but only of those who answered the VIP-RA and Employability Survey. This is due to the following:
 - Not all WFD Activity participants were interviewed at the beginning of the program. Only 2,158 of 2,457 participants who had enrolled by June 30, 2018 had a baseline survey.
 - Only a fraction of those participants who had a follow up VIP-RA were interviewed a second time. This threatens the conclusions that can be achieved from the comparisons of participants situation over time in several ways:

- The 1,130 participants who had a follow up interview can be selective towards having better results given that:
 - They are more likely to have enrolled in the program recently and the program may have improved over time. (The sample did not include the first cohort of participants who had enrolled with ReTe, as they were contacted for a follow up in FY18Q2 for the pilot impact evaluation.)
 - They were more accessible and willing to be in touch with the program, which may also be indicative of higher satisfaction. This is particularly true for those who had dropped out of the program or were willing to continue with the program, but had not been called back.
 - Another factor that may have caused a bias towards more recent participants is that the offer of phase 2 started in the second quarter of FY2018, which left the participants who enrolled in FY2017 and the first quarter of FY2018 without a potential follow up from the program for several months. In this time they may have moved or become disenchanted. The data collection firm made an exceptional effort to contact most of these participants, working with the contact information we had and through WFD Activity mentors. Nevertheless, as the program has also changed implementing organizations over time, many of the mentors who tended to these participants were also not involved in the program anymore and had little willingness to cooperate.
 - The first follow up VIP-RA and Employability Survey was meant to take place at the end of phase 1. However, the time elapsed between end of phase 1 and the survey varies greatly between those interviewed. Banyan had been interviewing participants at the beginning of enrollment in phase 2 (176 participants of those interviewed a second time had enrolled in phase 2). However, those who were not interviewed at the beginning of phase 2 were interviewed in October 2018 and they could have finished phase time anytime between January 2018 and July 2018. The results we observe are then confounding two things: the variation in the efficiency in the WFD Activity over time and the possibility that these effects may be diluted over time.
 - We present some results that compare the conditions at enrollment and end of phase 2. These are not, in any way, representative of those who have completed phase 2. When looking to re-interview participants who had completed phase 1, we found some that were finishing phase 2. We decided to continue with the interviews in order to gather some information from them but the sample was not designed to capture all of them. These results should also be taken with caution because these participants only have two observation points in time: one at enrollment and one at the end of phase 2. To compare the results of each WFD Activity component, we should have an observation at the end of each phase. The WFD Activity needs to work on their data collection in this direction.

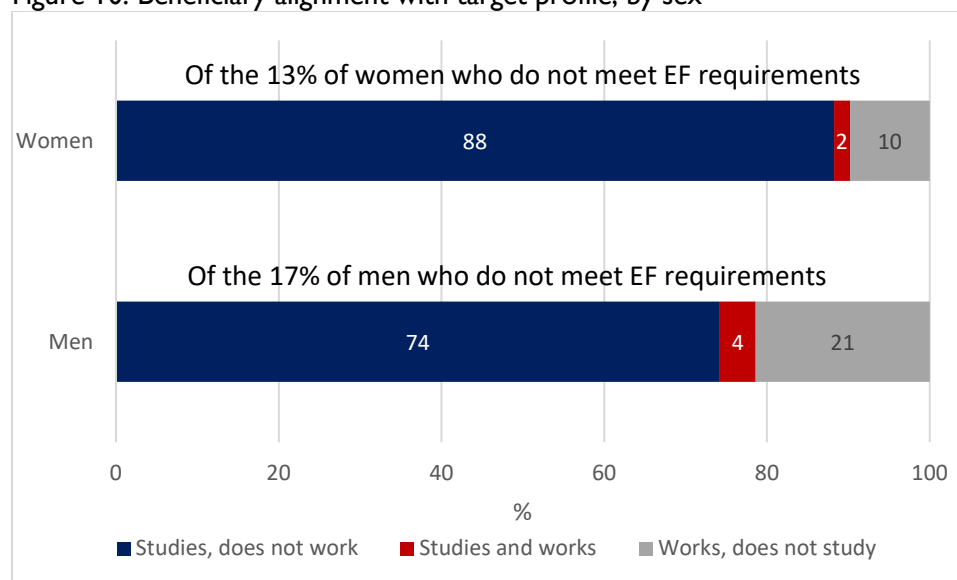
In addition to the limitations derived from the sample, the extrapolation of the results is challenged by the answers provided by that those who were interviewed in the VIP-RA and employability survey in two senses: 1) because the VIP-RA and employability survey asks about sensitive topics, participants may have lied in their some of their answers, especially when interviewed at the beginning of the program, when they were not familiar and hence did not trust EF. If their lying decreased over time, we may be

reporting results that underestimate the true positive effect of the program or that even shows a move towards riskier attitudes. There is no way we can assess the dimension of this effect. 2) The second way in which the answers to VIP-RA affect our results is through selective skipping of some questions. Interviewees were given the option not to answer any questions they felt uncomfortable with. One consequence of this is that information to calculate risk scores was missing or incomplete for 25% of participants.

12 ANNEX 6. DESCRIPTIVE STATISTICS OF PARTICIPANTS NOT FITTING TARGET PROFILE

Male participants are more likely not to fit the target profile than female participants as shown in figure 10. Being in school is the main reason for not fitting the target profile for both sexes, but the percentage that are in that category is larger for women (88%) than for men (74%). 21% of men and 10% of women are working, but not studying.

Figure 10: Beneficiary alignment with target profile, by sex



Source: Matched EFIS and VIP-RA baseline data. Refers to 2,149 individuals who had a VIP-RA at enrollment and answered to the education and work questions.

No significant differences in beneficiary alignment with target profile were found by level of study or implementing partner. Participants in Tegucigalpa and San Pedro Sula were more likely to miss WFD Activity requirements than participants in Tela (17.71% and 11.13%, respectively, vs. 7.48% in Tela). There were also differences by age, as younger participants were less likely to meet the requirements (among 16 to 17 years old, the percentage was 23.67% whereas among 25 to 30 years old the percentage is 6.87%).

Education

Among enrollees (2,158 individuals), 47.89% had completed some primary education, 50.39% completed some secondary education, and 1.71% (37 cases, see Table 10) had some post-secondary education. Most of the enrollments with post-secondary education were found in Tegucigalpa, as could be expected given the predominance of the city in the program. However, cases with post-secondary education at enrollment were also found in San Pedro Sula (1 case) and Tela (4 cases). There was no significant difference between men and women in the number enrolled with post-secondary education.

Table 10: Characteristics of the 37 WFD Activity participants with post-secondary education at enrollment

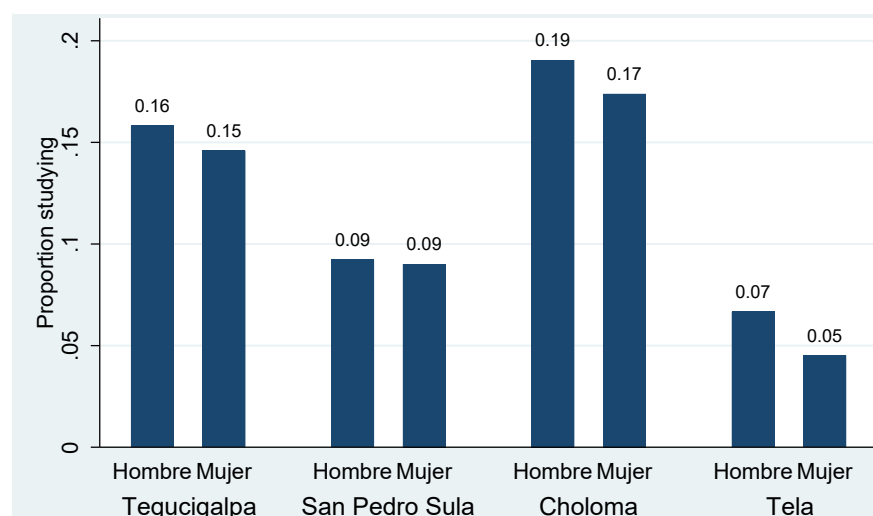
Characteristic		Number of cases
Geographic distribution	Tegucigalpa	32
	San Pedro Sula	1
	Choloma	0
	Tela	4
Sex	Male	19
	Female	18

Source: Matched EFIS and VIP-RA baseline data. Refers to 2,158 individuals.

Another guideline for enrollment is that participants should be out of school and not employed at the time of enrollment. Nevertheless, 12.12% of participants were studying when they enrolled.

Figure 11. shows the proportion of participants who were studying at enrollment, by city and sex. It should be noted that that the proportion of those studying varies by city, with Choloma and Tegucigalpa having the greatest proportions (18.18% and 15.13% of all enrollments, respectively), and Tela having the lowest (5.22%). It is also notable that the proportion of those who were studying at the time of enrollment is greater, in all cities, for men than for women.

Figure 11: Proportion of participants studying at enrollment, by sex



Source: Matched EFIS and VIP-RA baseline data. Refers to 2,149 individuals who had a VIP-RA at enrollment and answered to the education and work questions.

Finally, the PE team learned during qualitative interviews that in some cases participants are not informed of the educational requirements of the WFD Activity, especially minimum formal education for certain vocational trainings and jobs, and that in other cases participants were even actively recruited in schools. For instance, when asked about how they learned about the program, several participants of a FGD in San Pedro Sula (SPS) mentioned that the mentor had visited their school. This information was later spontaneously confirmed during mentor interviews, when they said that they visited schools in their neighborhood, talked to students and posted flyers there.

Perspectives

During FGD and interviews, at least five participants had finished secondary and had at least some college (*universidad*) education at the time of enrollment. When they first entered the WFD Activity, they were not in school, but had not completely given up the hope of continuing with their formal education. These cases were different from others with less education because they had very clear education and work goals and saw the WFD Activity as a stepping stone. In the case of one beneficiary, he had attended four months of computer science (*informática*) courses in a public college. However, he had to drop out because he could not afford the daily transportation and food expenses. He lived with his aunt, who had helped him with the enrollment costs, but could not give him anything further. His motivation to continue studying lead him to walk to school every day, but he could not keep doing this because it was a long way. Shortly after dropping out of school he learned of the WFD Activity through a *Centro de Alcance*. He saw the vocational training as something useful to find a job, make and save some money, and go back to school. When interviewed, he was just about to finish phase 2 with a specialization in Restaurant and Event Operations:

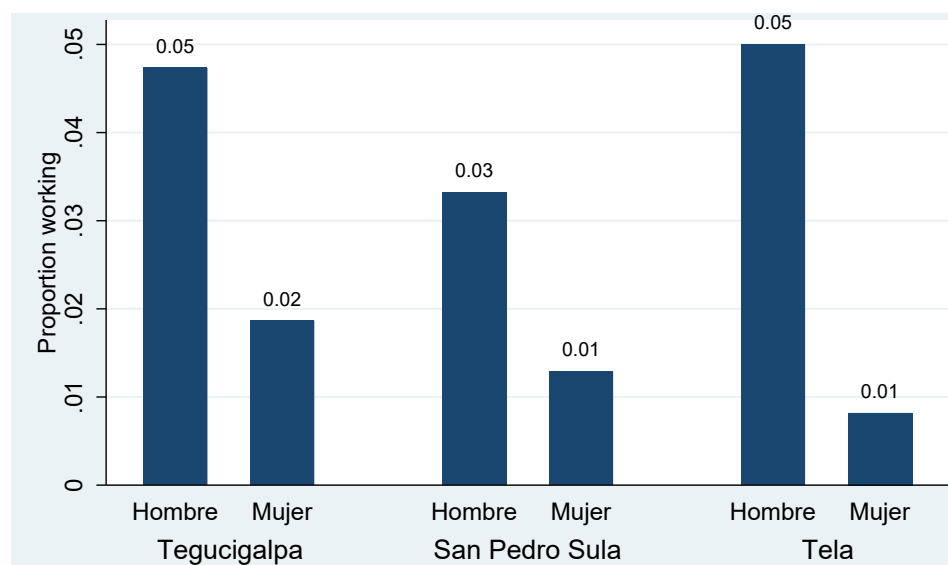
“EF is a great employment opportunity. (I want to) finish the technical training, the practice, so maybe I can get a job in the place where I do my practice... Once I have a job, I will be able to pay my studies.” [Bueno, ahorita EF es una gran oportunidad de empleo y pues, terminar la formación técnica que ellos me dan, la práctica, a lo mejor, para que, a lo mejor, para que a donde haga la práctica, quedarme trabajando.... Por así, con trabajo, yo puedo pagar mis estudios.]

- Male, 19, San Pedro Sula

Currently employed

Nearly three percent (2.73%) of WFD Activity participants who had a baseline VIP-RA and Employability survey at enrollment and answered to the work questions were working at the time of enrollment. As with those studying, male participants and those in Tegucigalpa were more likely to be working at the time of enrollment (see figure 12). The differences between men and women are important to note, as in all cities the percentage of men working is more than double the percentage of women working.

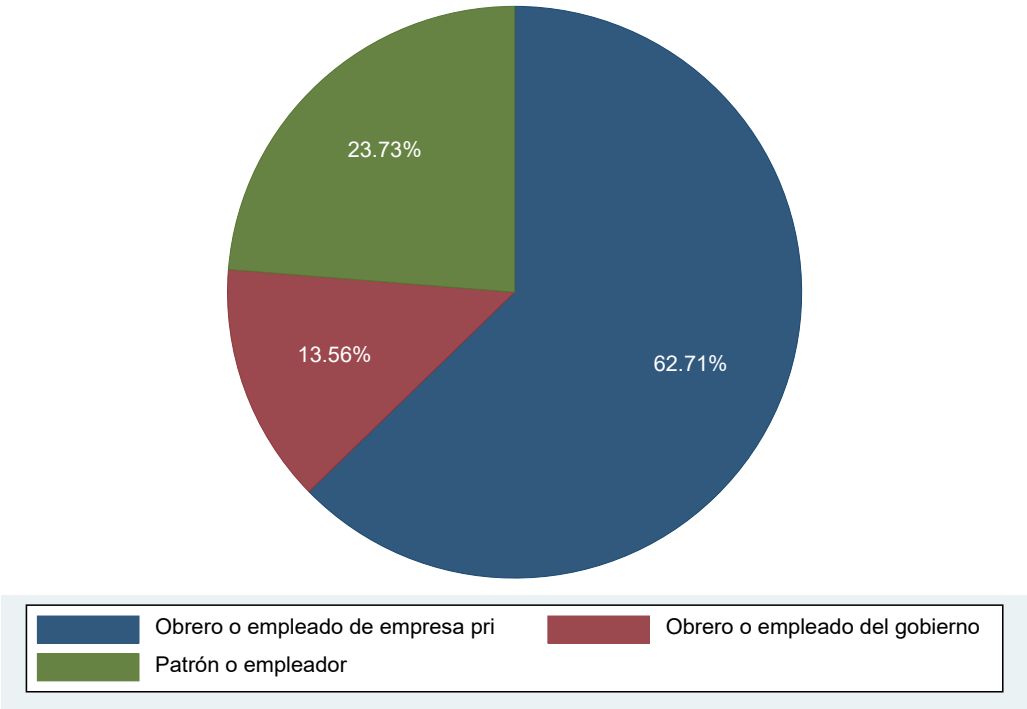
Figure 12: Proportion of participants working at enrollment, by city and sex



Source: Matched EFIS and VIP-RA baseline data. Refers to 2,149 individuals who had a VIP-RA at enrollment and answered to the education and work questions.

As just explained, we consider as employed any individual who answered that they were working and had a formal employment (were employed in an enterprise, the government or said they were entrepreneurs and hired others), independently of the time they spend on this activity and of the type of work. Almost two-thirds of those working were employed in a private enterprise, one-fourth were entrepreneurs and 13.56% were government employees (see figure 13). We did not include informal employment in this analysis, although 14.2% of WFD Activity enrollees were informally working at the time of enrollment. Two examples in Tela and San Pedro Sula help demonstrate how informal employment at the time of enrollment can vary. A woman in Tela spent some time every week washing other peoples' clothes when she enrolled and, even when she had clientele, she did not have fixed earnings. A male interviewee in San Pedro Sula had a small enterprise with a partner producing and selling publicity items before joining the WFD Activity. He continued to operate the business while enrolled in the program, making a profit but without fixed earnings. While the program seeks to include those who are not working, a distinction must be made between those with formal and informal employment.

Figure 13: Type of work among participants working at time of enrollment



Source: Matched EFIS and VIP-RA baseline data. Refers to 2,149 individuals who had a VIP-RA at enrollment and answered to the education and work questions.

13 ANNEX 7. BETA COEFFICIENTS OF MULTIVARIATE LOGISTIC REGRESSIONS OF WFD ACTIVITY COMPLETION, PROGRESSION AND RETENTION BY SOCIODEMOGRAPHIC CHARACTERISTICS.

As sex, age, school attendance and risk level are correlated (for example, women are less likely to be in school and at secondary and tertiary risk than men), the relationship of these variables with completion, progression, and retention shown above may reflect the indirect effect of other characteristics. To analyze whether the effect of these variables on completion, progression and retention holds up after controlling for the simultaneous effect the other, we ran multivariate logistic regressions on each of the outcome indicators explored in this section. Table 11 below summarizes the results of this analysis, showing in each cell whether the effect of a variable is positive, negative or not statistically significant.

The table shows that the sex and age effects described above are statistically significant after holding the effect of other variables constant. Meanwhile, the effect of education level, employment, school attendance, and risk level disappear. This means that sex and age are the most important variables associated to progression throughout the WFD Activity and, once age, sex and education are controlled for, the effect of violence risk on WFD Activity completion and progression disappears.

There are little differences among groups in completion of phase 1 (if anything, those age 20 to 24 are the most likely to finish this phase). However, after phase 1, there are important differences by sex and age. Women are less likely than men to enroll in phase 2, but once enrolled they are more likely to finish. Something similar happens with age. Older participants are more likely to enroll in phase 2, but once there, those aged 18 to 19 are less likely to continue. The only other significant effect after other variables have been controlled for is that of participants with secondary education in phase 2 retention. Compared with other similar participants, those with secondary education are less likely than those with basic education to finish phase 2 after they enrolled in it.

Table 11: Beta coefficients multivariate logistic regressions

Explanatory variables	Regression 1: phase 1 completion	Regression 2: Progression between phase 1 and phase 2	Regression 3: Retention in phase 2	Regression 4: phase 2 completion
Sex				
Men (ref)				
Women	-0.0989	-0.5101**	0.6103***	0.2723**
Age				
16-17 (ref)				
18-19	-0.0397	0.6163**	0.4565**	0.4474**
20-24	0.2929**	0.6530**	-0.0013	0.2949*
25-30	0.0770	0.9025***	-0.0343	0.2365
Education level				
Elementary (ref)				
Secondary	0.1366	0.0771	-0.4112**	-0.1936*

Explanatory variables	Regression 1: phase 1 completion	Regression 2: Progression between phase 1 and phase 2	Regression 3: Retention in phase 2	Regression 4: phase 2 completion
Superior	0.7385*	0.7849	-0.5635	-0.0104
Employed	-0.0125	0.3829	-0.0803	0.0166
In school	-0.0684	-0.1563	-0.3640*	-0.3154*
Risk level				
Primary (ref)				
Secondary	-0.0543	0.1000	-0.1411	-0.1080
Tertiary	-0.0684	0.0874	-0.3892	-0.2384
Constant	0.5061***	1.2409***	-0.1442	-1.2900***
Pseudo R2	0.0062	0.0280	0.0337	0.0104
Number of observations	1,849	1,198	998	1,849

* p< 0.10 ** p< 0.05 ***p<0.001

Source: Logistic regressions using EFIS data matched with baseline VIP-RA and Employability survey

14 ANNEX 8. VARIATION IN EMPLOYABILITY AND CHANGE IN EMPLOYABILITY AT ENROLLMENT, END OF PHASE 1 AND END OF PHASE 2, BY MUNICIPALITY, PROVIDER AND BENEFICIARY CHARACTERISTICS.

Table 12 shows WFD Activity participants perception of their employability skills at enrollment and the percentage change at the end of phase I, by city of residence. Shaded cells indicate differences between a city and Tegucigalpa ($p < 0.10$). The following conclusions can be drawn from this table:

- There are no statistical differences between cities in participants' perception of their ability to manage their money or solve work problems at enrollment.
- Participants in San Pedro Sula and Tela expressed, on average, less favorable opinions than participants in Tegucigalpa about their abilities to use mathematics to solve work problems, fill job applications, communicate with potential employers, and use the computer to do job searches.
- Participants in San Pedro Sula and Tela had greater improvements in their perceived employability than participants in Tegucigalpa.

Table 12. Change in perceived job skills at the end of phase I, by city of residence*

Perceived skill	Indicator	Tegucigalpa	San Pedro Sula	Tela
Can manage his/her money	Baseline	2.54	2.52	2.59
	% change at end of phase I	-0.16%	2.70%	0.54%
Can solve work problems alone	Baseline	2.46	2.40	2.48
	% change at end of phase I	-1.22%	3.58%	0.48%
Can solve basic mathematics problems	Baseline	2.34	2.25	2.05
	% change at end of phase I	2.35%	10.69%	13.68%
Can fill a job application	Baseline	2.51	2.36	2.35
	% change at end of phase I	6.32%	12.91%	11.48%
Feels at ease communicating with potential employers	Baseline	2.39	2.28	2.29
	% change at end of phase I	6.68%	11.40%	8.28%
Can use a computer to write a job application, letter, etc.	Baseline	2.53	2.51	2.25
	% change at end of phase I	3.19%	7.60%	5.75%

*Different from Tegucigalpa with $p < 0.10$

Notes: Average perceptions of a (1) Never, (2) Sometimes, (3) Always scale

Results refer to the comparison of baseline and end of phase I among 439 participants in Tegucigalpa, 189 in San Pedro Sula and 89 in Tela who answered to the employability questions in baseline and follow-up.

Source: EFIS data matched with baseline and follow up VIPRA and Employability surveys.

Table 13 responds to the question of whether the change in perceived employability skills varies by provider. The reference category in this case is ReTe, as this was the first implementing partner and had a large number of participants. The following conclusions can be drawn from this table:

- Perceived employability at enrollment was greatest at CDC and PAG, especially for the use of mathematics to solve problems, communication with employers, and the use of computers to look for a job.

- FUNADEH participants had the lowest perceived employability at enrollment, with statistically significant differences from ReTe in the ability to fill an employment online.
- FUNADEH participants had a lower starting point in their perceived employability, but participants in this organization had the greatest gains at the end of phase I, with changes that were statistically different from those in ReTe in the case of the ability to use mathematics and filling a job application.

Table 13. Change in perceived job skills at the end of phase I, by provider*

Perceived skill	Indicator	RETE	CDC	FUNADEH	PAG
Can manage his/her money	Baseline	2.58	2.43	2.55	2.55
	% change at end of phase I	-0.38%	3.12%	-0.49%	0.67%
Can solve work problems alone	Baseline	2.46	2.45	2.39	2.47
	% change at end of phase I	0.13%	0.27%	2.98%	-2.64%
Can solve basic mathematics problems	Baseline	2.18	2.47	2.12	2.36
	% change at end of phase I	6.58%	1.50%	18.87%	2.29%
Can fill a job application	Baseline	2.45	2.50	2.32	2.51
	% change at end of phase I	6.90%	9.37%	13.86%	7.39%
Feels at ease communicating with potential employers	Baseline	2.29	2.47	2.18	2.45
	% change at end of phase I	9.97%	4.11%	15.06%	5.06%
Can use a computer to write a job application, letter, etc.	Baseline	2.31	2.60	2.29	2.60
	% change at end of phase I	7.33%	1.76%	11.29%	0.39%

*Different from ReTe with $p < 0.10$

Note: Results refer to the comparison of baseline and end of phase I among 285 ReTe participants, 154 from CDC, 124 from FUNADEH and 172 from PAG who answered to the employability questions in baseline and follow-up.

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

In table 14, when differences in perceived employability by sex are explored, little significant differences are found both in enrollment levels and in the changes at experimented by the end of phase I. Women are slightly less likely than men to perceive, at enrollment, that they can use a computer to do job searches ($p < 0.05$). In terms of changes, men perceived that they increased their ability to use mathematics to solve work problems, but women did not ($p < 0.001$).

Table 14. Change in perceived job skills at the end of phase I, by sex*

Perceived skill	Indicator	Men	Women
Can manage his/her money	Baseline	2.51	2.55
	% change at end of phase I	1.63%	0.00%
Can solve work problems alone	Baseline	2.44	2.45
	% change at end of phase I	1.54%	0.00%
Can solve basic mathematics problems	Baseline	2.36	2.36
	% change at end of phase I	6.12%	0.00%
Can fill a job application	Baseline	2.46	2.45
	% change at end of phase I	8.34%	9.14%
Feels at ease communicating with potential employers	Baseline	2.35	2.35
	% change at end of phase I	9.74%	6.76%
Can use a computer to write a job application, letter, etc.	Baseline	2.50	2.38
	% change at end of phase I	4.42%	5.50%

*Different from men with $p < 0.10$

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

Results refer to the comparison of baseline and end of phase I among 352 males and 386 females who answered to the employability questions in baseline and follow-up.

Older participants perceive their employability skills as being better than younger participants, as table 15 shows. There is some statistical evidence that the WFD Activity has a larger effect on those participants aged 16 to 17 than on older ones, particularly on their ability to communicate with employers, use mathematics to solve work problems and solve work problems alone. However, this larger impact on those with lowest perceived skills does not compensate for differences at baseline.

Table 15. Change in perceived job skills at the end of phase I, by age*

Perceived skill	Indicator	16-7	18-19	20-24	25-29
Can manage his/her money	Baseline	2.48	2.54	2.56	2.54
	% change at end of phase I	1.10%	0.48%	0.16%	0.95%
Can solve work problems alone	Baseline	2.34	2.46	2.48	2.47
	% change at end of phase I	4.66%	-0.28%	-6.70%	0.61%
Can solve basic mathematics problems	Baseline	2.21	2.24	2.36	2.24
	% change at end of phase I	11.80%	4.64%	1.92%	11.58%
Can fill a job application	Baseline	2.34	2.39	2.51	2.56
	% change at end of phase I	11.69%	6.28%	8.06%	10.62%
Feels at ease communicating with potential employers	Baseline	2.17	2.29	2.42	2.47
	% change at end of phase I	14.91%	6.17%	5.51%	9.61%

Perceived skill	Indicator	16-7	18-19	20-24	25-29
Can use a computer to write a job application, letter, etc.	Baseline	2.27	2.45	2.55	2.40
	% change at end of phase I	10.15%	3.76%	2.43%	7.10%

*Different from 16-17 with $p < 0.10$

Notes: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.001$

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

Results refer to the comparison of baseline and end of phase I among 136 participants aged 16 to 17, 205 aged 18 to 19, 256 aged 20 to 24 and 141 aged 25 to 30 females who answered to the employability questions in baseline and follow-up.

As shown in table 16, participants with higher education (secondary or more) have better perceived employability skills than those with primary or less, as they have better perceived ratings for their ability to use mathematics to solve work problems, fill a job application, communicate with potential employers and use a computer to perform job searches ($p < 0.001$). Nevertheless, when their ratings at enrollment are compared with those at the end of phase I, the change is not significantly different from those with lower education (at a $p < 0.05$).

Table 16. Change in perceived job skills at the end of phase I, by education level*

Perceived skill	Indicator	Primary	Secondary and more
Can manage his/her money	Baseline	2.50	2.57
	% change at end of phase I	1.68%	-0.39%
Can solve work problems alone	Baseline	2.42	2.47
	% change at end of phase I	1.45%	-1.22%
Can solve basic mathematics problems	Baseline	2.19	2.36
	% change at end of phase I	9.00%	3.84%
Can fill a job application	Baseline	2.36	2.54
	% change at end of phase I	9.07%	8.47%
Feels at ease communicating with potential employers	Baseline	2.26	2.43
	% change at end of phase I	10.09%	6.42%
Can use a computer to write a job application, letter, etc.	Baseline	2.25	2.62
	% change at end of phase I	6.44%	3.70%

*Different from primary with $p < 0.10$

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

Results refer to the comparison of baseline and end of phase I among 358 participants with primary education and males and 380 with secondary or more females who answered to the employability questions in baseline and follow-up.

Participants' perceived employability at enrollment consistently decreased after FY2018-Q2, as table 17 shows. There is also evidence that the improvement in perceived employability was greater in all FY2018 enrollments than in the first cohort. Because these effects are small, the size of these differences is only statistically significant ($p < 0.10$) for the perceived ability to manage money, solve basic mathematics problems, fill a job application and communicate with potential employers.

Table 17. Change in perceived job skills at the end of phase I, by phase I enrollment cohort*

Perceived skill	Indicator	FY2017-Q4	FY2018-Q1	FY2018-Q2	FY2018-Q3
Can manage his/her money	Baseline	2.76	2.63	2.50	2.50
	% change at end of phase I	-6.20%	0.72%	1.56%	2.60%
Can solve work problems alone	Baseline	2.54	2.55	2.40	2.47
	% change at end of phase I	0.24%	-3.57%	1.66%	-2.58%
Can solve basic mathematics problems	Baseline	2.48	2.11	2.24	2.28
	% change at end of phase I	-3.83%	13.96%	9.69%	3.55%
Can fill a job application	Baseline	2.62	2.42	2.42	2.46
	% change at end of phase I	4.96%	11.97%	9.09%	9.35%
Feels at ease communicating with potential employers	Baseline	2.50	2.33	2.32	2.30
	% change at end of phase I	2.40%	14.59%	9.48%	6.96%
Can use a computer to write a job application, letter, etc.	Baseline	2.48	2.29	2.45	2.43
	% change at end of phase I	1.82%	5.46%	5.10%	6.47%

*Different from FY2017-Q4 with $p < 0.10$

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

Results refer to the comparison of baseline and end of phase I among 106 participants who enrolled in phase I in FY2017-Q4; 46 who enrolled in FY2018-Q1; 400 who enrolled in FY2018-Q2 and 161 who enrolled in FY2018-Q3.

15 ANNEX 9. VARIATION IN RISK AND CHANGE IN RISK AT ENROLLMENT, END OF PHASE 1 AND END OF PHASE 2, BY MUNICIPALITY, PROVIDER AND BENEFICIARY CHARACTERISTICS.

When average risk scores are compared across municipalities, organizations, sex, age, and education, participants' risk at baseline is not statistically different between municipalities or age groups. However, risk at baseline is higher for CDC, lower for females, and lower for those with secondary education. No differences in changes were statistically significant for any characteristic.

Table 18: Variation and change in risk scores at the end of phase 1, by selected characteristics

Characteristic		Baseline	% change at the end of phase 1
Municipality	Tegucigalpa	0.053	-13.21%
	San Pedro Sula	0.054	-7.41%
	Tela	0.039	-10.26%
Organization	RETE	0.043	-11.63%
	CDC	0.087	-35.63%
	FUNADEH	0.042	9.52%
	PAG	0.039	30.77%
Sex	Male	0.067	-8.96%
	Female	0.037	-13.51%
Age	16-17	0.044	-22.73%
	18-19	0.053	-7.55%
	20-24	0.047	-6.38%
	25-29	0.065	-7.69%
Education	Primary	0.06	-18.33%
	Secondary	0.043	-2.33%

p<0.10

Results refer to the comparison of baseline and end of phase 1.

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

When average risk scores are compared across enrollment cohorts (table 19), one finds that participants' baseline risk of engaging in violence has increased over time. The comparison of the change in violence scores at baseline and end of phase 1 across cohorts indicates that these changes have increased in magnitude with each enrollment cohort. For cohorts FY2017-Q4 and FY2018-Q1, there was an increase in risk scores at the end of phase 1, whereas for cohorts FY2018-Q2 and FY2018-Q3, there was a reduction. Given the small magnitude of risk scores and low enrollment numbers, statistical models only identify significance (p<0.10) for the last two cohorts even though a large proportional change is identified. This suggests that, as the WFD Activity has expanded, it is reaching populations that, on average, are more at risk of engaging on violent crime. At the same time, it seems the program has improved its ability to have an effect and reduce risk as participants make progress through EF.

Table 19. Change in average risk at the end of phase I, by phase I enrollment cohort

Quarter of enrollment	Baseline	End of phase 1	% Change at the end of phase 1
FY2017-Q4	0.029	0.059	103.45%
FY2018-Q1	0.029	0.046	58.62%
FY2018-Q2	0.053	0.045	-15.09%
FY2018-Q3	0.069	0.039	-43.48%

p<0.10

Results refer to the comparison of baseline and end of phase I among 106 participants who enrolled in phase I in FY2017-Q4; 46 who enrolled in FY2018-Q1; 400 who enrolled in FY2018-Q2 and 161 who enrolled in FY2018-Q3.

Source: EFIS data matched with baseline and follow up VIP-RA and Employability surveys.

16 ANNEX 10. DIFFERENCES IN DROPOUT RATES BY CITY, PROVIDER AND BENEFICIARY CHARACTERISTICS

Table 20 disaggregates phase I dropout and post-phase I exits by city of residence at the time of first enrollment. According to these results, phase I dropouts are larger both in San Pedro Sula and in Tela than in Tegucigalpa. The differences in 5% and 6% respectively are statistically significant from Tegucigalpa with $p < 0.05$. Post-phase I exits in Tegucigalpa and Tela are similar (10% in both places), but larger in San Pedro Sula.

Table 20. Drop-out rates, by city

City	Ph1 dropout	Post-Ph1 exits
Tegucigalpa	33%	10%
San Pedro Sula	38%	14%
Tela	40%	10%

$p < 0.10$

Source: EFIS data.

Table 21 repeats the same exercise, this time comparing drop-out rates among providers. This analysis is restricted to phase I dropouts, as exits between phase I and phase 2 cannot be clearly attributed to phase I or phase 2 providers. Dropouts among ReTe, CDC and FUNADEH participants are statistically similar. However, PAG participants had a significantly lower drop-out rate ($p < 0.001$), as the 9% difference with respect to ReTe dropouts means that 29% of PAG participants quit the program before completing phase I.

Table 21. Phase I dropouts, by provider

Provider	Ph1 Dropout
RETE	38%
CDC	35%
FUNADEH	37%
PAG	29%

$p < 0.10$

Source: EFIS data.

Table 22. Dropout rates by sex, age and education

Characteristic		Ph1 Dropout
Sex	Male	44%
	Female	48%
Age	16-17	54%
	18-19	46%
	20-24	42%
	25-30	44%
Education	Primary	49%
	Secondary or more	43%

p<0.10

Source: EFIS data.

17 ANNEX I I. AVERAGE SATISFACTION WITH ASPECTS OF THE WFD ACTIVITY

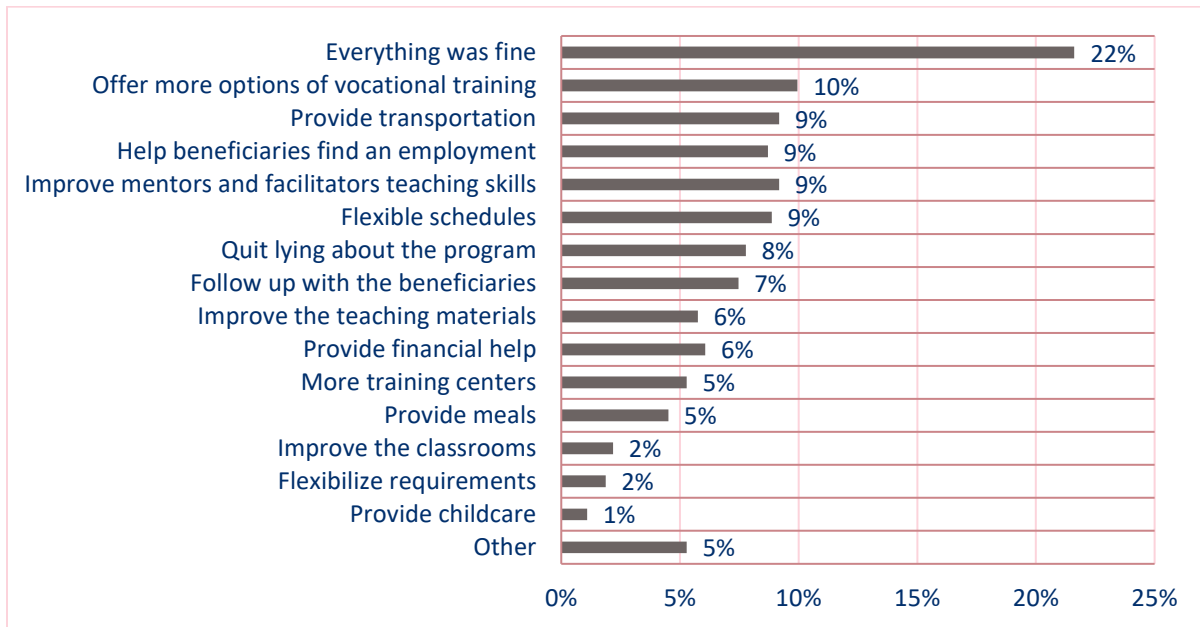
Satisfaction questions refer to the last phase completed. Table 23 shows the average ratings given by those who completed phase 1 and those who completed phase 2 prior to their follow up survey. Rating scale: 4 for very satisfied, 3 for satisfied, 2 for not satisfied and 1 for very unsatisfied.

Table 23. Average satisfaction with the WFD Activity aspects, by phase 1 and phase 2 completion

	Phase 1 completers	Phase 2 completers
INFRASTRUCTURE		
The size of the classrooms is acceptable.	3.13	3.18
Availability of tables and chairs.	3.19	3.18
Availability of bathrooms (Health service).	3.10	3.06
The attention of the staff of the organization is acceptable	3.32	3.16
METHODOLOGY OF TRAINING		
Domain of the subject by the facilitator.	3.38	3.41
Order and discipline are promoted.	3.33	3.23
The participation of young people is promoted.	3.40	3.18
The style of training keeps me motivated.	3.17	3.06
MATERIALS AND LOGISTICS		
The materials were delivered on time.	3.39	3.41
The materials have utility in the training room	2.98	3.00
Snacks are delivered on time	2.89	2.52
Your appreciation about snacks is	3.38	3.19
ENVIRONMENTAL CONDITIONS		
I feel very safe in the training place	3.37	3.18
The lighting of the place is suitable for training	3.05	3.06
Air conditioning of the classrooms (air conditioning / fans)	3.37	3.22
The rules of hygiene and health are adequate.	3.36	3.29
OTHER GENERAL ASPECTS		
The organization of the workshops (training) is acceptable.	3.43	3.53
The role of the facilitator is acceptable	3.42	3.37
The role of the mentor is acceptable	3.37	3.22

Source: VIP-RA and employability follow-up surveys. 738 participants who completed phase 1 and 68 who completed phase 2 were included in the analysis

18 ANNEX 12. RECOMMENDATIONS BY WFD ACTIVITY PARTICIPANTS



Note: Percentages add to more than 100% as some participants provided more than one recommendation.

Source: VIP-RA and employability follow-up surveys.

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