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A GANAR ALLIANCE IMPACT EVALUATION SUMMATIVE BASELINE REPORT HONDURAS

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HONDURAS

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ACRONYMS

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

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EXECUTIVE SUMMARY

The A Ganar Alliance impact evaluations (IEs) are two interrelated studies designed to assess the effectiveness of a USAID-funded sport-for-development program. The evaluations, implemented in Honduras and Guatemala, utilize a mixed-methods randomized control trial (RCT) methodology designed to (1) estimate program impact across a wide range of outcome measures, (2) probe the mechanisms of change particularly as they relate to the program theory of change, and (3) explore the lived experiences of beneficiaries. Implementing a multi-country study allows for comparison of outcomes across different contexts, which in turn increases the external validity (i.e. generalizability) of evaluation findings.

Given the unproven, innovative nature of the A Ganar program, the studies are designed to answer a ‘proof-of-concept’ question:

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

A secondary evaluation question relates to the role of sport in driving observed impacts. While it was not possible to empirically answer this question in Honduras,¹ the Guatemala evaluation utilizes an additional comparison group to assess the marginal effect of sport in mediating outcomes of interest (for more detail, see the Guatemala Design Report). This report summarizes the evaluation background, purpose and methodology before systematically reporting baseline findings from the three Honduras cohorts.

EVALUATION OBJECTIVES

In order to strengthen the evidence base around the effect of youth workforce development programming, USAID capitalized on an expansion of the A Ganar program in the Caribbean and Central America by including a five-year IE into the Honduras and Guatemala programs. The studies are the first USAID-funded IEs of youth-focused workforce development programming. Evaluation findings will inform program improvements and contribute to the evidence base of youth workforce development programming.

EVALUATION DESIGN

The rigorous five-year RCT will test the A Ganar theory of change; namely that the integrated four-phase sport-mediated program leads to increases in employability, entrepreneurship, and re-entry into the formal education system. The evaluation also looks at important secondary outcomes, like the program’s effect on risky behavior and gang violence since these programs are implemented in high crime areas. However, it should be noted that the program was designed as an employment program and not a program to address gang violence/risky behavior directly. The target population for the intervention is at-risk youth aged 17-24 and living within the catchment area of one of the local A Ganar Implementing Organizations (IOs). The study is being implemented in five of the country’s departments: Francisco Morazán (Tegucigalpa), Cortés (San Pedro Sula, La Lima, Choloma), Comayagua (Comayagua), Yoro (Santa Rita), and Atlántida (Tela, La Ceiba). The study will track 1,953 youth in Honduras across three cohorts (including a pilot cohort described below), with each respondent surveyed at three distinct times: a baseline before the program begins, an immediate post-program follow-up, and a longer-term follow-up 18 months after program completion.

¹ Quantifying and attributing the impact of sport necessitates a comparison not only between A Ganar participants and a control group, but between A Ganar participants that had access to the sports component of the intervention, and A Ganar participants that did not. This distinction was made in Guatemala, and not in Honduras, so it is not a focus of the current report.

As Partners of the Americas (Partners) was implementing A Ganar for the first time in Honduras, programming began with a pilot cohort to ensure that local coordinating and implementing entities were ready to bring the program to scale. The evaluation is taking advantage of this process by tracking pilot cohort youth in order to calibrate survey instruments, data collection protocols, and communication between the implementing organization and the evaluation team. The data will not, however, be used in calculating impact estimates.

KEY FINDINGS

Most of the findings reported in the Honduras Cohort I (Pilot) A Ganar IE baseline report hold true when analyzed with the full sample.² Baseline analysis of Cohort I youth indicated cause for concern regarding the effectiveness of program targeting. Since that pilot cohort, Partners and their local affiliates have succeeded in reaching an applicant profile much more in line with stated eligibility criteria³. Youth from Cohorts 2 and 3 were, on average, lower on the socio-economic scale, less educated, and more likely to self-report as head of household. With females comprising 57 percent of the sample, there was a slight gender imbalance across the three cohorts. Additionally seven percent of the sample fell outside the stated eligibility age range of 17-24 (6 percent were too young, while 1 percent were too old). Surprisingly, the proportion of these youth increased in Cohorts 2 and 3, indicating that age-based eligibility screening was more effective for the much smaller pilot cohort. By and large, Partners was very effective in its response to targeting concerns.

Demographics

Respondents ranged in age from 15-26 (mean = 19), with females tending to be half a year older. Rates of childrearing among the sample were high: one in five youth had at least one child or was expecting a child at the time of the survey. This phenomenon was compounded with relatively low rates of stable relationships: more than a third of respondents with children were single, while the rate was almost doubled (61 percent) for youth expecting a child. The data suggest that teenage pregnancy among the target population is common: youth reported having their first child from 13-24 years (mean = 17.8). Over a quarter had their first child before reaching age 16.

Sport

Females were found, on average, to engage in sport much less frequently than males: girls were 48 percentage points less likely to play sport and played, on average, two fewer days a week than males. The overrepresentation of female participants in the program indicates that the sport-based nature of A Ganar does not dissuade female participation.

Socio-Economic Status

Comparison of asset ownership indicates that A Ganar youth⁴ are, on average, less affluent than the comparable urban Honduran population. Given the programmatic focus of serving economically

²A Ganar Alliance Impact Evaluation Cohort 1 Baseline Report published by Social Impact, July 8, 2013. Contract No. AID-OAA-M-11-00019

³ Eligibility criteria required that applicants be at-risk, aged 17-24, and living within the catchment area of one of the implementing organizations (IOs). 'Risk' is defined as a multifaceted construct encompassing socio-economic status, educational attainment, employment, and proximity to high-crime areas.

⁴ Throughout this report, youth that applied for the A Ganar program and cleared eligibility screening will be referred to simply as "A Ganar youth." It is understood that only a portion of these individuals were randomly assigned to participate in the program. However, at baseline the distinction is only important with regard to balance checking randomized assignment.

disadvantaged youth, this findings indicates successful targeting on this measure. Computer usage was pronounced, with over half of the youth accessing the internet daily. An asset-based wealth index calculated to proxy socio-economic status performed well at baseline, substantiating its use in follow-up analyses.

Education

A Ganar youth represent a wide diversity of educational attainment, ranging from not having completed a single year of formal education to being well into their university studies. When compared to the urban population as a whole, A Ganar youth demonstrated a significantly higher rate of education: the proportion of respondents having completed secondary school was twice that of the population. There was an expressed desire for education among A Ganar youth, though economic hardship appears to be a significant barrier for the youth to actualize their dreams.

Employment

Most A Ganar youth (68 percent) had worked at some point in the past, though only 14 percent were employed at baseline. Compared to the population, A Ganar youth were far less likely to be employed, though they reported receiving, on average, higher wages. Labor market participation rates were similar for the two sexes, though males tended to work more hours per week.

Entrepreneurship

One in ten respondents reported having a business at some point in their lives, with women participating at a higher frequency. Of the 202 individuals who had owned a business, 39 percent were in operation at the time of the interview. The primary distinction between business owners and employees as defined in this survey is that employees receive a salary and work for another person. Business owners work for themselves.

Risk Behavior

Baseline findings suggest that consumption of alcohol, unprotected sex, drug usage and fighting were the most common risk behaviors. Criminal activity, including trafficking and serving jail time, were the least prevalent. Analysis of randomized response data suggest a wide gender disparity in risk behavior, with males estimated to be more than twice as likely to engage in all eight behaviors except for criminal activity. The largest estimated sex-disaggregated difference was for alcohol and drug consumption (males were 18 and 13 percentage points more likely to participate than females, respectively).

Professional Capabilities

Youth rated themselves highly on all eight technical competencies (more than half of respondents feeling sure or very sure). Of the eight competencies, respondents gave 'soft skills' (e.g. dressing professionally, interacting with peers, etc.) higher ratings, suggesting that the program could yield larger dividends by focusing on 'hard skills' (e.g. writing CV, using a computer, starting business, etc.). Males rated themselves higher on most technical competency areas, especially computer usage. However, while the data clearly indicate that males outperform females in some scores, the measurements are self-reported and may carry with them response bias if the sexes respond in a systematically different manner. For example, there may be systematic differences between the sexes in terms of perception or self-confidence rather than in terms of competency.

Self-Esteem

The vast majority of A Ganar youth demonstrated healthy self-esteem (only two percent of respondents scored in the low self-esteem range of the Rosenberg scale), with little difference between the sexes. This

relatively high degree of self-esteem is somewhat surprising for the program's target group, yet is consistent with relatively positive responses on gender roles and development assets, as described below.

Gender Equity

A Ganar youth demonstrated gender scores in the 'moderate equity' range, with males scoring, on average, slightly higher than females. Regardless of sex, there was strong consensus that men play a valuable role in the life of a child and that violence of any type should not be permitted under any circumstances. Lastly, a large majority of respondents (eighty-eight percent) either agreed or strongly agreed with the statement "Is it ok for women to play sports." Females were 10 percentage points more likely to strongly agree than males.

Developmental Assets

A Ganar youth scored relatively highly in the aggregate measure of developmental assets: the total DAP score of 42.3 is considered on the low range of "good" scores. Strong support was evidenced for both internal (e.g. constructive use of time) and external (e.g. support systems) measures. There were no large sex-disaggregated differences in Developmental Asset scores. The positive findings are surprising, given the study's target population. Either the tool used to measure developmental assets is not adequately capturing the construct, or the program has not succeeded in attracting applicants with a low asset baseline. The truth could lie in the middle, with social desirability bias leading respondents to not answer in a consistently truthful manner and self-selection bias leading to an applicant pool of motivated and supported youth. Regardless the source of the potential measurement error, the high baseline value of DAP scores will make it difficult for the study measure significant improvements.

INTRODUCTION

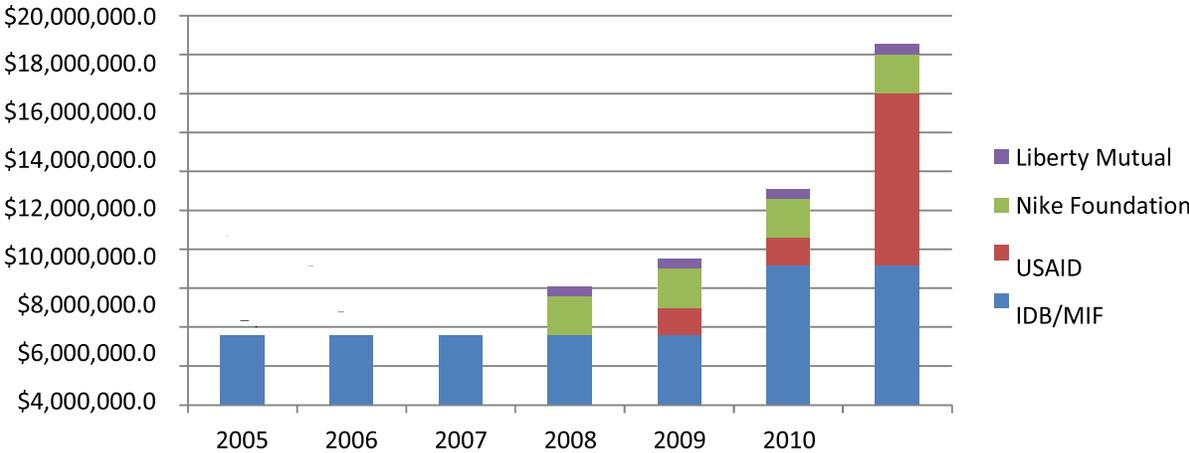
PURPOSE

This document is the second in a series of reports from the A Ganar Alliance Impact Evaluation. This report summarizes the evaluation background, purpose and methodology and baseline findings from the Honduras study. The introductory sections will place the descriptive analysis in the broader context of both the impact evaluation (IE) and the A Ganar program.

EVALUATION OBJECTIVES

A Ganar⁵, a sports-based youth workforce development program, began in 2005 as a Multilateral Investment Fund (MIF) and Inter-American Development Bank (IDB) funded pilot program in Ecuador, Uruguay and Brazil, with a budget of \$3.6 million. With additional support from the MIF (\$3 million), the Nike Foundation (\$2 million) and USAID (\$1.4 million), the A Ganar Alliance was formed and has expanded to 18 countries. To date, the program trained over 14,000 youth in Argentina, Barbados, Brazil, Colombia, Dominica, Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Panama, St. Kitts and Nevis, St. Vincent and the Grenadines, Suriname, Trinidad, and Uruguay. Early results from this expansion indicated positive outcomes. In addition to an average graduation rate of 77 percent, approximately 65 percent of all program graduates have successfully found formal employment, started a business or returned to school within one year of graduation.⁶ These results are encouraging, particularly given the high rates of out-of-school youth unemployment in the region. However, without the ability to compare these gains against a similar comparison group (*counterfactual*), attribution of these outcomes directly to participation in A Ganar is subject to a variety of potential biases; the outcomes might be the result of program targeting or countless other non-programmatic factors, such as macroeconomic changes, the presence of other programs, etc.

Figure 1: Growth of A Ganar Alliance Funding from Major Donors 2005-2011



In order to strengthen the evidence base around the effect of youth and sport-for-development programming in general, and the A Ganar program in particular, in 2011, USAID took advantage of a \$7.5

⁵ “To win” or “to earn” in Spanish

⁶ 2010 performance evaluation of the A Ganar Alliance conducted by the MIF/IDB

million, four-year expansion of the A Ganar program in the Caribbean and additional countries in Central America by building a five-year IE into the program in Honduras and Guatemala. The IE is designed to provide actionable findings, conclusions and recommendations that will feed directly into program design. These empirical findings will serve both to improve program performance and to increase the evidence base for what works (and why) in youth workforce development programming.

PROGRAM BACKGROUND

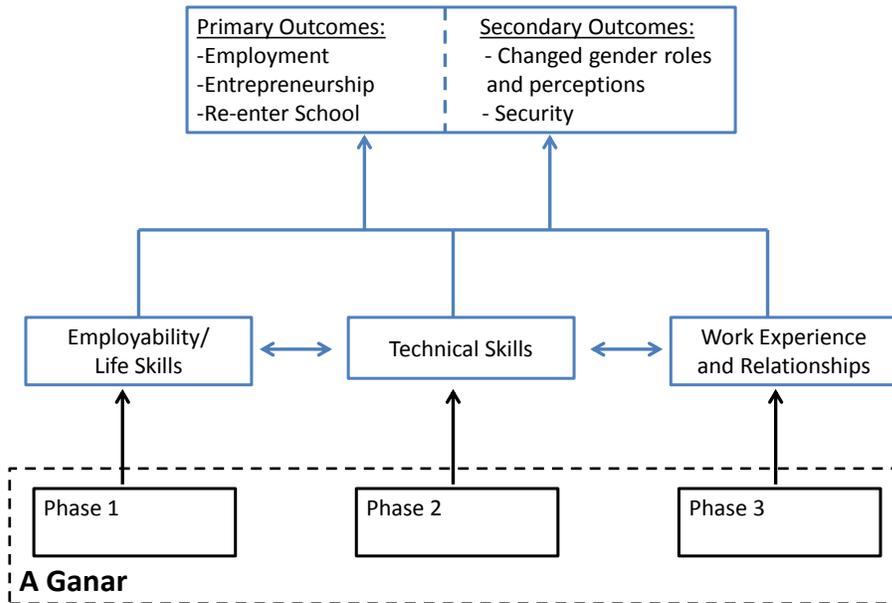
Implemented by Partners of the Americas (Partners), A Ganar combats the serious problem of youth unemployment in Latin America and the Caribbean (LAC) by utilizing soccer and other team sports to help “at-risk” youth find positive ways to engage in their communities. A Ganar is a 7-9 month, four-phase integrated job training program that combines sports-based field and classroom activities, vocational training, internships/apprenticeships, service training, mentoring, entrepreneurship workshops, and various follow-on activities to help participants (1) find jobs, (2) start or expand their business or (3) re-enter the formal education system. Partners works with youth aged 16-24 (17-24 in Honduras) and defines “high risk” as youth who have one or more of the following characteristics:

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

Over the course of the program, youth develop life and employability skills through sport-based activities, classroom training and on-the-job experiences. This progression increases self-confidence and builds trust between the youth and instructors, allowing for reinforcement of key competencies and progression through the program’s phases. While skill development is an important program outcome, the ultimate goal of A Ganar is for program graduates to utilize their increased competencies to find employment, re-enter into the formal education system, or to start their own businesses.

As illustrated in the framework below, the A Ganar program phases lead to mutually-reinforcing increases in employability, life-skills, technical skills, work experience and relationships. These, in turn, lead to the primary program outcomes of increased employment, re-entry into the formal school system and entrepreneurship, as well as the secondary outcomes of changed gender roles and perceptions and increased security (i.e. reduced risky behavior).

Figure 2: Theory of Change



The program is designed on the belief that sport acts as an incentivizing force, engaging and retaining participants that may not have otherwise applied or stayed with a traditional workforce development program, as well as an effective tool for the transmission of life and vocational skills by making them relevant to the participants. Partners believes that youth are more engaged and have a deeper comprehension when using examples that they understand and that are interesting to them. As sport is one of the most popular activities and subject matters for youth in LAC, integrating sport into programming provides rich opportunities to discuss the value of teamwork and communication, the consequences of not following rules or respecting others, how persons show creativity and solve problems and other transferable skills. Because of these qualities, sport is integrated throughout the phases of the program and serves as a central unifying theme through the program progression.

EVALUATION DESIGN

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

Question 1: “Proof of Concept”

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

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

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

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

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

Question 2: Role of Sport

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

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

RESEARCH METHODOLOGY

The A Ganar IE's are mixed-method RCTs designed to leverage the strengths of qualitative and quantitative data collection and analytical techniques. The RCT will attempt to measure changes in development outcomes directly attributable to participation in the A Ganar or A Ganar comparison program by comparing changes in randomly assigned treatment and control groups. Experimental designs, where eligible units are randomly assigned into treatment and control groups, are the most rigorous impact evaluation method, in that they “provide the strongest evidence of a relationship between the intervention under study and the outcome measured.”⁷ To prevent selection bias, only pre-screened applicant lists serve as a sampling frame. Youth who meet program eligibility requirements (being between 16-24 years of age, being “at-risk” (see page), and having sufficient basic skills⁸) are interviewed by the IOs to verify information and ensure youth have time and motivation to participate in the program. These eligible youths are then randomly assigned (stratified by sex and interviewed-assessed motivation level) to either the A Ganar (treatment) or control groups. Baseline data is then collected from all youth in each group.

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

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

MEASUREMENT

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

- *Introduction and Meta-Data:* Participants are read an introduction to the evaluation and survey with a standard protocol for obtaining informed consent. This dialog clearly notes that participation is voluntary and that respondents may quit the survey at any time without any penalty. Meta-data is collected to track surveyor, supervisor, reviewer and data-entry operator information, as well as data on number and date/time of revisits, survey timing, tracking of survey compensation (50 Honduran Lempiras, or approximately \$2.50 US, per survey) and reasons for non-completion, if applicable.
- *Identifiers and Demographics:* To ensure confidentiality of responses, all identifying information is collected in an independent module that is removed upon survey completion. Identifying information is entered separately from the rest of the survey and is linked by a unique respondent ID, which is recorded on each page of the survey. Extensive contact information is collected,

⁷ USAID Evaluation Policy, Page 2. January 2011

⁸ Basic reading, math, and communication skills are required to be able to successfully participate in project activities.

including multiple telephone numbers, email addresses and contacts for friends and family, to facilitate relocation of respondents for follow-up surveys. Demographic information on age, gender, civil status, household composition and assets are also used as covariates to explain intermediate and final outcomes and improve precision of statistical tests.

- *Education and Training:* This section collects data on respondents' education level, school enrolment and attendance, educational aspirations, type of school attended and, when applicable, reasons for not being enrolled. Data are also collected on participation in training programs outside of school.
- *Employment and Entrepreneurship:* A host of questions is asked about current and previous employment and entrepreneurship history, including items designed to assess quality (e.g. wages, contract type, hours, and benefits).
- *Gender Roles:* A modified version of the Gender Equitable Men (GEM) scale is used to assess perspectives on gender roles and attitudes.⁹ Building on fieldwork in Honduras conducted by CARE (with funding from USAID), the GEM was further modified for this study. The final tool is comprised of 25 statements rated on a five-point Likert scale.
- *Life Skills:* Given the complex and multi-faceted nature of this concept, the study uses two complementary measures to capture the concept:
 - The principal measure is Search Institute's Developmental Assets Profile (DAP), a robust and field-tested tool capable of measuring positive outcomes across eight asset categories. Respondents are asked 58 questions from a contextualized version of the tool. Questions are designed to gauge the extent to which respondents have support systems and internal agency, which through extensive studies over more than 20 years, including those using the DAP, have been found to predict educational and life outcomes. Respondents are asked to provide an answer as to the frequency or intensity with which they feel about each question using a four-point Likert scale.
 - Supplementing the DAP is the Rosenberg Self-Esteem scale, a field-tested measure of self-esteem and social belonging. In addition to the original ten items, the module consisted of four custom items designed to assess relationships with friends and the community. Questions were phrased both positively (for example, "Are you satisfied with yourself?"), and negatively (for example, "Do you sometimes feel that not all is well?"), with all responses based on a five-point Likert scale.
- *Technical Skills:* Rather than directly measuring technical skills, the study measures self-reported confidence in key employment related competencies. Self-reported confidence, while possibly differing from direct skills, is an important, related intermediate outcome. These technical skills are further probed through qualitative case studies. Interviews with participants, facilitators, mentors and employers explore the types of skills gained or improved, which skills could have been transmitted more effectively and what skills are most valued by employers.

⁹ This tool was derived from the Gender Equitable Index (GEI) originally developed in Brazil and replicated in India, Ethiopia, Kenya and Nicaragua: Pulerwitz, Julie and Gary Barker. 2008. "Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM Scale," *Men and Masculinities* 10: 322–338.

- *Risk Behaviors*: Given the sensitivity of measuring participation in risky or taboo behaviors, we use two techniques to protect the anonymity of responses during the survey process. First, we ask respondents about their peers' participation in these activities (fighting, drugs, gangs, unprotected sex). Additionally, we use randomized responses to measure their own participation in these same activities. To maintain confidentiality, respondents are asked to roll a die without showing the roll to the surveyor. If they roll a one, they should answer yes (forced yes) and if a six they should answer no (forced no), regardless of their true response. If they roll any other number, they should answer truthfully. Surveyors will explain that through this 'game', surveyors will never know if they are answering truthfully about themselves or not, so they should not feel pressure to respond a certain way. While we will not be able to trace individual responses, we are able to estimate the prevalence in the sample of respondents or the differential prevalence between treatment and control groups. Annex B provides a more comprehensive discussion of randomized response, including a bibliography of published journal articles using the technique.

SAMPLING

The Honduras evaluation is designed to track nearly two thousand youth over the 5-year study period. Due to capacity constraints on the part of local implementers as well as a desire on the part of all evaluation stakeholders to phase the large number of necessary participants, youth were organized into three cohorts spaced one and a half years apart. With the phased scaling of the program, each subsequent A Ganar cohort expanded in size, geographical area and number of participating IOs. Whereas the pilot cohort rolled-out in limited numbers in four communities, the third cohort accounted for a nineteen-fold increase in beneficiaries and programming in nine distinct municipalities.

The evaluation team will attempt to survey each youth at three discrete points over a 2.25-year period: baseline (T=0), immediate post-program completion (T=9 months), and long-term follow-up to gauge benefit sustainability (T=27 months).

Youth Recruitment and Assignment

Partners defines programmatic eligibility through three criteria. Applicants must be at-risk, aged 17-24, and living within the catchment area of one of the implementing organizations (IOs). As previously discussed, 'risk' is defined as a multifaceted construct encompassing socio-economic status, educational attainment, employment, and proximity to high-crime areas. Screening for these criteria was conducted by IOs through a multi-stage application review process. Each organization was required to recruit four times as many applicants as training spots within their catchment communities, with the oversample accounting for control youth, ineligible youth, and pre-program dropouts.¹⁰

Upon receipt of screened applicant lists, the evaluation team conducted individual-level randomized assignment using Stata statistical software package (for larger IOs training multiple classes, assignment was performed separately for each class). Randomization was stratified by sex and IO-rated motivation level, to improve balance and facilitate sub-group analysis. Inclusion of motivation as a blocking variable is

Table 1: Sample, by Municipality

Municipality	Total Sample
Tegucigalpa	974
San Pedro Sula	422
Ceiba	114
Santa Rita	100
Tela	100
Comayagua	71
Choloma	70
SPS – Outskirts	70
La Lima	32

¹⁰ Taking contractual requirements as a starting point, the evaluation team accounted for control youth by doubling the number of required trainees for every given IO. This number was again doubled to account for applicants who will not meet eligibility criteria (expected value ~25%), and who either could not be contacted or withdraw from the program before training begun (expected value ~20%).

intended to test the implementers' ability to predict programmatic success (i.e. can IOs determine, a priori, which youth will be most successful through the training).¹¹ In response to concerns from implementers that key youth may be excluded due to the probabilistic selection, each IO was allowed to select up to 3 direct-participant youth who would bypass random assignment and automatically be offered a place in the program. These youths were not surveyed and will not be considered part of the evaluation sample.

Eligible youth were asked to participate in the study, with baseline surveys administered to a total of 1,953 respondents (966 treatment and 987 control). Additionally, 58 of these youth were selected, using a stratified purposive sampling approach, to participate in a qualitative interview. The qualitative sample overview, in Appendix D, provides a brief summary of the eighteen youth selected for in-depth interviews.

Table 2: Sample, by IO and by Cohort

Implementing Organization	Cohort 1 (Pilot)	Cohort 2	Cohort 3	TOTAL
Libre Expresion	25	152	183	360
CENET	26	154	210	390
CADERH	26	53	148	227
Children International	0	110	144	254
OEI	-	100	214	314
FUNADEH	26	106	182	314
CESAL	-	-	94	94
	103	675	1,175	1,953

	Sample Size		Program Dates	
	Quantitative	Qualitative	Start	End
Cohort 1 (Pilot)	103	8	June 2012	April 2013
Cohort 2	675	32	February 2013	January 2014
Cohort 3	1,175	18	January 2014	November 2014 ¹²
TOTAL	1,953	58		

¹¹ IOs rate applicants on how motivated they are to participate in the program using a 3-point scale.

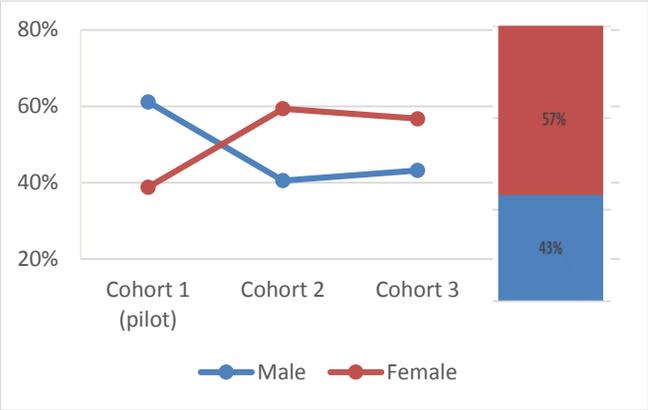
¹² Children International had one group in cohort 3 that completed the program a few months later in February 2015.

BASELINE FINDINGS

DEMOGRAPHICS

A Ganar strives for gender parity in participation rates. Whereas the pilot cohort had twenty percentage points more males than females, the situation reversed for the subsequent, larger cohorts. Female participation rates were substantially higher in Tegucigalpa and San Pedro Sula. With the exception of La Lima (where almost all participants were male), other municipalities had much more equitable participation. Across all three cohorts, 57% of the sample was female.

Figure 3: Sex by Cohort



Respondents ranged from 15-26 years old (mean = 19), with females tending to be half a year older.¹³ With regard to civil status, the vast majority of respondents (85 percent) reported being single. Among those in a legal relationship, civil unions were nearly five times more common than marriage.

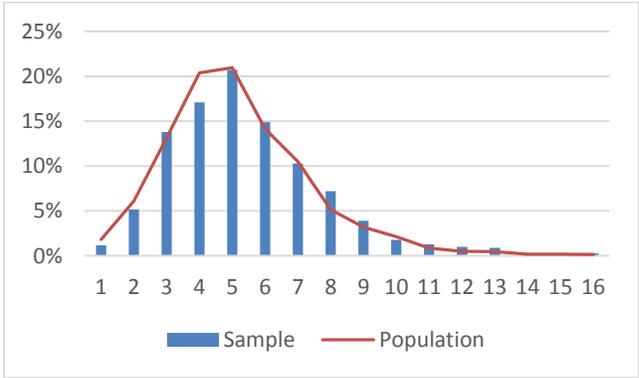
One in five respondents had at least one child or was expecting a child at the time of the survey. More than a third of respondents with children were single. For youth expecting a child the rate was almost doubled (61 percent).

The age at which youth reported their first child ranged from 13-24 (mean = 17.8), with over a quarter of youth doing so before reaching age 16. Females were found to be four times more likely than males to have children.

The age at which youth reported their first

Household Composition

Figure 4: Household size



Household sizes ranged from one to 15 (maximum size of the survey household roster), with five-person households being most common. Thirty-six youth in Cohort 2 lived in group homes.¹⁴

Two-thirds of household heads were parents, with other relatives representing the majority of the rest. Seven percent of respondents listed themselves as the household head. Notably, female respondents were as likely to report being the household head as males. Household heads ranged from 15 to 99 years old, with a mean age of 45. Seventy percent of

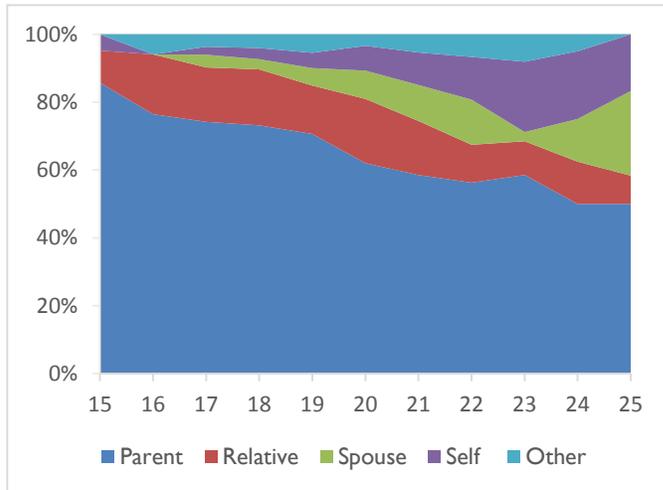
household heads completed at least primary school, while 19 percent finished at least high school. The

¹³ Youth outside the A Ganar eligibility range (age 17-24) were identified in all three cohorts.

¹⁴ These group homes serve children that have aged out of orphanages (*hogares de niños*) and cannot live independently. They provide housing while youth continue schooling or seek employment.

three most common types of principal occupations of household heads were: employee of a business or company, owner of a business or company, and housewife.

Figure 5: Relation to household head, by age



Consistent with the overall quantitative sample, the majority of these youth live with their parents, but some were raised by grandparents. Others have moved out of their family home to live with relatives or friends.

In both the sample and DHS data, the average urban household size was found to be just over 4 people. DHS data indicates that 66% of urban households had male household heads, and household head education was slightly lower than was found in the sample. Approximately, 8% of urban Honduran household heads had no formal education.

Conclusions

Seven percent of the sample fell outside the stated eligibility age range of 17-24: 111 youth (6 percent) were too young, while 13 youth (1 percent) were too old. The proportion of these youth was higher in Cohorts 2 and 3, indicating that age-based eligibility screening was more effective for the pilot cohort. This is most likely a result of the pressure inherent in soliciting much larger numbers of applicants as well as coordinating with many more IOs.

SPORTS

It has been speculated that the physical nature of the program may disincentive female participation. In fact, females were found, on average, to engage in sport much less frequently than males: girls were 48 percentage points less likely to engage in sport and played, on average, two fewer days a week than males. However, the overrepresentation of female participants discussed above indicates that the physical nature of the program does not disincentive female participation.¹⁵

¹⁵ Controlling for age and sex, IO-rated motivation level was found to exhibit a statistically-significant, though weak, negative association with number of days playing sport.

Figure 6: Participation in sports, by sex

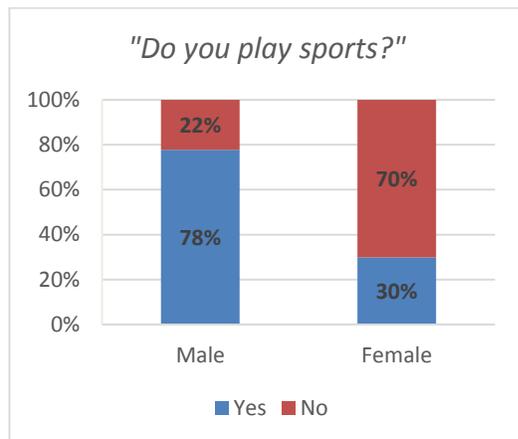
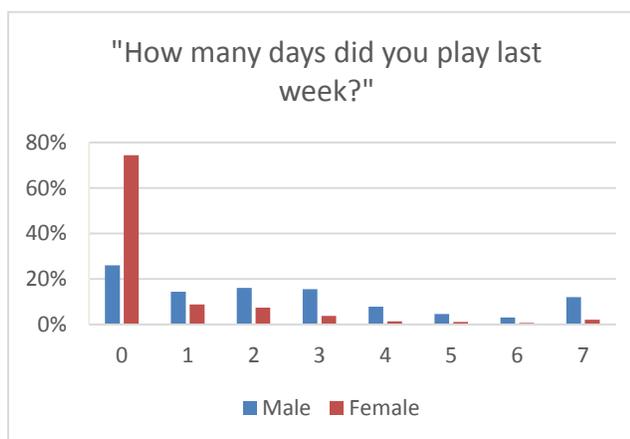


Figure 7: Number of days playing sports (last week), by sex



Conclusions

Participation rates in sport were found to vary significantly between males and females: males were almost fifty percentage points more likely to play sport. With the female application rate exceeding males by 14 percent, this imbalance did not seem to have a discernable effect on enrollment. As such, there is no indication that the sport focus of A Ganar disincentivizes female applicants.

HOUSEHOLD WEALTH

Household wealth will be an important outcome in its own right as well as a control variable for holding socio-economic status constant in calculating impact estimates. Given its importance for the evaluation, the construct was measured using two complementary methods: household living conditions and ownership of common household assets.¹⁶

The sample is consistent with a typical Honduran urban household, where 41% of households have cement floors and only 5% of homes have dirt floors.

Household Living Conditions

The vast majority of youth (89 percent) reported living in stand-alone houses, with most of the remainder in apartments or a rented room in a *mesón o cuartería*. The majority of respondents lived in dwellings of two rooms or fewer (mean = 2.5), with concrete floors (57 percent), zinc roofs (70 percent) and walls made of brick, stone, or block (81 percent).

Household Material Assets

In addition to housing conditions, respondents were asked about ownership of 16 common household assets and services. Clear majorities reported having electrical lighting, a cellular phone, and a television. Conversely, the least prevalent assets, in ranked order, were air conditioning (6 percent), motorcycle (13 percent), and car (18 percent). Taken as a whole, the Pilot Cohort exhibited higher rates of asset ownership than Cohorts 1 and 2, indicating improved targeting on socio-economic status. With respect

¹⁶ Questions were asked about household income in the Pilot Cohort baseline, but the resulting data was questionable with regard to reliability and accuracy. Accordingly, the evaluation team dropped the questions from the Cohort 1 and Cohort 2 survey.

to the population of urban Honduran households, A Ganar youth consistently report lower rates of asset ownership.¹⁷ The graphs below illustrate the rates of asset ownership between the three cohorts (Figure 7) and between A Ganar youth and the population (Figure 8).

Figure 8: Household material assets, percent reporting ownership/access, between three cohorts

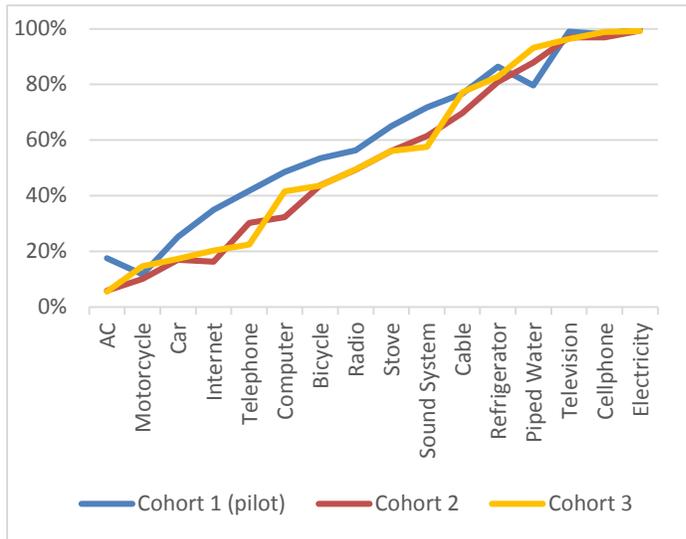
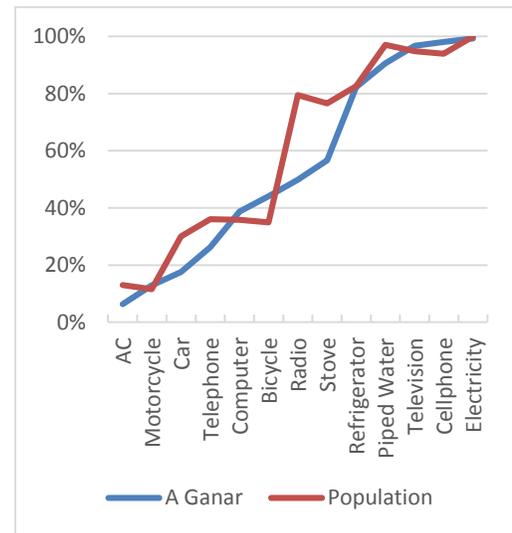


Figure 9: Household material assets, percent reporting ownership/access, between A Ganar youth and the population¹⁸



Access to computers and the internet are important mediating factors for each of the three final outcomes. As such, they will be analyzed separately from the rest of the household assets. While only one in five respondents had internet access at home, more than half reported using the internet daily. Males were more likely to have the internet at home, but females reported higher frequency of internet utilization. Utilization amongst A Ganar youth was significantly higher than the urban Honduran population (53 percent vs 15 percent access the internet daily in the A Ganar and population, respectively), though this is likely due to generational differences in internet behavior.¹⁹

Moving beyond summary statistics of asset ownership/access, the evaluation team used the data as inputs for a more sophisticated approach to proxy household wealth. In order to construct a single metric, we aggregated ownership information for all 16 assets and attached weights to differentiate common and luxury items. In lieu of assigning these weights judgmentally, the evaluation team used the Principal Component Analysis (PCA) method to calculate one factor score that describes the most variability in asset ownership. This measure, while devoid of intrinsic meaning, allows for sub-group analysis (i.e. the scores of a PCA should only be used relationally, exploring differences across groups).²⁰ Using this

¹⁷ The only two exceptions, bicycles and cellphones, are not luxury goods and in the case of bicycles, could be seen as substitutes for more expensive transportation means such as cars and motorcycles.

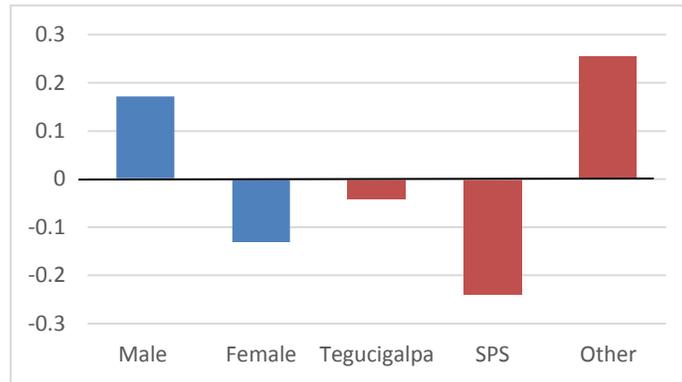
¹⁸ The DHS instrument did not include cable television, sound system or internet items in the asset module.

¹⁹ Statistics do not include age information, prohibiting sub-group analysis. Source: “Acceso a Tecnologías de Información y Comunicaciones (TIC)”, Instituto Nacional de Estadística (INE), 2011

²⁰ Following Filmer and Pritchett (2001), we construct a wealth index A for each individual i:

analytical approach, males tended to have slightly higher asset scores (hence household wealth) than did females (reversing a trend observed in the Pilot Cohort). Respondents from San Pedro Sula had, on average, significantly lower asset scores than their peers from other locations. The highest asset scores were registered for Ceiba, Choloma, Santa Rita and La Lima.

Figure 10: Mean material asset score, by sex and city²¹



PCA sensitivity tests were conducted using two different methods. First summary tables were analyzed for regularity of asset ownership across principal component quintiles (Annex A). This index was very consistent in its ability to represent asset ownership, with high PCA scores strongly correlated with increased ownership of all sixteen sub-items.²² Second, the PCA index was correlated with measures commonly associated with wealth. This asset score was found to have a statistically significant, moderately-weak correlation with the number of rooms in a respondent’s dwelling as well as the material of the walls, floor and roof.²³ These two tests substantiate the PCA measure as a robust proxy indicator for household wealth and justify using the metric in subsequent analyses.

Conclusions

Comparison of asset ownership indicates that A Ganar youth are, on average, less affluent than the urban Honduran population. Given the programmatic focus of serving economically disadvantaged youth, this finding indicates successful targeting on this measure. The PCA asset index calculated to proxy socio-economic status performed well at baseline, substantiating its use in follow-up analyses.

$$A_i = \sum_k \left[f_k \frac{(a_{ik} - \bar{a}_k)}{s_k} \right],$$

Where a_{ik} is the value for asset k for individual i , \bar{a}_k is the sample mean, s_k is the sample standard deviation and f_k are the weights associated with the first principal component.

- Filmer, D., and LH Pritchett. "Estimating Wealth Effect Without Expenditure Data or Tears: An Application to Educational Enrollments in States of India." *Demography* 38, no. 1 115-32 (2001).

²¹ With principal component analysis, the nominal scores are difficult to interpret by themselves. However, the relative values, or extent to which one subgroup has a larger score, indicate differences in subpopulations’ relative wealth.

²² 95 percent of the sixteen asset quintile cells exhibited perfect correlation with the summary PCA measure (i.e. mean ownership of a given asset increasing consistently with each subsequent PCA quintile).

²³ Rooms (Spearman’s rho=0.38 p=0.00), walls (rho=0.21 p=0.00), floor (rho=0.29 p=0.00), roof (rho=.04 p=0.05).

Qualitative Findings: Economic Aspirations

Our in-depth interviews suggest that the youth have dreams of finding work and raising their children in a different environment than the one they live in now. Some examples: Cecilia wants to be a teacher, Cinty wants to work in law and education, Ingrid wants to have her own business, probably a restaurant, Iveth is unsure but is interested in having a mini-business. Of the boys, Carlos wants to be a civil engineer (more likely an architect), Kevin Omar wants to be a contractor and have his own company, Kevin Ariel wants to work with computers.

One young man in the second cohort, Freddy, hoped to begin “working, going to the university and graduating... working again, having a family.” He would like to study to become a chef or a civil engineer. When asked of what type of jobs he would like to have in the future he commented that he would like to be a chef or to enroll in the navy. He learned about A Ganar from some friends that recently finished the program, he talked about it as an “opportunity, more studies... to keep preparing myself for the future.” He also commented that he expects the program to help him look for a job.

Before his mother died, Elmer had plans to go to live with her in the United States. When asked what type of work he would like to do in the future, Elmer replied that he would like “to be in an office, with air conditioner and in front of a computer... being my own boss and working like a mule.” Elmer learned about A Ganar from a friend of his brother. After finishing the program, he would like to work. “To have a good job, be able to provide for my children and most of all give them a good upbringing just like the one I got.”

The females that already have children had hopes to get work in the future, but they also recognized the challenge of finding jobs without having completed their schooling. Brenda is in discussions about going to the United States with her daughter – her boyfriend would send for them, and she wants to be with him. In the future, she hopes to work in some sort of business, to have another child, to be with her husband.

Overall we found that in speaking about the future, many of the youth talked about their goals/aspirations with a hint of recognition that their dreams would be difficult to achieve, acknowledging the challenges of the context in which they lived.

EDUCATION

Truancy and school drop-out are major risk factors for youth across the LAC region. In addition to losing out on crucial social and academic skills, it is hypothesized that school drop-out may lead to participation in a range of risky behaviors (early marriage and pregnancy, substance abuse, crime, gangs, etc.). With this recognition in mind, A Ganar has identified re-enrollment into the formal education system as one of its three principal outcomes.

One in three respondents were enrolled in a formal education program at the time of the survey, though only 28 percent were actively attending school. The primary reason for not attending school was lack of economic resources (57 percent). Another five percent said they had to work. 68 percent of the youth reported attending public school, 12 percent attended private school and 16 percent attended distance education at either public or private schools.

Educational attainment varied widely, with some youth having finished three years of University while others had not completed a single grade of formal education. Half of the sample completed secondary school (*diversificado*) or higher. Inclusive of middle school (*ciclo comun*), the figure increased to 83 percent. As evidenced by Figures 10 and 11, females had, on average, higher educational attainment as compared with their male counterparts. Cohort 2 and 3 youth were, on average, less educated than those in the Pilot Cohort, indicating that the program has continued to improve its targeting.

Figure 11: Highest educational level reached, by sex

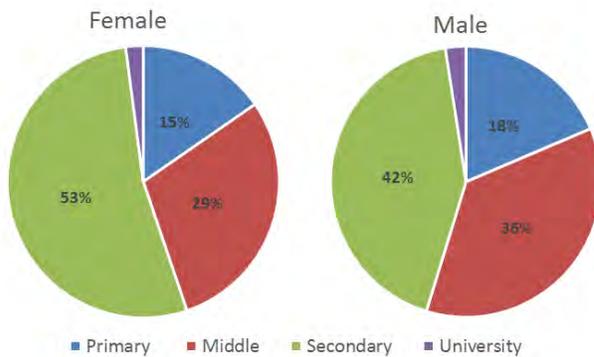
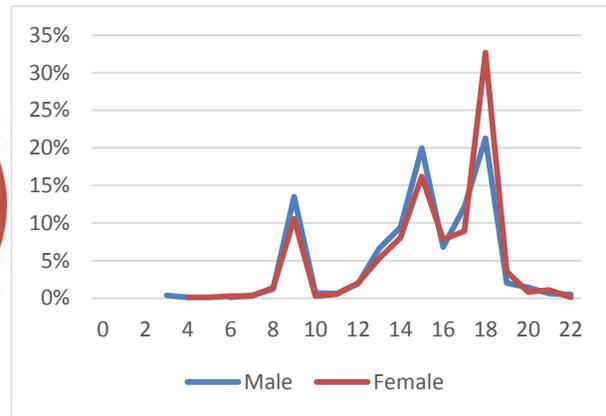


Figure 12: Highest grade completed, by sex

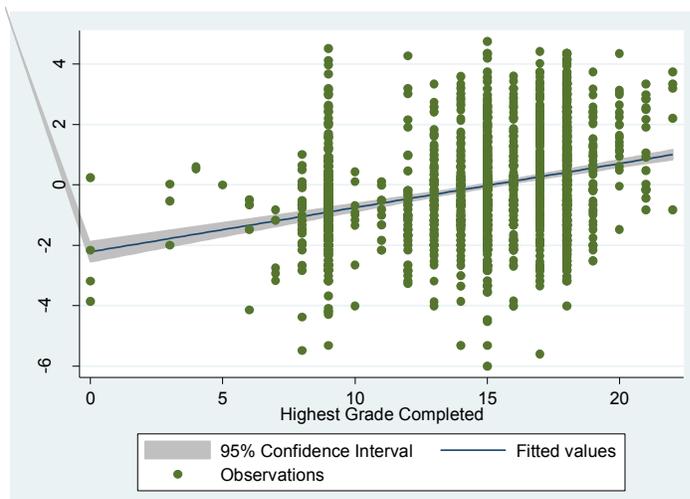


Peaks represent the last grade of primary (primaria), middle (ciclo común) and secondary school (ciclo diversificado).

Interest in education was pronounced, with over 90 percent of unenrolled youth reporting a desire to return to school. When asked what level of education they would like to complete, three-quarters reported wanting to graduate from University (inclusive of graduate school, 86 percent reported wanting to complete tertiary education). Females were five percentage points more likely to desire a tertiary education.

One possible explanation for higher educational attainment, on average, among female youth is the higher male participation rate in the workforce (see Employment section). However, unenrolled males were only five percentage points more likely to be employed at the time of the survey than unenrolled females (12 percent vs 7 percent, respectively).

Figure 13: Relationship between years of education and material asset score



As of the 2012 DHS data, 38 percent of the urban population had completed ciclo común and one quarter had completed ciclo diversificado. School enrollment in urban areas varied widely between age groups. Eighty-three percent of 13-15-year-old youth and 62 percent of 16-18 youth were enrolled in school. In urban areas, males ages 16-18 are six percent less likely than the sample to be enrolled in an education program.

Respondents' educational attainment and material well-being (using the PCA measure) exhibited signs of correlation. There is a statistically-significant, though weak, positive relationships between a respondent's highest grade completed and their household asset score (Pearson's $r = 0.29$, $p = 0.00$). This relationship indicates that higher levels of material wealth are associated with higher levels of educational attainment.

Slightly fewer than half of the youth had taken formal courses outside of school. Of those that did, the average was 1.6 courses (range = 1 – 9), with no significant differences by gender. One in three youth that participated in formal courses paid for at least one. The most popular subject matters were IT and foreign languages (qualitative interviews suggest these are likely English courses).

Conclusions

A Ganar youth represent a wide diversity of educational attainment, ranging from not having completed a single year of formal education to being well into their university studies. When compared to the urban population as a whole, A Ganar youth demonstrated a significantly higher rate of education: the proportion of respondents having completed secondary school was twice that of the population. There was an expressed desire for education among A Ganar youth: almost all respondents wanted more education and close to half had taken formal courses outside of school. Educational aspirations notwithstanding, economic hardship appears to be a significant barrier for the youth to actualize their educational goals. This is evidenced by the insufficient economic resources that many youth mention as the primary reason for not being enrolled in school.

²⁴ Serie asistencia escolar 1990-2011, Instituto Nacional de Estadísticas

Qualitative Findings: Education

Participants in the qualitative sample range from being currently enrolled in or having graduated with *bachillerato* to having dropped out of school in the 7th grade. The pilot cohort had a few students studying at the University level, as does Cohort 3. In the majority of cases, youth report difficulty finding financial resources to continue their schooling. A consistent theme throughout our interviews is a catch-22 that youth find themselves in: to study they need to work, and to work they often have to pause or discontinue their studies. Those that have stopped studying express desire to return, but without the proper qualifications they have difficulty finding steady, well-paid work. Nevertheless, some, including Freddy (see below) seemed to be on a path towards tertiary education.

For example, Freddy recently graduated from high school with a specialization in “*Ciencias y Letras*” and he is about to finish a 60-hour vocational cooking course at INFOP. He described liking the relationship among students from the time he went to school, “We had a good relationship among classmates,” and described himself as a good student saying that he was “participative.” During his time in school (it’s not clear if it was in middle school or high school) he remembers getting paid 900 lempiras by the school principal to paint murals about national symbols and maps in the school walls. His favorite classes were technical drawing and farming. Freddy enrolled in the university this year but he still has to pass the admissions exam.

Several participants said that they had to drop out of school due to economic hardship. For several of the girls in the sample, their school-drop out is also connected to pregnancy. For example, When Brenda finished sixth grade, she went to live with her father (who had separated from her mother when she was four years old). Her father was very laid-back, in contrast with her mother, who never let her leave the house. She was briefly enrolled in 7th grade, but didn’t finish because it was at that time that she met her boyfriend and got pregnant. She considered taking a beauty course, but in the end decided against it. For now, she keeps busy taking care of her daughter and doing housework.

For some of the male participants, they preferred to work and earn money over staying in school. Elmer is a case in point. He completed first grade of *ciclo* (7th grade) and dropped out in the middle of second grade. Elmer said that he didn’t like anything about school but he always felt pressure from his mother and family: “They always told me that someday you’re going to need it [an education], and now I see that I do, that you do need to have studies some times, but no, since I was a kid I always told her that I liked work better, that I was going to work.”

In the third cohort, fewer students (than previous cohorts) were currently studying. One, Cecilia, was enrolled at the Universidad Nacional Pedagogica Francisco Morazan, studying to be a teacher. Another, Cinty, was planning to take the university entrance exam. Several students mentioned desire to take the entrance exam or to enroll in distance education programs at the tertiary level. Their desire to study in A Ganar was linked to a motivation to further their education (either through the technical training that A Ganar offered, or with the idea that A Ganar would help them find better jobs so that they could finance their studies).

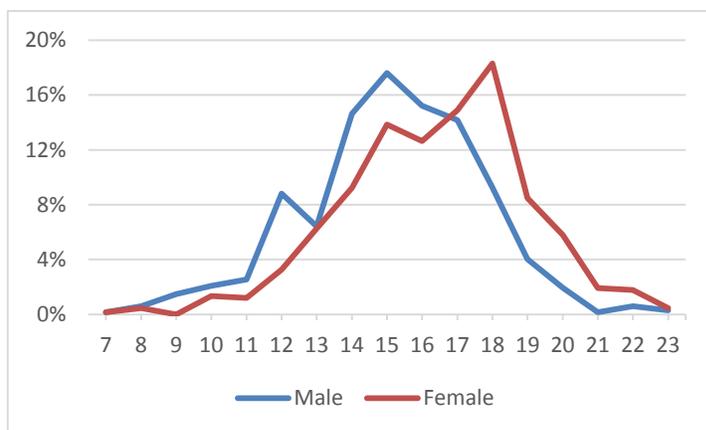
EMPLOYMENT

Fewer than one in ten respondents were working in the week preceding the survey. Taken in conjunction with the low education participation rates discussed above, a significant portion of A Ganar youth were not engaged in a productive activity at the time of the survey (39 percent). Males were two percentage points more likely to work than females, and labor force participation rates declined significantly since the pilot cohort (again indicating improved program targeting).

On average, respondents in the sample have slightly more work experience than the average young, urban Honduran. The DHS data reveals that among urban school-aged youth, almost half (47%) were employed and more than a quarter (28%) were neither employed nor enrolled in school. The average hourly wage among urban youth is lower than the sample at 17 Lempiras.

Unemployment notwithstanding, two-thirds of A Ganar youth reported having worked at some point in the past,²⁵ with males 18 percentage points more likely than females. On average, youth began working for pay at age 16, with females starting a 1.25 years later than males. Almost half started to do so before reaching the constitutionally mandated minimum working age of 16, with the youngest self-reported age of 7 years old.²⁶ Males were, on average, 19 percentage points more likely to have begun working before reaching the minimum working age. This trend might explain some of the differentiation in educational attainment between the sexes (i.e. girls outlasting boys in school), though as previously noted, the vast majority of unenrolled males were not employed at the time of the survey and some of these youth reported never having been employed.

Figure 14 : Age at which began working, by sex



The most popular jobs were in sales (16 percent), construction (15 percent), domestic service (11 percent), food service (11 percent), and business/professional service (11 percent) fields.

A total of 190 youth (14 percent) reported having a current job. After converting pay cycles (daily, weekly, biweekly, monthly) for current jobs into a uniform hourly rate, and excluding outliers,²⁷ the levels of compensation ranged from 2 to 200 Lempiras per hour (\$0.10-\$9.50), with a median hourly wage of 25 Lempiras per hour (\$1.20).

As evidenced in Figure 14, there was little variation in hourly wages between sexes. Average wages declined between the first (pilot) cohort

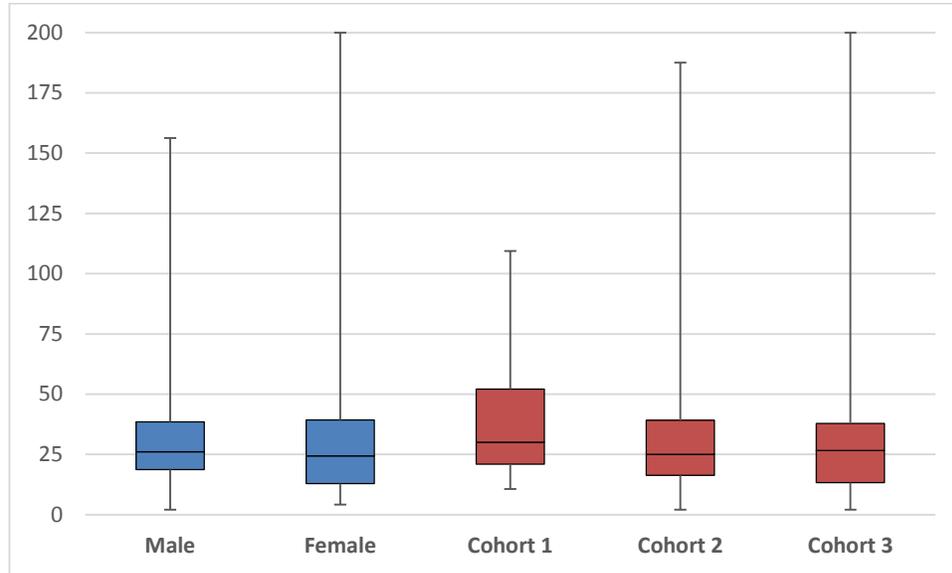
²⁵ In the Pilot Cohort, where the question was phrased with regard to the “last month”, the rate was a slightly higher at 25 percent. Two thirds reported working in the past.

²⁶ The Constitution establishes that the minimum working age is 16. However, the Labor Code allows children to start working at age 14 if they continue to attend school. Children between the ages of 14 and 16 may only work 4 hours per day and 20 hours per week. (<http://www.laborrights.org/>). Seventeen percent of respondents reported working before age 14.

²⁷ Defined as outside ± 3 times the standard deviation.

and subsequent cohorts, indicating improved targeting. Honduran minimum wages range from 21.31L to 34.27L, depending on industry and firm size.²⁸ Taking the average of these two extremes, 60 percent of employed A Ganar youth were making less than minimum wage at the time of the survey.

Figure 15: Hourly wage for current job, by sex and cohort²⁹



Employed youth reported working an average of 39 hours per week, with males working an average of 10 additional hours as compared to females (the findings hold true for both mean and median measures). While respondents of both sexes reported working 90 hour weeks, males were twice as likely to work 40+ hour weeks than females.

According to the 2011 national household survey, the average work week among respondents was in line with national standards (42.6 hours). However, only half of Hondurans are employed under verbal agreements and 39 percent belong to a labor union.

In addition to collecting data on wages and participation patterns in the labor market, the evaluation team is tracking job quality through analysis of self-reported job satisfaction as well as the existence of various benefits: 43 percent of working youth said they were either satisfied or very satisfied with their jobs, 17 percent had a written contract and 19 percent had some type of employer-provided benefits. The most prevalent benefits were vacation time, paid overtime, employment insurance, employer-provided benefits and performance incentives. The following table presents the prevalence of benefits for youth currently employed:

²⁸ <http://www.wageindicator.org/main/salary/minimum-wage/honduras> Accessed on 6/17/14

²⁹ Box and whisker plots show measures of central tendency and dispersion. Each box represents the middle 50% of responses, with the line marking the median. The 'whiskers' show maximum and minimum scores.

Table 3 : Benefits for employed youth, percent receiving

Benefit	Percentage
Vacation	16
Overtime	14
Year-end Bonus	10
Employment Insurance	9
Employer-provided benefits	8
Performance Incentive	8
Honduras Social Security Institute	7
Injury Insurance	3
Private Savings Contribution Plan	2
Medical Insurance	2
Life Insurance	2
National Institute of Worker Pensions of Executive Branch Employees	1
National Welfare Institute	1
Military Welfare Institute	1
Guild or Association	1
Labor Union	0
Pension	0

For the 1,135 unemployed youth with reported work history, 40 percent were looking for employment at the time of the survey. These searches ranged from 2 weeks to 7 years, with a median period of half a year. One third of respondents had been unemployed for a year or more, with females, on average, being unemployed for more than twice the duration as their male counterparts. Of the 953 respondents who provided a reason for not looking for work at the time of the interview, the most common reasons were: studying (18 percent), taking care of family members (14 percent), not being old enough to work (10 percent) and the belief that they will not be able to find work (9 percent).

Table 4 : Years out of work, unemployed respondents with previous work history

	Mean	Median	SD	n
Male	0.57	0.17	0.92	551
Female	0.98	0.46	1.16	576
TOTAL	0.69	0.25	1.39	1,123

Conclusions

Most A Ganar youth (68 percent) had worked at some point in the past, though only 14 percent were employed at baseline. Compared to the population, A Ganar youth were far less likely to be employed (14 to 57 percent), though they reported receiving, on average, higher wages (25 to 17 Lempiras/hour). Labor market participation rates were similar for the two sexes, though males tended to work more hours per week.

Qualitative Findings: Employment

The males in the qualitative sample have much more paid work experience than the females across all three cohorts. Likewise, the older males have more work experience than the younger males. For example, Rusel, who is now 22, began to work when he dropped out of school at the age of ten. As he explained: “that’s why I got held back with my studies, because I preferred the money so I barely studied.” His first job was unloading construction material like sand and bricks. He did that for more than five years on and off. He also worked in a bakery for seven months, in construction for eight months, and at his father’s store repairing cell phones for two years. He now sometimes washes cars and clears land (*chapear*). Last year Roberto worked for two months in a car body shop where they fed him and paid him 100 lempiras a day. According to Roberto, young people find it difficult to get a job, even when they have a high school degree.

Freddy, who is 19, worked for seven months with an uncle as a welder (temporarily dropping out of school to do so). After graduating from high school, Freddy spent one month in the nearby town where his father lives to help him plant coffee. He now sometimes works with a friend painting houses. Freddy recently applied for work at INTUR and other local stores in Tegucigalpa that he didn’t get, so he is currently looking for a job. He described the challenges that young people face when looking for a job as lack of “preparation” as well as being “young”, as he commented: “because they see you young and think that you are irresponsible.”

The case of Kevin Omar (22 years old) also illustrates the dangerous and unstable nature of the work opportunities of the A Ganar youth. The previous year Kevin worked in a factory and he worked for 2 months at a laundry company. The job in the factory was a permanent position, but since there wasn’t much work and he had only been there 13 months he was let go. More specifically, he worked embroidering t-shirts with sports logos (soccer). The normal salary was 1,200 a week, but he worked overtime so he received 2,200. In the laundry company his job was temporary, he removed the dyed products. He received 1,200 lempiras for a 44-hour work week. Prior to these 2 work experiences Kevin had also worked in 2 other factories, both were temporary 2 month positions packing shirts. He also has experience working construction, in a woodworking shop, and in a bodywork and paint shop.

Kevin would like to work in electricity or in embroidery because of his previous work experience, but unfortunately he had an accident and has been unable to do so. When working at the embroidery factory, he was changing a spindle and he disconnected the drill, but another worker thought he was going to use it so he plugged it back in and it cut Kevin’s hand. For more than a year after he could not use the hand because it would cause pain and since then he has been unable to find work. He did not receive any workman’s compensation for the accident as it was not a company but a private contractor, and they did not claim responsibility for the accident. Kevin had to pay his own medical expenses.

The women in the sample have much less paid work experience. The girls tended to work in “traditionally” female jobs, tutoring, cleaning, and taking care of children, although two females had received valuable experience in food service. Ingrid, for example, dropped out of school after fifth grade, returning when she was 18 to finish her *primaria*. Despite her low educational attainment, she had significant work experience. She worked as an *empleada*, living with a family to clean their home and help with other chores including childcare. The owners of the house had a *Pollolandia* restaurant so other than taking care of the house, she helped on Saturdays frying chickens or working the cash register. The owners also had a Chinese restaurant where she worked for 3 months. Ingrid is currently looking for work, specifically in a fast food or Chinese restaurant where she would like to learn how to prepare food. Meanwhile, she is working at home as the *empleada*.

Other females in the sample were similar to Ingrid in that their formal work experience was often very short-term. For example, the only formal work experience that Giselda had was a two-week temporary job as a clerk in a shoe store during Christmas season, and she describe that time as “a wonderful experience... I enjoyed the two weeks I worked, I fully enjoyed them.” According to Giselda, the challenges that young people face when looking for a job are having a degree and the way people dress. Two years prior to the interview she had looked for a job in order to bring more money to the household. She looked in a factory and in a department store but they asked for her degree: “If you haven’t graduated it’s hard because, like just to sell a piece of clothing you need a degree.”

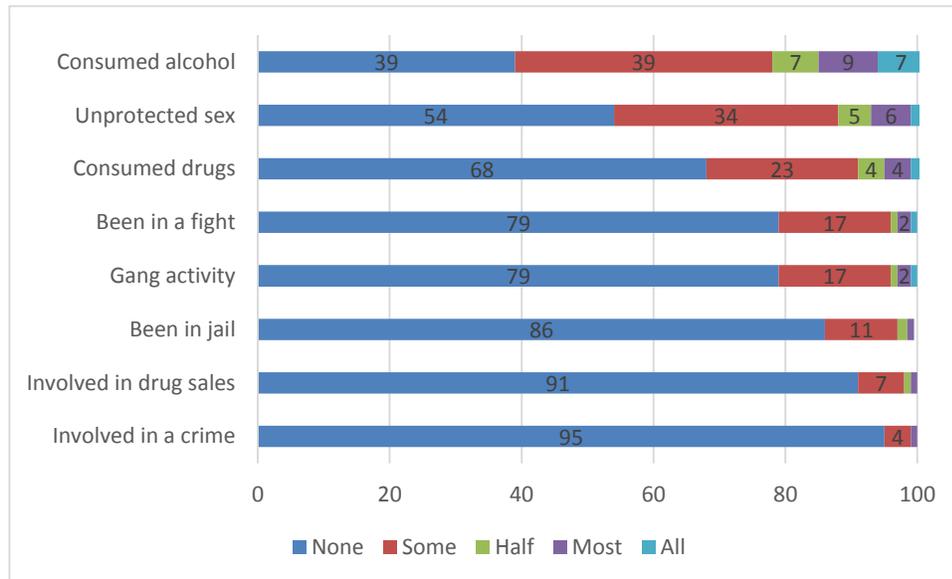
BUSINESSES

One in ten respondents reported having a business at some point in their lives,³¹ with women participating at a higher frequency than males (12 percent vs 8 percent, respectively). Of the 202 individuals who had owned a business 39 percent were in operation at the time of the interview. Most of these businesses were operated out of the home (54 percent), and did not hire any help (89 percent). The median income from these businesses was 1,500 Lempiras/month, and their average duration was 16 months.

RISK BEHAVIOR

Respondents were asked about how many of their friends engaged in risk-behaviors, as a proxy measure of how likely respondents were to engage in similar activities. Response rates were high, with the exception of unprotected sexual activity, for which 13 percent of youth did not respond or responded “Don’t Know.” Aggregated responses to risk-behavior questions are listed below, rank-ordered by the most prevalent reported behaviors.

Figure 16: Participation of friends in risky behaviors in the last month



Generally, responses were similar across male and female respondents, although females generally reported lower rates of participation.

An alternative way to measure participation in risky or illicit activities is the randomized response technique,³² which masks individual responses but allows for group level estimation. Results for the percentages responding yes to each prompt are listed below, both as totals and disaggregated by sex.

³¹ Based on the qualitative analysis a few examples of the types of businesses participants had owned included making and/or selling jewelry and accessories, selling cars, and selling desserts such as popsicles and frozen bananas.

³² See page 8 and 9 in the evaluation design section for more detail.

Table 5 : Estimated participation of respondent in risky behaviors in the last month, by sex and city

	TOTAL	SEX		CITY		
		Female	Male	Teguc.	SPS	Other
Consumed alcohol	14.38	6.70	24.88	15.28	9.26	16.67
Been in a fight	13.43	8.21	20.26	15.47	13.13	10.07
Unprotected sex	10.42	6.25	15.89	8.83	10.97	12.77
Consumed drugs	6.26	0.52	13.79	6.32	5.72	6.56
Involved in a gang	4.22	2.59	6.35	2.35	5.80	6.29
Involved in drug sales	4.19	1.76	7.51	1.93	4.70	8.03
Been in jail	2.20	-0.04 ³³	5.15	1.39	4.36	1.99
Involved in a crime	2.05	1.61	2.62	1.57	0.71	3.86

According to the randomized response technique, three risk behaviors are most prevalent: alcohol usage (14 percent), fighting (13 percent) and unprotected sex (10 percent). Without exception, males had higher estimated participation rates than did females. In fact, almost one out of five males reported participating in the three aforementioned risk behaviors and more than one out of ten was estimated to use drugs. With the exception of fighting and incarceration, youth from municipalities outside of Tegucigalpa and San Pedro Sula had higher estimated participation rates in risk behaviors.

Although estimated participation in crime, drug sales and gang activity were all relatively low, the qualitative findings suggest that criminal activity directly affects the youths' daily lives. Many youths expressed fear of the pervasive crime in their communities. Even without participating it seems that the youths are under constant threat due to the prevalence of violent crime.

³³ The estimated negative participation rates on this item is likely explained by the fact that the technique relies on elementary probability theory and the assumption that one sixth of responses were forced 'Yes' and one sixth were forced 'No'. For example, if, by chance, less than 1 out of respondents rolled a one (calling for a forced 'Yes'), then we will underestimate the true participation rate, even leading to a negative estimate. Another possible explanation for the negative estimated rates is that respondents may still be answering 'no' even when they roll a one (forced yes) to avoid the possible perception that they participated in these activities. As expected, this issue was much less significant in the analysis of the full study cohort given the larger sample.

QUALITATIVE FINDINGS – RISK BEHAVIOR

All of the individuals in the qualitative sample described the challenges of the communities where they live, recounting murders, drug-related violence, and fear as everyday realities. While a few described their setting as “tranquilo,” others explained that the violence surrounds them, but because they have grown up knowing the individuals that are involved in the criminal activities, they are not “bothered” by them. For example, Elmer has been mugged at gunpoint twice, the first time they took his cell phone and the second time he ran home and his grandmother came out to scold the assailants because she knew them.

Martiza candidly spoke of the dangers in her neighborhood, and gang involvement has touched her own family. Her brother fled Honduras roughly ten years ago because the *Mara 18* had given him a death threat. She admitted that her uncle is also a gang member. When asked what she believed were the challenges in her neighborhood, she said that they all live with a feeling fear/insecurity:

Interviewer: What are some of the challenges in your neighborhood?

Melisa: The violence

Interviewer: Violence? Why is this a challenge?

Melisa: Because nobody lives safe/secure... because even among themselves they fool around, they kill each other. Nobody in the neighborhood likes it. We all live unsafe (todos viven inseguros).

Several individuals also mentioned the prevalence of drugs, particularly marijuana. Roberto, for example, explained that he began using drugs when he was 13 or 14, but he has been clean for a year after being invited to join the Mormon church: “I was involved with drugs, because I wanted to have friends, because those who I wanted to hang out with were using. So if I wanted to hang out with them I had to do the same thing. Later some guys from church came to me and invited me to join, they helped me to change, and to not hang out with them, now we play soccer in church.”

When asked why he thought there was violence in his neighborhood, Roberto replied that “it is because of drugs... it may be people that owe money to the ones who sell drugs and they have them killed, and others because they know too much.” Roberto also commented that someone once stole his cell phone at gunpoint and that some of his cousins and his brother do drugs. Roberto also explained that he doesn’t like the police “because policemen are also crooks.” He shared an incident where they beat him up and took his bike because he didn’t have owner papers.

The female participants spoke of how the gang activity and violence affected them in different terms. For the most part they did not have any personal connection with the gangs or drug-related crime, other than through their male relatives. For example, Dulce described how gang members sometimes heckle her and her friends as they are socializing. When asked if there was something that she didn’t like about her neighborhood Dulce explained that people smoke marijuana and that gangs drag people through her neighborhood in order to kill them by the river “I think that you can hear the shots, that’s what I don’t like.” She also said that when she is with her friends they are sometimes bothered by the *mareros*:

Dulce: When we are sitting there they bother us, and we have to go inside, one can no longer be in the street.

Interviewer: What do they tell you?

Dulce: They court us.

Interviewer: Really?

Dulce: Yes, they court us and I get scared.

Graciela: And have you met any friend or have you had any friend that has gone with any of them:

Dulce: One, she was my friend but not anymore.

Ingrid (Cohort 3) mentioned that while she is not involved in the gang, she is friends with one of the gang leaders in her neighborhood, and she feels protected by him. According to Ingrid, she has never felt any pressure to join the gang, to the contrary her friend has warned her of its dangers. When asked if she had ever been approached to sell “algún producto” or to distribute anything, Ingrid replied, “No...no, they always say that this is too much of a problem, (*mucho problema*).” When asked why she thinks that they do this, then, Ingrid replied, “because they threaten them, if they leave they send someone to kill them.”

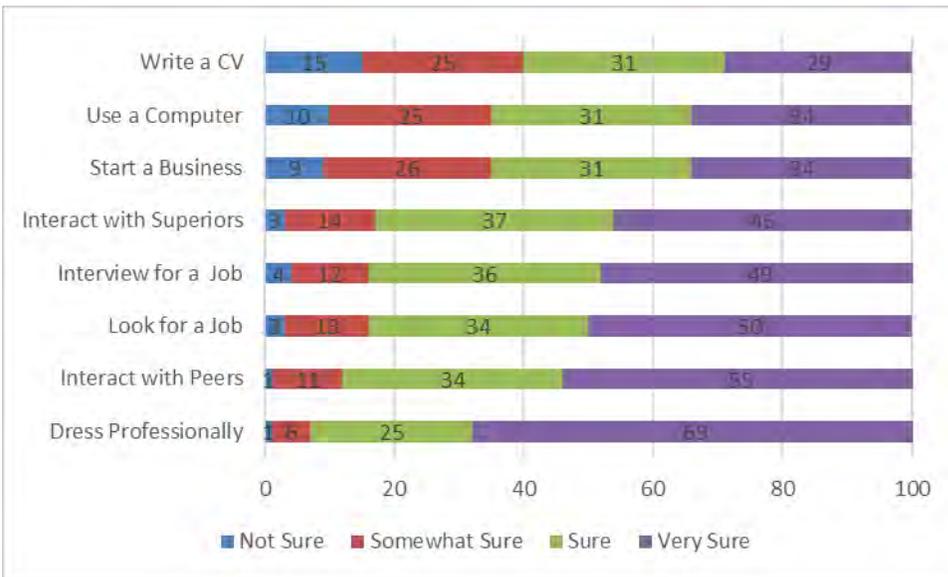
Conclusions

Baseline findings suggest that consumption of alcohol, unprotected sex, drug usage and fighting were the most common risk behaviors. Criminal activity, including trafficking and serving jail time, were the least prevalent. Analysis of randomized response data suggest a wide gender disparity in risk behavior, with males estimated to be more than twice as likely to engage in all eight behaviors except for criminal activity. The largest estimated sex-disaggregated difference was for alcohol and drug consumption (males were 18 and 13 percentage points more likely to participate than females, respectively). Youth outside the major urban centers of Tegucigalpa and San Pedro Sula had higher estimated participation rates across most risk behaviors. Qualitative findings indicate that even when youth were not directly involved in criminal activities, the pervasiveness of criminality affected their lives – many discussed living in fear, insecurity, and a general sense of social disenfranchisement due to the criminal activity in their neighborhoods.

PROFESSIONAL CAPABILITIES

Respondents were asked how confident they were in their abilities to engage in a variety of professional behaviors: use a computer for work, write a professional CV, attend a job interview, search for work, dress appropriately for work, interact with colleagues, interact with superiors and start/expand a business. Dressing professionally was overwhelmingly ranked by respondents as the capacity area in which they feel most confident, while the ability to interact with peers was second. The professional skill that respondents felt least confident about was writing a CV. The low levels of self-reported fluency in the use of computers (which ranked as the second lowest skill) may explain some of this phenomenon. Responses in these two categories exhibited a statistically-significant, moderate degree of correlation (Spearman rho = 0.43, p = 0.000).

Figure 17: Confidence in professional skills, percent



Capability scores were aggregated into a summary measure, with a maximum value of 32 (4 points for each “very sure” response, 3 for “sure”, 2 for “somewhat sure”, and 1 for “not sure”). Across the three cohorts, there was little variation in responses by sex and geographically disaggregated sub-group analyses. Males reported more confidence on seven of the eight measures³⁴, which is reflected in a mean capability score nearly half a point higher than females and highly statistically significant ($p=0.005$). Self-reported abilities using a computer registered the highest gender differences of all capability measures.

Figure 18: Capability scores, by sex and city

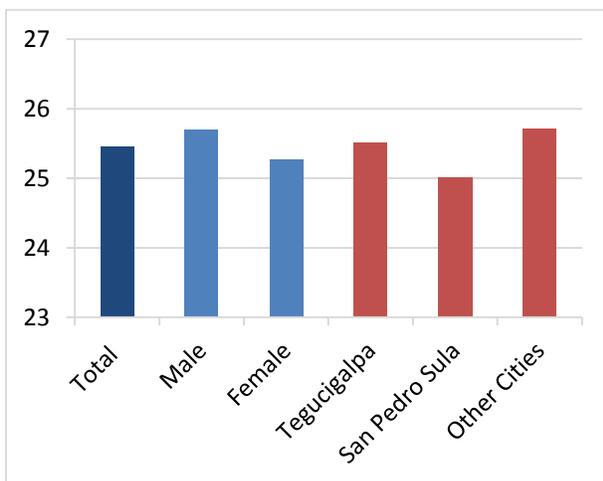
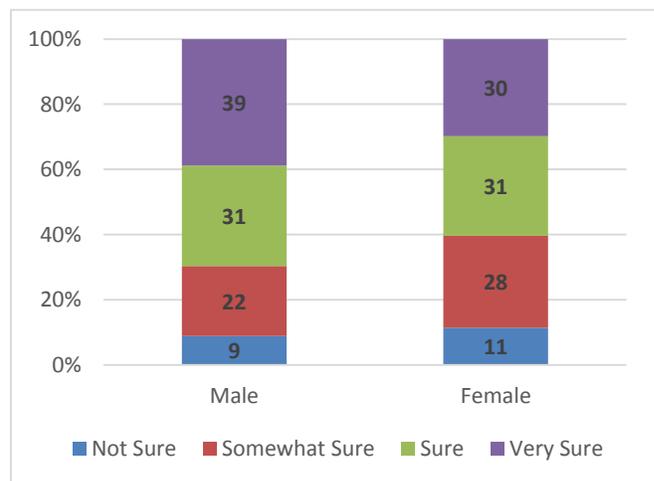


Figure 19: Gender differences in confidence ‘Using a Computer’



³⁴ Females reported more confidence starting a business.

Conclusions

Youth rated themselves highly on all eight technical competencies (more than half of respondents feeling sure or very sure). Of the eight competencies, respondents gave 'soft skills' (e.g. dressing professionally, interacting with peers, etc.) higher ratings, suggesting that the program could yield larger dividends by focusing on 'hard skills' (e.g. writing a CV, using a computer, starting a business, etc.). Males rated themselves higher on most technical competency areas, especially computer usage. However, while the data clearly indicate that males had higher confidence than females in some scores, the measurements are self-reported and may be an indication of gender norms that result in females having lower perceptions of their technical competence.

SELF-ESTEEM

Respondents were asked 14 questions to gauge psychosocial determinants of self-esteem. The module consisted of four custom items designed to assess relationships with friends and the community, as well as the 10-item Rosenberg Self-Esteem scale, a widely used measure of "positive or negative orientation toward oneself." Questions were phrased both positively (for example, "Are you satisfied with yourself?"), and negatively (for example, "Do you sometimes feel that not all is well?"), with all response options based on a five-point scale (1 – strongly agree, 2 – agree, 3 – neither agree nor disagree, 4 – disagree, 5 – strongly disagree).

Of the nine positively phrased statements, a majority of respondents said they "totally agree" with seven. The items that elicited the most agreement were "I am satisfied with myself" (73 percent), "I am able to do things as well as other people" (72 percent) and "I am a person of worth, at least equal to others" (66 percent). Notably, respondents were less inclined to agree with positive statements of their friends' or the community's perceptions of them, possibly suggesting that while these youths feel confident in themselves, they do not feel confident in how others perceive them. Of the five negatively-phrased statements, most agreement was registered for the statements "I wish I could have more respect for myself" (39 percent "strongly agree", 36 percent "agree"), and "Sometimes, I believe I am no good at all." (9 percent "strongly agree", 50 percent "agree").

Following Rosenberg,³⁵ all responses were uni-directionally scaled, assigned values of 0 ("strongly disagree") to 4 ("strongly agree"), and totaled to create a summary index with a possible range of 0-40. Given the context-specific nature of the construct, there is no consensus threshold for what constitutes high or low self-esteem. As such, the measure is not intended to inform value judgments regarding the absolute scores and what they signify for the study population. Rather, the tool will be used to assess causal relationships between scores and participation in the A Ganar program.

Summary scores ranged from 12 to 40, with a mean of 28. Little variation was observed across genders or geographic location. The tool demonstrated a low level of internal consistency (Cronbach's alpha=0.55), indicating that the scale does not measure constructs of self-esteem reliably or may incorporate multiple constructs related to self-esteem. However, including the four custom items in the analysis brings the internal validity of the scale into an acceptable range. Accordingly, the modified scale

³⁵ Rosenberg, Morris. 1965. *Society and the Adolescent Self-Image*. Princeton, New Jersey: Princeton University Press. The original Rosenberg tool used a four-point scale without a neutral balancing point. The evaluation team added a neither/nor response option, transforming the tool (and scoring mechanism) into a five-point scale.

will be used as the principal measure of self-esteem in the evaluation.³⁶ The figure below presents the custom self-esteem measure by sex and city (possible range = 0-56).

Figure 20: Self-esteem, by sex and city

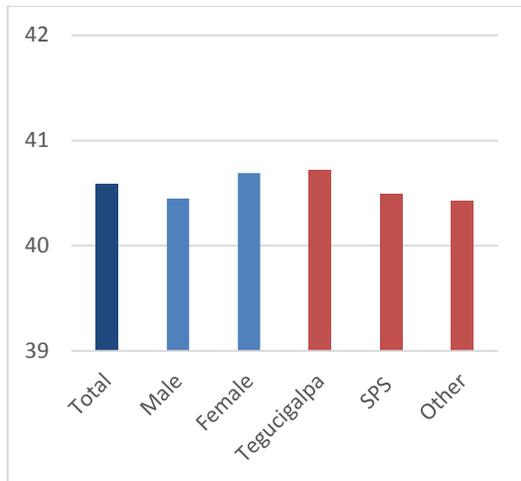
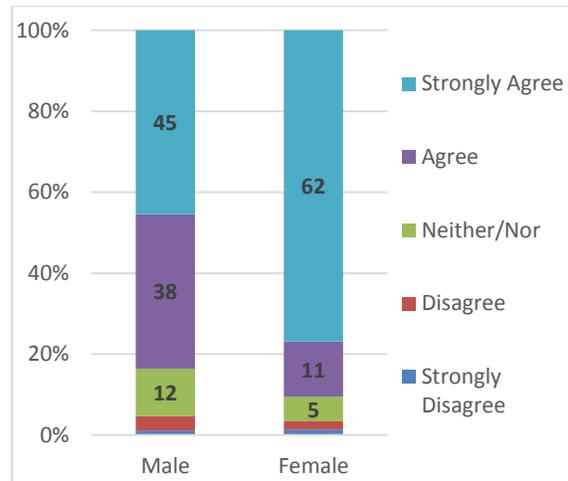


Figure 21: Largest differences in self-esteem, by sex “My friends respect, me”



The largest sex-disaggregated differences were seen in the distribution of responses to the statement, “My friends respect me,” with significantly more girls responding “strongly agree.”

Conclusions

The vast majority of A Ganar youth demonstrated healthy self-esteem (only two percent of respondents scored in the low self-esteem range of the Rosenberg scale), with little difference between the sexes. This relatively high degree of self-esteem is somewhat surprising for the program’s target group, yet is consistent with relatively positive responses on gender roles and development assets, as described below.

³⁶ Principal component analysis suggests multiple constructs, as the principal component only explains 20 percent of the variance.

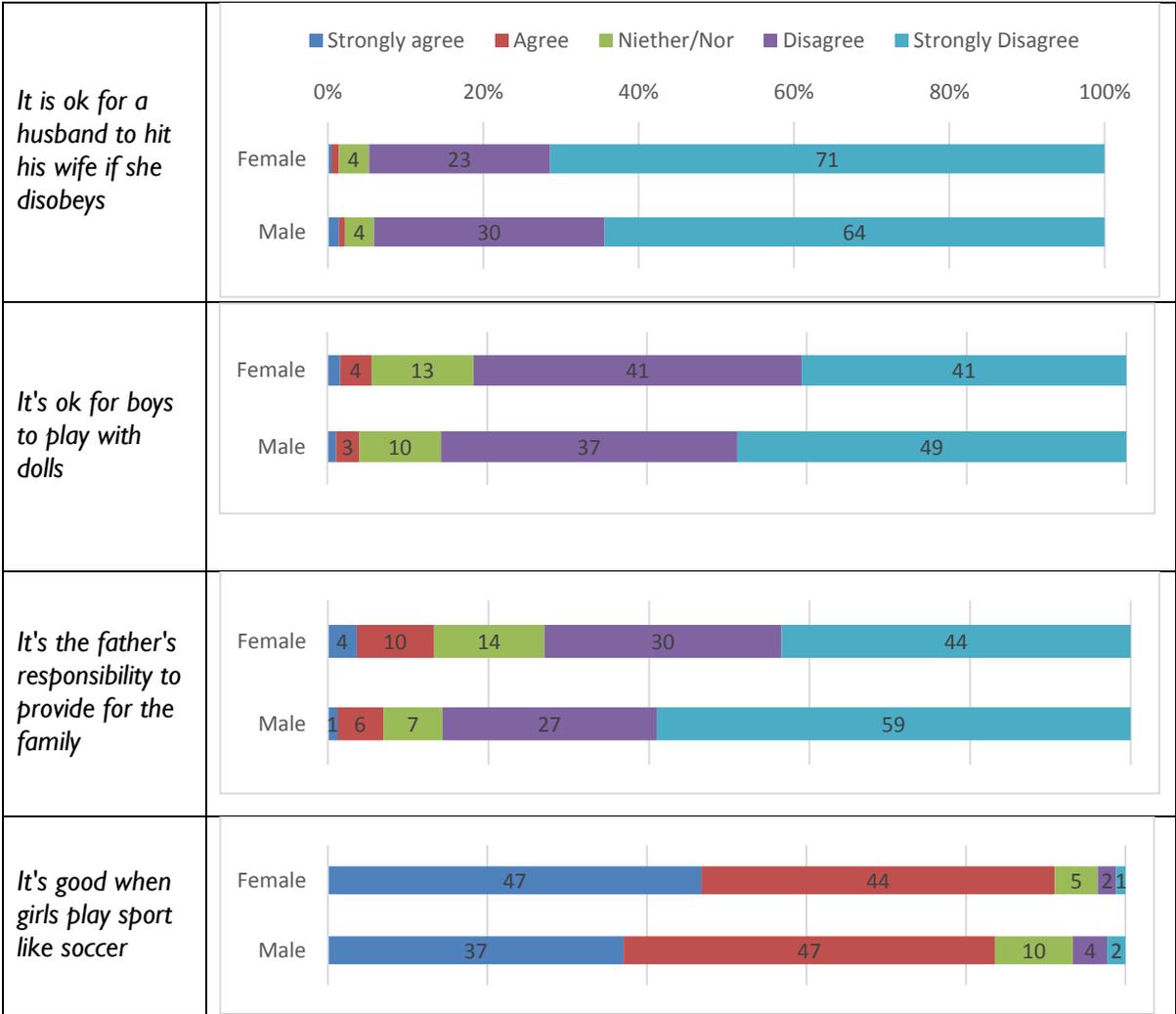
GENDER ROLES AND PERCEPTIONS

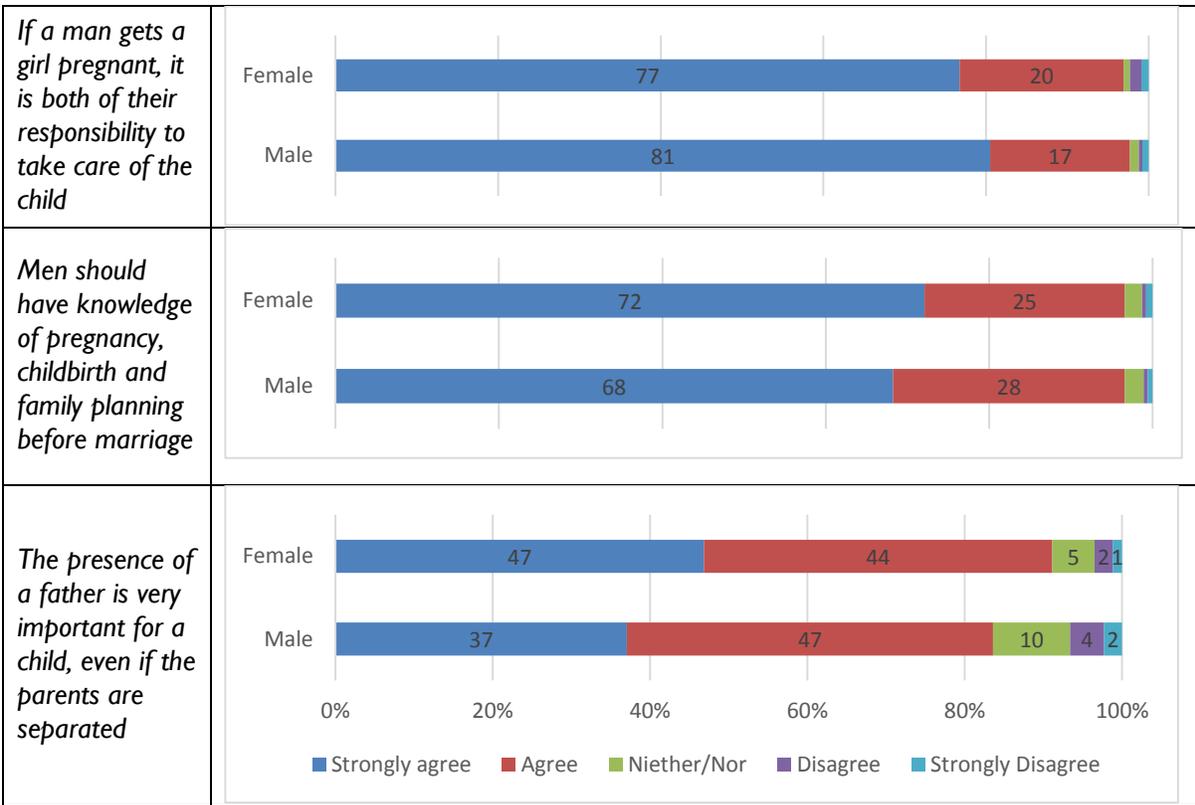
Respondents were asked to rate, on a five-point scale (5 – strongly agree, 4 – agree, 3 – neither agree nor disagree, 2 – disagree, 1 – strongly disagree), the extent to which they agree or disagree with 26 statements designed to gauge gender perceptions.

The most support as measured by the frequency of “strongly agree” responses was expressed for the statement “If a man impregnates a woman, it is the responsibility of both of them to take care of the child” (78 percent). The highest frequency of “strongly disagree” answers was expressed for the statements “It is acceptable that a husband hits his wife if she disobeys him” (68 percent). Only 43 percent of respondents strongly agreed with the statement “Is it ok for women to play sports,” with females 10 percentage points more likely than males to strongly agree (though still fewer than half).

We present below the three statements that elicited the most agreement, the item concerning female participation in sport, and the three statements that elicited the most disagreement, respectively:

Figure 22: Largest differences in gender norms, by sex (score of 5 indicates “strongly agree”)

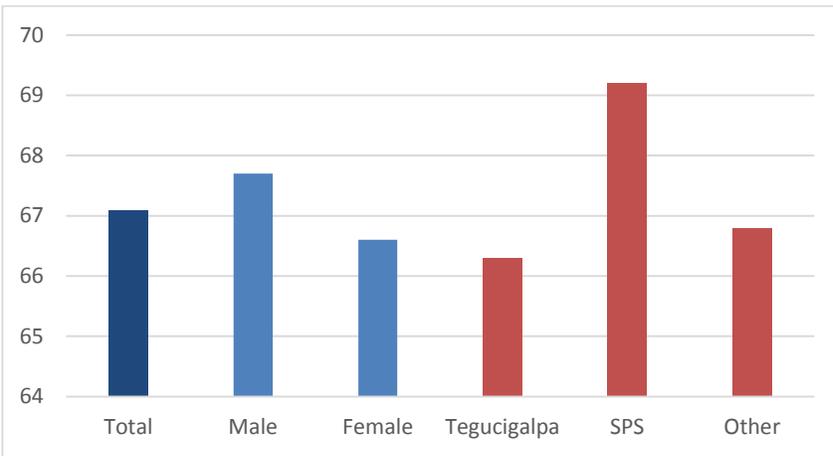




To analyze gender perceptions, we followed the analytical approach developed for the GEM scale, creating two sub-scales comprising the statements corresponding to Equitable and Inequitable gender norms. Responses to statements in the Inequitable sub-scale are recoded such that agreement with an ‘inequitable’ statement results in a low score (and disagreement a higher score). To look in aggregate, we calculate a summary index called the Gender Equality Score (possible range = 25 - 125), where scores can fall in one of three ranges: low equity (25-41), moderate equity (42-83), and high equity (84-125).³⁷ Calculated scores for the A Ganar sample ranged from 39 to 99, with an average of 67. Males scored, on average, slightly higher than females (1.2 points).

³⁷ Pulerwitz, Julie and Gary Barker. 2007. “Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM scale,” *Men and Masculinities* published online ahead of print, 18 May.

Figure 23: Gender Equity Score, by sex and city



Conclusions

A Ganar youth demonstrated gender scores in the ‘moderate equity’ range, with males scoring, on average, slightly higher than females. Regardless of sex, there was strong consensus that men play a valuable role in the life of a child and that violence of any type should not be permitted under any circumstance. Lastly, a large majority of respondents (eighty-eight percent) either agreed or strongly agreed with the statement “It is ok for women to play sports.” Females were 10 percentage points more likely to strongly agree with this statement than males.

QUALITATIVE FINDINGS – GENDER ROLES AND PERCEPTIONS

Qualitative interviews asked a number of questions that probed participants' attitudes about gender. We expect that, if A Ganar is successful in this domain, these gendered beliefs may change over time. However, we found that many youth have quite critical and sophisticated understandings of gender inequality at baseline, which may make it difficult for the program to demonstrate an effect in this domain. Several of the male participants described learning that men and women are equal from the strong, independent women that raised them. For example, Elmer said that there are no differences between men and women:

Interviewer: And do you think there are differences between men and women?

Elmer: Well...not for me

Interviewer: No? Why do you say no?

Elmer: Because what a man can do a woman can do it too and what a woman can do a man can do it too

Interviewer: Like what, can you give me an example?

Elmer: Like cooking, washing clothes, ironing, and working... or taking care of a baby

Interviewer: And do you think there are jobs that only men can do and others that only women can do?

Elmer: No... Everything can be the same

Interviewer: And why do you think that?

Elmer: Well, I know that...first, I'm not machista...there are men that are machistas...I'm a bit machista, but not always, my mom showed me that what a man can do a woman can do it too, and that's why I think that.

Young women like Cecilia also demonstrated commitment to women's progress and gender equality. Cecilia explained that in Tegucigalpa there are many types of households, some in which the roles and responsibilities are shared and others in which they are not, where women are still oppressed, but she personally believes that being a man or a woman doesn't make anyone different because all are human beings and; therefore, there should be equality. She is not in agreement with the saying that women are of the house and men the street, elaborating:

Because as I said in this century things have changed the woman doesn't necessarily have to be enslaved in the house because she is now independent to look for work to see how to fight for her children and if we talk about these times there are many single women that fight for their children without needing a husband or a man there that directs them

However, this was not the case for all participants, and some, such as Rusbel, had more traditional and problematic attitudes. For example, he stated that women have more work opportunities than men because, "the bosses, like they look at them and maybe they think they're pretty and give them the job, but they don't hire men." He also explained that there are activities that women and men do differently, for example, "women wash clothes and all that stuff, and men do the tough work." When asked to elaborate, he continued:

Interviewer: What do you mean by tough work?

Roberto: Work and all that, maybe one comes home tired and they expect help with the children while they cook, I've seen it, not that it has happened to me... Yes, I've seen it in my family, that's what they do.

Interviewer: And what do you think about that?

Roberto: To me that's wrong... Because I've seen that the man comes very tired from work, all sun stroked and they'll tell you, honey take care of the kid while I cook, and she knows that the food should be ready when the man comes home, just to heat it in the microwave and not to start cooking when he arrives.

Furthermore, when asked what he thinks about why there is machismo in his community, Roberto answered that “because sometimes it’s the women’s fault... because they don’t know how to treat a man.”

However, Roberto was in the minority in this regard, and overall we were struck by how both males and females in our sample expressed egalitarian beliefs about gender. A Ganar will potentially play an important role in validating and deepening the youth’s commitment to gender equality.

DEVELOPMENTAL ASSETS PROFILE

Respondents were asked 58 questions from a slightly adapted version of the Search Institute’s DAP tool. These questions are designed to gauge the extent to which respondents have support systems and internal agency, which through extensive studies of over more than 20 years, including those using the DAP, have been found to predict educational and life outcomes.³⁸ Respondents are asked to provide an answer as to the frequency or intensity with which they feel about each item. The scale ranges from “Never or Rarely” (1), “Somewhat or Sometimes” (2), “Many or Often” (3) and “Extremely or Almost Always” (4). In accordance with Search Institute’s field-tested analytical methods, these scores are arranged in a number of different categories representing either developmental assets or context.

Table 6: Developmental Assets Profile

Asset View	Mean (Total)	Mean (Male)	Mean (Female)
Boundaries and Expectations	17.11	17.53	16.78
Constructive Use of Time	22.53	22.44	22.60
Empowerment	21.10	20.85	21.28
Positive Values	22.86	22.48	23.16
Positive Identity	21.01	21.16	20.90
Social Competencies	20.30	20.25	20.34
Support	22.67	22.46	22.84
Commitment to Learning	21.10	21.74	20.60
Internal Asset Score	20.9	20.9	20.9
External Asset Score	21.4	21.4	21.4
Total Asset Score	42.3	42.3	42.3
Context View			
Community	21.32	20.99	21.57
Personal	21.49	21.22	21.69
Social Competencies	20.52	20.53	20.52
School	19.95	20.83	19.28
Family	21.44	21.45	21.44

³⁸ Benson, P.L., Scales, P.C., & Syvertsen, A.K. (2011). The Contribution of the Developmental Assets Framework to Positive Youth Development Theory and Practice. In Richard M. Lerner, Jacqueline V. Lerner, & Janette B. Benson, Eds., *Advances in Child Development and Behavior: Positive youth Development Research and Applications for Promoting Thriving in Adolescence* (pp. 198-232). London, UK: Elsevier.

Scales, P.C., Roehlkepartain, E.C., & Fraher, K. (2012). *Do Developmental Assets make a difference in majority-world contexts? A preliminary study of the relationships between Developmental Assets and international development priorities*. Minneapolis: Search Institute, Final Report to United States Agency for International Development (USAID) and Education Development Center (EDC).

Most of these studies have been conducted in the US. DAP use in developing countries has been increasing, most notably through collaborative work in more than a dozen countries between Search Institute and both World Vision International and Save the Children, as well as through a USAID-funded cross-sectional study in four countries conducted by Search Institute in partnership with Save the Children and Education Development Center. The current evaluation will provide further evidence of the extent to which the DAP instrument is valid in non-US environments.

The total DAP score of 42.3 is a low ‘good score.’ Thus, there is much room for improvement in their asset environments, suggesting the potential value to these youths of the A Ganar program.

From the asset perspective, respondents reported the highest/most support for, “commitment to learning,” “support,” “social competencies,” and “positive identity,” while the lowest score was for “boundaries and expectations.” By and large, scores clustered closely together. While females have tended to outperform males in the DAP in previous research in the US and other countries, total asset scores were exactly equal for male and female youth in this evaluation. On individual assets, males reported higher support on “boundaries and expectations,” “positive values,” “empowerment,” and “commitment to learning,” while female scores were higher for “constructive use of time,” “positive identity,” “social competencies,” and “support.” Total asset scores were higher in Tegucigalpa than San Pedro Sula, and were highest among youth in cities other than Tegucigalpa and San Pedro Sula (Tela, La Ceiba, La Lima, Comayagua, Choloma, and Outskirts of San Pedro Sula). With regard to the context view, respondents felt most support from “family” and least from “community.” Sex-disaggregated context scores were very similar and are not consistently higher for either sex.

Conclusions

A Ganar youth scored relatively high in the aggregate measure of developmental assets: the total DAP score of 42.3 is considered on the low range of “good” scores. Strong support was evidenced for both internal (e.g. constructive use of time) and external (e.g. support systems) measures. There were no large sex-disaggregated differences in DAP scores.

CHECKING BALANCE ACROSS TREATMENT AND CONTROL

Although random assignment is expected to balance all baseline characteristics between the treatment and control groups (thus eliminating selection bias), random assignment can, by chance, yield unbalanced groups. In comparing treatment and control groups along 21 key baseline characteristics, we found two significant differences between the groups: having worked before and having owned a business before.³⁹ These two variables are both key outcome measures for the evaluation, and econometric means will be used to control for differences in baseline status to derive valid impact estimates.

³⁹ Wok Before was imbalanced for Cohort 2, while Business Before was imbalanced for Cohort 3.

Table 7: Balance checking between treatment and control groups

Level of Measurement	Variable	Control	Treatment	p
Continuous †	Age	19.18	19.21	0.772
	Grade	15.08	15.19	0.442
	Days Playing Sport	1.40	1.53	0.174
	Household Size	5.47	5.42	0.664
	Educational Courses	0.75	0.82	0.163
	Age Began Working	15.86	15.71	0.280
	Number of Jobs	1.01	1.01	0.962
	Number of Businesses	0.86	0.79	0.341
	Asset Index	0.00	0.00	0.975
	Capability Score	25.47	25.46	0.986
	Self-Esteem Score	40.58	40.59	0.972
	Gender Score	67.31	66.82	0.228
	Risk Score	8.08	7.93	0.225
	Internal Asset Score	20.77	21.03	0.165
	External Asset Score	21.21	21.59	0.068
Total Asset Score	41.98	42.62	0.091	
Nominal ‡	Sex (Female)	57.24	56.17	0.2311
	Worked Before (Yes)	65.40	71.58	0.004***
	Working Now (Yes)	14.75	13.53	0.520
	Looking for Work (Yes)	36.19	34.79	0.523
	Business Before (Yes)	8.71	12.01	0.016*

† Two independent samples t-test (2 tailed)

‡ Chi-square test (for variables with expected cell frequencies < 5, Fisher's exact test was used)

*** Statistically significant at the 99% confidence level

* Statistically significant at the 95% confidence level

CONCLUSIONS

Most of the findings reported in the Honduras Cohort A Ganar IE baseline report hold true when analyzed with the full sample.⁴⁰ Baseline analysis of Cohort 1 youth indicated cause for concern regarding the effectiveness of program targeting. Since that pilot cohort, Partners and their local affiliates have succeeded in reaching an applicant profile much more in line with stated eligibility criteria. Youth from Cohorts 2 and 3 were, on average, lower on the socio-economic scale, less educated, and more likely to self-report as head of household. With females comprising 57 percent of the sample, there was a slight gender imbalance across the three cohorts. Additionally seven percent of the sample fell outside the stated eligibility age range of 17-24 (6 percent were too young, while 1 percent were too old). Surprisingly, the proportion of these youth increased in Cohorts 2 and 3, indicating that age-based eligibility screening was more effective for the much smaller pilot cohort. By and large, Partners was very effective in its response to targeting concerns.

Demographics

Respondents ranged in age from 15-26 (mean = 19), with females tending to be half a year older. Rates of childrearing among the sample were high: one in five youth had at least one child or was expecting a child at the time of the survey. This phenomenon was compounded with relatively low rates of stable relationships: more than a third of respondents with children were single, while the rate was almost doubled (61 percent) for youth expecting a child. The data suggest that teenage pregnancy among the target population is common: youth reported having their first child from 13-24 years (mean = 17.8). Over a quarter had their first child before reaching age 16. By comparison, the mean mother's age at first child for Honduras overall was estimated at 20.4 in 2011-2012 (CIA World Factbook).

Sport

Females were found, on average, to engage in sport much less frequently than males: girls were 50 percentage points less likely to play sports and played, on average, two fewer days a week than males. The overrepresentation of female participants in the program indicates that the sport-based nature of A Ganar does not dissuade female participation.

Socio-Economic Status

Comparison of asset ownership indicates that A Ganar youth are, on average, less affluent than the comparable urban Honduran population. Given the programmatic focus of serving economically disadvantaged youth, this finding indicates successful targeting on this measure. Computer usage was pronounced, with over half of the youth accessing the internet daily. The PCA asset index calculated to proxy socio-economic status performed well at baseline, substantiating its use in follow-up analyses.

Education

A Ganar youth represent a wide diversity of educational attainment, ranging from not having completed a single year of formal education to being well into their university studies. When compared to the urban population as a whole, A Ganar youth demonstrated a significantly higher rate of education: the proportion of respondents having completed secondary school was twice that of the population. There was an expressed desire for education among A Ganar youth, though economic hardship appears to be a significant barrier for the youth to actualize their dreams.

⁴⁰A Ganar Alliance Impact Evaluation Cohort 1 Baseline Report published by Social Impact, July 8, 2013. Contract No. AID-OAA-M-11-00019

Employment

Most A Ganar youth (68 percent) had worked at some point in the past, though only 14 percent were employed at baseline. Compared to the population, A Ganar youth were far less likely to be employed, though they reported receiving, on average, higher wages. Labor market participation rates were similar for the two sexes, though males tended to work more hours per week.

Entrepreneurship

One in ten respondents reported having a business at some point in their lives, with women participating at a higher frequency. Of the 202 individuals who had owned a business, 39 percent were in operation at the time of the interview.

Risk Behavior

Baseline findings suggest that consumption of alcohol, unprotected sex, drug usage and fighting were the most common risk behaviors. Criminal activity, including trafficking and serving jail time, were the least prevalent. Analysis of randomized response data suggest a wide gender disparity in risk behavior, with males estimated to be more than twice as likely to engage in all eight behaviors except for criminal activity. The largest estimated sex-disaggregated difference was for alcohol and drug consumption (males were 18 and 13 percentage points more likely to participate than females, respectively).

Professional Capabilities

Youth rated themselves highly on all eight technical competencies (more than half of respondents feeling sure or very sure). Of the eight competencies, respondents gave 'soft skills' (e.g. dressing professionally, interacting with peers, etc.) higher ratings, suggesting that the program could yield larger dividends by focusing on 'hard skills' (e.g. writing CV, using a computer, starting business, etc.). Males rated themselves higher on most technical competency areas, especially computer usage. However, while the data clearly indicate that males outperform females in some scores, the measurements are self-reported and may carry with them response bias if the sexes respond in a systematically different manner.

Self-Esteem

The vast majority of A Ganar youth demonstrated healthy self-esteem (only two percent of respondents scored in the low self-esteem range of the Rosenberg scale), with little difference between the sexes. This relatively high degree of self-esteem is somewhat surprising for the program's target group, yet is consistent with relatively positive responses on gender roles and development assets, as described below.

Gender Equity

A Ganar youth demonstrated gender scores in the 'moderate equity' range. With males scoring, on average, slightly higher than females. Regardless of sex, there was strong consensus that men play a valuable role in the life of a child and that violence of any type should not be permitted under any circumstances. Lastly, a large majority of respondents (eighty-eight percent) either agreed or strongly agreed with the statement "It is ok for women to play sports." Females were 10 percentage points more likely to strongly agree than males.

Developmental Assets

A Ganar youth scored relatively high in the aggregate measure of developmental assets: the total DAP score of 42.3 is considered on the low range of "good" scores. Strong support was evidenced for both internal (e.g. constructive use of time) and external (e.g. support systems) measures. There were no large sex-disaggregated differences in DAP scores.

ANNEX A: ASSET PCA ROBUSTNESS CHECK

In order to test the degree to which the asset measure reflects asset ownership, we split the sample into quintiles on basis of the calculated PCA score (e.g. “lowest” = 20% of sample with the lowest PCA scores, etc.). Theoretically, as quintiles increase, we should record increasing ownership of the assets. In fact, with the exception of the four cells flagged with asterisks below, the table demonstrates strong correlation between PCA scores and asset ownership (i.e. higher PCA scores are strongly associated with ownership across the entire battery of sixteen assets). This analysis substantiates the use of the PCA measure to proxy household wealth, as measured by asset ownership.

	All	Quintile				
		Lowest	Second	Third	Fourth	Highest
Air Conditioning	6.3	0	0	0.6	5.7	24.6
Motorcycle	12.9	3.8	5.9	12.2	18.4	23.8
Car	17.6	1.6	4.7	6.9	23.6	49.6
Internet	19.6	0.5	0.7	2.8	15.5	77.2
Telephone	26.1	4.9	13.8	17.1	32.2	60.9
Computer	38.6	4.6	10.6	23.8	57.5	93.4
Bicycle	44.1	34.7	37.8	42.8	51.3	52.9
Radio	49.7	43.1*	39.1	45.9	58.7	60.9
Stove	56.5	12.2	36.4	64.1	75.4	92.1
Sound System	59.7	26.6	41.9	63.8	73.5	84.7
Cable	74.5	35.8	63.1	87.3	88.1	96.4
Refrigerator	82.3	32.8	84.8	94.2	97.6	98.9
Piped Water	90.6	74.8	90.2	93.7	95.2	98.2
Television	96.7	83.7	99.3	100	100	99.7*
Cellphone	98.2	96.8	98.3	99.5	98.9*	97.7*
Electricity	99.3	96.2	100	100	100	100

* Cell deviates from trend (increasing ownership with rising quintiles)

ANNEX B: RANDOMIZED RESPONSE

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

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

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

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

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ANNEX C: QUALITATIVE SAMPLE OVERVIEW

Cohort	Name	Summary
Cohort 1 (pilot)	Bernardino (age 18)	In the final year of high school, Bernardino dropped out because he couldn't find a job to support his studies. He hopes in the future to attend university and become an electrical engineer.
	Iris (age 16)	In her second year of high school, Iris describes herself as a good student. She also wants to continue studying all through university and become a computer technician.
	Wilma (age 17)	Studying to become a primary school teacher, Wilma has never had a paid job. She lives with relatives who are helping her through her studies.
	Salvador (age 17)	Due to being under age, he describes difficulty finding work. Without work, he can't afford to study. He is currently not working or studying, but hopes to continue studying and is considering a distance education program.
Cohort 2	Maria (age 17)	Maria grew up in a children's home; her mother killed in a traffic accident, and her father was unable to care for her. She was studying (paid for by the <i>hogar</i>).
	Melisa (age 17)	Melisa has an eight-month-old baby. The baby's father works packing cucumbers in another community.
	Brenda (age 18)	Living with her father-in-law (although she is not legally married), Brenda has a five-year-old daughter. Her husband lives in the United States where he works in road construction.
	Freddy (age 19)	Freddy lives with his mother and two sisters, although he was raised by his grandparents. His mother works as a secretary.
	Roberto (age 22)	Roberto works odd jobs when they are available. His mother died two years ago of kidney disease. When he isn't working he plays soccer, does chores, watches TV or hangs out with his friends.
	Elmer (age 18)	Elmer lives in an apartment with a friend, he moved out of his family home due to problems with his older sister. He was raised by his grandmother (his mother left for the US when he was nine). His mother died last year, and since then things have been very difficult financially for his family.
	Giselda (age 18)	Giselda has a one-year-old baby, and has been living with the baby's father for 2 years. She has not worked outside of the home, and spends her time caring for her child and with other household tasks.
Cohort 3	Dulce (age 16)	Dulce was abandoned by her mother when she was just an infant. She was raised by her grandmother under very challenging financial circumstances.
	Cecilia (age 18)	Cecilia recently moved to Tegucigalpa to study. She is at the UNPFM studying to be a teacher.
	Cinty (age 19)	Cinty has finished her high school degree and is qualified to work as a primary education teacher. She hopes to take the university exam to enter the Universidad Autonoma to study law.
	Carlos (age 21)	Carlos recently completed his <i>bachillerato</i> as a computer technician. He currently works in his older brother's tire shop. He hopes to attend university but said he does not have the financial resources to do so.
	Allan (age 17)	Allan was not a conscientious student. He finished tercer curso (9 th grade) but does not want to keep studying. Currently he is not working, and he has little work experience. He wants to participate in A Ganar so that he isn't " <i>hacienda nada todo el</i>

		<i>tiempo</i> ” (doing nothing all the time). He hopes it will help him learn to be someone in life.
Cohort 3	Ingrid (age 21)	Ingrid has worked on and off as an <i>empleada</i> and also for the restaurant her employers owned, frying chicken. She hopes to get a job in a Chinese restaurant or another food service position.
	Nory (age 21)	Nory lives with her sister, her mother died in 2012 and her father lives in another community. She finished her studies in 2010 but due to an administrative technicality, she has spent a great deal of time trying to get her paperwork in order. This has held up her ability to enroll in university, which she would like to do in the future. In addition, Nory has struggled with anorexia and been unable to work due to this illness.
	Iveth (age 17)	Iveth was studying to complete her <i>ciclo</i> , with the financial support of her mother who works as a maid. Iveth also has worked as a maid, taking care of children for another family. Currently she is not working for another family, but helps out in her own home.
	Kevin Omar (age 22)	Kevin Omar has a considerable amount of experience working in low-skill jobs in factories, packing clothing, and also in embroidery. He suffered an injury to his hand in one of these jobs, and has had difficulty securing employment due to the lingering pain of his injury.
	Kevin Ariel (age 18)	Kevin Ariel completed his high school degree in computing. He is currently taking English classes. For a brief time, he worked at a bakery. In the future he hopes to work in an office with computers.
	Andrea (age 22)	Andrea lives with her partner and their three-year old daughter. Last year she helped cleaning another woman’s house, but she is not currently looking for work. She stopped studying after finishing her <i>ciclo</i> due to lack of financial resources.
	Cristian (age 20)	Cristian spent most of his time last year looking for work, without success. He finished his high school degree and for a brief time studied at a private university. He expresses sadness at not being able to study further.
	Cintia Elizabeth (age 20)	Active in her community and the church, Cintia Elizabeth did not have a formal job during the last year. She finished her high school degree in accounting three years ago. She did not study further due to economic difficulties.
	Miguel (age 20)	Miguel spent the last year looking for work – leaving his CV at various businesses but did not have any success. He finished his degree in technical computing, but thinks he will need university-level courses in order to find employment.
	Estephany (age 19)	Estephany lives with two aunts, last year she took a beauty course. She finished her high school degree in hospitality and tourism. She is currently looking for work in the hospitality industry.
	Cristian Manuel (age 16)	Cristian Manuel is studying in the first year of <i>ciclo</i> . Last year he worked in a bakery and also in a store that sold clothes and shoes.
	Estephany Cristina (age 18)	Last year she helped out in her home, and also was studying in her final year of a private high school (studying computer science). She has never worked.
	Marvin (age 18)	In his first year of <i>bachillerato</i> in Letters and Sciences, Marvin also helps his aunts and grandparents by doing errands and other odd jobs. He is also studying in a course to become an auto mechanic. He hopes to one day attend university to become a mechanical engineer.
Carla (age 19)	Last year Carla looked for work, but was unable to find anything, so she just helped her mother around the house. She studied English for 3 months. She completed her high school degree in accounting. She would like to continue university studies, but that she can’t do what she wants, she is “estancada” or stuck.	

ANNEX D: A GANAR CASE

STUDIES/BASELINE QUALITATIVE

ANALYSIS

September, 2012

CASE 1320: BERNARDINO

Household composition

Bernardino is 18 years old and has lived in the same neighborhood (El Rubi) all his life. He lives with his parents, a brother and a sister. His father works outside the house and is the main family provider. His mother works in the household and his brother works in a food production facility in San Pedro Sula. His younger sister studies the 3rd grade of elementary school.

Daily life

Last year Bernardino was studying the eleventh grade in a vocational high school to become a computer technician. This year he changed schools (he doesn't explain why) but needed to drop out one week before the interview due to a lack of economic resources, he couldn't find a job to support himself with his studies. He enjoyed school and considered himself to be a "regular" student (5:1052). For the moment he says "I'm not doing anything" (4:549), he has been looking for a job in order to graduate from school but hasn't yet found one. He helps his mother with the house chores. Bernardino has three close friends (Jose, Manuel and Henry). One works in a chemical company and the other two are studying. He sees them almost every day and explains that they talk about everything "of work, of happy and sad things" (11:102). He spends his free time playing *fútbol* in the soccer field of his neighborhood and surfing the web, he enjoys "looking for stuff that one does not know" (16:791). He used to play in a soccer team and attend church regularly but hasn't done it lately. He trusts in people from the church and the *patronato*.

Employment: Paid-Unpaid work experience

During December vacation Bernardino worked with a contractor and earned 1100 lempiras a week (it was a temporary job). Part of his work experience is two months he spent doing school practices in an industrial park for his electricity class. He has also worked as an assistant welder and earned money helping family and neighbors connecting electricity in their homes.

Future plans and goals

Bernardino wants to keep on studying until he graduates "that is my goal, to graduate" (6:421). When asked about why he wants to study he answers: "Because I want to have a better quality of life and look for a better job" (6:502). He would like to attend the university to become an electrical engineer: "I would like to, like I told you, I want to become an electrical engineer, I would like to be in an office and, and set up lots of things, like, electricity jobs, I like that a lot" (9:500). Next year he would like to earn 2000 lempiras (weekly) and when asked how he will accomplish this goal he says: "putting effort into school so I can have a better life" (9:1035). In ten years he pictures himself being an electrical engineer and working in a company like ENEE (National Company of Energy and Electricity). He points out: "¿My dreams? As I told you I want to be an Electric Engineer, I want to live in a nice neighborhood, healthy, have a better future for my children, I think in marriage and a lot of children... And I would like to help others if I could" (22:489).

Neighborhood

When asked about what he likes the most about his neighborhood he says his friends and its people whom he describes as "kind and calm" (11:195). What he doesn't like is that the neighborhood is "very dangerous" (11:373).

He explains that El Rubi is on the side of another neighborhood (Concepcion) which has a lot of “mareros” that come and commit crimes. This is why he would like to move to another community to have a “better future” as he explains: “If I have a family I don’t want them to live there, but to live in a better place, so that they don’t have to live in a bad environment” (11:823). Bernardino doesn’t feel safe in his neighborhood and explains that because it is a place that is famous for being dangerous (people think “everyone there is a bad person”) “one can be mistaken for” (15:533). He says that there is a lot of crime (two to three murders a month) and that he has been robbed six or seven times. For him, the majority of young people in the neighborhood are involved in illegal activities (gangs, robberies). Since they were children their parents taught them to be good, that’s why he explains they are not doing bad things. Despite that his family or his friends are not involved in such activities, he explains that a lot of boys that were his friends are now involved in gangs “they were friends and after that they stop talking to you” (14:1524).

Challenges and Solutions

An important challenge that Bernardino stresses during the interview is the lack of economic resources to continue studying. He explains that in his community it is difficult to find a job due to the lack of opportunities for young people. For him, there are a lot of kids that don’t study and thus the issue of gangs could be solved by opening schools so that parents could send their children and they wouldn’t have to get involved in doing “bad stuff.”

Gender

Bernardino says that the differences between men and women in his neighborhood are that “men are on the wrong path” because parents take more care of women. He describes that the majority of women are in charge of the household chores and men work to provide the family income. For him, there is a lot of machismo in his neighborhood because as he explains: “men don’t let women even go into the back yard, they won’t let them talk to anyone...It’s something that men get into their minds that they have to control things because they are the boss” (20:234). For Bernardino there are no differences between what a man and a woman can do “we are all human and we deserve the same treatment.” However, for him the fact that women work in the house and men outside is a good way to divide the labor because both help.

A Ganar

Bernardino became interested in the program because of the opportunities it offers for learning and for future employment.

CASE 1414: IRIS

Household composition

Iris is 16 years old. She has lived in the same neighborhood all her life. She lives with her parents and one brother. Her mother works in the household and her father works outside (she doesn’t specify where). She says that her brother “doesn’t do anything.”

Daily life

Iris is currently in the second year of high school and thinks that she is a good student. She believes that studying hard is important for accomplishing her dreams. She used to play soccer in her school team but she doesn’t do it anymore. She sometimes plays with her cousins in her neighborhood. Iris has two friends (Cindy and Kimberly) whom she met this year at school. On her free time, she watches TV and reads the bible.

Employment: Paid-Unpaid work experience

Iris doesn’t have any working experience because she says: “well I haven’t finished school and I can’t get a job until I have my degree.”

Future plans and goals

Iris wants to keep on studying all the way to the university and she wants to become a computer technician. Her salary goal is ten thousand lempiras a month. When asked if she would like to move to another community or to the US she explains that she would like to go to Europe “to have a better, a better economic future... Let’s say I

don't want to just get out and get rich, but work hard to get my money." In ten years she imagines having a family and a good economic level.

Neighborhood

In terms of her neighborhood, she likes the *pulperias* (small, home based shops) and thinks that streets and houses in her community is in a bad shape. For her in order to improve this situation people should get together and demand the authorities for a change. Iris feels safe in her neighborhood, but explains that she only goes from the school to her house and to church. For her, there is no crime in her community due to the fact that "there haven't been any murders lately." According to Iris, some youth in her neighborhood are involved in illegal activities: "They hang out in street corners, they don't talk with their parents, and most of all they are involved with the *maras*."

Gender

Iris believes that men play more sports than women (who normally watch TV and listen to music in their free time). Iris thinks that within her community, women and men have different job opportunities; she thinks that men tend to do work where they use their physical strength and women cook, wash clothes and take care of children. She has heard the word machismo but she doesn't know what it means.

A Ganar

She decided to participate in the program because she wants to learn more in order to "accomplish things that one cannot even imagine." She wants to learn about computers, football and cooking.

CASE 1131: WILMA

Household composition

Wilma is 17 years old and she has been living in her neighborhood for three years now. She lives with relatives. Her aunt is an elementary school teacher and her uncle works in the air force. One cousin is in school and the other two are still young. Her parents are both teachers and live in San Luis Comayagua with her sister, who is in 5th grade.

Daily life

Wilma is currently in her third year of studies to become a teacher and is active in the political struggle for teacher's work conditions (e.g. she participates on demonstrations). She considers herself a good student and likes to put a lot of effort into accomplishing her goals. She describes herself as a very social person who likes to have friends. Wilma has three close friends (Celia, Mircin, Yamali), one who works and two who are still studying. One of her friends lives in another neighborhood so she only sees her on vacations, the rest she meets three times a week. They like to talk about their daily lives, their problems, and about how to help each other. They support each other in their school work. When she has problems, she seeks her family for help. In her free time, she listens to music and likes to read. She goes out with friends and visits her parents in Comayagua. She also likes basketball and football and plays in the school once a week, or when there is a tournament.

Employment: Paid-Unpaid work experience

She has never had a paid job.

Neighborhood

The thing that she likes the most about her neighborhood is that it is very calm and that there is no delinquency at the moment, but she doesn't like that there is little public transportation so she has to be at the exact time when the only bus drives by or else she has to walk to school. For Wilma the main problem in her neighborhood is that a river runs very close to it and during winter the streams tend to grow and there could be floods. During the time that she has lived in the neighborhood she hasn't seen any crime because she considers that the people who live there know each other and treat each other well. Young people in her neighborhood study and play sports. She doesn't know anyone involved in any illegal activity. She feels safe in her community.

Future plans and goals

Wilma wants to finish her teaching studies. She hasn't thought about going to live in another community, as she explains: "I feel good here because I'm with my family" however when asked if she have thought about moving to the US she says that she would like to study medicine there because she thinks it's a more advanced country. She wants to become a doctor and she believes that "dreams can be accomplished depending on each one's attitudes." In ten years she would like to be abroad practicing medicine.

Gender

For Wilma, in general men play soccer in their free time and women take care of the children although she explains that for the latter it's not much of free time, "I don't think it is free time, because they have to take care of their children." For her, men and women have the same job opportunities in her community. She expresses: "But now there is more equality, no equality but us women are now more resilient ... Like for example, before women only took care of the house and men worked; not anymore, now they both work... For example, here my uncle works in the air force and my aunt as a teacher, I think both work and there are no differences in like for example saying you stay home and work in the house chores, not anymore, they both work to do better." Wilma thinks that there are jobs that only men should do like in transportation and women should do like teaching. She thinks medicine as well as nursing is for both man and women. She states that agriculture is mostly done by men but also by women "when there are no men in the house." For her men's involvement in the household activities depends on the man's attitudes. She believes that when couples get together the work should be shared. She says that the word machismo is not in her vocabulary, she doesn't use it, and she believes that there should be equality. When asked about the meaning of machismo she says "the one who uses power, the man... they don't like to give opportunities to woman.... They think that house chores are only for women." However, she believes that there is no machismo in her community.

A Ganar

She became interested in the program because of the courses offered (English, computers, sports). "They give a lot of participation to young people, they develop their skills and abilities, I like that a lot, especially that they reinforce it with sports because I think now that it is the activity to which young people should opt on doing instead of violence because it's a healthy activity."

CASE 1217: SALVADOR

Household composition

Salvador is 17 years old. He lives with his parents and a sister in the same neighborhood for over twelve years. His father got laid off so he is currently unemployed (and not looking for a job), his mother takes care of the house and her sister is in first year of high school (*comercio*). He has four more siblings who support the family economically.

Daily life

Salvador does not currently study or work. He explains that last year he couldn't continue studying because he did not pass a class, and was held back. He then he missed enrollment (and after that there wasn't space available in the school). This year he did not want to go because he didn't want to be a burden to his sister who is paying for his other sister's school. He studied until third grade of junior high. He liked school because for him: "one always learned something every day." He currently helps with house chores and cleans a sister's property. When asked about what is he currently doing he says: "I don't study and I don't work because I can't find work due to my age, because it has to be over eighteen." He has looked for a job in construction but no one wants to hire him because he is 17 years old. He likes soccer and plays almost every day; he also trains with a team on the weekends. He has three close friends (Jordy, Kelvi y Marlon) two of them he sees every day because like him they are not working or studying. Marlon studies, and because of that, Salvador considers him to be a good example. They play soccer almost every day. Salvador likes to listen to music in the computer. When he has any problems, he confides in a cousin who he trusts.

Employment: Paid-Unpaid work experience

He once had a job as a clerk in a *pulperia*. To maintain a job, he describes the need to be on time, responsible and honest.

Neighborhood

Salvador thinks his neighborhood is a calm place because nobody gets in trouble with anyone. He doesn't see many problems in his community, except that there is no potable water. He believes that such issues can be fixed by having a better president in the country and also a better president in his neighborhood. He thinks there are people doing illegal things like selling drugs and robbing, and he knows some that are involved in those activities ("not my friends, just acquaintances"). He has been invited to join but he has always said no because he thinks that "one day those things will end and nothing good will come out of it." He has never been a victim of a crime.

Future plans and goals

He wants to continue studying to become a computer technician but says he must first find a job to pay for it. He is thinking on a distance learning setting for next year. He would like to study to become a computer technician and to have a job repairing computers. He enjoys working with computers. He also would like to study to become an accountant. He believes that if he had a job he would be earning eight to nine thousand lempiras a month, and he needs to study to accomplish this goal. In ten years he would like to have his own computer and cellphone repair business, maybe within the neighborhood, where he would like to give job opportunities to other people. He expresses that if he had the chance he would go to the US in order to prosper (he has family there).

Gender

He thinks that women and men don't have the same work opportunities, but both work almost as hard. He thinks that the reason women are less employed is because they are looked down on. For Salvador both men and women should be able to do the same activities. "There is no equality here because women don't work the same as men... and it is rare to see a man do things inside the house." He believes that machismo is when a man looks down on a woman and treats her almost like a servant. He thinks that there is a lot of machismo in his community.

A Ganar

He became interested in A Ganar because of the opportunities offered to continue studying and the prospect of getting a secure job after the nine-month cycle. He would like the program to accept more people (they will accept 25 of the 40 enrolled). "It's good for the ones who got in but for us I don't know, because we don't work nor study."

ANNEX E: DATA COLLECTION TIMELINE

		2012					2013					2014					2015					2016																			
		6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
Honduras	Cohort 1	X					X																																		
	Cohort 2						X					X																													
	Cohort 3											X					?																								

ANNEX F: A GANAR ROLES AND RESPONSIBILITIES

IMPLEMENTING ORGANIZATIONS

1. Conduct marketing and outreach to encourage applications from qualified youth
 - a. Document outreach activities
 - b. Explain application process as:
 - i. Solicitar, pre-seleccionar, sorteo
 - c. Aim for 100 applicants for each course
2. Review applications for eligibility
 - a. Enter application information into 'A Ganar Solicitudes' format
 - b. Aim for at least 75 eligible applicants per course
3. Conduct interviews and demonstration with eligible applicants
 - a. Identify 55-60 pre-selected youth
 - i. Advise pre-selected youth that they will only have one chance every 2.5 years to enter the lottery. If not selected, they must wait to apply again
 - ii. No need to mention comparison group. Only explain that there are too many applicants and we want to give everyone a fair chance.
 - b. Update 'A Ganar Solicitudes' format with rating of pre-selected applicants (A, B, or C)
 - i. Ranking is only needed for the youth whom the IO selects to enter the lottery
 - ii. Ranking should reflect the IOs assessment of the quality of the application, including interview
 1. "A"s are the youth the IO see as most likely to succeed in the program
 2. "B"s are the youth the IO see as likely to succeed but perhaps not as strong as "A"s
 3. "C"s are the youth who meet all of the eligibility requirements but the IO still may have some slight questions or reservations
 - iii. Each group does not need exactly the same number of youth (e.g. 19 A's, 19 B's, and 19 C's)
4. Send 'A Ganar Solicitudes' format to Partners for review and forward to Social Impact
 - a. No need to discuss the data collection with youth
 - b. Social Impact will do all data collection and will not directly connect data collection to the A Ganar program
 - i. The data collection team will likely want to meet briefly with the IO to understand the community and where selected youth live, but will not ask IO staff to accompany them on interviews
5. Receive list of selected participants from Social Impact after 1-2 weeks
 - a. Notify applicants
 - b. Comparison group are allowed to participate in other programs, but do NOT specifically target them
6. Start A Ganar program
 - a. Complete regular monitoring tasks
 - b. Notify COs of any questions or concerns, including:
 - i. If non-selected youth attempt to join the course
 - ii. If selected youth drop-out
 - iii. NOTE: In neither case should the IO make the decision to add a youth to the program. Any additional participants to the program must be approved by Partners and Social Impact.

7. Participate in follow-up interviews on selected youth at end of program and 18 months later

COORDINATORS AND COORDINATING ORGANIZATIONS (COs)

1. Support IOs in outreach, application, and interview process
 - a. Document steps taken by each IO
 - b. Identify any deviations from plans
 - c. Notify Social Impact and Partners with any questions or concerns
2. Provide a link between SI's data collection team and IOs
 - a. Data collection team may have questions about communities and locations, but will not expect IOs or COs to accompany them on interviews
3. Support and monitor implementation of A Ganar, particularly in initial phases
 - a. Ensure completion of monitoring forms
 - b. Maintain clear communication between IOs, Partners, and SI

SOCIAL IMPACT

1. Receive digitized list of 55-60 pre-selected youth in 'A Ganar Solicitudes' format
2. Conduct data collection and selection within 1-2 weeks of receiving list of pre-selected youth
 - a. Selection will be stratified by rating (A, B, C) ensuring participation from each group in each course
 - b. Data collection staff may contact IOs for information, but will not expect them to accompany for any interviews
 - i. Data collection staff will try to maintain distinction from the A Ganar program to ensure youth do not think their responses will influence selection
 - ii. We will, of course, respond honestly to any questions
 - c. List of participants and comparison group will be sent to Partners for forwarding to COs and IOs after completion of data collection
3. Respond quickly to any questions or concerns as IOs begin implementation, including how to respond to
 - a. Drop-outs or comparison youth questions
4. Collect follow-up data at program completion and 18 months post-program
 - a. Data collection will include interviews with youth and also facilitators, mentors, and employers
5. Provide data and findings to Partners, COs, and IOs to aid in program improvement

ANNEX G: SAMPLE SIZE AND POWER

CALCULATIONS

Power calculations were based on the following standard assumptions:

- $\alpha = 0.05$
 - o α represents that significance level of the statistical test that we will use in comparing means of the treatment and control groups. It is set at the generally accepted standard level of 0.05, which means that we will have a 5 percent chance of a false positive in our statistical test.
- $\kappa = 0.80$
 - o κ represents the power of our test, or the likelihood that we will correctly conclude an effect. Another way to look at this is to consider that $1 - \kappa$, or 0.2 in this case, represents the probability of a false negative (concluding there was no effect, even when there was).
- $R^2 = 0$
 - o R^2 represents percentage of variance explained by covariates, including baseline data. It is reasonable to expect that baseline data will explain some of the outcome variation, which increases power. However, to be conservative, our preliminary power calculations have excluded this, although the effect of R^2 on power is discussed in Annex B.

The two principal variables for estimation are:

- δ , which represents the standardized minimum detectable effect size (MDES). This is the minimum difference, measured in SDs, we will be able to measure between our treatment and control groups.
- N , which represents the total sample size, including both treatment and control units, assuming an equal distribution of treatment and control units.

Estimating MDES

There is significant literature, both domestically and in developing countries, on evaluations of youth workforce development programs, including a handful from experimental evaluations. However, the evidence on effectiveness of these workforce programs is mixed. In an RCT of the Job Corps program in the US, Lee (2005) shows a 12 percent increase in earnings⁴¹, while another RCT of the Job Training Partnership Act showed no effects⁴². Evidence from Latin America seems to be more positive⁴³, but, again,

⁴¹ Lee, D S. (2005) Training, Wages, and Sample Selection: Estimating Sharp Bounds on Treatment Effects. NBER Working Paper #11721

⁴² General Accounting Office. (1996) Job Training Partnership Act: Long-Term Earnings and Employment Outcomes. Washington, D.C.

⁴³ Betcherman, G. K. Olivas, and A. Dar (2004) Impacts of active labour market programs: new evidence from evaluations with particular attention to developing and transition countries. World Bank Social Protection Discussion Paper 0402.

results have high variability, anywhere from no effect to 30 percent increases⁴⁴, and are sensitive to the outcome studied⁴⁵. For example, in the Dominican Republic, Card et al (2011) find no effect on employment of the ‘Juventud y empleo’ program, although they recognize limitations in evaluation implementation⁴⁶. Yet, in Colombia, an RCT of the ‘Youth in Action’ finds significant impacts, including a 14 percent increase in paid employment among women participants⁴⁷. In their guide to evaluations of labor market programs, Card, Ibararán, and Villa (2011) suggest that, considering that research has shown that an additional year of schooling typically translates into a 10 percent increase in earnings, an MDES of 10 percent may be ambitious for a labor market program, which is typically much less intensive.

These effect sizes are fairly modest in comparison to outcomes from the recent IDB evaluation of A Ganar, which found that the employment rate for graduates increased from 32 percent to 69 percent. Although this does not control for changes in employment rates of a control group, it is consistent with the A Ganar goal of 70 percent employment rates for graduates. A Ganar’s historical experience seems to suggest higher effect sizes than is typically found in the literature, yet without strong empirical evidence of these effect sizes (based on studies with a suitable comparison group), we recommend using a much more modest MDES, as discussed below.

Sample Size Calculation

Assuming that the pilot cohort is not included in final analysis since program changes are anticipated after the pilot cohort, the maximum sample size available in the study is 1200, separated into two cohorts.

Table 2. Sample size, by cohort

Honduras	Pilot	Cohort 1	Cohort 2	Total
A Ganar	50	300	300	650
Control	50	300	300	650
Total	100	600	600	1300

With this sample, we are able to measure overall changes in means of at least 0.16 standard deviations (0.144 SD using a one-tailed test). For changes in proportions, such as in percentage of youth with jobs, the MDES depends on the baseline level. Most conservatively, with a baseline of 50 percent, we are able to measure a change of 8.2 percentage points (7.3p.p. in a one-tailed test). From a baseline of 30 percent, we could measure a change of at least 7.8 and 6.9p.p. (Two versus one-tailed test, respectively).

These are minimum effect sizes for tests done on the whole sample (all treatment versus all control). However, as we plan to do tests on important sub-groups of participants, such as boys and girls and youth with high, medium, and low application scores, our sample size, and hence power or MDES, will be lower for these tests. For example,

⁴⁴ Ibararán, Pablo and Rosas Shady, David, (2009), Evaluating the impact of job training programmes in Latin America: evidence from IDB funded operations, *The Journal of Development Effectiveness*, 1, issue 2, p. 195-216,

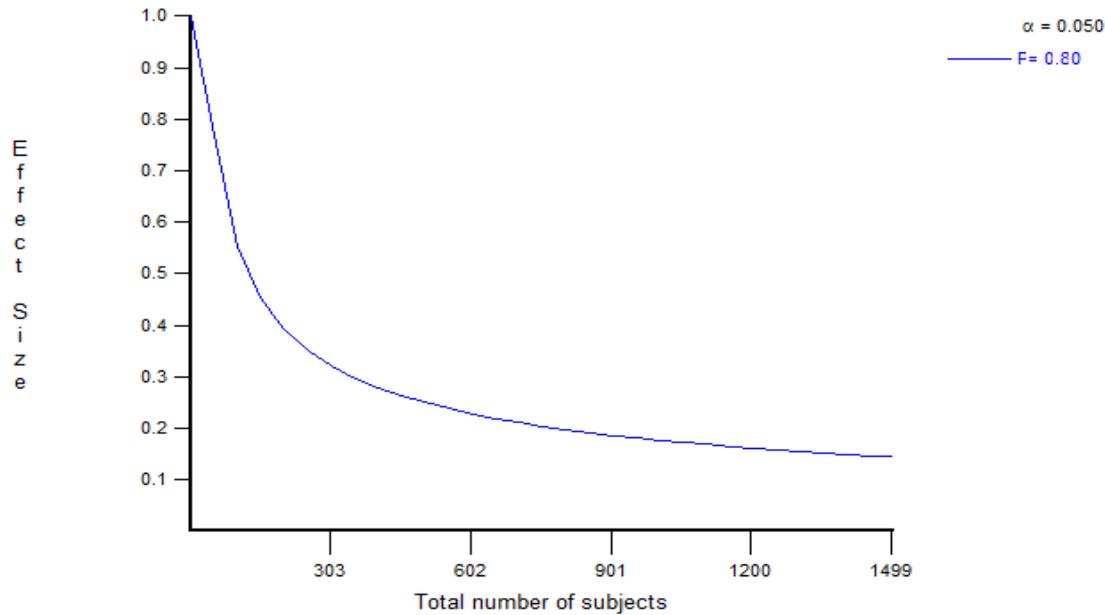
⁴⁵ Calderón-Madrid, A. (2006) Revisiting the Employability Effects of Training Programs for the Unemployed in Developing Countries, Washington D.C., IDB, Red de Centros, Research Network Working Paper N. R-522.

⁴⁶ Card, D; Ibararán P.; Regalia F.; Rosas D. and Soares Y. (2011) The labour market impacts of youth training in the Dominican Republic evidence from a randomized evaluation, *Journal of Labor Economics*. Vol 29.2.

⁴⁷ Attanasio, O, A. Kugler and C. Meghir (2008) Training Disadvantaged Youth in Latin America: Evidence from a Randomized Trial. NBER Working Paper #13931.

if we want to see if the program is effective for girls, we will only have roughly half of our available sample for the test (i.e. 300 treatment girls and 300 control girls), which yields an MDES of 0.23 SD. Dividing our sample into three⁴⁸, for example to test whether the program is effective for those with low application scores (a proxy for lower expected motivation levels), leaves a sample size of 400 (200 treatment and 200 control) which corresponds to an MDES of 0.28 SD. Graph I below demonstrates the inverse relationship between MDES and sample size.

Graph I. Relationship between sample size and MDES under standard assumptions



It is important to note that the tests, as framed above, compare a participant and non-participant group (e.g. treatment girls versus control girls) to identify whether the program is effective for a given sub-group. We will also test relative effectiveness, such as testing whether the program is more effective for boys or girls, but we expect much smaller effect sizes in such comparisons. Even if we expect differences in outcomes for participating boys versus participating girls, we expect these differences to be smaller than participating boys and girls (as a group) versus non-participating boys and girls (as a group). Without an empirical or programmatic basis for identifying anticipated differential effect sizes, it is difficult to assess whether such tests will be underpowered.

It is also important to consider the effects of attrition, non-response, and non-compliance on power. Attrition and non-response occur when we are unable to collect data from selected respondents, either through their choice or inability to locate them. As discussed below, our approach includes plans to limit attrition and, if it occurs, estimate its potential effect on internal validity. However, attrition and non-response still reduce the desired sample size, reducing power. Similarly, the threat to internal validity of non-compliance, which is drop-out among participants or, alternatively, the participation of control individuals in the A Ganar program, can be addressed during analysis, as discussed below. Yet, drop-out reduces the expected effect size (since it effectively reduces the 'intensity' of treatment) and hence reduces power.

Particularly since we still do not have an empirically based estimate of the anticipated effect size for A Ganar nor of attrition and drop-out, we recommend using the full sample size available (1200) to optimize our ability to estimate impacts on sub-groups. However, we will revisit power analysis to determine if a smaller sample size is suitable following data collection on the pilot cohort, which will yield relevant data on baseline levels of outcomes, an estimation of R^2 , a much more precise estimate of resources required for data collection, and clarity on the approach and resources in Country 2. If budgets are constrained, our preference would be to minimize the quantitative sample

⁴⁸ Assuming equal sub-groups. Unequal sub-groups reduces power.

in Honduras (a sample size of 900 should be sufficient to measure overall program effects) to maximize resources for the qualitative data collection in Honduras and the quantitative sample in the second country. As we intend to test a comparison program in the second country, we will need to maximize sample size in Country 2 to test for differences across program types.

Table3. Summary of MDES under various sample size and baseline assumptions⁴⁹

	N=1200			N=900		
	Overall (n=1200)	2 Sub-Groups (n=600)	3 Sub-Groups (n=400)	Overall (n=900)	2 Sub-Groups (n=450)	3 Sub-Groups (n=300)
MDES- Means	0.16 S.D	0.23 SD	0.28 SD	0.19 SD	0.27 SD	0.33 SD
MDES- 50% Baseline	8.2p.p.	11.7p.p.	14.3p.p.	9.5p.p.	13.5p.p.	16.5p.p.
MDES- 30% Baseline	7.8p.p.	11.3p.p.	14.0p.p.	9.1p.p.	13.1p.p.	16.3p.p.

EFFECT OF R2 ON MDES

In the power calculations presented above, we have conservatively assumed $R^2 = 0$, or that we will be unable to explain any variation in outcomes through covariates. However, this is unlikely to be the case, particularly since we will be collecting baseline data. We expect the baseline data, as well as data on other covariates (such as age, education level, previous employment history, etc), to explain some of the variance in our expected outcomes. In other words, we expect that some of this additional data will help ‘predict’ or explain whether a given individual is employed after the program (to use one anticipated outcome). However, at present we do not have data to estimate the degree of variance explained. Moreover, we expect the amount of variance explained to depend on the outcome selected, so we have conservatively assumed $R^2 = 0$. This means that in practice, our power will likely be a bit higher, ceteris paribus. The graph and table below demonstrates the reduction in MDES at different sample sizes associated with 3 levels of R^2 : 0, 0.1, and 0.2.

⁴⁹ All figures are based on a two-tailed test.

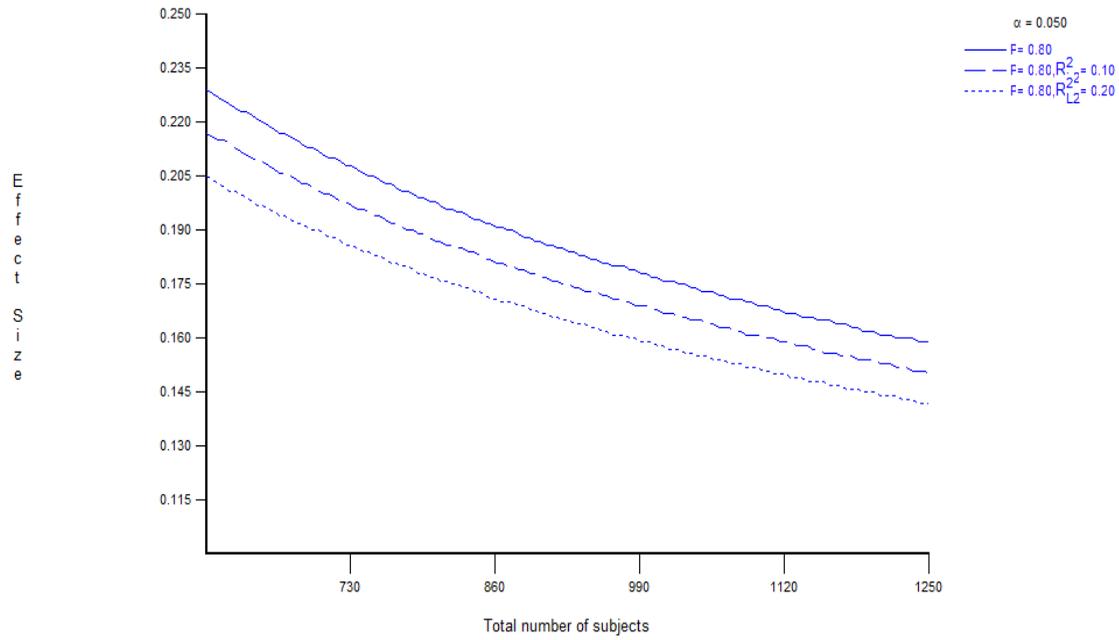


Table One. MDES under different sample size and R^2 assumptions.

	N=1200	N=900
$R^2 = 0$	0.162 SD	0.187 SD
$R^2 = 0.1$	0.154 SD	0.177 SD
$R^2 = 0.2$	0.145 SD	0.167 SD

As demonstrated above, increasing variance explained through covariates from 0 to 0.2 is nearly equivalent to increasing sample size from 900 to 1200, in terms of resultant MDES.

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