

HONDURAS CROSS-SECTORAL YOUTH VIOLENCE PREVENTION ASSESSMENT

FINAL REPORT

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USAID
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This assessment would not have been possible without the dedication and talent of the team of youth assessors who diligently revised and edited research instruments; contributed to focus group design; prepared research materials; built relationships with community stakeholders; scheduled focus groups, interviews, and survey administration; facilitated youth focus groups and interviews; organized and coded data; and carried out other important tasks, while injecting youths' perspectives into the design, planning, and implementation of the assessment.

DEDICATION

On April 12, 2013, as part of this youth violence assessment, Proyecto METAS interviewed Jovel Miranda, an ex-gang member and volunteer at *Jóvenes Hondureños Adelante Juntos Avancemos (Jha Jha)*, a San Pedro Sula organization dedicated to helping young people leave gangs. As a former gang member, Jovel spoke at length and eloquently about his experiences in a gang, leaving a gang, and the types of supports young people need to stay away from violence. Jovel had recently become a father and was looking forward to starting a small business. As an ex-gang member his words carried particular weight. Communities failed to understand that young people sought meaning and connection in their lives, he told us. The foundations of their world—the family, school, the community, the nation—are so broken that so many youth are forced find this sense of meaning, belonging, and connection with gangs.

Twelve days after this interview, Jovel was murdered as he, his wife, father, and infant were traveling in a taxi in Barrio Medina in San Pedro Sula. He had been followed, and when his taxi could not pass through a particular street, a group of young men surrounded his taxi and assassinated him. Jovel's murder is tragic on multiple levels. It ends a young and promising life. It leaves a family without a father, a son and a husband. It deprives those who need it most of a role model for change and redemption. It robs a nation of a valuable and promising citizen. We dedicate this report to the memory of Jovel and to his widow and family. It is our hope that the voices and views recorded here will result in a better Honduras.

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List of Abbreviations

CARSI	Central America Regional Security Initiative
CCT	Conditional Cash Transfer
CPI	Corruption Perception Index
DAO	<i>Desafíos, Aspiraciones, Oportunidades</i> / Challenges, Aspirations and Opportunities
DAP	Developmental Assets Profile
ECD	Early Childhood Development
EDC	Education Development Center
FAO	Food and Agriculture Organization for the United Nations
FEREMA	<i>Fundación para la Educación Ricardo Ernesto Maduro Andreu</i> / Foundation for Education “Ricardo Ernesto Maduro Andreu”
FIFA	<i>Fédération Internationale de Football Association</i> / International Federation of Association Football
GDP	Gross domestic product
GER	Gross Enrollment Ratio
GoH	Government of Honduras
HIV/ AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IACHR	Inter-American Commission on Human Rights
IADB	Inter-American Development Bank
ICF International	Inner City Fund International
IHADFA	<i>Instituto Hondureño para la Prevención del Alcoholismo, Drogadicción y Farmacodependencia</i> / Honduran Institute for Alcoholism, Drug addiction and Drug dependence Prevention
ILO	International Labour Organization
INE	<i>Instituto Nacional de Estadística Honduras</i> / National Statistics Institute Honduras
INFOP	<i>Instituto Nacional de Formación Profesional</i> / National Institute for Professional Training
IUDPAS	<i>Instituto Universitario en Democracia, Paz y Seguridad</i> / Democracy, Peace and Security University Institute

METAS	<i>Mejorando la Educación para Trabajar, Aprender y Superarse/</i> Improving Education for Work, Learning and Success
MIDEH	<i>Mejorando el Impacto al Desempeño Estudiantil de Honduras /</i> Honduras Improving Student Achievement Project
NER	Net Enrollment Ratio
NGO	Non-governmental Organization
PREAL	Partnership for Education Revitalization in the Americas
SICA	<i>Sistema de Integración Centroamericana/Central American</i> Integration System
STI	Sexually transmitted infections
UMCE	<i>Unidad de Medición de la Calidad Educativa /</i> Education Quality Measurement Unit
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNODC	United Nations Office on Drugs and Crime
UPNFM	<i>Universidad Pedagógica Nacional Francisco Morazán /</i> Pedagogical National University Francisco Morazán
USAID	United States Agency for International Development
WHO	World Health Organization

Executive Summary

With 85.5 homicides per 100,000 inhabitants in 2012, Honduras has the highest homicide rate of any country in the world (IUDPAS, 2013a), making crime and violence one of the most complex challenges currently facing the Government of Honduras (GoH), as well as a key priority for USAID Honduras. Violence in Honduras predominantly affects male youth from poor urban areas, with 65 percent of homicides in Honduras occurring in 5 percent of municipalities and the vast majority of homicide victims being males (94 percent)—in particular male youth between 15 and 34 years of age (63 percent) (Observatorio de la Violencia, 2012).

This report addresses the violence issue in Honduras by presenting key findings and recommendations from the *Honduras Cross-Sectoral Youth Violence Prevention Assessment*, carried out by Education Development Center, Inc. (EDC) in response to a request by USAID/Honduras within the context of the METAS Project¹. The ultimate objective of this assessment was to identify strategies to reduce youth violence in order to inform the future youth violence prevention strategy of USAID/Honduras and other stakeholders. METAS conducted the assessment between February and May 2013 to examine the causes and extent of youth violence in Honduras. This report presents information about the assessment; an understanding of the social context in which this work must be developed; findings, analysis, and a synthesis of programming recommendations derived from that analysis, along with extensive annex documents.

The following objectives guided the research questions of the assessment:

Objective 1:

- To develop a comprehensive understanding of the at-risk youth population in Honduras.

Objective 2:

- To develop a comprehensive understanding of youth crime and violence in urban areas.

Objective 3:

- To identify multi-sectoral strategic investment options for USAID that address contextual youth challenges within the parameters of the Central American Security Initiative, Goal 3 of USAID's Global Education Strategy.

To identify the most promising youth violence prevention strategies, METAS' assessment team examined youth aspirations and assets; challenges faced by youth within at-risk communities to ascertain how these communities either support or impede youth aspirations and ways in which programs might build on such assets or address the challenges; potential modifications that could be made to existing youth programming; and recommendations for future programs that could potentially reduce youth violence.

¹ METAS (Mejorando la Educacion para Trabajar, Aprender y Superarse) is a USAID and CARSI-funded project implemented by EDC, designed to help at-risk youth in Honduras to gain access to basic education and technical training as a way of enabling them to obtain jobs and ultimately reduce the likelihood that they will become involved in crime and violence

Due to the complexity and multi-causal nature of youth violence, the assessment was largely qualitative, but also included a complementary quantitative component. The assessment took place in nine at-risk urban communities in Tegucigalpa, San Pedro Sula, and La Ceiba. These communities were selected based on level of marginalization, level of violence (homicide rate), and presence of USAID programming (METAS, Alianza Joven, or other CARSI programs). These criteria were combined to categorize four levels of community risk (low, medium, high and very high). Findings and recommendations are community-specific where appropriate.

Findings

Violence prevention strategies must be employed in a context. Strategies are driven by the needs of communities, recognizing both the challenges, as well as the assets present that can be developed. In terms of the context for this work in Honduras, the prevalence of crime and violence is driven by many of risk factors. A large number of youth living in poverty, with little access to quality education and employment, and living in families which, as a result of out-migration in search of work and other factors, leave youth without sufficient parental attention and supervision resulting in a variety of risky behaviors—early sexual activity, a lack of attention to birth control, drug and alcohol use and abuse, and the influence of *maras* who offer guidance, structure, attention, income and purposeful activity.

The report presents the findings by examining primary data from some of the groups impacted by youth violence in Honduras—youth themselves, parents, community leaders, and youth service and program providers. Findings are presented in four areas:

- Aspirations and Assets
- Challenges: Causes and Contributing Factors to Youth Violence
- Existing Youth Programming
- Community Prioritization of Youth Programming

Aspirations and Assets

A number of aspirations of young people (as well as hopes that adults had for youth), as well as assets were identified in this assessment. In the field of youth development the “asset” framework offers a very useful approach to assess a young person’s chances of succeeding in school and becoming a happy, healthy, and contributing member of the community and society. To measure these assets this study used the Development Assets Profile (DAP) instrument developed by the Search Institute and used to measure the internal strengths and external supports that influence adolescents’ success in school and in life. Developmental assets (which consist of skills, experiences, relationships, and behaviors) serve as “protective factors” against anti-social behavior, such as violence. The use of developmental assets is central to this assessment and the recommendations about what programming and activities should be developed to prevent youth violence. The (DAP) data were analyzed in two ways in this assessment: 1) through the 4 internal and 4 external asset categories; and 2) through the *five context areas* (personal, social, family, school, and community) to see how youth are faring in these contexts.

Some of the key assets identified are: Strong commitment to education; caring for others; presence of religious organizations; and family. Data from the DAP reveal that youth in general, but more so those who are not working and young females, are *strongly committed to their education* (or learning more broadly). These results coincide with findings from parent focus groups in which parents identified educational aspirations as their main aspiration for the children and youth focus group discussions that reveal getting a job that requires a high school or university degree as their main aspiration. Data from youth focus groups reveal that *caring for others* was one of the most prevalent assets among youth from selected communities. Based on focus group discussions, churches *and religious institutions* appeared to serve as strong protective factors—or assets—especially for youth struggling with a lack of family support and/or substance abuse. DAP data and focus group discussions with youth reveal that although youth report many family-related challenges, youth consider *family* to be one of the strongest assets in their communities. This was particularly true for youth ages 12-16 and female youth from La Ceiba and Tegucigalpa.

Challenges by Sector: Causes and Contributing Factors to Youth Violence

The report presents challenges identified through focus group discussions and interviews with parents, youth, community leaders, and service providers. These challenges are examined from the perspective of employment, family, civic education, security, education, and health.

Existing Youth Programming

The report also presents the results of participants' understanding of the existence of youth programs in their communities, the nature of such programs, and their key limitations. This includes responses from community leaders, parents, and youth, with youth being the largest group. Also collected were data on the perception that respondents had about existing youth programs, including results and comparisons by city showing the nature of current youth programming. The majority of interventions focus on education and vocational training, life and social skills, and donations. The most frequently mentioned types of services offered by existing programs were, first, education and vocational training offered by various service providers, including NGOs, churches, and government. Second, life and social skills are usually delivered by NGOs and churches. And third, donations of basic need and education supplies, such as food, medicines, and school supplies, primarily through churches and mostly in San Pedro Sula. Also collected were perceived limitations of existing youth programs and recommendation from stakeholders about how to improve existing programming.

Analysis of Findings

Results from the respondents surveyed and interviewed yielded many key points that need to be blended with promising and evidence-based strategies for violence prevention in the development of policies and programs in Honduras. The findings of the assessment provide rich insight into what is important to various groups (youth, parents, community leaders) in various communities in the three largest cities in Honduras. Aligning policies and programming with what the participants identified and

recommended is key for community support of the expansion of existing programming as well as the development of new policies and programs that promote developmental assets that will protect youth. Results of the participants indicate that they desire many changes, which may appear unrealistic and daunting. However, this desire is consistent with a comprehensive change that needs to come about where all parts of the community are working together to a joint purpose. Fixing one point in the violence prevention continuum will clearly not make the collective impact of a coordinated effort addressing all challenges faced in Honduras.

Participants in the assessment provided a wide range of feedback on how to improve existing youth programs. These included: finding ways to forge a better link between education and vocational trainings with work/employment opportunities; developing family support programs; increasing visibility or awareness about programming for youth; and working to overcome the mistrust youth had of some of the institutions running youth programs.

An analysis across all stakeholder groups indicates that the top five priorities expressed are: job training/employment; constructive free-time activities/youth-friendly spaces; family supports; education access and quality; and health programming including sexual/reproductive and mental.

An analysis of the findings presented in the section above yield these highlights:

- Strengthening education is seen as key for policy and program improvement across all sectors
- Education quality is linked to poverty, which in turn, relates to delinquency and violence
- Programming relates to a variety of strategies, including:
 - Family support
 - Availability of positive and structured activities for youth
 - Supports and positive relationships and role models for youth success
 - Roles for trusted institutions that exist in the public and private sectors.

An analysis of the findings about participants' views of existing and future youth programming revealed that the follow principles apply across different populations: improving awareness and accessibility of existing programs; increasing the effectiveness of existing programs; and strengthening the sustainability of programs.

Recommendations

The report presents a set of programming recommendations for USAID and other stakeholders working in the area of youth violence prevention in Honduras. Recommendations are selected based on the data and information collected during the assessment—and informed by the international evidence of what has been proven to work (or be promising) in preventing and reducing youth violence. Although this list is not meant to be exhaustive, it does provide the basis on which to design successful youth violence prevention strategies and interventions. The following recommendations are in line with the World Health Organization's 2010 publication

Violence Prevention: The Evidence, which includes seven strategies proven to be effective in terms of preventing violence.

In addition, this report provides: (1) suggested evidence-based programs, and (2) guiding principles that complement the programmatic recommendations. The guiding principles and recommendations are made within the broader understanding that many other structural changes need to be addressed, such as: poverty reduction, economic growth, reduction in the levels of inequality, reduction in corruption levels, changes in transnational drug trafficking patterns and drug policy, and deep overhauls in the education and health systems to improve both access and quality, among others (all of which are beyond the scope of this assessment). These structural changes need to simultaneously take place within Honduras (as well as regionally and in other places in the world) to fully address youth violence. Interventions to tackle violence prevention should be integral and involve multiple sectors and stakeholders on short and long term efforts.

The situation in Honduras demands that multiple and comprehensive efforts must take place for comprehensive violence prevention to be most successful. Recommendations delineate how key institutions play a central role in such comprehensive efforts in:

- Strengthening the role of schools
- Engaging the private sector that plays a part in bridging the connection between education and employment
- Employing an integrated family-based approach
- Offering supervised and structured activities in youth-friendly spaces
- Attending to the broader social, physical, and behavioral health (including mental health, sexual and reproductive health, and substance abuse issues)
- Focusing on youth themselves, forging strong positive relations with role models
- Strengthening the ties between youth and the community.

The recommendations are presented recognizing that efforts must simultaneously be made to address all of these in integrated fashion.

Guiding Principles

This report includes guiding principles as well as evidence-based and promising practices under the four main sectors studied in this assessment as recommendations for future practical youth programming. These principles are:

- Include youth as assets and partners
- Foster supportive relationships and opportunities for youth to belong
- Build resilience skills within youth
- Promote a positive image of youth
- Develop capacity of civil society
- Develop integrated and multi-year youth programming

This work must be carried out involving many stakeholders, including: youth themselves; parents; community leaders; and youth service and program providers. Youth development efforts should be grounded in sound principles. In the context of

the communities where the assessment took place, the guidelines represent components that should be present in any USAID intervention aimed at youth violence prevention as a way to increase their success rate. These principles are based on the findings from this assessment, as well as on the evidence of what works best in youth development.

Multiple and comprehensive efforts must take place for holistic violence prevention to be most successful. Many institutions play a central role in such comprehensive efforts, such as schools and the private sector that play a part in bridging the connection between education and employment. Prevention efforts clearly must have a family-based approach. They need to offer supervised and structured activities in youth-friendly spaces. These prevention efforts must also attend to the broader social, physical, and behavioral health (including mental health, sexual and reproductive health and substance abuse issues). Finally, violence prevention must have a focus on youth themselves, forging strong positive relations with role models, and strengthening the ties between youth and the community.

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Cross-Sectoral Youth Violence Prevention Assessment

Section I: Introduction

1.1 About Proyecto METAS

Proyecto METAS, a four-year project initiated in September 2010, and implemented by Education Development Center, Inc. (EDC), funded by the United States Agency for International Development (USAID), enables Honduran at-risk youth to gain access to current basic education and technical training delivery systems. This access will allow them to meet the changing needs of private sector employers, and reduce their likelihood of becoming victims and perpetrators of crime and violence.

Proyecto METAS is divided into four components:

- Support services for at-risk youth (working together and collaboratively with local nongovernmental organizations [NGOs])
- Strengthening alternative education programs at the community level
- Training and certification in basic labor competencies
- Partnerships between the private sector and other sectors to support the development of youth.

As part of METAS's Learning Agenda and to gain insight into the phenomenon of violence currently affecting Honduras' youth, METAS conducted a *Cross-Sectoral Youth Violence Prevention Assessment* between February and May 2013 to examine the causes and extent of youth violence in Honduras and identify potentially promising youth violence prevention approaches and programs that can help inform key governmental and NGO stakeholders in Honduras working in the area of youth violence prevention. This report presents these findings and synthesizes priority programming recommendations that are derived from the findings.

1.2 Research Objectives

The following objectives guided the research questions of the assessment:

Objective 1: To develop a comprehensive understanding of the at-risk youth population in Honduras.

Objective 2: To develop a comprehensive understanding of youth crime and violence in urban areas.

Objective 3: To identify multi-sectoral strategic investment options for USAID that address contextual youth challenges within the parameters of the Central American Security Initiative, Goal 3 of USAID's Global Education Strategy.

The assessment team focused on the following sub-questions/sub-components:

- **Aspirations and assets:** The perceptions of youth and other key stakeholders regarding their aspirations, as well as the developmental and community assets available to youth in their communities.
- **Challenges, causes, and contributing factors of youth violence:** The perceptions of at-risk youth and other key stakeholders of the causes and contributing factors of youth crime and violence. These include the prevalence of *risk factors* for violence in the personal, social, family, education, and community contexts.
- **Existing youth programming/proposed modifications:** An examination of the degree to which current youth programming is perceived as successfully meeting the needs of at-risk youth needs and risk factors; an approach that builds on youth's *developmental assets*/protective factors and promotes youth's aspirations; types of modifications would be necessary to better address the needs of youth.
- **Potentially promising youth programming:** Based on the assessment findings, potential policies or programming activities (either new or modified) that have the greatest potential to contribute to youth violence prevention, particularly for different subsets of the at-risk youth population (by age, gender, geographic location, etc.).

1.3 Organization of the Report

The report is organized as follows:

- **Section II Context:** This section provides an overview of the situation of youth in Honduras, with a special emphasis on the situation of youth violence in the country, including the most prevalent contributing factors.
- **Section III Findings: Voices from the Community:** This section includes a summary of the key findings from the assessment (youth focus groups, parent focus groups, interviews with youth service providers, and the Developmental Assets Profile (DAP) survey).
- **Section IV Analysis of Findings:** The analysis of the findings from the results of the surveys and interviews with the respondents is presented with the aim of helping frame the recommendations.
- **Section V Recommendations:** Based on both findings and analysis (Sections III and IV) this section presents programming recommendations for governmental agencies and NGOs working in the area of youth violence prevention in Honduras, including the USAID and Central America Regional Security Initiative (CARSI). Recommendations are also grounded in available research on local promising practices and international evidence of what works in youth violence prevention.

The report also contains an annex of 15 different documents that offer additional information than what is contained in the main report.

The findings from this assessment are both extensive and in some cases, divergent, as is typically the case in any study. That said, the report focuses on those data that are consistent across subgroups and geographic locations. Where divergent findings are deemed important by the researchers, they are noted.

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Section II: The Context: Urban Youth in Honduras

2.1 Overview

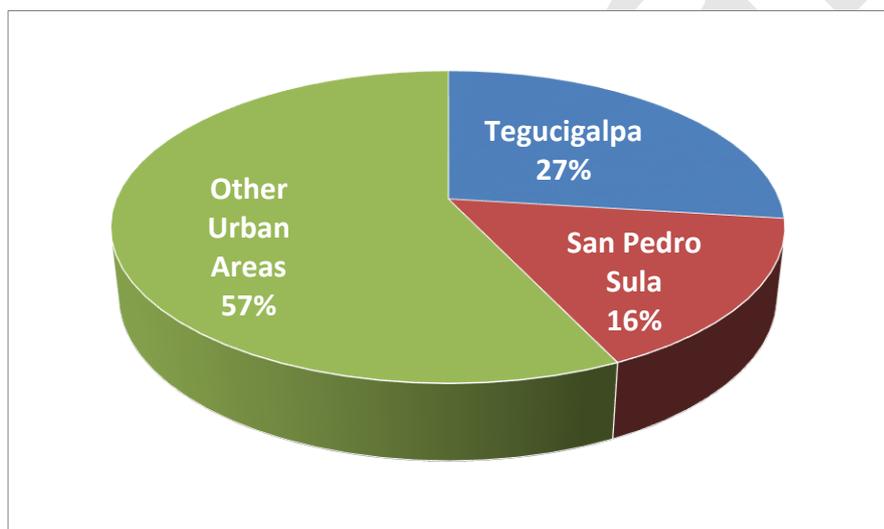
This section examines a variety of factors that impact the lives of youth in Honduras, primarily urban youth, especially those factors that contribute to violence. Though discussed separately, the factors outlined in this section are both highly interconnected and cumulative in terms of how they contribute to and are reinforced by youth violence. For a more comprehensive and research-based view of the factors that contribute to youth violence in Honduras, please refer to the literature review that accompanies this report in the annex section (Annex 1: Literature Review on Youth Violence in Honduras).

Note: The term “youth,” both in Honduras and this report, denotes those from ages 12-30.

2.2 Youth Population

Honduras has a young population. Approximately 66 percent of its 8.2 million inhabitants² is under 30 years old—almost 5.5 million people. Forty-six percent of youth aged 12–30 live in urban areas. Of this urban youth population, as Figure 2.1 shows, 43 percent live in two cities (Tegucigalpa and San Pedro Sula) (INE, 2011).

Figure 2.1: Breakdown of Honduras’s Urban Youth Population



2.3 Poverty

In terms of income inequality Honduras is among the top 10 countries in the world. It suffers from extraordinarily unequal distribution of income. (UNDP, 2011; Indexmundi, 2013). In urban areas, approximately 65 percent of the population lives in poverty: 32.5 percent living in extreme poverty (INE, 2011).

2.4 Fertility

Population growth in Honduras is 2 percent annually, though gradually decreasing. Economists speak of a potential “demographic bonus” peaking between 2015 and 2040,

² All statistics in this report are rounded.

in which the proportion of the working-age population will be larger than the dependent population (children and retired people) (UNFPA, 2009). While demographic bonuses often lead to a period of increased economic growth, poor educational, employment, healthcare, and civic participation opportunities for young people—especially those living in poverty—could potentially offset any potential economic growth that comes with a demographic bonus.

2.5 Education

Honduras has one of the weakest educational systems in the Americas characterized by low levels of literacy, low net enrollment rates, and high dropout rates. Each is briefly examined:

Low levels of literacy: Illiteracy levels are lower in urban areas (7.3%) than rural areas (22%). In urban areas, men have slightly lower illiteracy rates (6.4%) than women (8.1%). Illiteracy rates are much lower for young people and are slightly lower for young women than young men. For the 15-18 age range, young men have an illiteracy rate of 3.8%, while young women have an illiteracy rate of 1.9%. Illiteracy rates are higher among the lowest income quintiles (Instituto Nacional de Estadística [INE], 2011).

Net Enrollment Ratio: The NER for the third cycle of basic education in Honduras (7th to 9th grade) is 41percent and drops to 30 percent for secondary school (10th to 12th grade) (INE, 2011).³ Generally, across the Honduran education system school enrollment decreases drastically as youth get older. In urban areas, for instance, 87 percent of youth aged 7-12 are in school, but by ages 16-18, that figure drops to 39 percent (INE, 2011). The NER is slightly higher (41.2%) among urban females than urban males (37.2%) in the 16-18 age range (INE, 2011).

The NER is lower when examined by socioeconomic level. Only 36 percent of youth in the two poorest socioeconomic quintiles are enrolled in the third cycle of basic education (7th–9th grade). Only 1 percent of youth from Honduras's poorest income quintile are enrolled in university education (United Nations Development Program, 2012).

School dropout: The flip side of net enrollment in school is attrition from the formal education system. At 24 percent, Honduras has the third highest primary school dropout rate in the Latin American and Caribbean region (United Nations Education, Scientific and Cultural Organization, 2012). Youth from the poorest quintile of the national population complete an average of five years of schooling—half the average years of schooling that the richest quintile of the national population completes (INE, 2011). Social and economic inequality strongly affects educational attainment levels.

³ The Net Enrollment Ratio (NER) is the share of children of official primary school age that is enrolled in school or a certain grade cycle of school, as opposed to the Gross Enrollment Ratio (GER)— the share of children of *any age* that are enrolled in primary school. While the NER cannot exceed 100 percent, the GER may.

Forty-four percent of urban youth report dropping out of school because of a lack of economic resources while 17 percent reports leaving school for family or health reasons (UNDP, 2012).

Low education quality indicators: Although Honduras spends a greater percentage of their national budget on education than most other Latin American countries—30% of the national budget on education expenditures (7% of GDP), per student expenditures (\$199) are among the lowest in the region (PREAL/FEREMA, 2010). The majority of the Ministry of Education budget (70%) goes towards salaries (PREAL/FEREMA, 2010). Honduras is one of the only countries in Central America that does not require a university education to become a teacher. According to the World Bank, only 36% of primary teachers and 62% of secondary teachers have received adequate training (World Bank, 2008). In an evaluation, MIDEH and the Ministry of Education, found that close to 90% of over 1,000 observed primary teachers were teaching content outside of the national curriculum, and during most months, teachers covered less than 50% of required content (MIDEH/Ministry of Education, 2009). This indicates that students are receiving a low quality of education, as they are learning the minimum required. For example, on a national sixth grade test, only 11% of students reached an adequate level of achievement in Spanish and only 9% received an adequate level of achievement in Math (Ministry of Education/UPNFM/UMCE, 2008).

2.6 Employment

In urban areas, 6% of both women and men are unemployed and 14% of women and 8.7% of men are subject to visible underemployment and 29% of women and 33% of men are subject to invisible underemployment (INE, 2011). Despite that fact that they represent 43 percent of the national workforce, economic opportunities are limited for Honduras's youth. Twenty-three percent of youth are neither working nor studying (INE, 2011). Youth make up 68.3% of the unemployed population. A lack of formal employment opportunities makes it more likely that youth will participate in the informal job market, including working for a family business or starting their own microenterprise. In fact, 41 percent of youth who are employed have precarious informal sector jobs which often have incomes less than the minimum wage and lack benefits, such as essential health care and income security (ILO, 2010). However, many youth lack the knowledge, relevant skills, access to capital and credit needed to start their own businesses (ILO, 2010). A variety of supply and demand-side factors contribute to the situation of high urban youth employment including increasing urbanization; decreased private sector investment due to the situation of violence, organized crime and recent political instability; high levels of public sector corruption; the debilitating impact of the 2008 economic crisis on the national economy; and a general low levels of youth employment skills.

The lack of employment opportunities has led to high levels of outmigration. Approximately 11 percent of households in Honduras have a family member working outside Honduras (usually in the US or Spain) to support their families (INE and IADB, 2007). 65% of Hondurans who migrate to the exterior, are between the ages of 18 and 25 (ILO, 2008) Related to employment outside of Honduras, an estimated 10 percent of the national GDP comes from remittances (IADB, 2013).

For those youth who are employed, most are involved in the agriculture and fishing (39.8%), retail and wholesale businesses, hotels and restaurants (21.5%), manufacturing (13.7%), social services (12.6%) and construction (5.8%) (INE, 2013).

2.7 Family

The forced separation of family members for economic reasons (mentioned above) results in high degrees of family disintegration and family dysfunction. Increasingly, youth in Honduras live in single-parent households, the vast majority of which are headed by females. For example, in urban settings, 34 percent of urban households (with youth) are headed by females (INE, Secretaria del Despacho de la Presidencia and ICF International, 2011).

Six percent of children under 18 have at least one deceased parent and 13 percent are *niños de crianza* (children who do not live with their biological parents) and both of these percentages increase with age. For example, 11 percent of 15-17 year olds have at least one deceased parent while 22 percent are *niños de crianza* (Ibid). Many children and youth are raised by aunts and uncles, grandparents or family friends, especially when their parents migrate to the exterior. These children and youth often don't receive adequate care and it is common that remittances for these children and youth are used for the caretakers' children, instead of their adopted children.

Many Honduran families experience a variety of problems as a result of the stress of poverty, unemployment, and family separation. In a national health survey, 28 percent of females aged 15-24 reported experiencing physical, psychological, or sexual violence, with the majority of perpetrators being parents and significant others. These data, as in most countries, are most likely under-reported since women who are abused often fail to report violence to family members or authorities for a variety of reasons, including fear of retaliation on the part of their significant others (INE, Secretaria del Despacho de la Presidencia and ICF International, 2011). Between 2005 and 2012, violent deaths of women have increased by 246% and the majority of femicides affect young women ages 15-34 (El Instituto Universitario en Democracia Paz y Seguridad [IUDPAS], 2013b). In addition to violence against women, violence deaths of children increased 32% between 2008 and 2011. Abuse against minors, especially sexual, physical and psychological violence are problems, especially for street children and youth (IUDPAS, 2012).

2.8 Health

"Health" in this section of the report refers to public health issues impacting young men and women, particularly sexual activity and controlled substance use.

Reproductive health: Urban Honduran youth often experience early sexual initiation, In urban areas, 74 percent of youth aged 20-24 reported that they started having sexual relations before age 18, with young urban men initiating sexual activity at an earlier age (16 years) than young urban females (19 years).

Twenty-nine percent (29 percent) of sexually active girls between the ages of 15 to 19 do not use family planning methods; only 37 percent of those who are sexually active use condoms. In urban areas, almost one out of five young women between the ages of 15-19 is a mother or is pregnant with a first child. The poorest adolescents are three

times more likely to experience pregnancy than the wealthiest adolescents.⁴ Many adolescent pregnancies are among girls with no education (35 percent) or with only a primary school education (42 percent) (INE, Secretaria del Despacho de la Presidencia and ICF International, 2011).

Sexually transmitted diseases: Worldwide, early sexual activity and low levels of condom use place adolescents at high risk for acquiring HIV or a sexually transmitted infections (STI) (Ibid). Sixty-five 65 percent of reported HIV/AIDS cases occur within the 20–39 year old demographic (United Nations Joint Programme on HIV/AIDS [UNAIDS], 2012). Groups that are particularly at-risk for HIV/AIDS in Honduras include men who have sex with men, prison inmates, female sex workers, and the Garifuna population (an ethnic minority concentrated on the north coast). Only 33 percent of youth ages 15–19 have a comprehensive knowledge of HIV/AIDS (INE, Secretaria del Despacho de la Presidencia and ICF International, 2011).

Substance abuse: Drug and alcohol use are relatively common among youth in urban areas—particularly male youth. For example, a survey of 7th–12th grade students in Tegucigalpa public schools reveals the top three substances consumed by the students were alcohol (43 percent), cigarettes (42 percent), and marijuana (7.5 percent) (Instituto Hondureño para La Prevención Del Alcoholismo, Drogadicción y Farmacodependencia [IHADFA], 2010).

2.9 Civic Participation

According to Transparency International, Honduras has one of the highest perceived level of corruption in the region (Transparency International, 2012).⁵ A recent national human development perception survey confirms a high level of mistrust of public institutions among all age groups in Honduras. Eighty-four percent of the population mistrusts politicians, 69 percent mistrust the police, 54 percent mistrust NGOs, 51 percent mistrust the press, and 19 percent mistrust churches (UNDP, 2012). This mistrust also manifests between adults and young people resulting in a high degree of stigmatization of youth, especially male youth, by adults. For example, 63 percent of adult respondents reported that they would “always” or “almost always” cross the street if they saw a group of young people, and 54 percent would “always” or “almost always” be afraid of assault when seeing a group of young people on the corner (UNDP, 2012).

2.10 Violence and Crime

As the domestic violence data discussed earlier suggests, violence and crime are major domestic challenges in Honduras. Escalating levels of other crime and violence in Honduras are partly the result of external phenomena such as *narcotráfico* which has resulted in the formation of youth gangs as part of drug trafficking networks. Drug trafficking has become the main factor behind the rising violence level in Honduras in recent years (World Bank, 2010). In addition to drug trafficking, the deportation of

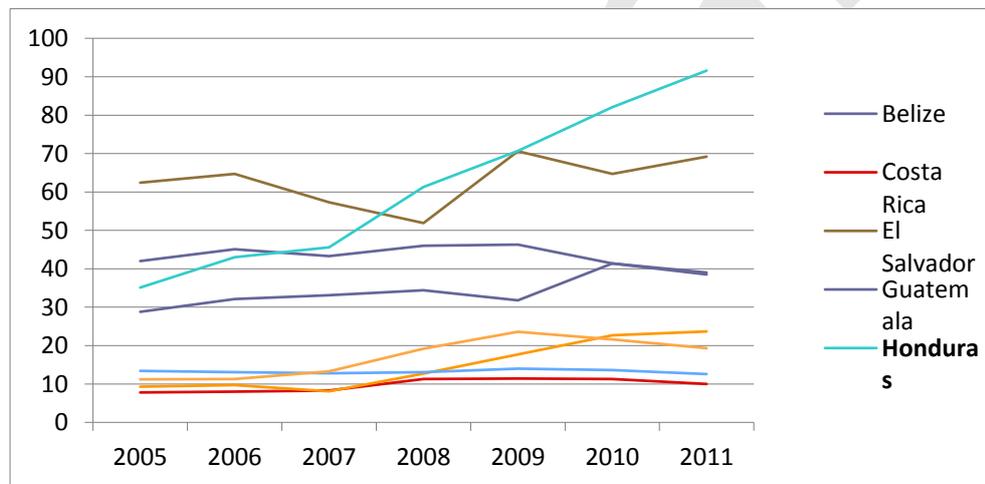
⁴ “Poorest” refers to those in the bottom fifth socio-economic quintile while “wealthiest” refers to those in the top fifth socio-economic quintile.

⁵ Honduras’ CPI (Corruption Perception Index) score is 28, lower than the world average of 43. In Latin America and the Caribbean, only Venezuela and Haiti are perceived to have higher levels of corruption.

transnational youth gang members from U.S. prisons since the mid-1990s has also contributed to the proliferation of youth gangs in Honduras, similar to that in other countries of Central America's Northern Triangle of El Salvador, Guatemala, and Honduras. Estimates on the number of gang members in Honduras are unclear but may range from 4,000 to 30,000 members (United Nations Children's Fund, 2012; Congressional Research Service, 2010). The same holds true for the role of gangs in homicides. Their close links with different forms of organized crime in recent years has made them a growing threat for citizen security.

Homicide data is particularly telling. In 2012, Honduras had a homicide rate of 86 homicides per 100,000 habitants, or approximately 20 homicides per day (El Instituto Universitario en Democracia Paz y Seguridad [IUDPAS], 2013a). Honduras's homicide rate has increased 233 percent (between 2004 and 2012) from 37 to 86 murders per 100,000 inhabitants. As Figure 2.2 illustrates, Honduras's homicide rate is both significantly higher and increasing at a much faster rate than that of other Central American countries. San Pedro Sula has the highest homicide rate in Honduras (174 homicides per 100,000 habitants), followed by La Ceiba (157 homicides per 100,000 habitants). Tegucigalpa has a homicide rate of 88 homicides per 100,000 habitants (IUDPAS, 2013a).

Figure 2.2 **Homicide rates in Central America and Mexico, 2005–2010, per 100,000 inhabitants (World UNODC, 2012).**



Crime and violence disproportionately impact young people in Honduras. The most common types of violence experienced by youth have been identified as intra-family violence, sexual violence, criminal violence, and arbitrary executions, including by the police (Interpeace, 2011). Furthermore, violence affects mostly young males. 48 percent of homicide victims are youth ages 15–29, and 92 percent of victims are male (IUDPAS, 2013a). In 2012, the majority of homicides (83 percent) involved firearms and occurred in urban areas (73.1 percent). Twenty-four percent of homicides are due to *sicariatos* or *ajustes de cuentas* (carried out by hired assassins, who may or may not be linked to organized crime) (IUDPAS, 2013a).

2.11 Summary

The prevalence of crime and violence in Honduras is driven by many of the risk factors cited above. A large number of youth living in poverty, with little access to quality education and employment, and living in families which, as a result of out-migration in search of work, leave youth without sufficient parental attention and supervision resulting in a variety of risky behaviors—early sexual activity, a lack of attention to birth control, drug and alcohol abuse, and the influence of *maras* who offer guidance, structure, attention, income and purposeful activity. An understanding of these factors is essential for contextualizing the findings from the primary data collected from the relevant stakeholders impacted by violence in the country as described below in Section III.

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Section III: Findings from Primary Data Collection: Voices from the Community

3.1 Overview

This section presents findings from primary data collected from several of the stakeholders impacted by youth violence in Honduras—youth themselves, parents, community leaders, and youth service and program providers. The key findings are organized around the following four topics:

- Aspirations and Assets
- Challenges: Causes and Contributing Factors to Youth Violence
- Existing Youth Programming
- Community Prioritization of Youth Programming

3.2 Aspirations and Assets

In the field of youth development, much youth programming is grounded in a strengths-based approach, that is, understanding the assets, skills, aspirations, and other positive elements that youth can contribute to such programs, and upon which such programs can build. Therefore, this section begins by highlighting youth aspirations and assets as identified by the assessment.

A. Aspirations

Addressing youth violence entails cultivating the hopes and aspirations of youth so that they engage in positive and goal-directed activities. Researchers for this study examined aspirations of youth in two ways. First, they asked youth directly about their aspirations as part of the *Desafíos, Aspiraciones y Oportunidades* (DAO) focus group. Second, they asked parents about their aspirations for their children as part of a parent focus group.

Figure 3.1 displays youth's reported aspirations by sector⁶. The most frequent aspirations cited by youth (and the language they used) were:

- **Employment/Economic Development:** "To have a good-paying job" and "to be a business owner"
- **Family:** "To have a stable family"
- **Education:** "To graduate from high school" and "to be a college professional."

Community Risk Type: When disaggregated *by community risk type*, the same pattern for youth's aspirations seems to hold true. In all four community types (from highest to lowest levels of marginalization) employment/economic development was identified as

⁶ Youth and parents were permitted to provide more than one aspiration. Responses were totaled and are expressed as frequencies. Responses were aggregated and categorized under the appropriate header—e.g., employment, education, family, civic participation, health, security, etc. These headers may not necessarily be entirely consistent with those listed in the Challenges section. For example, many parents often cited "*una mejor vida*" (a better life) as their main aspiration for their children. "A better life" encompasses many different elements and thus was left as a stand-alone aspiration under parents' aspirations.

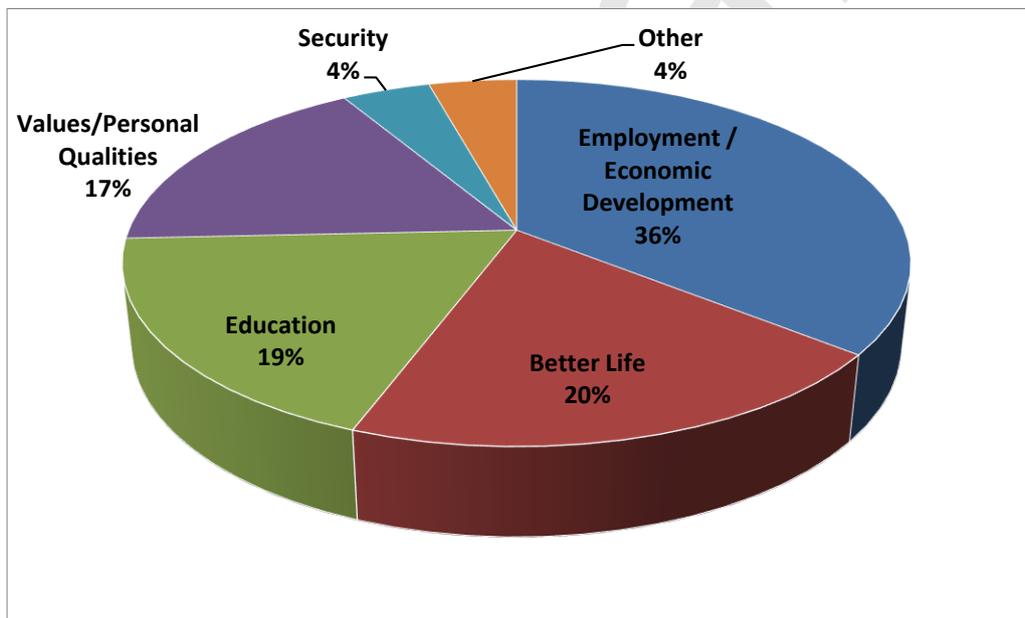
youth's primary aspiration, followed by education in very high risk and high-risk communities, and family in medium-risk and low-risk communities.

Gender: Similarities in terms of youth aspirations were also found when results are disaggregated by gender. Young men reported employment/economic development-related aspirations most frequently, followed by education-related challenges. Young women also reported employment/economic development-related aspirations most frequently, followed by family-related aspirations.

Parents: Parental aspirations for youth focused more on education than employment. As Figure 3.2 illustrates, 43 percent of parent responses focused on education as the main aspiration for their children, followed by employment (25 percent of parent responses).

Parental aspirations by Community Type: When disaggregated by community type, parental aspirations for their children seem to differ. For instance, in communities with very high levels of marginalization and violence, security for their children was by far parents' main aspiration. In communities with lower levels of marginalization and violence, education-related aspirations were more important for those parents (along with employment/economic development and values⁷). In three out of the four very high risk or high-risk communities, values were not mentioned at all by parents.

Figure 3.2: Parents' Aspirations for Their Children (By Sector, Aggregated) (n=66)



B. Assets

In the field of youth development, using an asset framework approach offers a useful approach to assess a young person's chances of succeeding in school and becoming a happy, healthy, and contributing member of the community and society. "Assets" is a term used in the Development Assets Protocol (DAP) developed by the Search Institute and used as an assessment tool in this project. "Assets" are defined as positive personal

⁷In terms of values, parents seemed to regard moral values as most important, followed by civic and community values, and family values.

elements that young people have (“internal assets” with four categories or types) and those experiences of support and empowerment that youth have in their environment (“external assets” with four categories or types). Developmental assets (which consist of skills, experiences, relationships, and behaviors) serve as “protective factors” against anti-social behavior, such as violence. The more internal and external developmental assets present in the life of a young person, the more resilient they will be to negative experiences.

Internal assets include these four types: Commitment to learning; positive values; social competencies; and positive identity. Examples of internal assets include such things as a strong commitment to doing well in school, personal control, and a sense of purpose. *External assets* include these four categories: Support (from family, other adults, and school); empowerment (where youth perceive their roles); boundaries and expectations; and constructive use of time. Examples of external assets are the support one gets from membership in a church or other organization, such as Scouts; the empowerment one gets from being given a useful role in the community; or a constructive use of time in a variety of positive activities. Internal and external assets are important in youth programming and can be the foundations for new services or programs to prevent youth violence.

The Development Assets Protocol (DAP) data were analyzed in two ways in this assessment: 1) through the 4 internal and 4 external asset categories; and 2) through the *five context areas* (personal, social, family, school, and community) to see how youth are faring in these contexts.

Information about existing internal assets and external assets is listed in the Development Assets Protocol (DAP) chart found in Annex 15. The presence of internal and external assets did not only come up in the DAP survey; Focus group discussions with parents, community leaders, and youth themselves also reveal the presence of other internal and external supports that can be considered “assets” upon which potential anti-youth violence programs can build. Therefore they are included in this section.

Some of the key assets identified are:

1. Strong commitment to education

Data from the DAP reveal that youth in general, but more so those who are not working and young females, are strongly committed to their education (or learning more broadly). These results highlight the importance of education as an area of focus in any potential programming. Youth (across all subgroups—age cohorts, gender and education status) appear to have a strong positive perception and high value of education. These findings coincide with findings from parent focus groups in which parents identify educational aspirations as their main aspiration for their children and also cite the lack of access to quality education as one of the main obstacles for youth in realizing their aspirations.

To illustrate, see Figures 3.3 and 3.4 which display categories used in DAP analysis, (*external* and *internal* assets). As both graphs show, youth display mostly “fair” levels of

developmental assets for all categories, in internal and external assets. However, the highest level of assets in the “good” level appears in the category called “*commitment to learning*,” which refers to items that talk about “enjoying learning” “caring about school” and “feeling motivated to learn,” etc. Results disaggregated by subgroup display the same levels of assets for both age groups though higher levels of assets among females than among males as well as higher level of assets among youth who are not working (compared to those who are working).

Disaggregation by City: When disaggregated by city, results were comparable among the three cities, but youth from Tegucigalpa showed slightly higher *commitment to learning* scores than their counterparts in San Pedro Sula and La Ceiba. Females from Tegucigalpa have the highest scores in the *School* context. In terms of males, it is interesting to contrast the scores of older males in San Pedro Sula where *School* data show a 23.5 score (indicating a good level) versus the *Community* context, which reports 14.4 (a low level) for the same subgroup in the same city. This is one of the widest gaps in assets reported by the same subgroup in one given city.

Figure 3.3: DAP external asset category scales (n=455)⁸

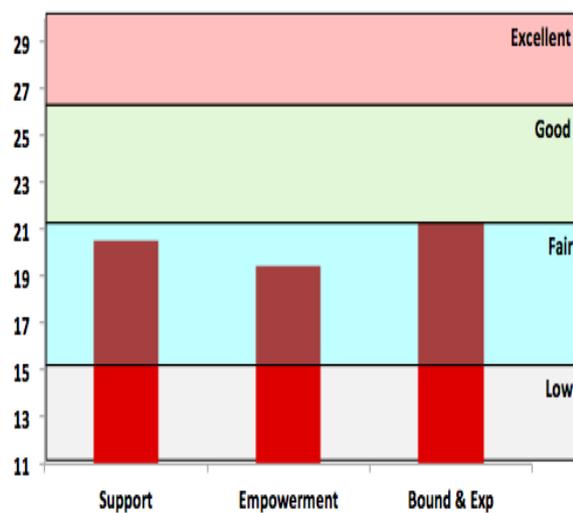
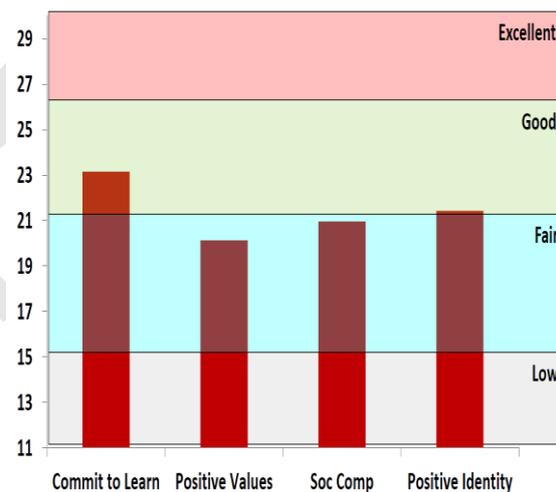


Figure 3.4: DAP internal asset category scales



2. Caring for Others

Data from focus groups are not generalizable across a larger population. However, a strong theme that emerged from DAO focus groups was that caring for others was one of the most prevalent assets among youth from these selected communities. One young man (17–20) from San Pedro Sula, for example, spoke about his desire to help others: “*A mí me gusta ayudar a las personas...yo he salido adelante y he prosperado. Me gustaría que no solo yo, sino que bastantes personas quisiera verlas adelante.*”⁹

⁸ The Asset Category Scale Constructive Use of Time is not included here due to item heterogeneity, which results in low internal consistency among the items ($\alpha < .60$). This poor internal consistency precludes an averaging of the items into a total scale score

⁹ “*I like to help people...I have succeeded and gotten ahead. I wish that others could also succeed and get ahead.*”

3. Presence of Religious Organizations

Findings from DAO focus groups emphasized the importance of religious organizations within their communities as one of the strongest protective factors for the youth with whom assessors spoke. Based on these discussions, religious organizations appeared to serve as protective factors—or assets—for many formerly drug-addicted youth. One young man (in the age 17–20 age group) from La Ceiba spoke about the influence of church on a friend who lacked economic resources, did not have a father, and had negative peer influences:

Conozco un amigo... a pesar de pensar que no tiene padre, solo madre, haya tenido malas influencias, también, pero que el buscó las cosas de Dios... Él ya se graduó de su carrera en el colegio, que ahorita está en la universidad. El mismo está trabajando. Con su trabajo se paga la universidad.¹⁰

Another young man (also in the 17–20 age group) from La Ceiba explains how a nun from his church helped him stop smoking and drinking:

Dice la gente que dejar eso [drogas y alcohol] es difícil. Mire, yo fumaba y yo bebía, y entonces había una hermana de la iglesia que ella me aconsejaba. Un día yo le conté eso y ella me dijo si vos no dejas eso, nunca vas a cambiar, nunca va a variar algo para ti. Me dijo ella si quieres un propósito para tu vida, tienes que dejar los vicios, porque si no los dejas, siempre vas a estar en eso. Entonces, yo me puse a reflexionar en esas palabras que me dijo.¹¹

The regard with which youth and parents held their community churches appears to extend to Honduras as a whole. Churches are also some of the most trusted institutions in Honduras (UNDP, 2011).

4. Family

DAP data and focus-group discussions with youth reveal that family is one of the strongest assets in the communities researchers investigated. Family as an important asset was consistent across subgroups and cities. It was strongest context in La Ceiba and was a close second in San Pedro Sula and Tegucigalpa after school.

Family As an Asset by Gender: The importance of family as an asset is particularly true for females from La Ceiba and Tegucigalpa (though not true in San Pedro Sula where females record the lowest score for Family.)

Family As an Asset by Age Cohort: Despite reporting many family-related challenges, youth in the age 12-16 cohort consider family as one of the strongest external assets.

¹⁰ "I have a friend...and despite that fact that he only lives with his mother and not his father and he has had bad influences in his life, he searched for God...He graduated from high school and now he's in college. He's working in order to pay for college."

¹¹ "People say that it's hard to stop using drugs and alcohol. Look, I used to smoke and drink, and a sister from church counseled me. One day I told her that I smoked and drank and she told me, 'If you don't stop using, you're never going to change, nothing will change for you.' She told me, 'If you want to find meaning in your life, you have to stop using'...Her words made me reflect on my life."

When disaggregated by age, this younger cohort reports higher scores in terms of family as an asset than do than older youth in La Ceiba and Tegucigalpa. However, this is not true in San Pedro Sula where the older youth cohort (17-20) regard family as an asset (based on DAP scores).

3.3 Challenges by Sector: Causes and Contributing Factors to Youth Violence

Through focus group discussions and interviews parents, youth, community leaders, and service providers were also asked about the main challenges that youth face to achieving their aspirations. The following pages summarize these challenges, organizing them in the categories of employment, family, civic education, security, education, and health.

A. Employment/Economic Development Challenges

Poverty: For the individuals with whom researchers spoke, household poverty affects every aspect of youth's lives, including access to education and training opportunities, health care, and recreational opportunities. Poverty is a major contributor to delinquency and violence. Parents and youth both cited the lack of economic resources (poverty) as the main challenge they face. The words of one in-school youth (in the 17-20 age cohort) from San Pedro Sula captures a main theme that the researchers heard about the link between poverty and violence:

La mayoría de personas agarran el rumbo de la delincuencia por falta de empleo. Al no tener empleo, tú sabes que uno busca la manera de cómo seguir. Entonces, al ver que no hay camino por dónde agarrar, entonces, uno agarra el camino más fácil, que usted sabe es la delincuencia, los malos pasos. Entonces, de allí proviene lo que es la delincuencia, la inseguridad.¹²

This nexus between poverty and delinquency and poverty as the main challenge faced by youth was corroborated by community leaders and service providers. They cite the lack of stable employment opportunities, low salaries, low education levels, institutional corruption and social marginalization and exclusion as the main perpetrators of poverty.

Lack of Access to Jobs: Youth and community leaders indicated that work opportunities are scarce for youth in these nine marginalized communities because of their low education and skills levels, lack of work experience, lack of professional networks, and employer stigmatization against youth and marginalized communities. Youth mentioned that they were frustrated because even though they managed to stay out of trouble with the law and finish high school, the chances of finding a decent job are still small.

¹² "The majority of people get involved in crime due to unemployment. When someone doesn't have a job, they search for a way to make ends meet. So, when they can't find a way, they take the easy way, which is crime, the wrong path. That's where crime and insecurity come from."

Even for youth who manage to find a job, available job opportunities tend to be temporary and offer low salaries. At the same time, youth and adults interested in starting their own business face challenges to achieving their goals, including lack of business development knowledge, a lack of access to seed capital and credit, and the threat of extortion by gangs (“impuesto de guerra”). As with poverty, with which it is inextricably linked, unemployment, is a major reason that youth in these nine marginalized communities participate in violence and illicit activities, according to youth, parents, community leaders, and service providers.

B. Family Challenges

Lack of Family Support and Guidance: Almost half (48 percent) of all youth responses about family—across all subgroups and community risk levels—focused on the lack of family support and guidance. In particular, among youth and community leaders, the following four themes were paramount:

- lack of moral and emotional support, love, and attention
- lack of guidance and positive communication
- lack of values and education within the family
- poor monitoring and supervision of children.

Many of these issues can be linked to parents’ precarious economic situation. Long working hours and multiple household responsibilities mean that in many households, youth and children are often left alone for extended periods of time because parents (usually mothers) are working long hours and lack childcare. Parents (especially mothers) stated that parents “need to learn how to be parents” and that “parents did not know how to raise their children.” In particular, mothers, father and community leaders stated that “fathers need to learn how to be fathers.” One out-of-school young man (in the 17-20 cohort) from Tegucigalpa remarked on the impact of parenting on children:

*La familia es la base de todo...Es donde se forman ladrones. Es donde se forman doctores. Es donde se forman los profesores. Es donde se forman drogas. Es donde se forman de todo.*¹³

All respondents (i.e., youth, parents, community leaders, and service providers) reported that poor family support and guidance was a major cause of youth participation in violence and illicit activities, because youth who are not supported by family members are more susceptible to negative peer influence.

Family Disintegration: Family disintegration is considered one of the main challenges facing youth across all subgroups and community risk levels. This phenomenon responds to the reality (mentioned in Section 2 of this report) of early pregnancies; single-parent households (usually female) who lack social and economic support; absent and/or unsupportive fathers; and parental separation (due to migration, separation, or divorce). Many youth in these nine communities are raised by extended

¹³ “The family is the foundation of everything...It’s where thieves are educated. It’s where doctors are educated. It’s where teachers are educated. It’s where drug addicts are educated. It’s where they are educated about everything.”

family members or family friends because one or both parents have emigrated. Community leaders and youth reported that early initiation of sexual activity and a lack of education in sexual and reproductive health contribute further to family disintegration, as many young girls have children and young fathers, especially those who are not in an official marriage or civil union, are not expected to support their children or the mothers of their children.

Burden of Family Responsibilities: For young mothers, family responsibilities (usually performed without the help of their male partner) place a burden on achieving their aspirations, since family responsibilities leave little to no time for studying or working. Female youth noted that they are often unable to participate in youth programs and services as they are responsible for taking care of younger siblings and carrying out household chores. All respondents reported that young mothers often lacked access to any kind of childcare—let alone affordable and quality childcare.

Family and Intimate Partner Violence: Youth from all community marginalization levels acknowledged the presence of family and intimate partner violence in their communities. It is difficult to estimate the degree to which violence is present in so many of the families with whom researchers came in contact. This issue was especially noted by females (aged 12 to 16) who expressed being physically, psychologically, and/or sexually abused by their fathers or other male family members. Many other youth spoke of their peers and/or their mothers as victims of family violence. Mothers spoke of being abused by male partners (often as their children watched) and of the physical and sexual abuse perpetrated on children by mothers and fathers and male partners, respectively. According to all informants, there is no support system for victims of abuse, and those who report it are at risk for retaliation by perpetrators. Because they grow up in violence, witness violence (at home, in the community and in the media), and because they themselves are often victims of violence, violence is largely normalized and contributes to youth participation in violence and illicit activities.¹⁴ This view about the normalization of violence in many of these communities is corroborated by the comments of parents in one community in La Ceiba who were asked by the researcher at the end of the focus group if their community was safe (because they had not mentioned violence):

Madre: Es que [la violencia] es tan grave que nosotros ya ni lo mencionamos. Nosotros ya lo vemos como normal.

Padre: Porque en esta colonia nos acostumbramos a tres cosas: miramos, oímos, y nos callamos¹⁵.

¹⁴ In one focus group, *La Casa de Huellas*, held with youth from Tegucigalpa, 19 of 22 youth reported knowing someone who was murdered and all youth reported watching violent TV programming at least five times per week.

¹⁵ Mother: “What happens is that it [violence] is so severe that we do not even mention it. We already see it as normal.”

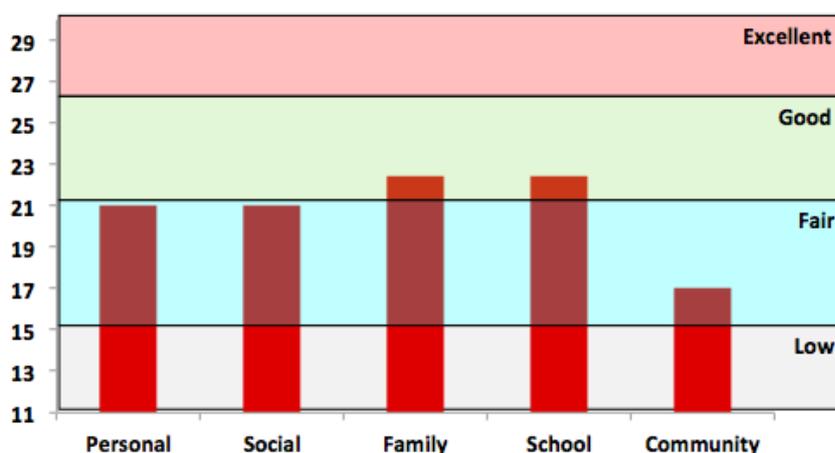
Father: “Because in this community we got used to three things: we see, we hear and we shut up.”

C. Civic Participation/Values Challenges

Low Levels of Community Support/Discrimination Against Youth: According to focus group discussions with youth and community leaders, youth from communities with the highest levels of marginalization experience some of the lowest levels of community support and highest degrees of discrimination. In-school males (in the 17–20 cohort) and members of *barras deportivas* were among the subgroups that stressed stigmatization and a lack of community support as a major challenge they face. Community leaders reported that community members tend to use negative words to describe youth, such as “violent,” “delinquent,” and “dangerous.”

These perceptions are supported by DAP survey results which show that youth display lower levels of assets in the community context.¹⁶ For example, the scores of older males in San Pedro Sula in the *Community* context reflect a 14.4 (a low level) for the same subgroup in the same city. This is one of the widest gaps in assets reported by the same subgroup in one given city. As Figure 3.5 indicates, community assets are in the lower “fair” level, but assets in other four contexts (personal, social, family and school) are in the upper “fair” level or in the lower “good” level.¹⁷

Figure 3. 5: DAP Asset Level by 5 Context Areas (Aggregated)



Corruption/Mistrust of Institutions: Youth across all subgroups in these nine communities—especially female youth ages 12–16—expressed mistrust of government and politicians, whom they often viewed as corrupt, abusing power, or involved in

¹⁶The community context of the DAP survey is linked to items that speak about “accepting others who are different,” “helping in their community,” “being involved in religious activities,” “being involved in sports, clubs, or other,” “helping to solve problems,” “performing useful roles in their communities,” “respecting others,” “serving others,” etc.

¹⁷According to the DAP, “excellent” means abundant assets, where most assets are experienced strongly or frequently. “Good” means moderate assets, where most assets are experienced often, but there is room for improvement. “Fair” means borderline assets, where some assets are experienced, but many are weak and/or infrequent, and there is considerable room for strengthening assets in many areas. “Low” means depleted level of assets; in this category few, if any, assets are strong and frequent; most assets are experienced infrequently, and there are tremendous opportunities for strengthening assets in most areas. See Annex 15 for more information on the DAP.

organized crime. Youth viewed social and economic inequality as a result of government corruption. Many youth feel compelled to speak out on issues of social inequality and corruption, but fear retaliation by those in power. Male youth, in particular, stated their belief that there is a lack of free speech in Honduras.

Lack of Positive Role Models: Youth across all subgroups—especially out-of-school youth ages 12–16—mentioned a lack of role models and supportive adults in their lives. Although youth’s two most frequently stated aspirations are being a college professional and having a stable family, many youth noted the lack of successful college professionals and stable families in their communities.

Lack of Constructive Free-Time Activities: Youth across all subgroups reported a lack of constructive free-time activities. Community leaders and parents agreed that youth spend a large part of their day without anything “constructive” to do. There are few recreational areas (soccer fields, courts, parks). When present in communities, the areas are usually inaccessible to youth (particularly younger youth and females) because the areas are occupied by older youth and adults, controlled by a gang, or located in a dangerous area. Most communities do not have organized sports teams for youth or creative activities, such as music, art, theater and dance.

D. Security Challenges

Growing Insecurity/Crime/Violence: Youth from all subgroups and community marginalization levels expressed a generalized sense of fear and anxiety about security. Within these groups, marginalization and insecurity appeared to be linked. Communities with lower levels of marginalization often perceived insecurity (including violence and crime) as *external* to their community (usually from neighboring communities with gang presence), while communities with higher levels of marginalization tended to perceive the source of the problem as internal to their communities.

Youth reported being afraid to leave their homes and reported feeling unsafe in their homes. Because they could potentially be targets of retributive crime and violence, youth noted that community leaders are afraid to denounce crimes. Out-of-school youth from communities with “very high” levels of marginalization reported that they might not survive long enough to reach their aspirations. Mothers expressed similar thoughts about their children. More than one mother mentioned that her greatest aspiration was for their children “to stay alive” and several reported that their greatest fears occurred when their children “leave the house.” Many youth, parents, and community leaders again discussed how violence is so common that it is perceived as normal. They expressed feelings of powerlessness to reduce violence because it is so systemic in nature and so deeply ingrained in societal institutions, families, and the media.

Increased Gang Pressure/Extortion: Youth and community leaders indicated that young people in gang-controlled communities, especially male youth in San Pedro de Sula, are under pressure to join a gang because of the benefits it gives (income, upward mobility, a degree of job security, a sense of belonging and protection). Some report being threatened to join. In general, residents of communities who do not follow gang

rules report being at risk if they do not change their behavior or move to another neighborhood. All respondents reported the difficulty of leaving gangs once youth have joined.

According to youth and community leaders, many youth in gang-controlled communities, especially in San Pedro Sula, have very limited access to youth programming, as projects often do not enter communities because of security risks and youth cannot participate in programs located in areas controlled by rival gangs. In the case of La Ceiba, stakeholders report that besides the presence of traditional gangs, communities fear *bandas de narcotraficantes* and/or *bandas de delinquentes*, organizations related to drug trafficking and drug cartels. *Banda* members control territories so that drugs can be trafficked, participate in local drug distribution, and are often contracted as *sicariatos* (hired assassins).

Inexistent/Ineffective Police: Community members indicate that police presence is virtually nonexistent or ineffective. This appears to be particularly true in communities with “very high” levels of marginalization, especially in San Pedro Sula. Youth across all subgroups and community marginalization levels mistrust the police and perceive them as corrupt and unresponsive. Similarly youth report discrimination by police (e.g., arbitrary arrests, extortion, and violence), especially male youth (17-20), out-of-school youth and youth in *barras deportivas*. Youth and parents also perceive a high level of impunity, asserting that police often release criminals if they pay enough and that many crimes are never solved.

E. Education Challenges

Lack of Access to Education: Youth across all the different subgroups and marginalization levels reported that the main obstacle in the education sector is the lack of access to education, due mainly to scarce economic resources plus the lack of availability of secondary education in their communities. Street youth, young mothers, and youth from single-parent household report the greatest difficulties in obtaining an education. Often, if youth want to continue their education beyond ninth grade, they have to travel to another community, which involves extra expenses and increased security threats during commute, especially for schools that are on the border of two rival gangs. Even though where education is “free,” schools tend to charge “registration fees” to cover utilities, maintenance, and security expenses. In-school youth perceived a lack of access to secondary, university, or technical education for youth in their communities, and few financial aid sources and scholarships to pursue these educational levels and beyond.

Disconnect between Education and Employment Opportunities: Parent and youth focus groups discussions reveal that within these nine communities education has an almost entirely utilitarian value. However, because unemployment is high, education loses its value because it cannot guarantee a stable, well-paying job. Youth and community leaders note that graduating from high school, especially in traditional high school careers such as computer science and accounting, does not guarantee a stable job. As an in-school male youth (17-20 age group) from San Pedro Sula notes,

“Ahora, ya las carreras como bachillerato en computación, en este país no generan empleo...El empleo, lo que da en Honduras es la carrera técnica.”¹⁸

Youth are de-motivated when they see older youth graduating from high school and unable to find a job. Community leaders and youth reported the lack of formal connections between schools and job training institutions and employers, and the lack of a focus on technical and vocational skills in schools.

Limitations of Working and Studying Simultaneously: In the context of household poverty and a lack of financial assistance for schooling, many youth see working and studying simultaneously as a potential opportunity to access education. However, balancing studies and work, and often, family obligations simultaneously is extremely challenging, and youth mention that working while studying often results in dropping out (often because of lack of economic resources) or academic failure.

Low-Quality Education System: Youth, community leaders, and especially parents perceive that the education system is of poor quality because some youth report receiving degrees without learning. The poor quality of education not only leads to potential academic difficulties for youth who enroll in secondary school outside their communities, but also affects youth’s skills and employment opportunities. Parents and community leaders spoke of poorly qualified teachers who use outdated instructional methods; inadequate instructional time (due to frequent teacher absences or lengthy teacher strikes); and under-resourced schools, which lack basic infrastructure and learning materials.

F. Health Challenges

Prevalent Substance Abuse: A major health problem identified across all youth subgroups and community risk levels is alcohol and drug use, especially for out-of-school male youth, older youth (ages 17–20), *barra deportiva* youth, street youth, and gang members. However, some youth begin to use drugs and alcohol as young as ages 8–12. Glue inhalants (*“resistol”*), paint thinner (*“tiner”*), marijuana, and cigarettes are the most commonly used substances, often related to other drug use; the use of crack cocaine (*“piedra”*) is expanding among older youth. Rehabilitation programs designed specifically for youth are limited—usually they are outside the community or primarily target adults and older youth.

Low Self-Esteem and Lack of Mental Health Support: Youth from all subgroups and community risks levels noted that many youth in their communities had low self-esteem levels; they attribute this to a lack of family and community support, and a lack of purpose. It is worth mentioning that out-of-school youth connect low self-esteem to educational attainment. Considering these challenges, youth pointed out the need for counseling and mental health support for youth and families in their communities.

¹⁸ *“Now, traditional careers like high school diplomas in computer science, in this country, are not leading to jobs...In Honduras, technical careers [e.g. mechanics, welding, woodworking, etc.] are most likely to get you a job.”*

Lack of Integral Sexual and Reproductive Health Education: Most youth reported receiving little to no sexual and reproductive health education, particularly from family members; younger teenagers and out-of-school youth experienced this mostly. Female youth were most concerned with pregnancy, and male youth were most concerned with acquiring HIV/AIDS and STIs. For youth who received reproductive health education, they mentioned that what was provided to them was “too little, too late.” For example, many youth indicated that they had received information on how to use a condom during their last year of high school (although many youth begin to have sexual relations between 12 and 14 years old). Youth and community leaders reported that many sexual and reproductive health programs were only focused on preventing HIV/AIDS and STIs and proposed that programs should use a more comprehensive approach, including education on values, life skills, and building and maintaining healthy relationships. The statement from a female teacher and community leader from Tegucigalpa illustrates this point:

“Un curso de sexualidad es un curso de todos los preservativos que hay como diciendo al joven “usted haga lo que quiera pero tome precauciones”...es una forma inadecuada de abordar el tema de sexualidad. Debe enfocar en la sexualidad del punto de vista de valores, de amor propio, de tener conciencia de lo que se está haciendo...no simplemente prevención, sino desde una manera íntegra.”¹⁹

Key Youth Challenges by Subgroup and Categories

As discussed in previous sections, findings with regards to youth challenges were relatively consistent and uniform across subgroups in the various community types and cities. On the aggregate level, the three most priority challenges identified by youth were 1) a lack of economic resources/a lack of job opportunities, 2) a lack of family support and guidance, and 3) insecurity/violence/crime. Nonetheless, there are differences among some subgroups that are worth noting, as described below:

By Gender. While both genders prioritize (1) lack of economic resources / job opportunities and (2) lack of family support/disintegration as their two greatest challenges, male youth consider insecurity/violence/crime and female youth consider social inequality and exclusion as their third greatest challenges, respectively. Male youth prioritized a lack of community support more frequently than female youth. Responding to sexual and reproductive health challenges, female youth were most concerned with early pregnancy, and male youth were most concerned with acquiring HIV/AIDS and STIs.

By Age Group. In general, insecurity/violence and lack of economic resources and job opportunities appear as more critical challenges for older youth than for the younger group. DAP results show that youth ages 12–16 report being more empowered than older youth groups.

¹⁹ “A sexuality course is a course that’s all about condoms is like telling youth, “do whatever you want, but be careful”. It’s an inadequate way to approach the topic of sexuality. Sexuality should be approached from the perspective of values, self-respect, of being conscious of what you’re doing...not just focused on prevention, but focused on a more integrated concept of sexuality.”

By Education Status. Use of drugs and alcohol is more frequently reported as a challenge by out-of-school youth than by in-school youth. In comparison, in-school youth considerably prioritize insecurity/violence as a challenge over the out-of-school group. In terms of access to education, both groups prioritize this as a challenge; however, the in-school group highlights lack of access to secondary and tertiary education, but the out-of-school youth refer to lack of access to basic and secondary levels.

By Community Risk Type. The vast majority of focus groups with youth from communities that have “medium” and “low” levels of marginalization prioritized insecurity/violence/crime as one of youth’s three greatest challenges, compared to only a few focus groups in communities with “high” and “very high” levels of marginalization. (While this may seem counter-intuitive, see the discussion in the analysis section on the possibility that violence may be more accepted in those communities.) Female youth from communities with “very high” levels of marginalization reported family responsibilities most frequently as a challenge than youth from other communities. Many female youth who were not mothers also reported that taking care of siblings and household chores prevented them from participating in youth programming. Focus groups from communities that experienced greater marginalization prioritized corruption/social inequality and youth stigmatization as top one of their greatest challenges more frequently than focus groups from communities with lower levels of marginalization.

By City. Although the community context was consistently the lowest for all subgroups in the DAP scores, the older youth group (ages 17–20) from San Pedro Sula was the only subgroup reporting *poor* levels—the lowest asset level of all subgroups in any category in any city. Also, a lack of positive role models was prioritized by focus groups in San Pedro Sula more than focus groups in other cities. Youth from communities in La Ceiba and Tegucigalpa consistently prioritized insecurity/violence/crime as one of youth’s three greatest challenges more than youth from communities in San Pedro Sula. Youth from Tegucigalpa, especially males ages 17–20, more frequently reported discrimination, extortion, and violence against youth by police.

3.4 Existing Youth Programming

This section presents the results of participants’ understanding of the existence of youth programs in their communities, the nature of such programs, and their key limitations. This includes responses from community leaders, parents, and youth, with youth being the largest group. For more detailed information, see Annex 4: Priority Program Areas According to Youth, Community Leaders and Parents; Annex 5: Stakeholder Feedback on Existing Youth Programming. For information on youth service provider feedback on existing programs see Annex 6: Youth Service Provider Feedback.

3.4.1 Perceptions About Existing Youth Programs

Based on the perceptions of respondents, results and comparisons by city show the following nature of current youth programming:

The majority of interventions focus on education and vocational training, life and social skills, and donations. The most frequently mentioned types of services offered

by existing programs were, first, education and vocational training offered by various service providers, including NGOs, churches, and government. Second, life and social skills are usually delivered by NGOs and churches. And third, donations of basic need and education supplies, such as food, medicines, and school supplies, primarily through churches and mostly in San Pedro Sula.

There is a strong presence of churches and faith-based organizations. According to respondents' perceptions, the majority of youth service providers available in these communities are NGOs and religious organizations, including churches. Among the three cities, La Ceiba shows the highest representation of religious institutions/churches serving youth. Half of the programs mentioned by participants in San Pedro Sula as being run by NGOs are linked to religious groups or congregations. Multiple churches (both Evangelical and Catholic) were present across communities. The degree to which churches worked with youth varied from community to community. Some churches had established youth programs reaching up to 200 youth, but others had non-existent or infrequent youth programs.

Government interventions and international organizations are more prevalent in Tegucigalpa communities. Results show that Tegucigalpa has the largest number of Government projects among the three cities, possibly because it is the country's capital. Tegucigalpa communities also had more international organizations and international organization-funded projects than communities in other cities, which may be explained by the fact that the Honduran headquarters of most international organizations are located in Tegucigalpa. La Ceiba communities appear to have the least number of international and national youth-serving organizations.

There is minimal participation of the private sector. Results showed almost no mention of the private sector's involvement in youth programs. (Here "private sector" refers to businesses, regardless of size.) Only three out of nine communities reported youth programming that involved the private sector, mostly in the city of San Pedro Sula and only in communities with "very high" levels of marginalization. In San Pedro Sula, these activities included a private university-sponsored values education program and two private sector scholarship and school supplies donation programs. In Tegucigalpa, community leaders reported that one civil society organization was working with the Chamber of Commerce in order to provide seed capital to start youth microenterprises in the community. Community members proposed that the private sector should be more involved in youth programming, especially job training and employment programs.

There is a sizable presence of small grassroots organizations. Across communities, especially La Ceiba and San Pedro Sula, there are a number of small grassroots organizations. (Here the term "grassroots" organizations refers to community-based organizations, whether registered or informal, including neighborhood groups, *patronatos*, churches, and schools.) These organizations generally offer programs related to sports, arts, education, health, and community service. These organizations generally respond to local youth needs, and community members view them very positively. Although these organizations generally have dedicated leaders with an

entrepreneurial spirit, they often lack funding, which affects their capacity and the reach of their projects. Scarcity of funding is often due to a lack of knowledge and connections to potential funding opportunities, low visibility at the city, regional, and/or national levels, and low technical and administrative capacity.

Current programs are perceived as youth-friendly. Almost everyone who responded to the question, “how youth-friendly are these programs?” answered positively, asserting the positive approach that these interventions have with youth. It should be noted that more than half did not answer this question.

Programs are perceived as interesting and useful for youth to reach their aspirations. Similarly, most respondents stated that the programs are useful and interesting for youth. The most common explanation was because they train youth on employment skills and open up opportunities. However, more than half of all respondents did not answer this question, which may be because they lack a deep enough understanding of the interventions to speak about these criteria or a hesitation to share something negative (if they thought the program was not useful). *Centros de Alcance [Youth Outreach Centers]* stand out as particularly useful and interesting to youth and community leaders in all three cities, and both youth and community leaders mentioned them consistently. As one respondent articulated, *Centros de Alcance* offers programming that is perceived as an “opportunity for youth in marginalized communities because they offer training and help them save money and pursue a career.”

3.4.2 Perceived Limitations of Existing Youth Programs

Building upon information collected about the perceived presence and nature of existing youth programs presented above, participants in the assessment were asked to reflect on the main limitations of existing youth programs. Complementary data can be found on Annex 4: Priority Program Areas According to Youth, Community Leaders and Parents. Following are the most commonly mentioned limitations.

Lack of visibility of programs and organizations within communities, especially among youth and parents. Youth and parents seem to be less aware of existing programs in their communities than community leaders. For example, in a community with a “very high” level of marginalization in Tegucigalpa, youth only mentioned 3 out of 20 organizations that community leaders reported, and parents only mentioned 7. The organizations that were most visible to community members were often organizations with a physical presence in the community, such as a center or office.

Mismatch between program sites and target population. A common pattern found in gang-controlled communities in Tegucigalpa and San Pedro Sula was that youth programs were located in perceived “dangerous” areas, which made it difficult for youth from other locations to access because of security risks. On the other hand, when programs are located in only the most central urban centers, youth in most marginalized locations (often at-risk youth) cannot afford the time and transportation costs to attend regularly, thus, drop out of the program or do not enroll. Youth in some communities with “very high” levels of marginalization reported that parents do not

allow them to leave the house unaccompanied or only allow them to go to school and church.

Low rates of parental/caregiver permission. Whether it is due to a lack of program visibility, insufficient program outreach to communities and caregivers, or traditional gender roles (expecting young females to stay home to help with chores), respondents often mentioned lack of parental permission as an important constraint for youth to get involved in programs.

Same youth population being benefited while other youth are left out. Results showed that participants had the perception that the same groups of youth were repeatedly benefiting from new youth programs and that interventions were not reaching other youth groups with the same or greater need of such services.

Mistrust of institutions. Especially in communities with “very high” and “high” levels of marginalization, there is often a mistrust of institutions such as government institutions and NGOs. Community members reported that this mistrust comes from a history of being promised projects that were never delivered.

Low motivation. Youth’s low level of motivation appeared as a limitation more among in older than younger youth groups. This was linked to: (1) a mismanagement of expectations and disillusionment where institutions, programs, or politicians promise youth more than what they deliver; and (b) a self-perception that youth are unable to change or improve their economic and social situation.

Section IV: Analysis

Results from the respondents surveyed and interviewed yielded many key points that need to be blended with strong evidence-based strategies for violence prevention in the development of policies and programs in Honduras. The findings of the assessment provide rich insight into what is important to various groups (youth, parents, community leaders) in various communities in the three largest cities in Honduras. Aligning policies and programming with what the participants identified and recommended is key for community support of the expansion of existing programming as well as the development of new policies and programs that promote developmental assets that will protect youth. Results of the participants indicate that they desire many changes, which may appear unrealistic and daunting. However, this desire is consistent with a comprehensive change that needs to come about where all parts of the community are working together to a joint purpose. Fixing one point in the violence prevention continuum will clearly not make the collective impact of a coordinated effort addressing all challenges faced in Honduras.

Participants in the assessment provided a wide range of feedback on how to improve existing youth programs. These included: finding ways to forge a better link between education and vocational trainings with work/employment opportunities; developing family support programs; addressing the lack of visibility or awareness about programming for youth; and working to overcome the mistrust youth had of some of the institutions running youth programs. An analysis across all stakeholder groups indicates that the top four priorities expressed are: job training/employment; constructive free-time activities/youth-friendly spaces; family supports; education access and quality; and health programming including sexual and reproductive and mental health.

An analysis of the findings presented in the section above yield these highlights:

Strengthening education is seen as key for policy and program improvement across all sectors

Participants consistently demonstrated a strong positive perception and high value of education. Data from the DAP and youth focus groups reveal that youth are strongly committed to their education (and learning more broadly). Youth recognized that they needed to complete high school and/or university in order to fulfill their main aspiration of finding a high school or university-level job and parents identified educational aspirations as their main aspiration for their children.

However, participants, also, consistently identified as a concern the lack of access to education and training opportunities, low quality of available opportunities and the lack of formal connections between schools and job training institutions and employers. They cited the lack of stable employment opportunities, low salaries, and low education levels. Also identified was the lack of a focus on technical and vocational skills in schools. Forty-three percent of parent responses focused on education as the main aspiration for their children, followed by employment (25 percent of parent responses). In all four community types (from highest to lowest levels of marginalization)

employment/economic development was identified as youth's primary aspiration, followed by education in very high risk and high-risk communities. Youth (across all subgroups—age cohorts, gender and education status) appeared to have a strong positive perception and high value of education. These findings coincide with findings from parent focus groups in which parents identify educational aspirations—an important developmental asset—as their main aspiration for youth. Youth in general, but more so those who are not working and young females, were strongly committed to their education or learning more broadly. These results highlight the importance of education as an area of focus in any potential programming.

Youth across all the different subgroups and marginalization levels reported that the main obstacle in the education sector is the lack of access to education, due mainly to scarce economic resources plus the lack of availability of secondary education in their communities. Parents and youth saw a disconnection between education and employment opportunities, and perceive the education system as being of poor quality. Strengthening education and linking it more effectively to employment would address a needed identified by parents and youth and contribute to the development of skills that are consistent with violence prevention practices.

Education quality is linked to poverty, which in turn, relates to delinquency and violence

Education and poverty

An increase in access to quality education was seen a key to overcoming poverty and other social problems. Community leaders and service providers identified the nexus between poverty and delinquency as the main challenge faced by youth. Many responses from participants in the assessment reflected concern about corruption, social marginalization, and exclusion as the main perpetrators of poverty. Parents and youth both cited the lack of economic resources (poverty) as the main challenge they face. Household poverty affects every aspect of youth's lives, including access to education and training opportunities, health care, and recreational opportunities. Poverty is a major contributor to delinquency and violence. This dynamic shows the important connection between many factors like education and income and remind us of the need for comprehensive efforts to better achieve collective impact.

Lack of employment

Because of the lack of access to jobs, and the resulting poverty and inactivity (people with nothing to do) that ensues, crime and gang involvement offer a fast and more stable source of income—and an attractive alternative to unemployment and associated poverty. Gangs fill the vacuum left by weak institutions and families. As one community leader (and ex-gang member) indicated, gangs offer youth values (such as respect, loyalty, and discipline), a sense of belonging, a sense of purpose and the esteem that families and communities do not provide. An analysis of these findings pose the clear question: What does the community offer as an alternative? Having a sense of support, belonging, and empowerment from the positive forces in the community can be the focus of policy and program development. The answer to the question of what the

community offers needs to be a comprehensive one involving the public and private sectors to help build livelihood skills as well as personal opportunities for development (including assets such as support, empowerment, social competencies, and positive identity which may or may not be linked to livelihood or job training). This skill and asset development can make the connection between education and work through the development of safe, stable and nurturing relationships and opportunities. These efforts can also serve to change the cultural and social norms that support violence.

Programming relates to a variety of strategies, including family support

DAP data and focus-group discussions with youth reveal that family is one of the strongest assets in the communities researchers investigated. Family as an important asset was consistent across subgroups and cities. It was strongest context in La Ceiba and was a close second in San Pedro Sula and Tegucigalpa, after education. Additionally, “having a stable family” was one of youths’ greatest aspirations and community leaders frequently mentioned the need for youth programming to involve and support families. Families—which play the foundational role in the development of safe, stable, and nurturing relationships—may be a better entry point for programming to influence young people’s behavior than perhaps communities or neighborhoods.

At the same time, a number of challenges involving family issues were identified, including problems presented by family disintegration, the burden of family responsibilities on young mothers, and the experience of family and interpersonal violence. The lack of family support and guidance is linked to the precarious economic situation of parents. Long working hours and multiple household responsibilities mean that in many households, youth and children are often left alone for extended periods of time because parents (usually mothers) are working long hours and lack childcare.

Support of families through a variety of programming strategies is greatly desired by the communities. Providing integrated support to the family directly benefits youth with a variety of positive assets that will serve to help protect them from involvement with violence.

Availability of positive and structured activities for youth

Participants identified the need for ways to strengthen positive relationships between youth and the rest of the community. In many instances this means developing structured activities that are presently not accessible, or doing a more effective job of promoting what is available. According to youth and community leaders, many youth in gang-controlled communities, especially in San Pedro Sula, have very limited access to youth programming, as projects often do not enter communities because of security risks and youth cannot participate in programs located in areas controlled by rival gangs. While more marginalized communities face more challenges to the development and accessibility of programming for youth, comprehensive efforts from all sectors should be employed to provide structured activities for young people in youth-friendly spaces. Youth programming needs to find ways to address the competing obligations for youth time with chores at home, as well as addressing concerns about participation because of security in the community.

More specific recommendations are made in the section that follows this analysis; these will build on the fact that caring for others is an asset among many young people, leading to the suggestion that one potential strategy would be to promote the development and expansion of youth service activity projects. Building off this asset would not only help the community at large, but would also help address the issue of youth being negatively perceived by adults by creating a positive and constructive image of youth; youth service projects could also help increase the self-esteem of youth by having them become active citizens in their community and reducing the level of social exclusion faced by many youth as the Challenges section of this report indicates.

Supports for youth success

Effective education and training takes place when base conditions are met. Youth learn when they are healthy and safe. Holistic violence prevention means multiple sectors working comprehensively together toward similar goals in education, training, health, and safety. For example, in the health area, a number of problems were identified, including: the problem of substance abuse, especially for out-of-school youth; low self-esteem; and lack of mental health supports. The lack of sexual and reproductive health education and poor quality of current programs contribute to early pregnancy, which affects life opportunities for both young mothers and children and increases poverty and family disintegration. All of these issues need to be addressed by providing the supports for youth success, developing life skills, and including broader environmental strategies. These broader strategies, while beyond the scope of this report, include an effective criminal justice system, and, according to the World Health Organization, reducing the availability and harmful use of alcohol, and reducing access to lethal means, like guns. The situation in Honduras is compounded by the high number of firearms with weak enforcement of gun laws. In 2010, around 151,000 firearms were registered, but the actual estimated number of total firearms was close to 800,000 (World Bank, 2011a). The criminal justice system has been ineffective in its preventive, deterrence, or punitive roles, weakened by the corrupting influence of organized crime, and thus undermining good governance and the rule of law. As the ill-equipped justice and security organs of the state struggle and often fail to combat organized crime, Honduran citizens' trust in the rule of law declines.

Roles for trusted institutions that exist in the public and private sectors

Youth and community leaders saw low levels of support, discrimination against youth, mistrust of government and politicians, lack of positive role models, and a lack of constructive free-time activities in youth-friendly spaces. These challenges point out the need for strengthening positive ties and nurturing relationships between youth and their community. The church was seen as a trusted entity and a protective factor—especially among youth who lack family support and youth struggling with substance abuse. Programming developed in organizations that have the trust of the community members, such as local churches and grassroots organizations in the private sector, seems desirable. Care should be taken to provide capacity building and funding to help existing outreach and youth programming. Programming needs to find ways to

strengthen positive youth-adult relationships and provide positive role models for youth.

Regarding the perception of programming, respondents saw that educational and vocational programs do exist, and that faith-based programs have a strong presence in communities. More programming exists in Tegucigalpa. Sizable small grassroots organizations exist, although they often lack administrative capacity. *Centros de Alcance [Youth Outreach Centers]* stand out as particularly useful and interesting to youth and community leaders in all three cities, and both youth and community leaders mention them consistently. As one respondent articulated, *Centros de Alcance* offer programming that is perceived as an “opportunity for youth in marginalized communities because they offer training and help them save money and pursue a career.” Providing these life skills is an important strategy that uses the developmental assets of building a strong commitment to learning, as well as helping youth make connections with positive adults and institutions that support and empower them.

Regarding the level of trust that exists in the public and private sectors, more analysis could be done on the various publics’ perception and acceptance of levels of violence. In some higher risk, more marginalized communities, the theory of normalization might apply, meaning that in more marginalized communities people may be more resigned to violence as a fact of life, and therefore may not rate it as highly as an issue of concern. Another plausible explanation for why some communities with higher marginalization levels do not prioritize security issues is not due to normalization of violence, but rather, the situation of extreme poverty supplanting security issues, as issues of employment, education, health and other basic necessities take precedence.

Feedback on Existing and Future Youth Programming

An analysis of the findings about participant’s views of existing and future youth programming reveals that the follow principles apply across different populations, namely:, accessibility, effectiveness, and sustainability. See Annex 5: Stakeholder Feedback on Existing Youth Programming for more details.

Accessibility – Ideas to improve accessibility of existing programs included the following:

- A. Increase program visibility at the community level with specific approaches that target youth, not just the community as a whole.
- B. Involve parents/caregivers from the onset and more actively to earn their trust.
- C. Ensure more diverse youth participation and coverage
- D. Get to know the communities before starting the work (especially those with broader technical and geographic coverage) to ensure that interventions are accessible to local youth who are in greatest need.
- E. Assess location of program interventions/centers carefully to ensure accessibility and safety.
- F. Mitigate challenges for participants, such as the costs of program materials, and the competing challenge that youth have to work or help at home.

Effectiveness – Suggestions to increase effectiveness of existing programs included:

- G. Work more directly with families.
- H. Increase and improve coordination, collaboration, and communication among organizations at all levels.
- I. Work with community leaders and help grassroots organizations create programs that cater to specific needs of local youth.
- J. Channel funds through youth and adult cooperatives for increased transparency, community voice, and local leadership.
- K. Initiate interventions at a younger age.

Sustainability – Suggestions to help strengthen sustainability of existing programs:

- L. Help develop local leadership and strengthen existing grassroots organizations.
- M. Involve the private sector more actively in youth programming.
- N. Consider mechanisms such as *participant-run microenterprises* where part of the profits goes toward the project to help sustain interventions.
- O. Design, plan, and execute interventions with a long-term vision to impact youth in the future.

Section V: Recommendations

The following section presents program recommendations for USAID and other stakeholders working in the area of youth violence prevention in Honduras. Recommendations were selected based on the data collected during the assessment and informed by the international evidence of what works (or is promising) in preventing and reducing youth violence. The report's recommendations are framed by the World Health Organization's 2010 publication *Violence Prevention: The Evidence*, a central reference document that is based on an examination of the scientific evidence of effective interventions to prevent violence (WHO, 2010). WHO identifies seven effective strategies of violence prevention:

Developing safe, stable and nurturing relationships between children and their parents and caregivers;

1. Developing life skills in children and adolescents;
2. Reducing the availability and harmful use of alcohol;
3. Reducing access to guns, knives and pesticides;
4. Promoting gender equality to prevent violence against women;
5. Changing cultural and social norms that support violence; and
6. Victim identification, care and support programs.

A note about the ordering of the recommendations: It is challenging to prioritize recommendations such as these. The situation demands that multiple efforts take place for comprehensive violence prevention to be most successful. Key institutions play a central role in such comprehensive efforts, such as schools and the private sector that play a part in bridging the connection between education and employment. Prevention efforts clearly must have an integrated family-based approach. They must include offering supervised and structured activities in youth-friendly spaces. Prevention efforts must also attend to the broader social, physical, and behavioral health (including mental health and substance abuse issues). Finally, violence prevention recommendation must have a focus on youth themselves, forging strong positive relations with role models, and strengthening the ties between youth and the community.

The matrix below summarizes the assessment's recommendations, referencing the assessment findings and with sample activities that could be included in a program design. For a full listing of examples of evidence-based programs that should form part of an integrated youth violence prevention strategy, see Annex 8 "Evidence-based Programs and Promising Practices" and for guiding principles that complement the programmatic recommendations see Annex 7: "Youth Development Guiding Principles."

SUMMARY OF RECOMMENDATIONS

No.	Recommendation	Sample Activities	Linkages to Assessment Findings	
			Challenges Addressed	Assets
1	Strengthen the role of schools (learning settings) in community-based violence prevention efforts	<ul style="list-style-type: none"> A. Life Skills B. Afterschool C. Arts and Cultural D. School-Police Partnerships E. Teacher training F. Scholarship programs 	<ul style="list-style-type: none"> • Security <ul style="list-style-type: none"> ○ Gang – pressure to join, difficult to leave ○ Lack of trust in police and institutions • Employment/economic development <ul style="list-style-type: none"> ○ Lack of economic resources ○ Lack of stable job opportunities ○ Job search difficulties • Education <ul style="list-style-type: none"> ○ Working and studying simultaneously ○ Academic failure 	<ul style="list-style-type: none"> • Strong commitment to learning: achievement motivation and school engagement • Caring for others • Positive identity • Sense of purpose
2	Engage the private sector: build livelihood skills and bridge the connection between education and work	<ul style="list-style-type: none"> A. Alliances with Private Sector B. Comprehensive Job Training Programs C. Employment Agencies/Services D. Self-employment Assistance /Entrepreneurship 	<ul style="list-style-type: none"> • Employment/economic development <ul style="list-style-type: none"> ○ Lack of economic resources ○ Lack of stable job opportunities ○ Job search difficulties ○ Low salaries ○ Underemployment • Education <ul style="list-style-type: none"> ○ Working and studying simultaneously 	<ul style="list-style-type: none"> • Strong commitment to learning • Planning and decision-making • Interpersonal competence
3	Provide integrated support to the family with which the young person lives	<ul style="list-style-type: none"> A. Parenting Skills B. Early Childhood Development C. Economic Support D. Masculinity 	<ul style="list-style-type: none"> ▪ Family <ul style="list-style-type: none"> ○ Lack of family support and guidance ○ Family disintegration ○ Family violence ○ Family responsibility 	<ul style="list-style-type: none"> • Strong commitment to learning: achievement motivation and school engagement • Boundaries and expectations: family boundaries • Planning and decision-making • Personal control • High expectations
4	Offer supervised and structured activities for youth in youth-friendly spaces	<ul style="list-style-type: none"> A. Open Schools (<i>Escuelas Abiertas</i>) B. After-school activities E. C. Out-of-School Constructive Activities 	<ul style="list-style-type: none"> ▪ Education <ul style="list-style-type: none"> ○ Lack of access to education ○ Low-quality schools ○ Working and studying simultaneously ▪ Security <ul style="list-style-type: none"> ○ Generalized sense of fear and anxiety about security ○ Lack of access to programs and services for youth in gang-controlled communities ▪ Civic participation/values <ul style="list-style-type: none"> ○ Lack of role models ○ Lack of constructive free- 	<ul style="list-style-type: none"> ▪ Strong commitment to learning ▪ Empowerment: service to others ▪ Constructive use of time ▪ Self-esteem ▪ Interpersonal competencies ▪ Neighborhood boundaries

			time activities	
5	Improve health programming for youth	<p>A. Sexual and Reproductive Health Education and HIV/AIDS Prevention</p> <p>B. Drug and Alcohol Prevention and Rehabilitation</p> <p>C. Mental (Behavioral) Health</p>	<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> ○ Drugs and alcohol ○ Low self-esteem/lack of mental health and emotional support ○ Sexual and reproductive health issues ○ Lack of access to health care/illness • Family <ul style="list-style-type: none"> ○ Lack of family support and guidance ▪ Family violence 	<ul style="list-style-type: none"> ▪ Strong commitment to learning ▪ Empowerment: community values youth ▪ Planning and decision-making
6	Strengthen positive youth-adult relationships and provide positive role models and guidance for youth	A. Mentoring	<ul style="list-style-type: none"> ▪ Family <ul style="list-style-type: none"> ○ Lack of family support and guidance ○ Family disintegration ○ Family violence ▪ Civic and participation values <ul style="list-style-type: none"> ○ Lack of motivation/criticism from others ○ Mistrust of government and politicians ○ Lack of role models ▪ Security <ul style="list-style-type: none"> ○ Generalized sense of fear and anxiety about security ○ Gangs – pressure to join, difficult to leave ○ Police corruption, discrimination, arbitrary arrest, and violence 	<ul style="list-style-type: none"> ▪ Positive adult relationships ▪ Caring for others ▪ Presence of religious organizations ▪ School engagement ▪ Constructive use of time ▪ Family boundaries
7	Strengthen positive ties between youth and their community	A. Youth Service	<ul style="list-style-type: none"> ▪ Civic participation and values <ul style="list-style-type: none"> ○ Lack of community support/discrimination against youth ○ Lack of constructive free-time activities ▪ Security <ul style="list-style-type: none"> ○ Generalized sense of fear and anxiety about security ○ Police corruption, discrimination, arbitrary arrest and violence 	<ul style="list-style-type: none"> ▪ Caring for others ▪ Presence of religious organizations ▪ Family

Recommendation #1: Strengthen the role of schools (learning settings) in community-based violence prevention efforts

Given that schools are often the only public institution that exists in at-risk communities, efforts should be made to increase their role in violence prevention. The assessment identified schools and learning settings in Honduras as effective platforms for wider efforts to reduce violence (e.g., Cerro Grande). At the same time strategies must take into consideration concerns about corruption and political patronage in public institutions, and find ways to galvanize the private sector to play a positive role (such as private sector support for scholarship programs for education). Below are examples of several roles schools could play, in conjunction with community leaders (World Bank, 2011) that are consistent with violence prevention approaches appropriate for the situation in Honduras:

Schools can address a wide variety of issues including behaviors, attitudes, communication patterns, policies, and conditions of educational institutions that support and perpetuate violence. For example, educational programs can challenge cultural norms that support violent behavior against women or ethnic and religious minorities (WHO strategies 5 and 6), and teach alternative attitudes and skills that promote nonviolent conflict resolution, respect for human rights, democracy, tolerance, and solidarity (WHO strategy 2). They can also keep violence from occurring in school facilities, offering a safe place where the institution's personnel and students can work and learn.

Schools can help young people learn how to enter into healthy relationships. In addition to the role that schools play in promoting academic achievements, schools are key institutions for socialization with nurturing and stable relationships (WHO strategy 1) and can provide an excellent setting for implementing violence prevention programs, with long-term positive effects on children and adolescents.

Schools offer efficient, practical, and timely means of preventing violence. The school system can be the most efficient, organized way to reach large segments of the population, including adolescents, school administrative staff, family members, and local community residents. In Honduras, as in many other countries, schools offer various services to students, and many have some elements of programs existing in the school or local community (such as health promotion, extracurricular activities, and sports) that can become the starting point for a program with a more integrated approach that includes violence prevention.

Interventions conducted in schools can reach children at an early age, during the initial stages of the development of their attitudes, values, and patterns of communication and before many of them drop out of school. These interventions promote the formation of healthy attitudes and practices instead of reinforcing unhealthy habits. Research on child and youth development has shown that early aggression generally intensifies later, turns into violence and expands to other anti-social behaviors. Therefore, early interventions can be less costly and more effective than trying to change deep-rooted patterns of violence in older children.

Schools can offer the community resources that contribute to safety activities. In many communities, schools are often the only public resource that can provide a neutral space for bringing together the members of the community. Schools sometimes have the opportunity to address broader needs of families and communities by linking these with the resources, support, and services they need. Many schools are opening their doors after school hours to conduct a variety of extracurricular activities, offering safe shelters where adolescents can play and learn without fear of being hurt, or spaces to meet with other groups to develop strategies and implement a variety of improvement programs aimed at parents and the community.

Four types of school-based violence prevention programs have been shown to be promising:

- A. Life Skills Programs;
- B. Afterschool Programs;
- C. Arts and Culture Programs; and
- D. School and Police Partnerships. Each of these prevention efforts should be integrated as part of a full and comprehensive educational strategy.

A. Life Skills Programs

Life skills programs (WHO strategy 2) are most effective when targeting youth, and parents, teachers, school principals, and community leaders, as part of a whole-school approach. Life skills encompass a wide array of skills. Below is a list of what could be prioritized for youth in the communities studied by the assessment:

1. Personal skills (e.g., handling emotions, collaboration, personal responsibility, building trust, and respect for oneself and for others, assertive communication)
2. Problem solving (e.g., conflict management and resolution and decreasing bullying)
3. Effective work habits (e.g., teamwork, interviews, workplace protocol, managing time and responsibilities, and workers' rights)
4. Healthy life style (e.g., healthy relationships, decision making, prevention of substance abuse, nutrition and prevention of sexually transmitted diseases [HIV/AIDS] and unwanted pregnancies)
5. Diversity education (e.g., respect for differences, tolerance, values)
6. Service learning (e.g., citizen responsibility)

B. Afterschool Programs

Afterschool programs can provide children and adolescents with an opportunity for constructive learning and positive development as an alternative to high-risk behavior and violent activities.

These are the three most common types of afterschool programs:

- Programs offered when the school day ends: These programs often start immediately after the end of classes on normal school days. The orientation and content of the programs vary widely and those who deliver them may be certified teachers, trained youth workers, or adolescent leaders.

- Daycare centers for school-aged children: These programs are specifically aimed at the care and well-being of children before and after school, on weekends and during vacations periods. They are subject to state and/or municipal licensing requirements with regard to physical facilities, staffing, etc.
- Youth development programs: These programs promote positive development in one or several areas, such as affective relationships, self-expression, or creative expression. Youth development programs (such as the scouts example below) often take advantage of young people’s strengths and focus on their attitudes and skills

C. Arts and Cultural Programs

There is a growing body of evidence that arts can have a significant effect on decreasing violent behavior by at-risk children and youth. For those who have personally experienced violence, the use of the arts can serve as a mechanism and means of openly expressing emotions in a safe environment. Participation in arts programs can help youth to overcome the obstacles of their underprivileged backgrounds. From a developmental assets perspective the arts and cultural programs can foment a commitment to learning and contribute to positive identity as youth find a sense of purpose and gain self-esteem. The integration of culture, arts, and prevention needs to be an intentional process in which youth not only acquire the necessary knowledge and the specific aptitudes and capacities, but also link what they are learning (e.g., conflict-resolution skills, moral reasoning, the ability to manage anger, and group learning) with the real outcome of a product or performance.

Escuela Cerro Grande – A Model Public School

Escuela Cerro Grande is a public primary school with 910 students in a peri-urban area of Tegucigalpa. Eighty percent of students are from marginalized communities, many with a strong gang presence and high levels of violence. However, unlike public schools in similar areas, school desertion is at 0% and 92% of students are passing their classes. The school not only provides students with a quality academic education, but it also focuses on instilling entrepreneurship skills in students, as well as moral values.

With the technical and financial support of FAO (Food and Agriculture Organization of the United Nations) the school has started and sustained five student microenterprises, including an agricultural business, a food business, a spice packing business, a carpentry business, and an artisan business. All students participate in the microenterprises and acquire business skills and microenterprise includes a leadership team of 10 students. Each microenterprise is coordinated by a teacher with the assistance of parents. Profits from microenterprises go towards supporting the schools’ workshops and microenterprises. Additionally, the school has helped 40 families start family gardens. The school is in the process of constructing a school kitchen that will allow students to have a more complete meal on school days. A school administrator notes that,

“Estamos innovando, metiendo estas pequeñas empresas para que el

niño aprenda. Nosotros ya tenemos frutos. Aquí hay niños en sexto grado que tienen empresitas de anillos y esclavas, porque les dimos un curso de bisutería y ya ellos tienen su empresita y ellos pagan sus diezmos a su iglesia donde pertenecen verdad, compran sus útiles, sus uniformes... Tenemos ex-alumnos que hacen pasteles de cumpleaños, porque lo aprendieron aquí en la escuela...hacen sus tortillas mejoradas, porque aquí lo han aprendido.”²⁰

The school has a special focus on promoting moral values, as a different value is emphasized each week. There is an emphasis on the fact that teachers should not only concern themselves with the intellectual development of their students, but also with their personal development. The school forms alliances with churches, the district attorney for children, and social workers in order to provide life skills, values, and counseling to students and their parents.

Additionally, the school uses an open-school model (based on Brazil’s successful model) where the school has courses and recreational activities for students and parents on weekends. Students and their families also have access to low-cost dental and medical care. In the future, the school hopes to become a basic education center (1st-9th grade) and form alliances with technical high schools and training programs so that students can continue their entrepreneurship training.

Source: Interview with school director, March 2013

D. School and Police Partnerships

Considering the high levels of mistrust in the police and other institutions reflected in the findings, it is important to rebuild community cohesion, social fabric, and trust as well as accountability of public institutions. Taking small steps toward finding common ground and working together with the police to prevent violence can be an effective strategy toward that goal. Anecdotal evidence during the course of the assessment in San Pedro Sula identified a case where a school/community-based organization developed an agreement with the police, and a police officer from the community conducted workshops on crime prevention, safety, and security for the public and became a role model for youth. As the police officer participated in school activities, he was considered the main protector of the school, which increased the sense of security and the trust in other community members. This example shows the value of building trust through personal relationships.

Recommendation #2: Engage the private sector to build livelihood skills and bridge the connection between education and work

Youth and community leaders indicated that work opportunities are scarce for marginalized youth, because of their low education and skills levels, lack of professional

²⁰ “We are innovating, integrating these small businesses so that the children learn. We are already seeing the fruit of our labor. Here, we have children in the sixth grade who have ring and bracelet microenterprises, because they received a jewelry-making course. They pay their church offerings, buy their school supplies and uniforms. We have graduates that bake birthday cakes, because they learned here at this school... other graduates make healthier tortillas, because they learned that here.”

networks, and stigmatization of youth by employers. It is interesting to note that few respondents made reference to the private sector playing a role in these efforts unless it was specifically in the context of job opportunities. Increased awareness among stakeholders on the opportunities that can result from private sector engagement should therefore be a priority, as it remains an untapped resource in Honduras. In this context, the following recommendations are made:

- **Educate the private sector and build networks**

The private sector often requires tailored messages to see the benefit of participating in any program that may be perceived beyond their business objectives. It is important to help the business sector to understand how violence prevention initiatives can strengthen a company's reputation with community members and ultimately help businesses be more profitable. Incentives for private businesses can include positive association with the funder (e.g., USAID, World Bank), a more skilled labor force, and access to a potentially untapped market (at-risk youth), and improved community relations by being recognized as playing a positive role (for example, through private sector support for scholarship programs for education) among others. Identifying champions that help increase prestige and have convening power is a key step in building more in-depth alliances. As the network is being built, information and knowledge must be shared so the sensitization process continues and opportunities for participation also come from the businesses themselves. INFOP (Instituto Nacional de Formación Profesional), which is perceived positively by communities, can serve as an entry point for new interventions.

- **Create alliances between schools (learning settings) in marginalized communities and the private sector.** For example, have employers partner with schools and set up arrangements for internships or mentorship programs, or for hiring a certain number of youth from at-risk communities. This would mostly address the issue of youth from marginalized communities feeling stigmatized and not being offered employment because of where they reside, and it helps in providing job opportunities for select at-risk youth.

- **Promote comprehensive job training programs.** While vocational/technical trainings should be diversified to respond to local market and economic demands and may be followed by microenterprise training and financing programs, such programs should be more comprehensive. Efforts should be made to promote comprehensive job training that goes beyond technical training and focus on important protective factors, such as developing the young person's skills as a worker by providing him or her with a wide range of support, including general skills, life skills, job search and placement assistance, and self-employment services. A combination of technical, life skills, practical training, job search assistance, and general social support can give at-risk youth the tools they need to move from being socially excluded to participating fully in society. This kind of support not only helps young people to find employment but also increases their developmental assets such as self-esteem, achievement and motivation, and sense of control over their lives.

- **Provide employment services designed for at-risk youth:** At-risk youth typically have less information about available jobs and job training opportunities and a more limited network of contacts than young people whose parents, peers, schools, and day-to-day lives are more integrated with the labor market—a sentiment that was confirmed by many of the youth who participated in the assessment. Therefore, employment services programs for at-risk youth help to level the playing field between at-risk youth and those with more advantages. Employment services can include job search and placement assistance, counseling (especially during periods of higher unemployment), labor intermediation services (keeping a registry of job vacancies and matching each vacancy to potential applicants), labor information systems (up-to-date data on the labor market and information on the sectors with the greatest demand for labor), help with interviews at employment offices, job clubs, and labor exchanges.
- **Provide self-employment assistance or entrepreneurship programs** that offer financial assistance (credit or grants), and/or technical services, such as training in business skills, or counseling to help youth develop a business plan and ultimately, a business. Considering the challenges at-risk youth face in accessing the labor market youth microenterprise development offers an alternative form of employment. Entrepreneurship training can be delivered in a variety of settings, including through formal education (as part of the curriculum), job training institutions, business incubation centers, small- and medium-enterprises development agencies, industry organizations, and so forth. Even if the number of actual microenterprises that will succeed may be low, acquiring entrepreneurial skills gives the benefit of increasing self-esteem, planning and decision-making skills, interpersonal competence, and other developmental assets which have both been proven to be protective factors against risky behavior related to sex and violence. Social entrepreneurship can also be considered as an alternative given the high levels of assets that speak about caring for others and interest in community service among respondents.

Recommendation #3: Provide integrated support to the family

Lack of economic resources and stable job opportunities for youth and their families and family difficulties (including lack of family support and guidance, family disintegration, family responsibilities, and family violence) were cited as the two main sets of challenges primarily affecting youth in the targeted communities. In this context, activities to address these inter-related challenges faced by Honduran families in at-risk and vulnerable communities should be central to any violence prevention efforts. Proven and/or promising strategies that support the family environment in which the young person lives fall into 4 categories:

- A. parenting skills programs;
- B. early childhood development;
- C. economic support programs (conditional cash transfer programs, cash-for-work programs, daycare support for single mothers); and
- D. masculinity programs.

A. Parenting Skills Programs

Parenting skills programs—which typically include the four components of warmth, structure (defined as the degree to which parents have expectations and set rules for youth behavior), autonomy support, and development support—have been shown to be one of the most effective types of programs to prevent risky behavior (including crime and violence) among youth (World Bank, 2008). The most common types of parenting training programs include *home visitation programs*, which target families with infants ages 0–3 years, and *marital and family therapy programs*, which target families of older children who are already exhibiting delinquent behavior. Parenting programs can also be delivered to young people before they become parents.

Effective parenting programs are based upon the concept that feeling connected to their parents, as well as receiving appropriate types and amounts of discipline and moral guidance, help create an environment in which children and young people can develop in positive ways. This approach also increases the desire of a young person to meet his or her parents' expectations and not to disappoint them, which has also shown to strongly influence whether or not young people engage in negative kinds of behavior (World Bank, 2006).

The assessment shows that parents in the participating communities pointed to *Escuelas para Padres/Schools for Parents* as an expressed need, and the lack of parenting skills was cited as a contributing factor to youth violence. Furthermore, lack of family support and guidance was expressed as one of youth's greatest challenges across all subgroups and community risk levels, and was also cited repeatedly by community leaders. The family situation and the socioeconomic conditions in the selected communities often do not allow for the most appropriate conditions to raise children. There is little or no parenting planning; there are many single-parent households, and many work long hours to make ends meet; this is coupled with little to no access for parents to promote developmental activities of their children, as well as lack of knowledge of the best parenting approaches.

Although parenting programs currently exist in Honduras—most notably the Ministry of Education's *Escuelas para Padres/Schools for Parents* program—efforts to make them more flexible would more adequately meet the needs of the parents in the targeted communities. Examples of program modifications include using mutual-support group approaches rather than passive lectures, as well as by including a more explicit emphasis on responsible fatherhood (given that the issue of absent fathers is so prevalent). It is also recommended that these programs include purposefully designed activities to connect parents with other parents as a way to promote the development of social safety nets and strengthen social capital and community cohesion. *Escuelas para Padres* can represent the best opportunity for parents to meet other members of their community in an environment that is safe and where all face similar challenges and are working toward common goals. With the right accompaniment, this could lead to the development of common solutions to some of the challenges they are facing (e.g., planning recreational activities for toddlers in one common place, considering the lack

of [safe] parks and other recreational areas in communities), which will, in turn, result in more sustainable solutions and stronger relationships among community members.

Family counseling programs provide counseling and mental health support for both parents and youth, possibly through health centers, youth outreach centers, churches, or schools, and could also provide much needed support to families living under conditions of economic stress, which is compounded by the high levels of violence and insecurity in their communities. Counselors should be adequately selected and trained to provide these services, particularly mental health support. Skills and attributes needed to provide these services are commonly underestimated or misinterpreted, which can result in few or no results from the intervention or even detrimental results—particularly due to the prevalence of observed complex emotional and behavioral issues in some of these communities, such as sexual abuse by fathers, substance abuse, high rates of teen pregnancy, among others. Having counselors coming from the community or nearby communities can increase the success of the intervention for various reasons, including frequency of interaction with beneficiaries and trust. For these programs to be effective, constant communication and interaction are required between the counselor and the beneficiary. Access to some of these communities can be challenging in terms of logistics and security, hence counselors within the community would address that barrier and would allow the counselor to better understand the context and situation in which families live, which can be a critical factor to earn trust and respect from community members.

B. Early Childhood Development (ECD) Programs

A key part of ECD programming is teaching parenting skills. At their core, ECD programs seek to improve young children’s capacity to develop and learn with a combination of programs and activities, including basic nutrition; health care; activities designed to stimulate children’s mental, verbal, physical, and psychosocial skills; and *parenting training* (World Bank Early Childhood Development website: <http://go.worldbank.org/BJA2BPVW91>). ECD interventions—which can take place at community centers or at home and be formal or informal—can include health care; nutrition supplementation; cognitive, social, and emotional stimulation; and—most importantly—effective parenting training. Programs targeted to children in their very early years (0 to 3) focus primarily on the parent by offering parental education and support activities, whereas programs targeting older children (3 to 5 years) usually include quality preschool or community center-based programs run by trained teachers.

Children who do not receive proper care, nutrition, and attention in their formative years are at risk of developing major behavioral problems, with lifelong negative consequences for their educational achievement, employment, and earnings (World Bank, 2006). At-risk children are particularly susceptible to these negative outcomes, as they are already exposed to unhealthy and risky environments (World Bank, 2006).

ECD interventions help prevent risky youth behaviors by ensuring healthy brain development and by fostering positive cognitive, social, and emotional skills in children that have long-lasting effects on their ability to learn and their capacity to self-regulate

behavior and emotions (World Bank, 2006). Quality ECD programs increase primary school completion rates, which in turn increase the likelihood of these children enrolling in and completing secondary school, which is a critical protective factor for young people. Because learning is cumulative, ECD interventions can increase children's subsequent learning achievement and, for example, can also increase the impact of job training programs, because those who have more schooling tend to earn more money (World Bank, 2007b).

C. Economic Support Programs

Given the high rates of poverty in Honduras, and the link between household poverty and many of the risk factors for youth violence, the importance of addressing the economic situation of the family or home where youth live (and of youth themselves) cannot be overemphasized. Examples of potential programs that could be implemented to address the economic situation of youth and their families are included below:

Conditional cash transfer (CCT) programs provide income support to parents (typically the mother) on the condition that their children and youth attend school regularly. In order to address the issue of youth violence, CCT programs should ideally allow parents of older youth (i.e., secondary school-age youth, not only children in primary school) to receive cash transfers, as a way of using this safety net mechanism to help keep older youth in school and help prevent or reduce the likelihood that they will become involved in criminal or violent behavior. CCT programs could also be modified to include parenting training as a condition for parents receiving the transfer. Recently, governments in developing countries have also begun experimenting with providing the transfer directly to youth, which is also an option that the Government of Honduras could explore.

CCTs would be a promising tool to address youth violence in Honduras, since they encourage young people to make good decisions, most importantly to *stay in school*, which is one of the strongest protective factors in the lives of young people. This strategy employs the developmental assets of planning and decision-making and high expectations, as well as personal control over the things that happen to youth. Commitment or bonding to school has also shown to be one of the few protective factors that has reduced the effects of exposure to specific risks of violence (U.S. Surgeon General, 2001). Conversely, school failure and dropout rates have been proved to be risk factors for youth violence and delinquency (Farrington & Welsh, 1999). Although the evidence is still limited, it suggests that CCTs may have an even greater impact on young people (ages 12 and older) than on children (younger than 12) and may have positive effects in areas beyond education, such as employment and risky behavior (World Bank, 2007c). Nevertheless, there is enough information to suggest that the concept of cash transfers is a promising approach for promoting positive decision making among young people.

Cash-for-work programs provide income support in exchange for short-term employment (typically building or rehabilitating small-scale infrastructure). Cash-for-work programs could be targeted toward parents, but also to youth themselves. In order to maximize the impact of these programs on violence prevention, efforts should

ideally be made to also include as a condition beneficiaries having to attend capacity-building/training activities in areas such as parenting, conflict resolution, and life skills as part of the cash-for-work mechanism. By addressing risk factors such as unemployment, high levels of household poverty, and youth inactivity and by focusing on protective factors such as sense of social integration, and commitment to civic engagement, these programs would be appropriate to consider when developing an integrated youth violence prevention approach.

Daycare support for single mothers. The lack of daycare support for single mothers represents one of the key challenges expressed by the participants of the assessment, and was cited as one of the main reasons behind the vulnerable situation in which many children and youth from vulnerable communities find themselves. Because single mothers have no choice but to go to work, often for very long hours and far away from their home, many of them have to leave their children at home unattended, since they are not able to afford daycare. Children are then left to fend for themselves, often becoming involved in negative and illegal activities. Creating programs whereby employers offer daycare to single mothers on their premises; where some type of economic support is provided to single mothers so they can pay for daycare; or where perhaps older community members organize themselves to provide daycare for single mothers in their communities, would help to alleviate this situation, and would address some of the key risk factors, such as lack of parental supervision and monitoring.

D. Masculinity Programs

The issue of unsupportive and absent fathers was a recurring theme among all focus groups (and is exemplified by the very low level of participation of fathers in the parent groups). In this context, a specific type of parenting program, which could be delivered in targeted communities, could be a program that seeks to change the cultural and social norms and transform the notion of masculinity by promoting responsible fatherhood and to modify stereotypes of what it means to be a man. Ideally, masculinity programs should target both males and females, since it is necessary to educate both genders in order to fully transform culturally embedded norms of what it is to be a man, which both genders have a role in propagating.

Masculinity programs could also be used to start paving the way for a more tolerant society accepting of homosexual, bisexual, and transgendered individuals. In Honduras, a trend of aggression and lack of tolerance against this population has been observed to take place frequently.²¹ This may be a delicate issue to address and although it was not explicitly studied by the assessment team, a particular youth focus group with participants who self-identified as gay and lesbian revealed that discrimination and stigmatization are challenges that they often face. The fact that few youth open up about this issue may speak about the lack of tolerance and marginalization of this group.

²¹ Inter-American Commission on Human Rights - IACHR (2010, October) "[Hate crimes against members of the LGBT and impunity in Central America](#)" In: 140th regular session. Retrieved from: <http://www.oas.org/es/cidh/audiencias/Hearings.aspx?Lang=En&Session=120&page=2>; CEJIL (2010, September), [Honduras incumple su obligación de proteger a las personas transexuales](#) [Honduras fails to comply with its duty to protect transsexual persons]; Amnesty International (2012) LGBT people threatened in Honduras. Retrieved from <http://www.es.amnesty.org/actua/acciones/honduras-lesbianas-gays-bisexuales-transgenero/>.

This suggests that violence against the lesbian, gay, bisexual, and transgendered population should be further investigated, and masculinity programs may offer a good avenue to tackle this and start the discussion with that objective in mind.

Recommendation #4: Offer supervised and structured activities for youth in youth-friendly spaces

One of the most prominent messages conveyed by the assessment participants (including youth service providers) was the lack of safe and youth-friendly recreational spaces and activities available for youth, in particular for children, younger youth, and women, which is compounded by a lack of support and guidance from older community members.

Out-of-school time/afterschool programs add productive time to a young person's day, not only by giving him or her chances to learn new skills but also by reducing the chances that the youth will engage in negative and/or risky behavior, which might have occurred had the young person been inactive or unsupervised. These programs attempt to mimic or improve upon the environment created by school by providing structured activities that are led by caring adults. This kind of environment and adult support are both thought to reduce all kinds of risky behavior by young people, ranging from a greater propensity to remain in school, to safer sexual practices, to less violent behavior. Furthermore, they increase positive self-image and self-esteem, promote positive social development, provide neighborhood boundaries, and improve interpersonal competencies of young people. All of this lessens the likelihood of young people engaging in risky behavior (American Youth Policy Forum, 2006). When young people are provided with structured activities in a supervised environment, they are less likely to have the time to engage in activities that can be harmful to themselves or others. In addition to these benefits, many programs focus on encouraging specific kinds of positive behavior, such as academic activities, homework support, and problem solving. These programs may have an even greater impact on academic achievement and school attendance than a program that, for example, focuses on sports.

Youth-friendly spaces could include sports fields, or places for youth to practice arts/cultural activities. Moreover, youth-friendly spaces could be combined with other types of programs and serve as the venue for activities such as mentoring programs and youth service programs. Efforts have been made toward developing these spaces in marginalized communities in Honduras (e.g., *Centros de Alcance*), but the need is so extreme that scaling up and expanding the supply of these types of spaces—including their modification to include a variety of activities—is recommended.

Given that parents prioritized sports and recreation programs to a much lesser degree (bottom third in their list) than youth and community leaders (top priority) suggests that this type of intervention may need to actively seek parent involvement, understand their perceptions about these activities and youth spaces, ensure that their concerns are addressed, and raise awareness on the importance of these types of activities in positive youth development and youth violence prevention in order to ensure full and sustained participation by youth. Efforts should be explored to educate adults about the value of participation in structured and positive activities like sports and recreation.

In the Honduran context, these programs could be developed in partnership with both education institutions and the *Centros de Alcance*, which enjoy a positive reputation among community members, as well as with the private sector. Community members and leaders from the communities studied pointed to a few schools that have a positive reputation such as *Escuela Cerro Grande*. It is recommended that other institutions are identified where afterschool programs could be implemented. Considering the lack of materials (such as sports items or instruments), an outreach campaign to the private sector and employers in the vicinity combined with community mobilization efforts could be used to address the gap in needed resources. In addition, it would be important to include the participation and voice of community youth when designing these types of programs/interventions so as to ensure sustainability and success.

Centros de Alcance – A Safe Haven for Youth

Centros de Alcance (Por Mi Barrio) [Outreach Centers (for my neighborhood)], through their proactive community-based approach to violence prevention, offer youth from communities affected by violence a safe place to participate in activities that promote positive youth development, such as technical/vocational courses, sports and recreation activities, life skills and leadership development, and cultural and arts activities.

Centros de Alcance are sponsored by Creative's *Alianza Joven Regional* (Regional Youth Alliance) initiative which is funded by USAID/SICA. An important component of the centers is the “*Desafío Soñar Mi Vida*” (Challenge: Dream My Life) methodology, which teaches youth to set goals, make plans to meet goals, and believe in their ability to meet goals. The positive impact of the centers is highlighted by community leaders: “*Al tener ya jóvenes bien ocupado ya no va a ver más delincuentes, cero violencia porque todo el mundo va a estar bien ocupado en su rollo.*”²² (Community Leader, La Ceiba community)

In a context where there is community mistrust towards service providers due to unmet promises from organizations and politicians, the *Centros de Alcance* have constituted a positive change – they have become an “entry point” into communities, especially those that have historically been “off limits” to service providers, due to the fact that they tailor their programming to local youth needs and interests, build alliances with community leaders and organizations, and focus on “providing opportunities” instead of a direct violence prevention message which could create resistance from gangs and illicit groups.

Centros de Alcance are low-cost and have the potential to be sustainable due to the fact that they rely primarily on community volunteers (mostly youth), with only the center's coordinator being a staff member. This offers empowerment of youth with opportunities for service to others. In the future, La Ceiba's center coordinator feels that it would be important to involve more actively youth and family members and schools in the center's programming, to form strategic alliances with the private sector, and to improve the Center's infrastructure.

Source: Center Coordinator, Centro de Alcance in La Ceiba Community, March 25, 2013.

²² “Now that youths' time is occupied, we're not going to see more crime and violence because everyone is busy doing their own thing.”

Additional strategies that could be implemented in this area include the following:

- Creating and supporting FIFA-associated teams in marginalized communities
- Increasing creative activity offerings (dance, music, art, theater, etc.) at USAID's *Centros de Alcance* to complement existing vocational and technical training offerings

Create youth-friendly “hours” and “spaces” within the community – *Hora de Jovenes* and *Zonas para Jovenes*.

Recommendation #5: Improve health programming for youth

A. Sexual and Reproductive Health Education and HIV/AIDS Prevention

Stakeholders identified early unplanned pregnancy as a major contributor to family disintegration. Most youth (in particular younger and out-of-school youth) reported receiving little to no sexual and reproductive health education, especially from family members. Female youth were most concerned with pregnancy, and male youth were most concerned with acquiring HIV/AIDS and STIs. For youth who received reproductive health education, they mentioned that it was provided to them “too little, too late.” Youth and community leaders reported that many sexual and reproductive health programs were only focused on preventing HIV/AIDS and STIs and suggested that future programs should use a more integral approach, including education on values, life skills, and building and maintaining healthy relationships. There should be specific emphasis on sexual education in school-based programs, including those that start or take place before middle school, when youth start to drop out.

Given Honduras's high rates of teen pregnancy and HIV/AIDS, it is imperative to continue to promote education and awareness of these topics among the at-risk youth population and their families, even more so because they are risk factors for other risky behaviors. Although the existence of youth-friendly reproductive health services in themselves does not provide a guarantee that young people will not engage in risky sexual behavior, they do help to boost the confidence and self-esteem of young people by providing them with caring adults (or fellow youth) who listen to them, trust, and respect them, which increases the likelihood that they will make more informed choices (the developmental asset of planning and decision-making) about their reproductive health, which in turn will have more positive effects on other areas of their life.

Avenues for these programs can include schools, as well as community-based organizations to reach out-of-school youth; using the peer-to-peer model; and ideally focusing on younger youth. The education focus should be not only on prevention, but also on building and maintaining healthy relationships and life skills (including resistance skills). Parenting training should also include information on how to talk to youth about sexual and reproductive health, and information on using teen outreach centers, which offer family planning and HIV/AIDS and STI prevention programs (including training, testing, and care), as well as assistance for pregnant teens.

B. Drug and Alcohol Prevention and Rehabilitation Programs

A major health problem identified across all youth subgroups and community risk levels was alcohol and drug use, especially for out-of-school male youth, older youth (ages 17 to 20), *barra deportiva* youth, street youth, and gang members. Not surprisingly, drug and alcohol prevention and rehabilitation programs emerged as one of the most requested types of supports throughout the assessment, and also seem to be one of the least existing types of supports provided by the international donor community. This type of programming could be delivered using peer-to-peer methods, with testimonies from past users; via life skills training; as well as collaborating with schools and churches. Feedback from the various assessment participants recommends that particular attention be given to starting prevention programs at a younger age, since youth report using drugs and alcohol by eight years old; making prevention programs available in the community, not just in the city center; and considering youth-to-youth approaches for prevention, given the sensitive nature of drug addiction. Most youth attend elementary school, so it would make sense to have a special emphasis on drug and alcohol prevention programs starting in the early grades.

C. Mental Health Support Programs

Youth of both genders—especially females—expressed a need for counseling, given that many of them face issues of poverty, family problems, social exclusion, low self-esteem, drug and alcohol use, unhealthy relationships, high levels of stress and anxiety (often due to security issues). In some cases, youth suffer from post-traumatic stress due to violent deaths of family members, friends, or other community members. Considering these challenges, youth pointed out the need for counseling and mental health support for youth and families in their communities, in particular to deal with the violence in their communities, including strong pressure to join gangs. Given that mental health support for at-risk youth seems to be severely lacking in the targeted communities, support in this area could be provided through schools (in particular through the increased use of psychologists or social workers in schools, which was one of the primary requests of community members), community centers, and *Centros de Alcance*.

Recommendation #6: Strengthen positive youth-adult relationships and provide positive role models and guidance for youth

Almost half of all youth responses about family challenges (across all age groups and community risk types) had to do with a lack of family support and guidance, including a lack of moral and emotional support, love, and attention; lack of guidance and positive communication; lack of education values within the family; and poor monitoring and supervision of children. Family disintegration was also cited as one of the main challenges facing youth across all subgroups and community risk levels, also contributing to situations of absent and/or unsupportive fathers and weak or no parental supervision. In general, youth also perceived that community members tended to stigmatize youth and provide them little support. Furthermore, youth across all subgroups (especially out-of-school-youth ages 12–16) mentioned a lack of role models and supportive adults in their lives. Many youth pointed to feeling strong pressure to join gangs and become involved in illicit and violent activities. At the same time, family

support and having positive role models were mentioned by youth as being two of the greatest assets that could help carry out their aspirations. Positive relationships with adults can greatly empower youth with low self-esteem levels and with low levels of community connectedness (particularly true for older male youth, especially in San Pedro Sula). With this in mind, programs that provide and strengthen positive youth-adult relationships, and provide positive role models and guidance for youth are highly encouraged—in particular if they form part of a larger, more comprehensive youth violence prevention portfolio, given that these types of programs cannot be expected to address all challenges that at-risk youth typically face.

Mentoring Programs

These programs consist of assigning a caring adult to provide support and guidance to a young person in his or her personal, academic and professional life. Programs can either be one-to-one (the most common type); group mentoring, in which one mentor is assigned to work with several young people; team mentoring, where more than one person works with the same young person; computer online mentoring; peer mentoring in which older adolescents mentor younger children; and site-based programs where the mentor and child/youth meet in a designated place, such as a school, a hospital, or a community center.

Mentoring programs that include steady, frequent meetings between mentors and young people with regular monitoring of the meetings by program staff can serve as strong protective factors for at-risk youth, particularly for those who are most disadvantaged or have few positive adult influences in their homes. The primary contribution that mentoring programs can make to reducing risky behavior among young people is increasing the sense of connectedness that is created over time between the adult mentor and the young person being mentored, which can make a young person wish to meet the high expectations of that adult and not disappoint him or her; this has the dual effect of reducing the likelihood that young people will engage in risky behavior and improving youth outcomes, such as educational attainment (school engagement). Being exposed to and spending time with adults whom they trust and respect and who do not engage in risky behavior also decreases the likelihood that young people will choose to engage in violent behavior or risky sex, because the mentoring relationship (development asset of positive adult) increases the chances that they will want to emulate the positive behavior of their adult mentors (Foster, 2001).

Any type of mentoring program is recommended to be linked to other programmatic services (e.g., workforce training, life skills programs, alternative education, among others) to enhance the success rate. Special emphasis should be placed on the recruitment and selection of both the adults playing a role in these programs and the youth benefiting from them. Potential beneficiaries will have varied needs and will come with different expectations and will start their journey from diverse departing points. This is critical to take into account from the very beginning so expectations are clear and realistic for all involved. In the contexts studied by the assessment, it is recommended to put a rigorous recruitment and selection system in place with incentives for both adults and youth to encourage high levels of participation. Similarly,

because these programs are not as common in Honduras as in other countries, it is recommended to develop some infrastructure for the program—as opposed to just making connections between youth and adults and expecting that a relationship develop naturally. Further, some level of training and guidance should be provided to the adults with a role in these interventions to be able to keep focused and with clear expectations.

In the context of marginalized urban communities in Honduras and the high level of existing poverty, mentoring programs could serve as one low-cost and effective option to address one of the key risk factors in the lives of at-risk youth. Given that many community members expressed that one of the greatest challenges was finding adults who would be available to provide guidance to youth, some options to be explored include connecting members of the Honduran diaspora with at-risk youth from their communities; engaging members of the private sector; or recruiting older, university-enrolled youth; community leaders working in *patronatos* or local organizations, entrepreneurs, pastors or religious leaders, among others.

Mentoring programs could be targeted toward both in-school and out-of-school youth in the selected communities, given that both groups expressed similar needs: support and guidance from adults. Furthermore, mentoring programs could be coupled with the delivery of constructive free-time activities/youth-friendly spaces (e.g., by having mentors helping to set up organized sports programs and activities, such as soccer leagues and schools), given that this program area was signaled as a top priority for youth, parents, and community leaders in the selected communities, as well as with job training/employment/entrepreneurial activities (i.e., training youth in a particular technical skill or supporting them in an entrepreneurial activity). Other similar forms of interventions can be coaching programs that seek complementary developmental outcomes such as the promotion of livelihood plans and healthy lifestyles for beneficiaries.

Recommendation #7: Strengthen positive ties between youth and their community

The assessment findings highlight the need for the promotion of programs that strengthen the ties between youth and their community and that promote community cohesion. The promotion of civic education programs would build upon the asset of caring for others/their community that many youth in the targeted communities exhibited, and would also help to address the issue of youth being negatively perceived by adults. These programs would contribute to creating a positive and constructive image of youth which youth also mentioned as one of the challenges they currently face in their communities. Below are examples of programs that support these objectives:

Youth Service Programs

Youth service can be defined as “an organized period of substantial engagement, where young people contribute to their local or national community, in exchange for minimal or no monetary contribution to the participant” (Sherraden, 2001). Youth service is based on the principle of viewing *young people as assets or resources*, reversing the norm in which public services are typically provided *to* young people, by offering them

instead the opportunity to play an active role in community and national development while learning new skills, increasing their employability, and contributing to their overall personal development. (This personal development results in positive identity assets such as sense of purpose, self-esteem, and positive view of personal future). Youth service programs can be either formal or informal. *Formal service* typically requires a young person to make a voluntary commitment of time and effort to an organization that is contributing to the development of their local, national, or world community; *informal service* involves the same kind of voluntary contribution and is often the result of an ethic of service to others that has been passed down to the young person through families, schools, civic organizations, or popular culture. Informal service may take place in a less structured environment. The more formal types of service are usually run by governments, employers, nonprofit organizations, and other civil society groups.

As described by the USAID *Promising Youth Development Practices, Youth Service Programs*²³ (2011) publication, **service learning** is “a form of experiential learning in which in- and out-of-school youth work with communities to address problems and issues. It places equal emphasis on helping communities and providing valid learning experiences to participants. Studies of service-learning programs indicate high positive correlations to academic performance, growth in personal skills and civic connectedness, and school-to-work benefits.” The same publication highlights how, according to one of Latin America’s leading practitioners, Maria Nieves Tapia, a dominant concept and value in youth service for the region is *solidaridad* (solidarity) which refers to “working together for the common cause, helping others in an organized and effective way, standing as a group or as a nation to defend one’s rights, face natural disasters or economic crisis, and to do it in hand in hand.” In times of crisis and shocks like Hurricane Mitch, and even less harmful natural disasters, Hondurans have been able to come and work together for the common good. The country’s vulnerability to natural disasters and the high needs of community development represent strategic avenues to develop service-learning programs for youth.

Participating in youth service programs can reduce risky behavior among young people in the following ways: (1) providing youth with practical, marketable, and transferable skills and knowledge, which makes them more employable and facilitates their transition into the job market, further training, or higher education; (2) offering them constructive, structured, and supervised activities, which can diminish their feelings of social exclusion, and helps to promote the positive image of youth in their communities; (3) helping youth make a positive contribution to their communities and countries, which increases young people’s self-esteem, confidence, and sense of empowerment (which is critical given that it came up as one of the lowest developmental asset in youth who participated in the assessment); and (4) being involved in youth service teaches young people to trust other people, find ways to bridge differences, and develop mutual understanding, all of which increase their social capital and their sense of their own citizenship, and helps to create more peaceful communities (Alessi, 2004).

²³ <http://idd.edc.org/sites/idd.edc.org/files/Promising%20Youth%20Development%20Strategies%20-%20Youth%20Service%20Programs.pdf>

Examples of two Honduran programs that apply the concept of youth service include the *Asociación de Scouts de Honduras*, a holistic youth group that involves both male and female youth in life skills, leadership, service, education, and recreation activities; and the *Superación Campesina* program, a community-based group in La Ceiba led by youth, which trains youth to train other youth in the community in the prevention of HIV/AIDS and teen pregnancy. These two programs have not undergone impact evaluations, but their models reports positive results, and therefore are worthy of mention.

The Cruz Roja: Empowering Youth to Transform their Communities

The Cruz Roja Hondureña (Honduran Red Cross) seeks to empower youth and young adults ages 10-35 from the most socially-excluded communities in La Ceiba to become responsible citizens who are capable of positively transforming their communities. As a representative of the Cruz Roja notes:

Nuestro trabajo es ingresar y abordar comunidades olvidadas y con presencia de grupos organizados y pandillas, con la finalidad de enseñar a niñas, niños y jóvenes alternativas positivas y fortalecer con ellos una cultura de valores y convivencia pacífica que les permita realizar cambios de actitud, fortalecimiento de sus capacidades y autoestima, para formar una red comunal que les permita, de forma individual y colectiva, tener la resiliencia de superar la violencia de sus integrantes, la indiferencia de parte de la sociedad civil y autoridades tomadoras de decisiones.²⁴

Instead of bringing “pre-packaged” programs into communities, the Cruz Roja empowers youth to plan and implement programming in their communities. The Cruz Roja visits communities and goes to the spaces where youth normally hang out, such as on street corners, at *pulperías* [small convenience stores], at soccer fields—in places where youth feel comfortable and safe. These informal meetings in everyday places allow the Cruz Roja to reach out to some of the most at-risk youth, who may not be connected to traditional institutions or organized groups. They meet with informal groups of youth in these spaces and start a dialogue with them, asking them about youths’ shared activities, their aspirations for the future, their family and community environment. Then they plan another meeting with the group of youth at a location of their choosing and ask each youth to bring their friends and ideas about activities they would like to implement in their community.

At the second meeting, youth present their ideas and develop a work plan for the next three months that includes four action areas: recreational activities (e.g. sports, creative activities, etc.), training (e.g. life skills, civic participation, sexual and reproductive health, values, etc.); project management and fundraising; and community outreach. Youth form smaller groups based on their interests. They democratically choose how to organize themselves and how to divide up tasks. A

²⁴ “Our work is to enter and work with forgotten communities with a gang presence, with the goal of giving children and youth positive opportunities and instilling a culture of peace and values in them so that they can change their attitudes, strengthen their skills and self-esteem, and so that they can form a community network that helps them, both individually and collectively, to be resilient and overcome violence and societal indifference.”

representative of the Cruz Roja describes how this process contributes to positive youth and community development:

Aprendidos estos procesos de gestión grupal, cada joven adquiere un papel protagónico para el cambio de su vida y su colonia, a la vez que desarrolla un grado de pertenencia y aceptación en un grupo positivo además de tener un empoderamiento y aceptación de las buenas cosas que realiza. Esta metodología nos permite fortalecer y moldear la conducta de un joven, ofreciendo aprovechamiento de su tiempo libre y mejorando la percepción que de ellos tienen los líderes y vecinos de la comunidad.²⁵

Source: Interviews with representatives of Cruz Roja Hondureña.

Additional program strategies for achieving outcomes could include:

Promoting youth membership and participation in *patronatos*: Another possible way of increasing youth civic participation, as well as promoting the positive image of youth and build on their existing assets, would be to promote and encourage youth membership and participation in *patronatos*; doing so would take into account youth's perspective and voice in the design and prioritization of community projects that may be taking place within the community, increases their empowerment and self-esteem, and makes them equal members of their community.

Forming youth cooperatives: The idea of youth cooperatives in this context refers to a mechanism whereby donors can provide funds to organized groups of youth (cooperatives). Youth in these cooperatives then decide how to use these funds in order to improve their community. The concept of a youth cooperative also places youth in the lead and seeks to focus on their empowerment, as well as their integration into the community.

Providing capacity-building grants for youth to carry out community service projects. Youth reported interest in taking advantage of opportunities to help the community and also reported high levels of "caring for others" assets. Grants and capacity building could be provided directly to youth for them to carry out community service projects, which could entail the rehabilitation or building of small-scale, basic infrastructure projects, community cleanup campaigns, reforestation projects, or artistic projects such as mural painting.

Honduran Scouts Association (*Asociación de Scouts de Honduras*)—Forming Agents of Change

The Honduran Scouts Association is a youth movement committed to helping children

²⁵ "After learning how to form and work with a group, each youth takes on a protagonist role in order to change his or her life and his or her neighborhood, while at the same time developing a sense of belonging in a positive group and social acceptance and feeling empowered. This methodology allows us to strengthen and change youths' behavior by offering constructive free-time activities and changing community leader and neighbors' perception of youth in the community.

and youth ages 6-21 achieve integral personal development (physical, social, emotional, and spiritual) through non-formal education processes, which include a wide array of activities such as weekly meetings, camping trips, community service projects, environmental education, and outdoor recreational activities.

The Scouts appeal to youths' need for belonging to a group and need for sense of purpose as it offers an environment of camaraderie, and focuses on individual youths' life plans and non-denominational spirituality. Its outdoor activities appeal to youths' sense of adventure and discovery. In contrast to other youths' socialization spaces that are more structured and formal (schools) or virtual (social media), the Scouts provide an alternative chance to make "real" connections with other youth, express themselves, and share with others.

The Scouts use a broad-based youth development approach and welcomes youth of all genders (forty percent of scouts are female), social stratus, and ethnicity. The majority of members are lower middle class and in recent years the Scouts have focused on actively recruiting youth who are socially marginalized and excluded, such as ex-gang members, youth in *Barras Deportivas*, youth from rehabilitation programs, and ethnic minorities. Each youth group (of the same age) is facilitated by a trained adult from the community who also serves as a role model for youth. The combination of leadership development, community service, spirituality, outdoor recreation, and groups support has influenced many youths' life, as a Scouts official (also former Scout) notes, "*Me ayudó a superar mis limitantes de mi niñez...como me ayudó afrontar retos situaciones complicadas que he tenido a mi vida a nivel personal, a nivel de salud...yo estoy seguro que si no hubiera tenido ese temple que me ayudó a formar desde muy niño los scout, yo me hubiera derrotado como humano, me hubiera derrumbado y posiblemente no estuviera hoy aquí dando este testimonio. Y yo puedo decir que ese ha sido el testimonio de muchos más.*"²⁶

Source: Interview with representative of the Honduran Scouts Association, Tegucigalpa, April 24, 2013

Barras Deportivas: From Societal Stigmatization to Potential Agents of Change

Barras deportivas are soccer fan clubs which support their team at both home and away soccer games. They typically make banners, sing songs, play musical instruments in order to cheer on their respective teams, and also participate in community service activities such as painting schools and soccer courts; arts activities; and violence prevention activities with the National Program for Prevention. Most *barra deportiva* members are between the ages of 14 and 35, but membership is inclusive and there are members between 10 and 40 years old. The only membership requirement is to support their respective team.

Youth seem to be attracted to *barras deportivas* for the same reason that they are

²⁶ "The Scouts helped me overcome the obstacles of my childhood...my involvement in the Scouts helped me confront challenging and complicated situations that I have had in my personal life, including my health...I am sure that if I would not have had the fortitude that was formed when I was a very young child in the Scouts...I would have fallen apart and, possibly, I would not have been here today to tell my story. And I can say that many more [scouts] would tell you the same."

attracted to other groups and organizations—to find a sense of belonging, support, identity, to have fun, and to escape the daily reality of poverty and a lack of opportunities. *“Ellos [los jóvenes] se van adentrando hacia nosotros como un escape por eso sentimos de que ellos si se meten bastante a la barra por un escape a su mundo, a su realidad.”*²⁷ *Barras deportivas* provide a sense of family and support for youth, since many youth have been rejected by their families, kicked out of their houses, and have problems with alcohol and/or drugs. Unlike many traditional institutions and organizations, *all* youth are accepted as members despite socioeconomic status, drug and alcohol problems, age, or race. *Barras deportivas* not only give youth a sense of belonging, but also a sense of purpose, as they are committed to supporting their team.

Barra deportiva members are often stigmatized and discriminated against by society. They feel that they are often seen as illicit groups, violent groups, or groups of delinquents due to overwhelmingly negative media coverage. *“En los medios nos ponen como agentes de violencia y eso es mentira porque nosotros estamos trabajando a favor de que no se de la violencia porque la mayoría de los que sufren son los jóvenes; más bien nosotros somos perseguidos por otra gente que nada tiene que ver con la barra.”*²⁸ *Barra deportiva* members note that the media is not covering the positive activities that the organization is involved in: *“Llevamos procesos positivos, vamos a pintar una cancha y no llega ningún periodista. Pero para hablar de la parte negativa todo mundo llega.”*²⁹

Youth from *barras deportivas* have many assets from which to build upon. According to analysis of the transcripts from the focus groups that were carried out as part of this assessment, youth care about others, have a strong sense of social justice, and are organized, united and committed. Many youth also seem to have strong leadership and management skills, and seem to be open-minded about working with other organizations. However, in some instances they have felt under-utilized by government and civil society organizations. For example, they are often invited to meetings and events, but organizers are often more interested in taking pictures of them than giving them a space to speak and be listened to. Also, they have been disappointed by some organizations due to broken promises.

Youth from *barras deportivas* state that there is a serious lack of opportunities for youth. Youth lack education, employment, recreational activities, and youth-friendly spaces. Youth are interested in programs which increase education access, such as scholarships; job training programs (especially technical/vocational education and microenterprise training and seed capital); community service activities; creative activities; and increasing youth-friendly spaces in marginalized communities. Youth from *barras deportivas* feel that these activities could reduce youth violence in Honduras because, *“Cuando un joven lo mantenemos ocupado es delincuente menos.”*³⁰

During a campaign to paint soccer courts, some *barra deportiva* members noted that

²⁷ “Youth are attracted to barras as an escape. We feel that they often join barras in order to escape their world, to escape their everyday reality”

²⁸ “The media makes us out to be agents of violence and that’s a lie because we are working for violence prevention because the majority of victims of violence are youth. Rather, we are infiltrated by people who don’t have anything to do with the barra.”

²⁹ “We carry out positive processes, but when we paint a soccer court, no journalists arrive. But when there’s talk of something negative going on, all the journalists show up.”

³⁰ “When a young person is occupied/engaged, that means one less criminal.”

between 47 marginalized neighborhoods, there were only five soccer courts. *A mí me gustaría que el niño fuera niño. Porque en Honduras es difícil que el joven sea joven. Aquí no se puede porque, ¿qué es lo que quiere hacer un niño? El niño no quiere estar encerrado en una jaula. Quiere correr, quiere jugar, quiere agarrar una pelota, sacar el papelote, jugar la rayuela o a tirar la chapa... Quiere jugar pero no hay donde hacerlo. Ese niño no es niño pues, sino que se vuelve preso desde niño.*³¹

The leaders of the *barras deportivas* are interested in legally establishing their organizations so that they have more access to funding, education, and job training programs. They feel that society does not respect them or see them as a “real” organization and they want to change this perception. *“Nosotros, lo que queremos tratar de hacer es buscar que la sociedad nos acepte como que somos parte de la sociedad. No somos antisociales.”*³²

Source: Interview with representatives of the Barras Deportivas, Tegucigalpa, May 15-16, 2013.

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³¹ “I wish that a kid could be a kid, because in Honduras, it’s difficult for a young person to be a young person. Here they can’t, because what does a kid want to do? They don’t want to be locked up as in a cage. They want to run, play soccer, fly a kite and play hopscotch. They want to play, but there’s nowhere to play. The kids are not kids, rather prisoners since childhood.”

³² “We want society to accept us as part of society. We are not bad people.”

Conclusions

In a country with the highest homicide rate in the world, extreme levels of poverty and social inequality, Honduran youth face many challenges. Youth have limited access to quality developmental opportunities, including education, employment, health services, and civic participation. A lack of positive options means young people are more susceptible to participation in crime, violence, and other anti-social activities—hampering the country’s development and security.

To identify the most promising youth violence prevention strategies, METAS’ assessment team examined:

- Youth aspirations and assets;
- Challenges faced by youth within at-risk communities to ascertain how these communities either support or impede youth aspirations and ways in which programs might build on such assets or address the challenges;
- Potential modifications that could be made to existing youth programming;
- Recommendations for future programs that could potentially reduce youth violence.

Honduras is at a critical point in deciding its future. The Honduran government has declared 2013 the “year of violence prevention” and it has passed the *National Law for the Prevention of Violence against Children and Youth*—two important initial steps toward preventing and reducing youth violence. For these measures to yield results, greater coordination is needed among government, civil society, international organizations, as well as the private sector, to plan and implement both sector-specific and cross-sectoral, interventions and policies.

With other international and national actors, USAID and CARSI can play a catalytic role in capitalizing on Honduras’ strongest asset—its youth—considering the leadership role they play as well as the sphere of influence on other key actors both local and international. These organizations can exercise their leadership in supporting the most promising and proven strategies that must be employed by multiple sectors to address the complex problem of youth violence. Youth violence prevention is a long-term endeavor, but the implementation of targeted strategies that develop assets for youth by engaging young people, families, schools, and communities hold promise for preventing youth involvement in violent and criminal activities, as well as helping young people become agents of positive change.

The situation demands that multiple and comprehensive efforts must take place for holistic violence prevention to be most successful. Key institutions play a central role in such comprehensive efforts, such as schools and the private sector that play a part in bridging the connection between education and employment. Prevention efforts clearly must have a family-based approach. They need to offer supervised and structured activities in youth-friendly spaces. These prevention efforts must also attend to the broader social, physical, and behavioral health (including mental health and substance abuse issues). Finally, violence prevention must have a focus on youth themselves,

forging strong positive relations with role models, and strengthening the ties between youth and the community.

In this context, programmatic interventions should be guided by positive youth development principles, and employ strategies from evidence-based programs and practices. This report articulates the guiding principles and recommendations for youth violence prevention interventions for consideration by USAID and other youth stakeholders in Honduras.

Lastly, this assessment has provided a very clear message. Hondurans—particularly youth—are still hopeful for change. By working with youth to generate opportunities for them that develop those key internal assets (commitment to learning; positive values; social competencies; and positive identity) and external assets (support; empowerment; boundaries and expectations; and constructive use of time) the public and private sectors can nurture the hope of youth, and also equip them with valuable skills and attitudes—key ingredients for change.

Draft

HONDURAS CROSS-SECTORAL YOUTH VIOLENCE PREVENTION ASSESSMENT

ANNEXES



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CROSS-SECTORAL YOUTH VIOLENCE PREVENTION IN HONDURAS

Annex 1: Literature Review on Youth Violence in Honduras

APRIL 2013



INTRODUCTION

Background

With a homicide rate of 85.5 homicides per 100,000 inhabitants, Honduras has become the most violent country in the world (Observatorio de la Violencia, 2012, 2012). Between 2005 and 2011, the homicide rate in Honduras more than doubled (more than any other country in Central America), from 37 to 85.5 murders per 100,000 inhabitants, making violence Honduras's number one domestic challenge.

As is the case with other countries in Latin America and the Caribbean, violence in Honduras predominantly affects male youth from poor urban areas, with 65 percent of homicides in Honduras occurring in 5 percent of the municipalities, and the majority of homicide victims being males (94 percent), in particular male youth between 15 and 34 years of age (63 percent) (Observatorio de la Violencia, 2012). The most common types of violence experienced by youth in Honduras have been identified as intra-family violence, sexual violence, criminal violence, and arbitrary executions, including by the police (Interpeace, 2011). Other recent youth violence trends in Honduras include the rise of hired assassins, suicides, and violence against women (Interpeace, 2011).

As in other parts of the world, multiple factors have contributed to the increasing levels of youth violence in Honduras, including socio-economic factors such as deep social inequalities, lack of education, employment, and training opportunities for youth, family disintegration due to high levels of migration, accelerated levels of urbanization and physical marginalization, wide availability of firearms, corruption in the criminal justice system, and low levels of accountability and social cohesion, all of which have been exacerbated by the increased levels of drug trafficking in recent years.

The multi-causal and multi-faceted nature of youth violence makes it critical to adopt a comprehensive, integrated, and cross-sectoral approach that simultaneously addresses economic development, education, health, community cohesion and governance factors.

Objective

The primary objective of this literature review is to provide a deeper understanding of the situation of youth violence in Honduras, by presenting a summary of the literature on the risk and protective factors for youth violence, as well as on the evidence for what works and does not work to prevent youth violence. This information will help to provide concrete recommendations for possible youth violence prevention programming in Honduras by USAID, as well as by other donors. This literature review will also serve as a framework to provide contextual information to the Cross-Sectoral Youth Violence Prevention Assessment conducted by Education Development Center (EDC) through the USAID-funded METAS project.



I. Key Concepts, Definitions, and Conceptual Framework

This section presents the most widely used definitions for the concepts of youth, at-risk youth, youth violence, crime and violence, as well as violence prevention. It also provides an overview of the Ecological Risk Model, which is the most frequently used model to address youth violence.

Organizational Structure

This literature review is organized into the following sections:

- **Section I** presents the key concepts, definitions, and conceptual framework for analyzing youth violence;
- **Section II** presents data on the scope of youth violence in Honduras, looking at youth as victims and perpetrators of violence;
- **Section III** presents the global risk factors for youth violence, as well as for Honduras;
- **Section IV** presents a summary of the programs that have been proven to be most effective in preventing youth violence;
- **Section V** presents examples of programs which have shown to be ineffective at preventing youth violence;
- **Section VI** presents a summary of the current Honduran government response to youth violence;
- **Section VII** presents recommendations for youth violence prevention programming in Honduras; and
- **Section VIII** presents the Conclusions.

A list of bibliographic references is included at the end of the report.

Youth

Youth can be broadly defined as the stage during which a person moves out of dependence (childhood) and into independence (adulthood) (World Bank, 2008a). Given that this age range can vary greatly depending on the socioeconomic conditions of the country, there is not a universal definition for youth, although the most utilized definitions are those put forth by the UN as part of the Millennium Development Goals (ages 15-24) and that put forth by the World Bank as part of its World Development Report in 2007 (“Development and the Next Generation”), which defined youth as 12-24 year-olds. In Honduras, according to the Law for Holistic Youth Development (Ley Marco para el Desarrollo Integral de la Juventud No. 260-2005), “youth” are defined as persons between the ages of 12 and 30. Utilizing this latter definition for youth, there are 3,088,025 youth in Honduras, representing 37.7 percent (INE, 2011) of the total population. Children and youth combined make up a total of 65.8 percent of the national population (INE, 2011).

At-risk Youth

As with the definition for youth, the definition for at-risk youth is not standard, although it is typically defined as individuals between the ages of 12 and 24 who face “environmental, social, and family conditions that hinder their personal development and their successful integration into society as productive citizens” (Barker and Fontes, 1996). At-risk youth also tend to have a greater likelihood of being involved in riskier behavior, such as crime, violence, school absenteeism, risky sexual behavior, and substance abuse (World Bank, 2008a).

As a way of designing the most effective policies, specialists in the field of youth development have also gone one step further and categorized at-risk youth according to the levels of risk that young people face at various stages of their development. These three categories include (U.S. Surgeon General, 2001):

- **Type I**
Young people who face risk factors in their lives but who have not yet engaged in risky behavior (for example, those living in disadvantaged situations who are at risk of dropping out of school or of being unemployed).
- **Type II**
Young people who engage in risky behavior but have not yet suffered severe negative consequences (for example, youth who are often absent from school but have not yet dropped out, youth who are engaged in risky sexual behavior but have not yet acquired a sexually transmitted disease (STD), or youth who are involved in delinquent activities but have not yet been arrested).
- **Type III**
Young people who are experiencing severe negative consequences as a result of risky behavior (for example, youth who have dropped out of school, youth who have experienced unplanned pregnancies or have contracted HIV/AIDS, youth who are incarcerated, and youth who are addicted to alcohol or drugs).



Crime and Violence

The terms “crime” and “violence” are often used interchangeably, but they describe different concepts. Crime refers to any action that violates criminal law and may or may not involve violence (for example, white collar crime is typically not violent). Furthermore, not all violence is considered a crime (for example, many countries do not have laws sanctioning domestic violence). Violence is an intensely contested concept, and there is no universally-accepted definition to describe it. The most widely-used definition is that developed by the WHO (2002):

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.”

Based on this definition, violence is typically divided into two categories: structural and direct. Structural violence manifests in the ways that

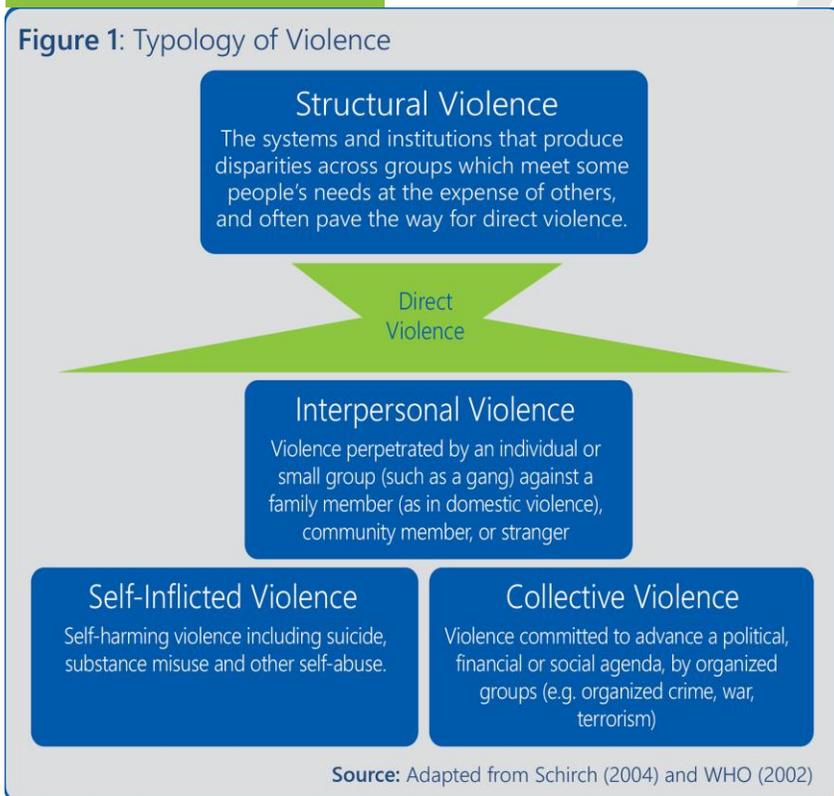
institutions, laws and social systems meet the needs of some at the expense of others, creating the conditions that facilitate direct violence occurring. Direct violence, also called “secondary violence,” includes the more common understandings of violence – the direct inflicting of physical or psychological harm on a person. Different disciplines have proposed various typologies of direct violence. Most international development organizations have adopted the typology put forward by the WHO, which differentiates among forms of direct violence based on the status of the perpetrator (see Figure 1).

Three types of direct violence exist:

self-inflicted violence, as in attempted or completed suicide, self-abuse or mutilation;

interpersonal violence perpetrated by an individual or small group (such as a youth gang), against a family member, community member or stranger; and collective or political violence committed in order to advance a particular social or political agenda, including organized crime, terrorism, war and civil conflicts. As can be seen in Figure 1, structural violence and different forms of direct violence are interrelated; for example, structural violence helps perpetuate the conditions that facilitate direct violence, and it may provoke direct violence as a response to (real or perceived) exclusion from social, political or economic systems.

Figure 1: Typology of Violence



Violence prevention consists of keeping violent acts from occurring and intervening to eliminate or decrease underlying risk factors.

Youth Violence

Youth Violence is generally defined as the involvement of youth, either as victims or as perpetrators, in the intentional use of physical force or power, either as a threat or affective action, against themselves or against another person, or against a group or community, that results (or has a high likelihood of resulting in) lesions, death, psychological harm, maldevelopment, or deprivation to the other person (WHO, 2002).

Violence prevention consists of keeping violent acts from occurring and intervening to eliminate or decrease underlying risk factors, reinforcing protective factors, and forming an ability to resist or reduce the recurrence of subsequent violence and its harmful effects. There are three levels of violence prevention:

- **Primary prevention**, which targets the entire population and seeks to prevent violence before it occurs, for example through public education campaigns aimed at changing societal norms that tolerate violence;
- **Secondary prevention**, which focuses on populations already exhibiting risk factors for violence, such as youth who are not in school or working; and
- **Tertiary prevention**, which is targeted at rehabilitating those who have already exhibited violent behavior, including incarcerated persons.

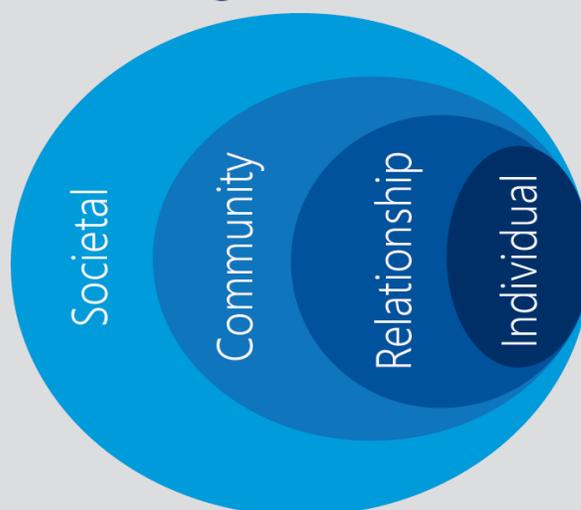
Violence prevention interventions can be categorized into two main categories of interventions: (i) social prevention, which includes targeted multi-agency programs and interventions that address the root causes of violence; and (ii) situational prevention, which includes measures that reduce opportunities for particular crime and violence problems through spatial interventions such as Crime Prevention through Environmental Design (CPTED) methodology and urban renewal.

Conceptual Framework

There are many different approaches to address violence. The most commonly utilized approach to address youth violence is the public health approach, often called the epidemiological approach, which involves four steps to addressing violence: (i) defining the problem and collecting reliable data; (ii) identifying causes and risk factors for violent behavior; (iii) developing and implementing interventions; and (iv) analyzing and evaluating the effectiveness of violence prevention interventions (Mercy et al. 1993; WHO, 2004). The public health approach has the great advantage of being evidence-based. Interventions are tailored to address risk factors that are most important in a given locale, and there is significant emphasis on evaluating the impacts of the interventions.

The more risk factors that are present, and the more levels involved, the greater the propensity for violence.

Figure 2: Ecological Risk Model



Source: World Health Organization (2002)

The one disadvantage of this approach is that many of its most important interventions—such as programs to reduce unintended pregnancies and to promote early childhood development and parental training—may have payoffs in terms of reduced violence only after some time has passed. It is important to keep in mind, however, that not all public health–inspired interventions have delayed effects: limiting the availability of alcohol and providing recreational and mentoring programs to remain in school, for example, may all produce relatively quick impacts.

The public health approach utilizes the Ecological Risk Model (Figure 2), which conceptualizes violence as the outcome of a variety of interrelated risk factors at the individual, interpersonal/relationship, community, and society levels. The more risk factors that are present, and the more levels involved, the greater the propensity for violence.

The **individual level** encompasses factors such as age, gender, education, preferences, employment, and salary that may influence the choice of a person whether to engage in criminal behavior. The level of **relationships/interpersonal** includes the characteristics and behavior of household members, relatives, and friends that might make a person more likely to be involved in crime. Such factors include whether children lack monitoring and care and whether domestic violence occurs in the household. Possible **community-level** factors include local poverty and inequality, the prevalence of criminal activities, ease of access to firearms, and exposure to sources of violence. The **societal level** include factors such as the quality of institutions in a given country, the strength of law enforcement agencies, the efficacy of the justice system, and cultural norms related to the rule of law.

The framework also includes the concept of **protective factors**, which are typically defined as individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events; increase an individual’s ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future

(Kipke, 1999); or factors that have been associated with reducing negative outcomes or that increase the likelihood that a young person will make a positive transition to adulthood. Examples of protective factors include high self-esteem, supportive relationships with parents and/or other adults, family cohesion, connection to “shielding” institutions such as school and church, and at the societal level, strong rule of law and government institutions (WHO, 2002; World Bank, 2011b; Resnick et.al., 2004).

Given that the focus of this literature review is on positive youth development, examples of protective factors that could be harnessed upon in Honduras will be highlighted throughout the document, in particular within the section entitled “What Works in Violence Prevention: the International Evidence.”

The combination of risk and protective factors is unique to each individual. Within this framework, it is important to note that there is no mechanical relationship between these factors and outcomes: risk factors do not cause violence, and protective factors do not prevent it. Rather, they influence the way individuals and communities respond to violence. It is also important to note that while the simple presence of a single risk factor should not be interpreted as causal or deterministic that an individual will become engaged in criminal and violent behavior, an analysis of all of the risk factors present at a given time can help target those most at-risk and can also help to understand the causes of criminal and violent activity, thereby helping to create more effective prevention programs and policies.

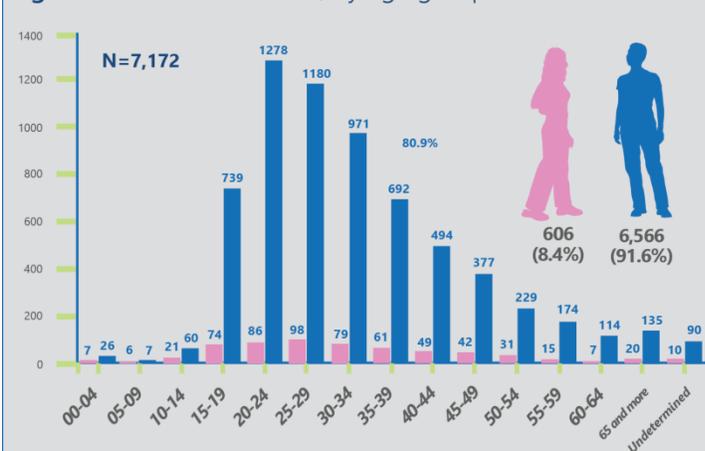
II. Situation of Youth Violence in Honduras

This section presents an overview of the situation of youth violence in Honduras, organized according to youth as victims and youth as perpetrators of violence.

Youth as victims of violence

As is the case in most countries around the world, in Honduras violence disproportionately affects male youth. As can be seen in Figure 3, the majority of homicide victims in 2012 were males (91.6 percent), in particular those between 20 and 34 years old (17.8 percent); 13 percent of homicide victims in 2012 were children.

Figure 3: Homicide Victims, by age group and sex



Source: National Violence Observatory (January - December 2012)

There are approximately 4,000 annual reported cases of child abuse and maltreatment

As Figure 4 demonstrates, if one breaks down the homicide rate by age group and sex, homicide rates for 15-19 year-old males reach 162.2 per 100,000 inhabitants and 328.5 per 100,000 inhabitants for 20-24 year-old male youth -- both well over the national homicide rate of 85.5 per 100,000.

Casa Alianza, a Honduran non-profit that works with at-risk youth, found that 80 percent of all homicides of youth under 23 years old go unsolved and unpunished (Casa Alianza, 2011).

Youth as victims of intra-family violence: According to the Public Ministry and the National Commission for Human Rights of Honduras, there are approximately 4,000 annual reported cases of child abuse and maltreatment, 50 percent of which are committed by family members. The majority of the crimes are reported to be rape, physical mistreatment, and homicide. Data for 2010 shows that 1.4 percent of all violent deaths in Honduras were as a result of intra-family violence; in 84 percent of the reported cases the perpetrators were fathers or mothers (Interpeace, 2011).

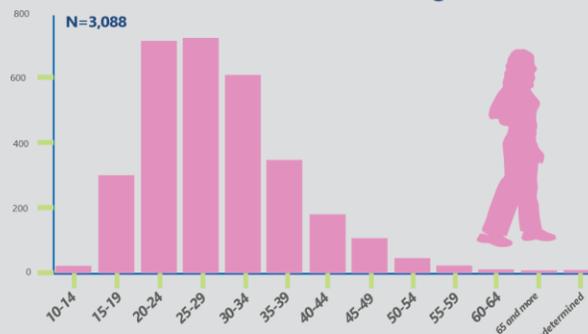
Figure 4: Homicide Rates by age group and sex

Age Groups	Women	Men
00-04	1,3	4,7
05-09	1,2	1,3
10-14	4,3	11,9
15-19	16,4	162,2
20-24	21,9	328,5
25-29	28,1	349,3
30-34	25,4	327,5
35-39	23,2	279,2
40-44	22,7	248,7
45-49	24,2	248,6
50-54	21,5	186,0
55-60	12,6	174,3
60-64	7,5	146,3
65 & More	10,1	84,3
TOTAL	14,2	159,0

Source: National Violence Observatory (January - December 2012)

Youth as victims of violence against women: Figure 5 shows, the majority of women who experienced violence against women were 20-29 years old (46.5 percent of reported cases).

Figure 5: Number of cases of Violence against Women



Source: National Violence Observatory (January - December 2012)

Youth as victims of extrajudicial killings: Casa Alianza of Honduras reports that between 1998 and 2011, there were approximately 2,000 killings of children and youth under the age of 18, under the disguise of ‘social cleansing’ or for being ‘supposed criminals.’ (Casa Alianza, 2011). As can be seen in Figure 6, until 2001 extrajudicial killings primarily affected children, however starting in 2001 older youth became the primary victims.

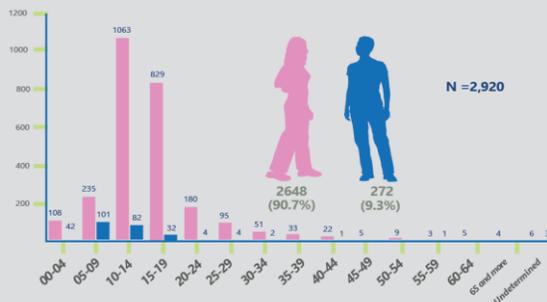
Figure 6: Number of Children and Youth victims of extrajudicial killings, 1998 - 2009



Source: Human Rights Platform (2010)

Youth as Victims of Sexual Violence: Young females in Honduras (ages 0-19) make up the majority of the victims of sexual violence (85.3 percent), with 10-14 year-olds females having the highest representation of victimization within this age group (Figure 7).

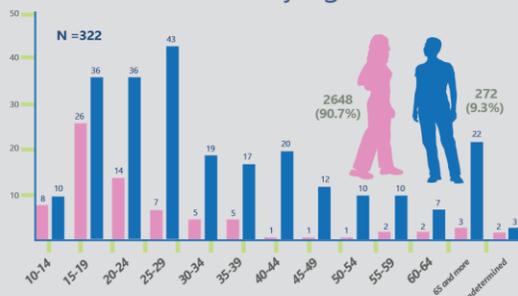
Figure 7: Number of Victims of sexual violence



Source: National Violence Observatory (January - December 2012)

Suicides: As can be seen in Figure 8, the majority of the suicide victims are 15-29 year-old males. The majority of male victims of suicide are 25-29 year-olds (17.6 percent), while 15-19 year-olds account for the majority of victims among female suicides (33.8 percent).

Figure 8: Number of Suicides by age and sex



Source: National Violence Observatory (January - December 2012)

Youth as perpetrators of violence

The following section provides a brief overview of what is known about youth as perpetrators of violence in Honduras. Data on perpetrators of violence is notoriously more difficult to collect than data on victims of violence, particularly in developing countries such as Honduras, where there is low capacity of police and criminal investigation units, as well as weak criminal justice systems. Nevertheless, the two types of violence where youth have been signaled as being the perpetrators are youth gangs and the relatively recent phenomenon of the barras deportivas (groups of soccer fans). These two phenomena are described below.



Youth Gangs

It is estimated that approximately 112 youth gangs or maras (~36,000 members) are now operating in Honduras, although given the lack of consensus on what constitutes a gang, or being a gang member, it is difficult to say with precision. With few exceptions, there has been very limited empirical analysis of gangs, and of their role in the rising levels of crime and violence. Reliable data related to the role of youth gangs in the narcotics trade are virtually non-existent. Nonetheless, there is a perception that gangs have become increasingly involved in drug trafficking and drug dealing over the past decade. It is believed that gangs serve as a local security apparatus of Mexican and Colombian cartels, or as small-time informal street vendors. Gangs do not appear to be involved in the large-scale movement of drugs, although some authors suggest that the leaders of local drug organizations are often ex-gang members who have “graduated” (Rodgers, 2008). It has also been suggested that involvement in drug trafficking has made gangs more violent in the last decade (Aguilar, 2006).

Barras Deportivas

In recent years, the Barras deportivas (soccer fan clubs) composed of primarily young men have become increasingly violent, particularly in Tegucigalpa. Some of the barras deportivas have approximately 16,000 members nationally, and are organized into small groups at the community level called peñas or bandas. Most barra deportiva members are male youth, with 65 percent of members under the age of 25 and 30 percent of members under the age of 18. However, female youth make up between 10 to 20 percent of members. In Tegucigalpa alone, there are around 92 peñas or bandas affiliated with barras deportivas, with hundreds of youth affiliated with each barra deportiva. Many youth from poor neighborhoods who suffer from social exclusion join barras deportivas in order to gain a sense of identity, solidarity, and belonging. Barras deportivas often express their rivalry against other barras deportivas that support their rival soccer team through insults and, sometimes, physical aggression. Many barristas (barra deportiva members) consume drugs and alcohol which exacerbates the rivalry and physical aggression between rival barras. The media has stigmatized barras deportivas as primarily violent and anti-social groups and the groups often face repression by the police and other authorities; in the last few years, members of barras deportivas and suspected members have become the subject of a string of homicides (Interpeace, 2011).

III. Risk Factors for Youth Violence

The following are the risk factors that are cited in the international literature (Barker and Fontes, 1996, World Bank 2008a, Smut and Miranda, 1998, and Gaviria and Pages, 1999, among others) as being most associated with contributing to the onset of youth violence. These risk factors are organized according to the four levels of risk factors found in the Ecological Risk Model (societal, community, relationship/inter-personal, and individual). Data to demonstrate to what extent each risk factor is prevalent in Honduras is included whenever available.

Societal Level

Poverty and Inequality: Although no causal relationship has yet been identified between poverty and violence, income inequality has been shown to lead to higher rates of crime and violence (World Bank, 2008a), since observing and living with income disparity can be more difficult than living in absolute poverty, where everyone is deprived to an equal extent. This relative deprivation is correlated with higher homicide rates across the Latin America and Caribbean region, which is both the most unequal and most violent region in the world, though not the world's poorest (Fajnzylber, Lederman, and Loayza, 2002). At-risk youth, who tend to come from poor socioeconomic backgrounds in the unequal economies in Latin America, are also most likely to engage in violent behavior and criminal activity (World Bank, 2008a).

Drug Trafficking: The shift in drug trafficking routes between South America and North America from the Caribbean to the Central America-Mexico corridor that has occurred in recent years has resulted in increased drug smuggling, sales, and consumption, and has made drug trafficking the main single factor behind the rising violence level in Central America, including Honduras (World Bank, 2010). A correlation between homicide rates and the country's areas with high intensity of drug trafficking, for example, has been found in areas such as the Atlantic coast and the bordering areas with Guatemala (World Bank, 2011a). Drugs are linked to youth violence in the following three ways: (i) by altering the state of the young person consuming the drug, which can produce a loss of control and violent behavior; (ii) by generating physical and psychological dependence, which can cause young people to become engaged in criminal and violent activities as a way of supporting their addictions; and (iii) through gang member participation in drug networks and organized crime, although the nature and extent of this relationship is not entirely clear (Cruz, 2007.)

"Culture of Violence": Central America (including Honduras) has been described as having a "culture of violence," which has been defined as a 'system of norms, values, and attitudes which enable, foster, and legitimize the use of violence in interpersonal relationships.' (Huezo, 2011; Martin-Baro, 1992). Examples include cultural norms that support the physical discipline of children, violence against women, and a husband's right to control his wife through any means, as well as economic and social policies that create or sustain gaps and tensions between and among groups of people, and weak laws and policies related to violence, war and militarism, and institutional violence. These norms exist throughout the different institutions in society, including schools and the home, which are the primary sources of socialization.

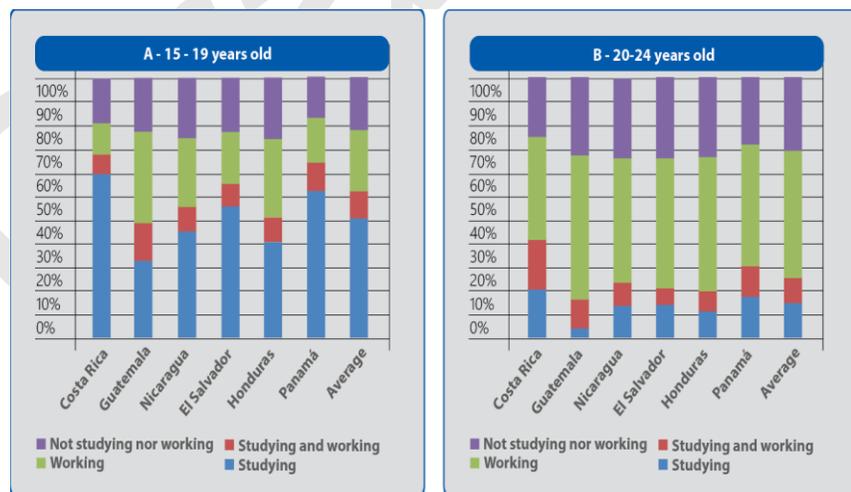
Migration: The absence of one or both parents because of migration, especially during children's adolescent years, can have a negative effect on the behavior of children left behind (Antman, 2012; Lahaie et al., 2009; McKenzie and Rapoport, 2006; Miranda, 2007), leaving them vulnerable to

As in most countries in Latin America and the Caribbean, violence in Honduras is concentrated in urban areas.

dropping out of school and to the attractions of the lucrative and growing drug trafficking economy. For at least the last two decades, Honduras has had high levels of outmigration in search of labor, leaving dysfunctional and broken family structures where young children and youth often do not have sufficient parental supervision, rendering these children prey to the guidance and structure offered by the maras.

Youth Unemployment and Inactivity: Youth unemployment has been found to be associated with a higher probability of youth engaging in risky behavior, including crime and violence, substance abuse, early school leaving, and risky sexual activity (World Bank, 2008a). In all Central American countries, unemployment rates are highest among youth in urban areas, and around 30 percent of young people between 15 and 24 years old neither study nor work (Figure 9). Youth who are not working or studying, typically women with low levels of education and a small proportion of men, may end up dropping out of the labor force and are potential recruits for gang violence and for the lucrative economy based on trafficking in illegal drugs (World Bank, 2010). As can be seen in Figure 8, in 2010 in Honduras, approximately 25 percent of 15-19 year-olds, and approximately 30 percent of 20-24 year-olds were neither studying nor working, increasing their likelihood of becoming engaged in risky behavior such as crime and violence.

FIGURE 9



Rapid Urbanization: Research analyzing the patterns of victimization in Latin America found that cities whose population had grown faster in the years prior had experienced a greater degree of violence as a result of disorganization and poor urban planning (Gaviria and Pages, 1999). As in most countries in Latin America and the Caribbean, violence in Honduras is concentrated in urban areas.

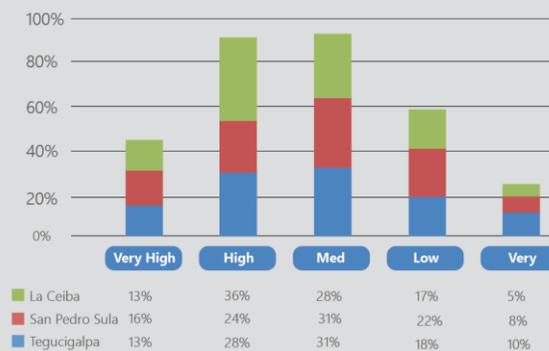
The annual rate of urbanization in Honduras is 3.1 percent, a fairly high urbanization rate by international comparisons

Among cities with more than 100,000 people, some of the most violent are (IUDPAS, 2012):

- San Pedro Sula (174 per 100,000 inhabitants)
- La Ceiba (157 homicides per 100,000 inhabitants)
- Juticalpa (144 per 100,000 inhabitants)
- Puerto Cortes (109 per 100,000 inhabitants)
- Comayagua (98 per 100,000 inhabitants)
- Tegucigalpa and Comayaguela (88.2 per 100,000 inhabitants)

The annual rate of urbanization in Honduras is 3.1 percent, a fairly high urbanization rate by international comparisons. The three largest cities in Honduras—Tegucigalpa, San Pedro Sula, and La Ceiba—are experiencing an increase in the population living in neighborhoods with high levels of marginalization. The Honduran Secretariat of Social Development has categorized marginalization levels into five levels from “Very Low” to “Very High” based on marginalization and housing overcrowding levels. Figure 10 shows that a high percentage of the urban population lives in marginalized conditions. Approximately 43 percent of the population of Tegucigalpa, San Pedro Sula and La Ceiba live in neighborhoods with “High” or “Very High” levels of marginalization. In Tegucigalpa, 50 percent of the population lives in “High” or “Very High” levels of marginalization. In San Pedro Sula, 30 percent of the population lives in these conditions, and in La Ceiba, 48 percent of the population lives in these conditions.

Figure 10: Population in Conditions of Marginalization



Source: Secretariat of Social Development (2012)

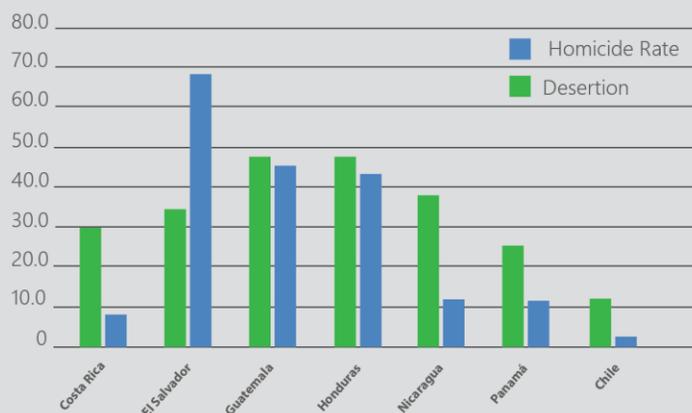
Feeling 'disconnected' from school has emerged from the research as an explanatory factor for all kinds of risky behavior

Community Level

Low secondary school enrollment and completion rates: Juvenile delinquency is correlated with lower levels of education (Barker and Fontes, 1996), due to the low cost that engaging in criminal behavior has for this group (Eckstein and Wolpin, 1999), the absence of positive social influences from mentors and peers, and from delinquency being the best income alternative for a young person without any marketable skills. Furthermore, feeling 'disconnected' from school has emerged from the research as an explanatory factor for all kinds of risky behavior, and some argue that it is the most important factor affecting all kinds of behavior. School 'connectedness'—feeling that someone in a young person's school cares about his or her well-being—is negatively correlated with school repetition, school leaving, premature employment, risky sexual activity, early sexual initiation, violence, and substance use (World Bank, 2008a). There also seems to be a correlation between drop-out rates and homicide rates, as Figure 11 comparing several Central American countries and Chile shows. Additional data on Honduras shows that only 30 percent of 15-19-year-olds graduate from 9th grade. (Demographic Health Survey, 2005-2006).

Furthermore, there are great inequities in graduation rates: 66 percent of youth from the highest income quintile graduate, versus only 4 percent from the lowest income quintile (IDB, 2009.)

Figure 10: Dropout Rates Vs. Homicide Rates



Source: UNDP Human Development Report (2009 - 2010)

Studies show that intra-family violence increases the probability that a child will commit violent acts later in life



School Violence: While schools have been proven to serve as one of the most important protective factors in the lives of at-risk youth, unfortunately they can also teach violence (via corporal punishment from teachers and violence between students), and can therefore also act as one of the primary risk factors. The phenomenon of school violence – all incidents in which any member of the school community is subject to abuse, to threatening, intimidating, or humiliating behavior, or to physical assault from students, teachers, or staff – is widespread in Latin America and the Caribbean (World Bank, 2011b). In Honduras, a study carried out in 2007 by the United Nations Development Programme (UNDP) registered that approximately 44 percent of students suffered some type of physical or emotional mistreatment at least once or twice a week from one of their peers; the study also indicated that approximately 18 percent suffer from daily bullying (Interpeace, 2011).

Availability of firearms: Increases in youth violence are correlated with rises in lethal crime and violence committed with firearms, and reducing the number of firearms in circulation has a direct effect on the ability of those at high risk of violence to obtain guns through theft or voluntary transfers in secondary markets (Cook and Ludwig, 2006). Having weapons and belonging to an armed group, and the power and income that this may represent for adolescents and young people are a seductive combination for those with limited socioeconomic options (Dowdney, 2005). In Honduras in 2010, an estimated 151,000 firearms were registered, while the actual estimated number of total firearms was close to 800,000 (World Bank, 2011a). Combined with the fact that in 2012, 83 percent of all homicides in Honduras were committed with a firearm, strongly suggests that the widespread availability of firearms is a strong risk factor for youth violence in Honduras.

Relationship / Inter-Personal Level

Intra-family violence: Studies show that intra-family violence increases the probability that a child will commit violent acts later in life, either at the intra-family or societal level (Buvinic, Morrison, and Shifter, 1999). A recent study on gangs in Central America found that the clearest indication of future criminal violence by young male gang members is repeated abuse or mistreatment at home (Santacruz and Concha-Eastman, 2001). In Honduras, intra-family violence is widespread. Data for 2010, for example, shows that 1.4 percent of all violent deaths in Honduras were as a result of intra-family violence; in 84 percent of the reported cases the perpetrators were fathers or mothers (Interpeace, 2011).

Peers who are gang members: Studies show that relationships established with peers who are gang members or juveniles with criminal records typically have a significant impact on a young person's decision to join a gang (Smut and Miranda, 1998). Unlike the families of these young persons, peers can offer solidarity, respect, and sometimes even access to money (Santacruz and Concha-Eastman, 2001).

Witnessing or experiencing violence increases the risk that a young person will go on to perpetrate a violent act

Given the high presence of gangs and the high rates of migration in Honduras whereby children and youth are often left alone or with only one parent, this is a risk factor to pay particular attention to in the context of Honduras.

Individual Level

Alcohol abuse: Harmful alcohol use is a risk factor for being both a victim and a perpetrator of youth violence, and for both sexes, gang involvement is associated with higher levels of alcohol use (Ohene, Ireland, and Blum, 2005). Alcohol use is thought to increase youth violence through several channels (WHO, 2003). At the individual level, it can reduce self-control and the ability to process incoming information and assess risks, as well as increase emotional liability and impulsivity, increasing the likelihood of resorting to violence during a confrontation. Similarly, reduced physical control and ability to recognize warning signs in potentially dangerous situations can make some drinkers easy targets. Further, experiencing or witnessing violence can lead to harmful use of alcohol as a way of coping or self-medicating. Lastly, alcohol and violence can be linked to youth gang rituals and cultures, and harmful levels of alcohol use are key risk factor for intimate partner violence (World Bank, 2008a).

Mental health: Witnessing or experiencing violence increases the risk that a young person will go on to perpetrate a violent act, such as child abuse as an adult, violent crime, aggression and delinquency, and compromises mental health and cognitive performance (Bernard van Leer Foundation, 2012). These youth experience higher levels of depression, anxiety, and post-traumatic stress disorder, and display impaired attention and impulse control where compared to their peers who have not witnessed or experienced violence (Bernard van Leer Foundation, 2012). Those impaired cognitive skills leads to challenges learning, and consequently affects their educational attainment, market labor success, and even physical health as there are some links to increased incidents of asthma and obesity among this population (Bernard van Leer Foundation, 2012). In Honduras, mental health is managed along geographic lines. However, not all department and sanitation districts have even the minimum resources required to address mental health needs. The referral network is currently not working properly, leaving individuals in-need without services. There are 31 outpatient mental health facilities in the country, of which three serve children and adolescents (WHO-AIMS, 2008). Of those receiving services, 75 percent are female, and 8 percent are children or adolescents (WHO-AIMS, 2008). Those who are treated are primarily diagnosed with mood or affective disorders (42 percent) and other disorders such as epilepsy, organize mental disorders, mental retardation etc. (30 percent) (WHO-AIMS). Records are kept based on number of cases as opposed to number of clients served, making the exact number of people seeking and being served impossible to identify (WHO-AIMS, 2008).

A low sense of self-worth and of self-esteem can have repercussions on destructive and self-destructive behavior

Early sexual initiation: Risky sexual behavior, which includes early sexual initiation, not practicing safe sex, or forced sexual initiation, is associated with several risky behaviors that pose costs to both the individual young person, as well as to society. These risks include dropping out of school, adolescent pregnancy, and an increased likelihood of contracting HIV/AIDS and/or STIs, all of which also increase the likelihood of becoming engaged in criminal or violent behavior. Research also shows that adolescent mothers have a higher probability than older mothers of raising their children in poverty due to their lower earning potential; moreover, the evidence also demonstrates that those who have been born from adolescent mothers have been found to have more health and behavioral problems, lower cognitive development, and lower school achievement than had they been born from older mothers (Ahn 1994; Grogger and Bronars 1993; Hoffman, Foster, and Furstenberg 1993; Nord et.al. 1992; Rangarajan, Kisker, and Maynard 1992). In Honduras, early childbearing remains high, especially among the poor. Adolescent fertility rates reached 93 per 1,000 women (World Bank, 2009). Data from the last available Demographic and Health Survey show that 40 percent of women aged 20-49 who have had a child did so before reaching 20 years age, and 23 percent before reaching 18 years. Adolescent girls in the poorest income quintile are three times more likely to become mothers than their richest counterparts (31 percent and 10 percent, respectively). Education seems to have a huge impact on whether or not adolescent girls become mothers or not: 46 percent of girls who are pregnant or mothers (age 15-19) have no education; 42 percent completed primary school; 11 percent finished secondary school, and only 2 percent attend tertiary education (World Bank, 2011a). These high teenage pregnancy rates, especially among poor women leads not only to a large proportion of households headed by women—at 35 percent in 2006 it is the highest for Central America—but also to higher drop-out rates in this group, which makes it harder for young women to obtain quality employment (World Bank, 2011a).

Lack of Identity: In Central America, where many youth have been socially excluded (from the educational system and from the labor market), who live in homes with the absence of one or both parents, or with parents with poor parenting skills, and in communities where violence is the norm, it is not uncommon for youth to take to gangs as the best and only option for socialization (Cruz, 2007). Interventions that can address issues of identity by providing youth with positive alternatives to gang membership, for example community and other civic organizations serve a much needed purpose.

Low Self-Esteem: Low self-esteem is a persistent cause of violence among young gang members (Baumeister, 1999). A low sense of self-worth and of self-esteem can have repercussions on destructive and self-destructive behavior. Children who are witnesses to or victims of violence may have a variety of behavioral disorders, including low self-esteem, isolation, and aggression against friends, relatives, and property (Peled, Jaffe, and Edleson, 1995). Correcting low self-esteem is the most recommended intervention for treating problems of anger and aggression, including for youth gang members (Jankowski, 1991), mothers who abuse their children (Oats and Forrest, 1985), and perpetrators of domestic violence (Gondolf 1985 and Renzetti 1992 as cited in Journal of Family Violence, 1996).

IV. What Works in Youth Violence Prevention: The International Evidence

This section provides a summary of the programs that have proven to work best towards preventing youth violence, based on international evidence.

Most Effective Programs to Prevent Youth Violence

This first set of programs have an established track record in preventing youth violence, as well as other risky behaviors among young people, and should therefore form the basis of any youth violence prevention strategy. The programs listed below have a focus on primary prevention; in other words, they are focused on preventing youth from becoming at risk in the first place.

Early Childhood Development (ECD) Programs: ECD programs aim to improve young children's capacity to develop and learn via a combination of programs and activities, such as basic nutrition, health care, parenting training, as well as activities designed to stimulate children's mental, verbal, physical, and psychosocial skills. These programs have a strong focus on protective factors, such as improving child-parent connectedness (World Bank, 2008a). ECD programs help prevent and reduce risky youth behaviors by ensuring healthy brain development and by fostering positive cognitive, social, and emotional skills in children that have long-lasting effects on their ability to learn and their capacity to self-regulate behavior and emotions (World Bank, 2006a). ECD programs can increase primary completion rates, which in turn increases the likelihood of completing secondary school, which has been proven to be one of the strongest protective factors for youth. In addition, ECD programs can also help to reduce the intergenerational transmission of poverty and inequality, which is also a risk factor for youth. Investing in ECD programs (particularly targeted towards poor families) has been found to be one of the most cost-effective ways to reduce a variety of risk behaviors among youth, including criminal and violent behavior, as well as risk of early pregnancy, and substance abuse (World Bank, 2008a).

Empirical evidence from around the world (U.S., Brazil, Colombia, Turkey) shows that investing in ECD programs has long-term impacts on improving human capital outcomes (educational achievement, health, and nutrition), as well as on reducing a variety of risky behaviors, such as crime and violence, domestic abuse, and substance abuse (Grantham-McGregor et al. 2007; Schweinhart et al. 2005; UNESCO, 2007; WHO, 2003). Including effective parenting training in ECD programs, in particular, has been singled out in evaluations as being one of the most important factors in reducing youth violence (Grantham-McGregor et al. 2007; UNESCO, 2007; U.S. Surgeon General, 2001; World Bank, 2005, 2007, 2006b).

Effective Parenting: Effective parenting programs - which typically include the four components of warmth, structure, autonomy support, and development support - promote positive, healthy, and protective parent-child interactions, protective factors which can reduce domestic violence, the extent to which young people associate with delinquent peers, alcohol and substance abuse, arrests, and school dropouts (World Bank, 2008a). Parenting programs have also been proven to reduce the use of tobacco, alcohol, and drugs, anger, alienation, aggression,

The most consistent findings in the prevention of youth violence and delinquency support the value of family interventions from birth through adolescence

delinquency, and misconduct (Gomby, Culross, and Behrman, 1999). Parenting training can help prevent risky youth behavior by helping parents play a positive role in their children's development by providing them with knowledge about their children's health, nutritional and developmental needs, as well as how to interpret infant and young child behavior (World Bank, 2006a).

Evidence from studies of at-risk youth in several countries in Latin America and the Caribbean suggest that many of the risk factors connected with low self-esteem and feelings of rage in young people can be traced back to conditions at home such as maternal emotional abandonment, the absence of parental nurturing, unskilled parents, sexual abuse, and being part of an aggressive family (Cunningham and Correia, 2006).

Effective Parenting

Effective parenting consists of warmth (the degree to which a parent successfully communicates to the adolescent that he/she is loved and accepted); structure (the degree to which parents have expectations and set rules for the adolescent's behavior); autonomy support (the degree to which parents accept and encourage the adolescent's individuality); and development support (the degree to which parents foster and enhance the adolescent's underlying developmental capacity for emotional and logical thinking).

Furthermore, the most consistent findings in the prevention of youth violence and delinquency support the value of family interventions from birth through adolescence. For example, nurse home-visitation programs have been shown to result in improvements in parenting skills and reduction in children's aggression (Olds, 1998). Programs for older children and their families that help parents to decrease negative parenting and reduce coercive interactions have also been found to reduce child aggression and delinquency (Patterson, Reid, and Dishion, 1992). Another approach to family interventions includes teaching parenting skills to young people before they become parents (Wekerle and Wolfe, 1999). Given the unique challenges faced by many families in Central America as a result of economic stress and migration, often resulting in parental absenteeism, variations of these programs might have to take place.

Programs to Increase Secondary School Access and Completion: Policies and programs to encourage secondary school enrollment and completion are critical since secondary school completion is one of the most important preventive investments a country can make in at-risk youth – both in terms of improving their educational outcomes and in reducing nearly all risky kinds of behavior, including crime and violence (U.S. Surgeon General, 2001). Completing secondary school can serve as one of the strongest protective factors for youth in two ways: (i) through

Evidence shows that violence prevention programs are one of the most successful school-level interventions for reducing risky behavior

the knowledge and skills they acquire (both hard and ‘soft’ skills, such as life skills; and (ii) through the sense of connectedness that students often feel to adults in the school, which has also been shown to be one of the strongest protective factors for risky behavior, including crime and violence.

The National Longitudinal Study of Adolescent Health in the U.S., for example, found that school connectedness was one of the strongest protective factors for both boys and girls to decrease substance abuse, school absenteeism, early sexual initiation, violence, and risk of unintentional injury (Resnick, Bearman, and Blum, 1997). Research has also demonstrated a strong relationship between school connectedness and educational outcomes (McNeely, 2003; Klem and Connell, 2004; Rosenfeld, Richman, and Bowen, 1998; Battin-Pearson et.al, 2000; Barber and Olsen, 1997), including school attendance (Rosenfeld, Richman, Bowen, 1998), staying in school longer (Battin-Pearson, et.al, 2000), and higher grades and classroom test scores (Klem and Connell, 2004). In turn, students who do well academically are less likely to engage in risky behaviors, including crime and violence (Hawkins, 2010).

School-Based Violence Prevention Programs: Evidence shows that violence prevention programs are one of the most successful school-level interventions for reducing risky behavior (Gottfredson, Wilson, and Najaka, 1995), since they are ideal places to socialize young people and develop their resistance to crime and violence. Schools are in an excellent position to prevent risky behavior in youth since: (i) they are composed of a group of caring adults whom young people trust and who are typically positive role models; (ii) they have the ability to reach many young people at once, and particularly before they develop negative attitudes, values, and practices; (iii) they have the pre-assigned responsibility for imparting skills and knowledge that will help young people make better and informed decisions; (iv) they are in a structured and safe environment; and (v) they are able to identify students who might be particularly at-risk and offer them referral services (World Bank, 2008). School-based violence prevention programs focus on protective factors such as increasing connectedness with a school and/or with an adult in school, as well as imparting important ‘life skills.’

Social communication against violence: Research shows that community-wide social marketing and communication campaigns have succeeded not only in altering public perceptions about violence, but also in preventing risky behavior by young people whose actions and attitudes are greatly influenced by the behavior of their parents, families, and community members (U.S. Surgeon General, 2001). Anti-violence messages in the media can help to prevent youth violence by changing attitudes towards the multiple types of violence that affect young people, such as corporal punishment, inter-personal violence, domestic or gender abuse, and aggressive attitudes relating to masculinity, by instead focusing on such protective factors as promoting a culture of peace and non-violence. These media techniques can provide young people with the necessary knowledge and skills to protect themselves, increase their

Life skills have an inherent focus on protective factors and allow them to make good decisions about their lives

self-esteem and self-confidence, which in turn reduces the chances of becoming engaged in risky behavior (World Bank, 2008b). Media campaigns can also reach out-of-school youth who are beyond the reach of school-based programs but need to be accompanied by personal interventions at the community level.

Promising Programs to Address Youth Violence

The following set of programs – although not as widely evaluated as the first set – have shown to be promising in terms of addressing youth violence prevention. It should be noted that most of these policies focus on young people who have already engaged in some form of risky behavior (secondary prevention):

Remedial and second chance education: Second chance programs can have a positive impact on at-risk youth both directly (by increasing their schooling that was cut short when they dropped out, which increases their chances of acquiring employment and receiving higher wages) and indirectly (by providing them with information and skills to make good decisions, giving them better prospects for a successful life, and consequently reducing their chances of engaging in risky behavior, such as crime and violence). Studies also show that by focusing on key protective factors such as improved social and interaction skills, increased confidence, and self-esteem, second chance programs can have many positive intangible effects on young people (Saunders, Jones, Bowman, Loveder, and Brooks, 2003; Wyn, Stokes, and Tyler, 2004).

Comprehensive Job Training Programs: Research shows that comprehensive job training programs—programs that go beyond technical training and focus on important protective factors such as developing the young person’s skills as a worker by providing him or her with a wide range of support, including general skills, life skills, job search and placement assistance, and self-employment services—have shown promising results in terms of increased youth employment, particularly in developing countries (World Bank, 2008a). A combination of technical, life skills, practical training, job search assistance, and general social support can give at-risk youth the tools they need to move from being socially excluded to participating fully in society; this kind of support not only helps young people to find employment but also increases their self-esteem, confidence, and sense of control over their lives, which reduces the probability of becoming engaged in risky behavior (World Bank, 2008b).

Life Skills Training: Life skills (also known as ‘soft skills’) typically fall into three categories: (i) social or inter-personal skills (communication, negotiation/refusal skills, assertiveness, cooperation, and empathy); (ii) cognitive skills (problem solving, understanding consequences, decision-making, critical thinking, self-evaluation); and (iii) emotional coping skills (managing stress, feelings, and moods) (PAHO, 2001). Life skills have an inherent focus on protective factors by seeking to equip young people

Research has shown that young people who volunteer via youth service are 50 percent less likely to abuse drugs and alcohol, to engage in delinquent behavior, or to drop out of school

with the knowledge, wisdom, and tools to increase the confidence in youth and allow them to make good decisions about their lives, thereby reducing the likelihood that they will engage in risky behavior (Hahn, Leavitt, and Lansperry, 2006).

Life skills can prevent risky behavior in youth (including criminal and violent behavior) by: (i) teaching young people about social norms so that they are more attuned to the kind of social behavior that is expected of them when they participate in mainstream society; and (ii) by teaching young people the skills that are needed to be a responsible adult. Knowledge of life skills has been proven to reduce the risk of drug use, risky sexual behavior, improves anger management, improves academic performance, and enhances social judgment (Mangrulkar, L., C. Whitman, and M. Posner, 2001).

Youth-Friendly Spaces: Research shows that the simple construction of community centers does not have an impact on youth behavior; however, by focusing on key risk factors such as increasing the connectedness between a young person and a responsible adult and incorporating constructive youth activities that are supervised by a caring adult can have a positive impact on young people and help them perform better in school and in life (World Bank, 2008b). Youth-friendly spaces can prevent risky behavior in youth by adding productive time to a young person's day, not only by giving him or her chances to learn new skills, but also by reducing the chances the he or she will engage in negative and/or risky behavior, which might have occurred if the young person had been inactive or unsupervised. Structured and supervised activities also increase positive self-image, self-esteem, and improve inter-personal skills among young people, which have also been identified as important protective factors (American Youth Policy Forum, 2006.)

Mentoring programs can prevent risky behavior in youth via the sense of connectedness that is created over time between the adult mentor and the young person, which can make a young person wish to meet the expectations of that adult and not disappoint him or her; this connectedness between the adult mentor and the young person not only reduces the likelihood that the young person will engage in risky behavior, but it also increases educational attainment.

Youth Service: Research has shown that young people who volunteer via youth service are 50 percent less likely to abuse drugs and alcohol, to engage in delinquent behavior, or to drop out of school (Alessi, B., 2004). By focusing on such protective factors as increasing the connectedness between youth and the community, and by promoting life skills such as increased self-esteem, self-confidence, and civic engagement, youth service programs can: (i) provide youth with practical and marketable skills that make them more employable and facilitates their transition into the job market; (ii) offer constructive, structured, and supervised activities that can reintegrate at-risk youth into their communities and diminish their feelings of social exclusion; (iii) allow youth to make positive contributions to their communities; and (iv) teach youth to trust people and develop mutual understanding, which increases social capital and their levels of civic engagement (Alessi, B., 2004).

Youth crime and violence are correlated with rises in lethal crime and violence committed with firearms

Broad-based Policies that can also help Prevent and Reduce Youth Violence

The following set of policies and programs - although not specifically designed or targeted towards at-risk youth—have shown to have a disproportionately positive effect on youth, and specifically on reducing levels of youth violence.

Developing specialized agencies for dealing with young offenders, with a focus on rehabilitation and providing second chances to young offenders: Higher recidivism rates are associated with harsh prison conditions as well as with incarcerating young people alongside adults (Ryan and Ziedenberg, 2007). For this reason, most countries have specialized courts and probation agencies which provide second chance opportunities before resorting to incarceration of juvenile delinquents.

These types of programs focus on protective factors such as making young criminals feel they are personally and socially valued, and by helping the offender understand the consequences of his/her negative behavior, as well as learning how to avoid repeating it in the future.

A key element of this approach is the introduction of graduated sanctions for first-time and minor repeat offenders, which typically include two components: (i) community accountability board, made up of juvenile court personnel, probation officers, and/or citizen volunteers, who meet with offenders to assign sanctions for their offences and to monitor and enforce a diversion agreement (an agreement that allows an offender to avoid going to court and/or jail in return for certain commitments); and (ii) graduated consequences if a youth fails to comply with the requirements of the community accountability board. The graduated sanctions must be designed to fit a variety of offenses so they should include a range of nonresidential and residential (i.e. institutional) alternatives (Guerra, 2006).

Reduce the Availability and Use of Firearms: Youth crime and violence are correlated with rises in lethal crime and violence committed with firearms (Cook, Philip and Jens Ludwig, 2006). When there are more firearms in circulation it becomes easier to obtain them illegally, by-passing restrictive legislation. Limiting the supply of firearms reduces the number of deaths and injuries caused by guns. This can be done through laws against gun trafficking coupled with targeted enforcement interventions to reduce the quantity of firearms in circulation. Policies and programs that involve aggressive patrols in high crime neighborhoods to arrest youth who carry guns illegally have shown some success in the U.S. (Guerrero, 2000).

Studies have shown that safe neighborhood programs increase the public's perception of safety and the image of the police, both of which are essential to addressing the underlying causes of youth violence

Safe Neighborhood and Community Policing Programs: Safe neighborhood and community policing programs address such protective factors as creating bonds of trust between the community and the police, and by offering supervised and structured activities for youth, which include promoting connectedness between youth and the adults in the community, as well as the civic engagement of youth by offering them healthy public spaces. Safe neighborhood programs seek to modify the physical environments in which young people act and interact in ways that are likely to prevent them from engaging in risky behavior, particularly in 'hot-spot' neighborhoods. Programs can include the installation of street lighting, the removal of high fences that provide cover to criminals, and the rehabilitation and re-appropriation of community public spaces, and ideally are combined with targeted social prevention activities as well as community policing programs such as those listed below. Community policing programs makes policing more responsive and accountable to local communities, creating bonds of trust and reliance, increasing crime reporting and reducing police abuses.

Studies have shown that safe neighborhood programs increase the public's perception of safety and the image of the police, both of which are essential to addressing the underlying causes of youth violence (Buvinic, Morrison, and Orlando, 2003). A study of gangs and social capital carried out in El Salvador, for example, showed that gangs thrive in neighborhoods and communities where poverty is manifested in the absence or inadequacy of social services and in neighborhoods where the streets are in poor condition, and where public and community infrastructure may be run down, dirty, and even abandoned (Cruz, 2007).

Neighborhood Revitalization Initiatives (NRIs): NRIs focus on increasing safety and reducing crime, violence and nuisance. These initiatives have taken place extensively throughout the U.S. as a strategy to both prevent crime and violence and reduce levels of poverty in highly distressed communities. Most recently, the White House's NRI in Los Angeles has demonstrated considerable impact by implementing a complex coordinated effort between a number of partners that include CBOs, private sector, philanthropic sector, federal and local government and the community members.

NRI exemplifies the effectiveness of integral programming with funding from various programs from the US Government, including: (a) Department of Housing and Urban Development (HUD); (b) the Department of Education; (c) the Department of Justice; (d) the Department of Health and Human Services, and; (e) the Department of Transportation, in addition to local resources leveraged through philanthropy, corporate social responsibility, local government participation and community engagement. Resources are invested where they are needed the most (neighborhoods with highest risk levels) integrating public safety, housing services and other investments through community-based strategies with the goal to control and prevent violent crime and gang activity. One key element has been the balance-targeted efforts between law enforcement with prevention, intervention and community restoration services.

Policies that reduce a young person's access to alcohol can have a significant impact on several negative outcomes.

Some NRIs look at both the supply and demand side of the criminal activity. On the one hand, strategies are developed to strengthen family-oriented services (such as child care, employment, substance abuse services) addressing extreme stressors on the demand side to make them less prone to engaging in criminal activity. On the other hand, promulgating effective crime and violence prevention strategies also requires the development of social capital that reduces the opportunities for these acts to take place, either because they are less financially rewarding, riskier, or more difficult to conduct (Los Angeles Health Collaborative, Los Angeles Neighborhoods Revitalization Group, and U.S. Department of Health and Human Services Early Childhood Learning and Knowledge Center.)

Municipal Ordinances to Increase Price and Reduce Availability and Use of Alcohol: Policies that reduce a young person's access to alcohol can have a significant impact on several negative outcomes. For example, alcohol has consistently been identified as a contributing factor to several serious outcomes for young people in the Latin America and Caribbean region, including homicides and suicides (PAHO, 2005). Possible policies include increasing alcohol taxes and sales restrictions, including controls on hours of operation, density, and location of sales outlets, as well as imposing a minimum age for purchasing alcohol. A key factor is the credible threat of sanctions on merchants in violation of regulations. The most effective sanctions include progressive penalties, which can include warnings, fines, firing of individuals, closing establishments, and imprisonment of violators. Tax increases and sales restrictions should be implemented at the same time to have the maximum possible impact on youth alcohol consumption (WHO, 2003; Guerrero and Concha-Eastman, 2011).

Documentation campaigns in marginal communities: For a variety of economic, legislative, political, and administrative reasons, many births in developing countries go unregistered. Providing birth certificates to undocumented young people can help them avoid feeling socially excluded, since when a citizen can prove their identity, they become entitled to basic services and rights that underpin their ability to keep healthy, receive an education, stay safe, and earn a living (World Bank, 2008a).

In Central America, for example, many gang members belong to an under-class of undocumented individuals, who are effectively excluded from a wide range of social rights.

V. Ineffective Programs for Youth Violence Prevention

The following are examples of programs that have been proven to be ineffective in preventing youth violence, based on international

Get Tough Programs

In the get-tough approach, when young people are accused of committing acts of crime and violence, they are treated as adults in the judicial system and, once convicted, are thus incarcerated in adult, rather than juvenile, prisons. The rationale behind this approach is to get tough on crime and to take juvenile offenders off the streets and put them behind bars for longer periods of time. At face value, this may seem like a good strategy for fighting crime and violence, especially among young people. However, a series of evaluations in the United States has shown that young people placed in adult correctional institutions are eight times more likely to commit suicide, five times more likely to be sexually assaulted, twice as likely to be beaten by staff, and 50 percent more likely to be attacked with a weapon than those in juvenile prison facilities (WHO, 2002). Research also shows that even when young people are put in juvenile prisons, their incarceration is highly correlated with future criminal behavior. Given the way in which most correctional centers are set up, young people in prison often learn more about criminal behavior than about how to reform and change their lives (Tyler, Ziedenberg, and Loetke, 2006; Benda and Tollet, 1999). Furthermore, research has shown that juvenile confinement reduces the chance that troubled young people will successfully make the transition into adulthood. They achieve less academically and are employed more sporadically than their peers who were sentenced to programs focused on drug treatment, individual counseling, or community service. (Homan and Ziedenberg, forthcoming).

Boot Camps

This type of program is a widely used alternative to youth incarceration. Instead of being sent to prison, young people who have committed a crime are sent to these boot camp programs, which aim to teach discipline through rigorous physical activity. So far, no boot camp has been proven to have had a statistically positive impact on either youth behavior or recidivism.

Zero Tolerance/Shock Programs

Zero tolerance/shock programs that introduce delinquent youth to prison inmates who describe to youth the harsh reality of prison life have had either neutral or negative effects in terms of deterring young people from violence (U.S. Surgeon General, 2001). School-based shock programs, such as the popular U.S. program DARE (Drug Abuse Resistance Education program), in which uniformed police officers go to elementary classrooms to teach students how to resist peer pressure and avoid drugs, gangs, and violence, have also been proven to have no preventive impact (Donnermeyer and Wurschmidt, 1997; Ennett et.al, 1994; Lynam et al., 1999; West and O'Neal, 2004). Boot camps, which are often used as an alternative to incarceration and are essentially based upon military training, have been shown to have no significant negative effects on recidivism and may increase delinquent and criminal behavior (World Bank 2008a); this is most likely due to their focus just on physical discipline instead of on life skills.

VI. Honduran Government Response

On February 12, 2013 the National Policy for the Prevention of Violence towards Children and Youth (La Política Nacional de Prevención de Violencia hacia la Niñez y Juventud en Honduras) was approved by the Government of Honduras (GoH).

The objective of the policy is to strengthen the capacity of the GoH in collaboration with civil society, to prevent youth risk factors associated with violence. Specific objectives of the policy are to:

- Promote initiatives that permit processes of restructuring of and coordination between institutions focused on the integral development of children and youth, through the application of national and international law;
- Promote a culture of citizenship at the national level that respects the human rights of children and youth, through the civic engagement of Honduran citizens;
- Promote the valuation and appreciation of children and youth as an integral part of Honduran society, as persons whose rights should be respected, protagonists of their own development and the present and future of the country as well as reducing the existing negative perception and stigma about children and youth that is widespread within Honduran society;
- Create and strengthen education plans, programs, and projects with a focus on promoting life skills for at-risk children and youth;
- Incorporate communities into violence, crime, and conflict prevention processes that affect children and youth through working with local government, by means of the design, implementation, and monitoring and evaluation of plans, programs, and projects with the active and transparent participation of all stakeholders;
- Create processes that permit knowledge management, focused on strengthening actions related to violence, crime, and conflict prevention that affect children and youth; and
- Incorporate the communities most affected by violence.

The strategy has seven components:

1. Inclusion of education in human rights, a culture of citizenship (a culture of peace and rule of law) and life skills in the curriculum at the pre-basic, basic, secondary, and tertiary levels, in both formal and non-formal education program;
2. Promotion of institutional strengthening programs, projects, and plans which will permit capacity building, system strengthening, and the monitoring and evaluation of the policy;
3. Promotion of municipal programs, projects, and plans for violence and crime prevention programs including;
4. Promotion of applied research by public and private academic institutions in order to strengthen program, projects, and action plans in the area of violence, crime, and conflict prevention, and consolidate knowledge and information management;
5. Promotion of strategic, systematic, and permanent public awareness campaigns focused on the construction of a culture of citizenship, peaceful coexistence, solidarity, and respect for diversity;
6. Dissemination, promotion, and articulation of positive recreational activities and constructive use of free time at the community level;
7. Coordination with institutions and stakeholders working in the areas of children and youth protection, research, and education in human rights, and the social inclusion, rehabilitation, and promotion of citizenship among at-risk children and youth.

Table 2 outlines the types of municipal programs that the Government of Honduras hopes to implement at the municipal level to address youth violence (these programs would vary according to the anti-youth violence needs of each municipality).

Type of Program	Program Focus
<p>1. Promotion of positive development opportunities for at-risk children and youth</p>	<ul style="list-style-type: none"> • Prevention of violence, crime and conflict in education institutions (at all levels, both formal and non-formal) • Promotion of the constructive use of youths' free time • Job training and promotion of youth employment • Youth entrepreneurship training and promotion
<p>2. Integral Development Promotion and Reinsertion Activities for At-Risk Youth</p>	<ul style="list-style-type: none"> • Integral services for at-risk youth and youth offenders • Services for victims of domestic violence • Promotion of sexual and reproductive education for adolescents • Promotion of youth-friendly spaces/positive outreach for at-risk youth • Prevention of human trafficking • Eradication of the exploitation of children and youth in the commercial sex trade
<p>3. Employability and Life Skills</p>	<ul style="list-style-type: none"> • Employability and life skills for young mothers and single mothers • Competitive education (Formal and Non-Formal) • Alternative education programs for youth • Development of employment agencies/job centers • Incentives for micro, small, and medium businesses (MIPYMES)
<p>4. Creation, strengthening, and recuperation of public spaces and recreational areas</p>	<ul style="list-style-type: none"> • Creation, strengthening, and recuperation of public spaces and recreational areas • Increase public access to sports, artistic, and cultural activities and centers

The organization in charge of overseeing the implementation of the National Policy for Prevention of Violence towards Children and Youth is the Consejo de Prevención de Violencia hacia la Niñez y Juventud/Council for Prevention of Violence towards Children and Youth (COPREV), an organization that will be funded through the policy. This organization will feature institutional representation by the GoH including the Instituto Nacional de la Juventud/National Youth Institute (INJ), the Instituto Hondureño de la Niñez y la Familia/Honduran Children and Family Institute (IHNFA), the Programa Nacional de Prevención, Rehabilitación, y Reinserción Social/National Violence Prevention, Rehabilitation, and Social Reinsertion Program (PNPRRS), as well as three citizen representatives named by the País (a network of civil society institutions and youth groups which create violence prevention and youth development). A representative of the Secretary of Justice and Human Rights will act as an observer for COPREV.

VII. Recommendations for Youth Violence Prevention Programming in Honduras

As is typically the case when a new policy is put in place, the greatest challenge lies in the implementation. In the case of a policy on youth violence prevention, the challenge is even greater, given the cross-sectoral nature of the phenomenon, and consequently the various government agencies that currently have programs within their mandate that address youth violence prevention directly or indirectly. Yet another challenge for this new policy is how it will be coordinated with the recent national Integrated Policy on Coexistence and Citizen Security/Política Integral de Convivencia y Seguridad Ciudadana (2011-2022), which also has a significant violence prevention component.

Sectoral Recommendations

Taking into account the information presented up until this point, this section will now provide recommendations for future USAID youth violence prevention programming in Honduras, focusing specifically on the four sectors utilized by USAID: Education, Economic Growth, Health, and Civic Engagement.

Although specific recommendations for future youth violence prevention programming are offered by sector, it is increasingly vital that any future youth violence prevention programming in Honduras be designed and implemented cross-sectorally, given the multi-causal nature of youth violence. As noted, most risk factors for youth violence cannot be categorized or associated to just one sector, since they are typically the result of various factors that cut across several sectors, thereby necessitating a cross-sectoral response. A simple illustration of this concept would be high levels of school drop-outs, which normally would be considered mostly an education-related risk factor.

However, causes of school desertion are often associated with many other factors, such as health (e.g. early exposure to violence leads to maladaptation or lack of family planning demands for girls to stay in the house to help with childcare of their younger siblings), or economic development (e.g. children are asked by parents to leave school and generate income for the household). In this context, integral programming has demonstrated to have greater impact in preventing violence by tackling the highest stressor risk factors, which are multi-sectoral in nature. Additionally, protective factors from individuals, families and communities can more easily be built upon through multi-sectoral approaches.

Education: As can be seen from the earlier sections of this literature review, the poor conditions of the education sector in Honduras (in particular of secondary education) have played a critical role with respect to the extremely high levels of youth violence situation faced by the country today. Low quality and relevance of the curriculum, poor teacher quality, lack of access, and high levels of violence within the schools have all contributed towards many young people leaving the educational system early, leaving without learning, and of many youth being inactive (in particular poor, urban youth). All of these factors – in combination with many of the other risk factors present within the country – have resulted in a dire situation for many young people (particularly in poor, urban areas).

Schools and the education sector as a whole not only help to increase the knowledge and skills of young people, they can also address a wide variety of other factors, including behaviors, attitudes, patterns of communication, policies, and conditions that support and perpetuate violence (World Bank, 2011b). Educational programs can challenge cultural norms that support violent behavior against women, and teach alternative attitudes and skills that promote nonviolent conflict resolution. Schools can also be used to keep violence from occurring in school facilities, offering a safe space for teachers and students, and for the community at large (particularly after hours and on weekends), and can also lead the design of community-wide violence prevention plans and strategies.

Examples of successful policies and programs to improve secondary school enrollment and completion (World Bank, 2005b; di Gropello, 2006) as a way of preventing youth from becoming engaged in risky behavior (including violence), which should continue to be more actively promoted in Honduras include: (i) offering financial incentives to increase the demand for secondary school (such as conditional cash transfers, school vouchers, loans, grants, school supplies, and free public transportation to school); (ii) improving school quality (strengthening the connection between school and work, ideally in partnership with the private sector); and (iii) providing second-chance programs (such as literacy programs, comprehensive education and job training programs that include life skills training, among others).

Additional examples of potential youth violence prevention programming that could be carried out through the education sector include school-based violence prevention programming (proven to some of the most successful types of interventions); inclusion of life skills programming as part of the standard curriculum; continued use of non-formal education to reach out-of-school youth; addressing issues of intra-family and sexual violence, including reinforcing referral systems when victims are identified; coordination with vocational and training institutes, as well as the private sector, to ensure relevance of curriculum; and utilizing schools to design and deliver social marketing/communication campaigns promoting a culture of peace.

Economic growth: Honduras is one of the poorest and most unequal countries in Latin America and the Caribbean, and its youth population is one of the most vulnerable, suffering from high levels of unemployment, underemployment, and inactivity, which are also related to weaknesses in the education system. At the same time, as in many other developing countries, there is also a lack of adequate employment opportunities, reinforced by a poorly skilled labor force and gaps between the private and the education sectors. As such, youth violence prevention programming in Honduras cannot lose sight of these overarching risk factors and should seek – whenever possible - to simultaneously address issues of poverty and unemployment when designing youth violence prevention programs. Potential examples include programs that seek to improve the economic situation of the family of the young person, or of the young person themselves, for example social assistance programs such as conditional cash transfer programs, or cash for work programs (ideally targeted to residents of poor, urban areas). In addition, to address issues of youth unemployment and underemployment, future efforts should also seek to promote and continue job training programs for youth, ensuring that these include life skills training in addition to technical skills training. Public-private partnerships in violence prevention have also been successful in various countries around the world, including in Latin America, so this is also an area that could be further explored and expanded in Honduras, not only in terms of matching labor market and supply, but also in having the private sector be an active partner in the development of national and local youth violence prevention strategies and programs.

Health: Within the health sector, there are many significant risk factors being faced by young Hondurans today. These include some that have been at the forefront of the priorities of the donor community in Honduras during the last several years: early childbearing -- which has well-known negative consequences for the developmental, educational and labor outcomes of the young person – as well as an extremely high rate of HIV/AIDS. Programs that prevent early sexual initiation, teen pregnancy, HIV/AIDS, and promote more responsible sexual and reproductive health have been critical in Honduras and will continue to be for the foreseeable future.

However, another worrisome and often times overlooked risk factor is poor mental health and high levels of anxiety in children and youth. Kashani et al. (1991) note that “childhood anxiety may be an important risk factor for aggression given that anxious children perceive ambiguous situations in more threatening and hostile ways than non-anxious children.”

Extensive literature highlights the vicious cycle that results from violent communities where “witnessing and being the victim of violence in the community serves as a risk factor for future aggression (Attar and Guerra, 1994; Bandura et al., 1961; Cooley-Quille et al., 2001; DuRant et al., 1994; Kubiak, 1998). Researchers have also found evidence that “poor urban youth are at-risk for a range of co-occurring emotional and behavioral symptoms and poor psychosocial functioning and disruptive behavior (Gorman-Smith and Tolan, 1998). Unattended mental health and psychosocial issues also leads to self-inflicted violence. The increasing trends in suicides among male youth, for example, are also particularly troubling.

Programs that offer psychosocial and emotional support and healing are recommended as ways to bring down barriers that at-risk youth often times come with to any other type of intervention. According to the 2012 UNDP Caribbean Human Development Report, tolerance and acceptance of violence influences the perspective of youth, modeling their behaviors to what they have observed and witnessed at home, school and in the community. Interventions that build resilience skills in youth, families and communities are important to help break the cycle of violence by helping individuals improve their self-regulated behavior and what they consider to be “normal” reactions to violent events and relationships.

The same report highlights resilience as “involving positive adaptation under stress and the development of good outcomes despite serious threats to well-being.” Although resilience skills for purposes of this literature review are included as a programmatic recommendation within the Health section, they really encompass more than just health as they refer to the ability of youth to “bounce back” from the challenges and resist the risk factors. There are many ways to build resilience skills in individuals and communities that promote social cohesion and the re-integration of the social fabric allowing youth to better discern when making decisions and reacting to the environment and all the risk factors already described. There are numerous good practices in Honduras that address issues of psychosocial and mental health and promote resilience amongst at-risk youth, many of which are implemented by small community-based groups, religious groups and churches.

When it comes to delivering health services for youth, it is particularly important that these services are ‘youth-friendly,’ as a way to ensure that youth are accessing them regularly. Examples include training service-providers in youth-friendly practices; making clinics and pharmacies more accessible to young people (for example through mobile units); and using community-based outreach and information campaigns to generate demand and support for reproductive health services among young people. Ensuring mental health staff are part of clinic staff is also critical. Programs such as life skills training that would address issues of self-esteem and confidence in youth (and promote resilience), which often contribute to engaging in risky behavior, are also important.

Youth civic engagement: The concept of youth engagement is based upon the concept that young people are assets, or resources, and it reverses the notion that services always have to be provided to youth; instead, youth can play an active role in community and national development, while at the same time learning new skills, increasing their employability, and contributing to their overall personal development. There are many reasons why youth do not participate in the active development of their communities and societies. In the particular case of Honduras, the literature does not contain much information on how developed the concept of youth civic engagement it is.

The lack of readily available information suggests that it is still a relatively new concept in Honduras or there is little documentation. Based on the risk factors listed above, one can argue that many of these contribute to

One element that plays a pivotal role and is often overlooked is the message sent by national figures that some forms of violence, crime and/or corruption are acceptable and, in some cases,

risk factors listed above, one can argue that many of these contribute to youth poorly engaged in their communities including: low education attainment; poor social cohesion and a damaged social fabric; poor infrastructure that does not promote social integration, general distrust of youth as positive contributors to society; limited culture of volunteerism and engagement in other civic activities.

The variety of risk factors combined with the lack of opportunities for a young person to be part of a group or network that promotes their assets and provides them with a sense of association and belonging lead many at-risk youth to engage in violent or criminal groups and gangs. It is noteworthy to highlight how within at-risk youth there are groups that are more marginalized than others and their opportunities to actively engage in their communities are even scarcer. Such is the case of LGBT youth (who are often times victimized for their appearance and/or sexual preference); disabled youth who face stigma and physical barriers; ethnic minorities who suffer from discrimination and, in some cases, language barriers to society at-large.

One element that plays a pivotal role and is often overlooked is the message sent by national figures (politicians, public servants, media and artists) that some forms of violence, crime and/or corruption are acceptable and, in some cases, worthy of respect. The 2012 UNDP Caribbean Human Development Report cites this as one of three risk antecedents that explains the patterns of youth violence. The Report highlights the influence of this risk antecedent in the formation of illegitimate structures (such as street or school gangs) given the lack of trust that youth—and society in general—place on formal, legitimate structures that look after their interests, rights and ability to participate in democratic and governance processes.

One more important element to highlight is the relationship and dynamic between adults and youth in Honduras. There is little evidence found by this literature review that documents or speaks about the nature of the dynamics between adults and young people. However, as it is often the case in societies with similar characteristics, there may be a fractured relationship between the two groups. Further, because youth are often times the victims and/or perpetrators of violent acts in Honduras, a social stigma of at-risk youth (even if they are Type I) it is likely to exist on a number of levels (family, community, workplace, education setting, etc). In this context, an adequate role of adults (be that civic engagement or not) is key in the success of any youth programming or intervention.

Additional programming that can arguably can be categorized in this sector include: i) re-orientation of the media to portray less violence and more positive events and more positive role models; ii) creation of positive youth structures that connect with each other (something that is becoming more prevalent in Honduras) with clearly defined goals and purposes and appropriate accompaniment by formal structures and/or adults; iii) mentoring programs that foster positive relationships between youth and adults.

Current Gaps in Youth Violence Prevention Programming and Research in Honduras

The following are some examples of gaps in youth violence prevention programming and research in Honduras:

- Insufficient research (and research capacity) on the dynamics of youth gangs, in particular their role in drug trafficking and organized crime;
- Insufficient input from youth themselves with respect to the causes and potential solutions of youth violence, as well as on issues such as 'school connectedness' and other recent trends such as suicides (i.e. through the implementation of periodic youth surveys and strategic focus groups);
- Insufficient applied research jointly carried out with the National Violence Observatory to deepen analysis of youth violence trends;
- Programs focusing more on protective factors and on positive youth development;
- Integrated programs simultaneously addressing issues of poverty, unemployment, and violence, particularly in poor urban areas;
- Programs addressing youth rehabilitation;
- School-based violence prevention programs;
- Youth service programs;
- Incorporation of life skills training across youth violence prevention programming, across all relevant sectors and ministries

Important Principles in Youth Violence Prevention Programming

The following are some general guidelines and principles that should also be taken into account when designing and implementing youth violence prevention interventions in Honduras:

- Design integrated, comprehensive, holistic, and cross-sectoral interventions that cut across the traditional silos;
- Ensure implementation of evidence-based policies, as well as the removal of policies and programs which have been proven to be ineffective;
- Combine policies directed towards individual and community risk factors, but also seek to combine with policies that try to modify structural conditions that can lead to the onset of criminal and violent behavior among youth, such as quality and coverage of education, job/training opportunities, as well as judicial and police reform, or a culture of violence;
- Ensure interventions are linked to the community in which the young person lives;
- Design interventions that respond both to risk and protective factors present in the young person's life;
- Incorporate the family of the young person being targeted, given that connectedness with family has been shown to be one of the strongest protective factors against youth violence;
- Include youth in the design of interventions;
- Work jointly between community organizations and the police.
- Integrate a component of capacity building to any youth development intervention so formal structures at all levels are strengthened
- Understand and clearly strategize the role of adults in youth programming that fosters a positive image and helps break down the stigma

Conclusions

Youth violence in Honduras is the main challenge facing the youth population today, with dire consequences for the country as a whole. The multi-causal and multi-faceted nature of the phenomenon makes addressing the challenge highly complex (particularly given that the factors contributing to the high levels of youth violence are both internal and external to Honduras).

Male youth from poor urban areas should continue to be a target population for youth violence prevention interventions, given their overrepresentation as victims of homicides; however, the issues of violence against women and sexual violence cannot be overlooked. The relatively new tendency of an increase in suicides is also alarming and should be given particular attention as well.

The evidence for Honduras shows that multiple risk factors – at the societal, community, interpersonal, and individual level – are contributing to youth violence, therefore a cross-sectoral and integrated response –ideally targeted in specific high-risk neighborhoods – is crucial to achieve any type of success. In this context, addressing violence sectorally presents some limitations in depth and impact. This literature review suffered changes because the nature of violence do not pertain to one sector exclusively but is rooted in complex issues that affect all aspects of people’s lives hence the importance of integral programming.

As an accompaniment to specific youth violence prevention programming, providing technical assistance to increase the capacity of both the national government (in particular the new organization tasked with overseeing the implementation of the new youth violence prevention policy), as well as municipal governments in addressing youth violence is also crucial. Further, organizations providing services to at-risk youth—such as research and education institutions, churches, NGOs and even donors—require enhanced capacity to understand the populations they are serving and the complex issues at-risk youth are facing. Additionally, there is a need for a better coordination effort from these groups to be able to provide services that are complementary rather than competing or duplicative.

Examples of some remaining gaps in youth violence programming include the design and delivery of integrated interventions that address youth violence together with broader risk factors such as poverty and unemployment; school-based violence prevention interventions; and interventions focusing on protective factors and on positive youth development. More accurate and up-to-date readily available is also important for more informed decision making for all stakeholders. Important data could include research on the role of youth gangs and drug trafficking, as well as gathering more input from youth themselves, care givers and other community members as to the dynamics and causes of violence, as well as on possible solutions.

Notwithstanding the complexity and challenge of addressing youth violence in Honduras, the positive news is there now exists enough evidence worldwide of what works in youth violence prevention. Some of these evidence-based programs have been somewhat adapted in Honduras. It is expected that as more data is generated in Honduras and worldwide, stakeholders are able to contribute in more meaningful ways to preventing and addressing youth violence.

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CROSS-SECTORAL YOUTH VIOLENCE PREVENTION IN HONDURAS

APRIL 2013

Annex 2: Methodology for Data Analysis

This Annex presents the methodology for the data analysis that was carried out by the assessment team.

1.1 Data Analysis

A. Quantitative Analysis

Quantitative analyses for the DAP used univariate and bivariate statistics. Central tendency analysis (e.g. mean, median) and correlations were conducted for continuous demographic variables, and they were grouped into categories and analyzed as frequencies.

DAP data results were disaggregated by sex, age group and locale (SPS, La Ceiba or Tegucigalpa), as well as other characteristics, and were analyzed by a researcher approved by the Search Institute. The researcher disaggregated data by sub-groups and across locations (more details can be included in the Final Report).

The DAP data was analyzed in two ways: (i) through the five contexts areas (personal, social, family, school and community); and (ii) through the eight categories (support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity).

Each context or category area consists of a set of developmental assets that contribute to a group 'score' for that particular category or context area. For example, the context area called *family* includes 10 survey items linked to assets that speak about 'having clear family rules', 'being able to talk to parents', 'feeling family support', 'feeling encouraged by parents', etc. Scores range from 0 to 30 points that are spread on a scale from low to excellent, as shown in the table below, which is utilized to interpret DAP data. Below is the Interpretative DAP Table:

Table 3: Interpretative DAP table

Label	Range of Scores	Typical Item Responses	Interpretive Guidelines
Excellent	26 – 30	2s & 3s with mostly 3s	Abundant assets, most assets are experienced strongly and/or frequently
Good	21 – 25	2s and 3s with mostly 2s	Moderate assets. Most assets are experienced often, but there is room for improvement.
Fair	15 – 20	1s and 2s with mostly 2s	Borderline assets. Some assets are experienced, but many are weak and/or infrequent. There is considerable room for strengthening assets in many areas.
Low	0 – 14	Mixture of 0s, 1s, & 2s	Depleted levels of assets. Few if any assets are strong or frequent. Most assets are experienced infrequently. Tremendous opportunities for strengthening assets in most areas.

For example, using this table, if a group of youth DAP data show a score of 18 for the *family* context, it means that, based on the combination of all those assets that are included under the *family* context, the group scored *fair*. As shown above, this would mean that some assets within the *family* context are experienced, but many are weak and/or infrequent. There is considerable room for

strengthening assets in this area.

Analysis of DAP data was conducted and preliminary results are shown throughout Section IV Preliminary Findings. The following are some sample characteristics to help contextualize those findings.

Table 4: Sample characteristics

	Valid Sample	
	N	%
Total^b	363	100%
Gender		
Male	179	50%
Female	178	50%
Studying		
Yes	317	86%
No	53	14%
Working		
Yes	41	11%
No	327	89%
METAS / non-METAS		
METAS	44	16%
Non-METAS	232	84%
Blank	99*	--
Community		
Green	48	13%
Orange	111	31%
Red	132	36%
Yellow	72	20%

^a Total Sample N = 375; % calculated out of total valid responses

* Note high blank figure (for METAS / non-METAS item);

B. Qualitative Analysis

The qualitative data analysis was carried out via:

- 1. Data reduction:** This included techniques that allowed researchers to simplify or reduce data into numerical formats or summaries. In those instances, such techniques were built into data collection procedures. For instance, all focus groups contained activities in which participants brainstormed, listed, and ranked ideas. Through recursive abstraction, these datasets were summarized and summaries of summaries were created across the nine data collection communities, and this information was presented in tabular formats. In some cases, where it appeared to be appropriate to do so¹, we used fairly simple analytic techniques, such as assessing the frequency of themes (i.e., code applications), to generate easy-to-read frequency tables.
- 2. Content analysis:** This involved the use of deductive qualitative data analysis identifying and describing both implicit and explicit ideas present in interview and focus-group text. Because this

¹ It is important to note that the assessment team chose a qualitative approach because it provides richness and depth, and because of the complementarity with quantitative data.

assessment is more focused than typical research designs, researchers developed a coding frame consisting of hierarchical codes with which text-data was coded. This deductive, or theory-driven approach, tends to be more structured, and since thematic analysis was carried out in two locations, such an analytic approach had the benefit of being more structured and reliable, in that the same results are likely, regardless of who is doing the coding.

Where existing material did not fit into the existing theoretical coding frame, new codes were generated. Codes developed for ideas or themes were then applied or linked to raw data as summary markers for later analysis, which included comparing the relative frequencies of themes and co-occurrence of themes within a data set.

- 3. Thematic Analysis:** After data analysis via deductive coding, researchers carried out thematic analysis via axial coding². Thematic analysis is the process of joining and connecting codes in order to identify themes. This occurred primarily via axial coding— relating sub-themes to a theme by means of statements denoting the nature of these relationships—causal conditions, context, action/interactional strategies, etc. Researchers also looked at code co-occurrence, since this often provides helpful information in understanding how thematic concepts, or ideas are distributed within a data set.
- 4. Interpretation:** Initial coding of content and axial coding as part of thematic analysis allowed researchers to develop categories based on frequencies, relationships and hierarchies between initial codes. From this, the team organized themes and identified patterns to begin to answer the main research question and its components by developing propositions via the process of deductive coding. These propositions were analyzed against and interpreted within existing (i.e., available) research.

C. Merging the Data

Quantitative (DAP) and qualitative data findings (youth focus group—DAO) were merged and analyzed via sub-group. Data from parents, both quantitative and qualitative, were also disaggregated by age and gender³ and were triangulated against youth data. Community member data were triangulated against parent and youth data and further served to inform findings, and information gathered from service providers further triangulated community member, parent and youth data and supplemented findings among all these groups.

² Axial coding typically focuses on taking categories and identifying the conditions that give rise to a phenomenon, the context into which the phenomenon is embedded, action/interaction strategies in which the phenomenon is handled, managed, carried out, and consequences of those strategies.

³ This is difficult as parents may have children of multiples ages and different genders.

1.2 Overall Design

The assessment was qualitative in nature and this assessment was largely qualitative in nature and characterized by the following approaches:

- (1) **Exploratory:** Youth violence is both complex and multifaceted in nature. To learn more about its causes, impacts and potential preventions, the assessment was largely exploratory in design. Exploratory designs are useful when attempting to learn more about a situation or phenomenon. The small scale and limited duration (three months) of this exploratory design provided background about a situation, generated new ideas and approaches, and identified issues that may benefit from more systematic investigations.
- (2) **Phenomenological:** To truly understand the causes, consequences, and solutions associated with youth violence, it is necessary to understand violence from those who live it—youth, their families, community members, and those who work to prevent youth violence. Thus, this assessment was based on the philosophy that understanding the causes and potential solutions to youth violence often lies *within* the communities themselves and demanded a phenomenological approach. A phenomenological approach documents the values, perspectives, and voices of youth and other key stakeholders (parents, community and religious leaders, youth service providers, *patronatos* [local governance committees], and teachers) within at-risk urban communities. Through such an approach, the assessment team was able to identify issues and phenomena within subgroups as they were perceived by people within the community, as well as to surface deep issues and make voices heard.
- (3) **Participatory and youth-inclusive:** The exploratory nature of the design and its phenomenological approach demands inductive, exploratory and participatory research methods. This assessment did that by utilizing interviews and focus groups with those most directly affected by and involved in community issues. It also engaged a group of eight youth assessors, aged 19-33, all Hondurans and some of whom grew up in similar types of communities, as data collectors and designers of one of the focus groups. All youth assessors were selected through a competitive process and were trained in focus-group facilitation techniques, interviewing, survey administration, and institutional review board training.⁴ The youth assessors were consulted in all aspects of the assessment design and worked closely with local community leaders, youth, and other key stakeholders to gather information in participatory ways that engaged the community. and the use of local youth to collect data about youth enhanced trust among the participants and it served augment the capacity of the assessment team.

1.3 Sampling Frame

A. Communities

The assessment was conducted in nine communities across three cities— San Pedro Sula, Tegucigalpa⁵ and La Ceiba. Each community was selected based on a combination of criteria—level of marginalization,⁶ levels of violence (homicide rate), and whether or not the community was

⁴ All youth assessors had experience in either youth development, civic participation/democracy and governance, human rights, psychology and mental health, education, economic development, or journalism. The assessment also used their observations and notes as part of overall data analysis.

⁵ In this report Tegucigalpa refers to the *Distrito Central* municipality, which includes the cities of Tegucigalpa and Comayagua.

⁶ Marginalization levels are based upon poverty levels and access to basic services. Both, levels of marginalization and levels of violence were determined using official government data and the *Observatorio de Violencia*.

implementing METAS, Alianza Joven or other CARSI programs. For security purposes, the names of the nine communities are omitted from this report; instead the communities are labeled according to these four categories in each city:

- **Red:** Very high level of marginalization, high level of violence
- **Orange:** High level of marginalization, high level of violence
- **Yellow:** Medium level of marginalization, high level of violence
- **Green:** Very high level of marginalization, low level of violence

B. Population

Youth: A stratified sampling approach was used to recreate a smaller version of the overall urban youth population (ages 12–20) in Honduras. The sample consisted of 455 youth from across nine METAS and non-METAS communities in the three cities mentioned above. Youth were selected based primarily on a combination of *marginalization* level (based on the Honduran Secretariat of Social Development’s Marginalization Index) and *violence* level (based on homicide rate).

This youth population was further stratified by the following criteria:

- Age cohort (12–16 and 17–20)
- Location (La Ceiba, San Pedro Sula, and Tegucigalpa)
- Gender (male, female)
- Degree of community risk type within the three cities (very high, high, medium, low)
- Employment status (working or not working)
- Education status (in-school or out-of-school)

Recruitment of Youth (METAS and Non-METAS): In the 12–16 age cohort, youth were recruited primarily from schools, and also from METAS and non-METAS programs. In the 17–20 age cohort, youth were primarily recruited from METAS programs and non-METAS programs. Community leaders recruited out-of-school youth. Since many community leaders were not associated with USAID-funded projects, there were out-of-school youth participants who were not involved in USAID activities.

Non-METAS programs were organized into (1) other USAID/CARSI programs (including AJH [Alianza Joven Honduras]); (2) government youth programs (alternative education, municipal youth groups); (3) youth who organize themselves (youth-led groups, *barras deportivas*); and (4) nongovernmental youth programs (NGOs, churches, civil society organizations). The remaining members of this 17–20 age cohort came from schools (basic and secondary education programs—both formal and alternative).

Table 5 outlines the demographic characteristics of this sample.

Table 5: Distribution of Youth Sample (Age, Gender, and Education Status) (n=455)

Subgroup	Description	Number
Age	12-16	338
	17-20	117
Gender	Female	225
	Male	230
Education Status	In-school	377
	Out-of-school	78

Adults: In addition to 455 youth, the assessment drew from 185 adults from the targeted communities. This sample, unlike the youth sample mentioned above, was purposeful in nature—adults were expressly selected on the basis of their ability to provide critical information to answer the assessment question. This sample included:

- **Parents (n=66):** A total of 66 parents (52 mothers and 14 fathers⁷) was identified and selected by community leaders to participate in the assessment. Many parents were very difficult to access, because of their work schedules and family responsibilities, so the assessment team had to work with the parents who were available at the given times.
- **Community Leaders (n=96):** Community leaders included representatives from religious and community organizations, teachers, and employers (the composition varied by location). Adults were recruited via outreach by METAS-affiliated and non-METAS-affiliated community organizations.
- **Youth Service Provider Staff (n=15):** These included directors or key personnel from 15 organizations broadly categorized as youth service provider agencies. “Service providers” referred to organizations that provide direct program services to youth (e.g., schools, agencies such as the Red Cross and Scouts, etc.)
- **Representatives from the two largest *barras deportivas* (n=8):** *Barras deportivas* are groups of soccer fans and were chosen because of their popularity and influence on youth members. Some have approximately 16,000 members nationally and are organized into small groups at the community level (*peñas* or *bandas*). Most *barra deportiva* members are male

⁷During the course of conducting the assessment, it proved difficult to gain access to fathers for a variety of reasons. Many do not live with their families; many may have emigrated; many are uninvolved with their families even if occupying the same household; and many are working during the day. Because of security issues (gang-imposed curfews), in almost all communities, focus groups could only be held during the day.

youth, with 65 percent of members under the age of 25 and 30 percent of members under the age of 18.¹ However, young females comprise between 10 to 20 percent of members.⁸

1.4 Methodology: Mixed Methods Approach

Though largely qualitative in nature, the assessment design did include a small quantitative component. This blending or mixed-methods approach was undertaken in order to provide a fuller, more “robust” picture of the conditions of youth; their levels of vulnerability and opportunities; the types of youth programs and services they currently access and find helpful; and the types of programs that appear most promising in preventing youth violence.

A. Quantitative Component

Instrument: Development Assets Protocol

The Development Assets Protocol (DAP) survey, a 58-item survey that measures 40 “developmental assets”⁹ among youth was administered to 375 youth. These developmental assets, spread across eight broad *categories* of human development—can be understood as experiences and qualities that youth possess in various degrees and that they need in order to grow up healthy and responsible.

Table 6: Development Assets Protocol

External assets	Internal assets	Context areas
<ul style="list-style-type: none"> • Commitment to learning • Positive values • Social competencies • Positive identity 	<ul style="list-style-type: none"> • Support • Empowerment • Boundaries • Expectations 	<ul style="list-style-type: none"> • Personal • Social • Family • School (education) • Community

⁸ For a more detailed discussion of *barras deportivas* in Honduras, see Annex 1: Literature Review on Youth Violence in Honduras.

⁹ As identified by the Search Institute.

The 40 assets included in the DAP are listed below, divided into external and internal assets:

Table 6: Youth external assets

External Assets

Support

- **Family Support** | Family life provides high levels of love and support.
- **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- **Other Adult Relationships** | Young person receives support from three or more nonparent adults.
- **Caring Neighborhood** | Young person experiences caring neighbors.
- **Caring School Climate** | School provides a caring, encouraging environment.
- **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.

Empowerment

- **Community Values Youth** | Young person perceives that adults in the community value youth.
- **Youth as Resources** | Young people are given useful roles in the community.
- **Service to Others** | Young person serves in the community one hour or more per week.
- **Safety** | Young person feels safe at home, school, and in the neighborhood.

Boundaries and Expectations

- **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.
- **School Boundaries** | School provides clear rules and consequences.
- **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.
- **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.
- **Positive Peer Influence** | Young person's best friends model responsible behavior.
- **High Expectations** | Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

- **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
- **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
- **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

Table 7: Youths' internal assets

Internal Assets

Commitment to Learning

- **Achievement Motivation** | Young person is motivated to do well in school.
- **School Engagement** | Young person is actively engaged in learning.
- **Homework** | Young person reports doing at least one hour of homework every school day.
- **Bonding to School** | Young person cares about her or his school.
- **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.

Positive Values

- **Caring** | Young Person places high value on helping other people.
- **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.
- **Integrity** | Young person acts on convictions and stands up for her or his beliefs.
- **Honesty** | Young person "tells the truth even when it is not easy."
- **Responsibility** | Young person accepts and takes personal responsibility.
- **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

- **Planning and Decision Making** | Young person knows how to plan ahead and make choices.
- **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.
- **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.
- **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.

Positive Identity

- **Personal Power** | Young person feels he or she has control over "things that happen to me."
- **Self-Esteem** | Young person reports having a high self-esteem.
- **Sense of Purpose** | Young person reports that "my life has a purpose."
- **Positive View of Personal Future** | Young person is optimistic about her or his personal future.

The assessment team added to the standard DAP survey an 18-question demographic sheet that allows researchers to disaggregate all information by subgroup, location, and involvement with METAS and non-METAS programs (hence, the 58 items). These data allowed the team to break down the data and analyze by subgroups.

Numerous U.S. studies, both cross-sectional and longitudinal, in total involving more than 3 million children and youth, have reported that higher levels of developmental assets are linked to better academic, psychosocial, and behavioral well-being, among samples of upper primary-school children, adolescents, and young adults. A body of research including more than 200,000 youth in the United States shows that "the more assets youth report having, the more likely they are to also report following patterns of thriving behavior (such as leadership, maintaining good health, valuing diversity, and exceeding in school) and the less likely they are to make harmful or unhealthy choices" (such as alcohol use, violence, illicit drug use, and sexual activity) (Search Institute, 2002). Moreover, the pattern of higher levels of assets being related to better well-being is replicated in the United States across diversity in sex, race/ethnicity, urbanicity, and socioeconomic status (Benson, 2006; Benson & Scales, 2011; Benson,

Scales, Roehlkepartain, & Leffert, 2011; Benson, Scales, & Syvertsen, 2011; Scales, Benson, Roehleupartain, Sesma, & van Dulmen, 2006; Scales, Foster, Mannes, Horst, Pinto, & Rutherford, 2005).

B. Qualitative Component

The qualitative component of the assessment consisted of a series of structured and interactive focus groups with parents, youth, and community leaders, as well as structured interviews with youth service providers and representatives of *barras deportivas*. These instruments are described below.

1. Instruments: Focus Group Protocols and Interviews

Focus Group Protocols

To better address the main assessment questions, all of these instruments focused on the same set of questions: aspirations, obstacles/challenges, opportunities/supports/protective factors, existing programs, proposed program changes, and proposed new programming.

Each of the qualitative instruments used in the assessment is described in more detail below and the instrument protocols in Spanish and English are included in Annex 8: Research Instrument Protocols:

Youth focus groups: Two types of youth focus groups were carried out:

1. **Desafios, Aspiraciones y Oportunidades (DAO)** (Challenges, Aspirations and Opportunities) focus groups (n= 156) Seventeen DAO focus groups were conducted with 156 youth in all three cities. Focus groups were administered by two assessors—one who led discussions and the other who took notes. Where allowed by participants, focus groups were recorded and transcribed so that all discourse could be analyzed. The information gleaned from those transcripts forms a major part of the findings of this report. Following each focus group, assessors gathered all participant-generated materials (index cards, chart paper), cleaned and clarified data, and wrote documenting or analytical memos about the focus groups.
2. **Youth Reactions to and Perception of Security Focus Group (“La Casa de las Huellas” (n=60):** Youth Reactions to and Perception of Security Focus Group (*La Casa de Huellas*) This focus group method were designed by the youth assessment team. This focus group was conducted with 60 youth in the 12–16 age cohort in two high-risk (red) communities in Tegucigalpa. The main objective of this focus group was to explore the reactions and experiences by youth in marginalized communities to the violence that surrounds them—not just in their communities, but in their homes, on television, in the movies and in music. A secondary objective was to examine the degree to which this violence is “normalized” and how sensitized or desensitized youth are to such violence. Finally, the focus group was designed to serve as a vehicle through which youth could talk about their personal reactions to the violence that surrounds them.

La Casa de Huellas involved youth rotating through four “stations” that gauged their degree of exposure, normalization, and desensitization toward violence, followed by a group discussion. The four stations were (1) a photo station displaying common images (e.g., news and advertising) in print media, (2) a video station broadcasting an incident of bullying, (3) an audio station involving a role play on family violence, and (4) a music station with a number of popular songs, all of which contained violent lyrics.. The focus group concluded with a 40-minute reflection and art activity.

Table 8 summarizes the sampling frame for youth participants and data collection instruments used:

Table 8: Sampling Frame and Instruments for Youth (12–16, 17–20)

Focus Group	City	Gender		Age		Education		Employment		# focus groups	# participants
		F	M	12–16	17–20	In-School	Out-of-School	Empl o-yed	Unempl o-yed		
<i>La Casa de las Huellas</i> (Youth Reactions to and Perceptions of Security)	Tegucigalpa	13	12	25	-	n.i ¹⁰ .	n.i.	n.i.	n.i.	1	25
		18	17	35	-	n.i.	n.i.	n.i.	n.i.	1	35
DAO	La Ceiba	-	10	10	-	-	10	-	10	1	10
		-	10	-	10	10	-	-	10	1	10
		5	5	-	10	10	-	-	10	1	10
	Tegucigalpa	-	11	11	-	-	11	-	11	1	11
		4	4	8 ¹¹	-	-	8	-	8	1	8
		3	3	-	6	-	6	6	-	1	6
		-	10	10	-	10	-	-	10	1	10
		9	-	9	-	9	-	-	9	1	9
		-	8	-	8	8	-	-	8	1	8
		10	-	-	10	10	-	-	10	1	10
		5	5	-	10	10	-	-	10	1	10
	San Pedro Sula	8	-	8	-	-	8	-	8	1	8
		8	-	-	8	-	8	8	-	1	8
		8	-	8	-	8	-	-	8	1	8
		-	10	-	10	10	-	-	10	1	10
4		6	-	10	10	-	-	10	1	10	
-		10	10	-	10	-	-	10	1	10	

¹⁰ n.i. = no information.

¹¹ This group includes youth from 13 to 18 years old.

Total	95	121	134	82	105 ¹²	51 ¹³	14 ¹⁴	142 ¹⁵	19	216
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Parent Focus Groups (n=66): Six parent focus groups across the three cities (two communities per city) were conducted with 66 parents.¹⁶ The parent focus groups consisted of five sets of questions that asked about their (and other parents’) level of optimism for their children’s future; aspirations for their children; concerns for their children; challenges they face as parents; the types of approaches, services, and programs they find helpful; and suggestions for modifications/additions to these, and other initiatives and offerings they find relevant in keeping their children away from antisocial and risky behavior.

Community Leader Focus Groups (n=96): Nine focus groups with 96 community leaders from the nine communities, which included religious leaders, police, teachers, business owners, and *patronatos*. These focus groups gathered information about the degree and types of vulnerabilities and risks youth face; the identification of youth assets; the degree to which current youth programming opportunities build on protective factors and reduce risk factors; and on programs or initiatives that would be most promising in promoting positive youth development and preventing youth violence.

Interviews with Youth Service Providers and *Barras Deportivas* (n=17): One-on-one structured interviews were carried out with providers of youth service programs in Tegucigalpa, San Pedro Sula, and La Ceiba, as well as group interviews with eight representatives of the two largest *barras deportivas*, for a total of 17 interviews. Youth service providers were drawn from METAS and non-METAS providers, and emphasis was placed on organizations that focused on workforce development/employment, health, community participation, and education. The service provider interviews consisted of 10 questions with suggested follow-on/elaboration questions, and the questions centered around the populations and subpopulations they served; barriers and obstacles they faced in carrying out their work; how they worked with the Government of Honduras and other youth service agencies; as well as on gathering data about program effectiveness; and identifying additional resources and supports that could help them improve service delivery.

2. Data Collection

All data collection was carried out by youth assessors, who conducted youth focus groups as well as interviews with youth service providers and representatives from two *barras deportivas*; and EDC staff, who conducted community leader focus groups, parent focus groups, youth service provider interviews, and administered the DAP.

¹² It does not include participants from La Casa de Huellas.

¹³ It does not include participants from La Casa de Huellas.

¹⁴ It does not include participants from La Casa de Huellas..

¹⁵ It does not include participants from La Casa de Huellas..

¹⁶The assessment team decided not to conduct the parent focus groups in all nine communities, since after carrying out the focus groups in six communities, the team was no longer receiving new information from the respondents. This is common practice in qualitative studies—researchers stop seeking additional information if subjects are not supplying new information and if data appear to be consistent and uniform across all groups and through several data collection iterations.

3. Assessment Limitations

Like all assessments, this one had its limitations, mainly the result of the nature and circumstances of the assessment itself. Its three main limitations are noted here.

- a) **Difficulty posed by insecurity:** First, because of the dangerous and sensitive nature of the interviews and focus groups, the security issue in Honduras, and the real danger of retribution against key informants, the issue of gang violence—one of the key violence phenomena in Honduras—was not broached directly. The security situation also severely limited movement in communities in which many at-risk youth lived, and proscribed the amount of time researchers could spend in affected communities and with key informants.
- b) **Intrinsic limitations of an exploratory and phenomenological design:** Second, although the exploratory and phenomenological nature of the design provides a useful snapshot of a particular situation, it suffers from its own limitations. Relatively small sample sizes (and the types of samples used) mean that findings, while detailed, are not generalizable to the general population. Nevertheless, the assessment attempted to compensate for this through the quantitative component: The stratified youth sample for the DAP should allow researchers to make some generalizations as they concern Honduras's at-risk youth population.
- c) **Low literacy and familiarity of respondents/subjects regarding surveys:** Third, low levels of literacy among respondents (youth, parents, and in some cases community leaders), a lack of experience with survey and questionnaire completion, and issues of response bias held two implications for this assessment: (1) Such issues argued for a more qualitative assessment that is interview- and focus group-based so that respondents could directly share their experiences and ideas (rather than having these filtered through and potentially distorted by a written instrument); and (2) These cumulative issues also meant that quantitative data results should be interpreted with some degree of caution, which in turn can limit the generalizability of findings.

Annex 3: Youths' 3 Greatest Challenges by Subgroup

Figure 11: Youths' Three Greatest Challenges by Subgroup

Subgroup	Greatest Challenge #1	Greatest Challenge #2	Greatest Challenge #3
Females	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Social Inequality/Social Exclusion/ Corruption
Males	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Insecurity/Violence/Crime
12-16 Age Group	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Social Inequality/Social Exclusion/ Corruption
17-20 Age Group	Poverty/Lack of Job Opportunities	Insecurity/Violence/Crime	Lack of Family Support/Family Disintegration
In-School Youth	Poverty/Lack of Job Opportunities	Insecurity/Violence/Crime	Lack of Family Support/Family Disintegration
Out-of-School Youth	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Social Inequality/Social Exclusion/ Corruption
Communities with Very High Marginalization Levels	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Social Inequality/Social Exclusion/Youth Stigmatization/ Corruption
Communities with High Marginalization Levels	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Social Inequality/Social Exclusion/ Corruption
Communities with Medium Marginalization Levels	Poverty/Lack of Job Opportunities	Insecurity/Violence/Crime	Lack of Family Support/Family Disintegration
Communities with Low Marginalization Levels	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Insecurity/Violence/Crime
Tegucigalpa Communities	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Insecurity/Violence/Crime
San Pedro Sula Communities	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Lack of Community Support/Lack of Role Models
La Ceiba Communities	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Insecurity/Violence/Crime
Green Communities (Very High Marginalization/Low	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Insecurity/Violence/Crime

Violence)			
Yellow Communities (Medium Marginalization/High Violence)	Poverty/Lack of Job Opportunities	Insecurity/Violence/Crime	Lack of Family Support/Family Disintegration
Orange Communities (High Marginalization/High Violence)	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Social Inequality/Social Exclusion/ Corruption
Red Communities (Very High Marginalization/High Violence)	Poverty/Lack of Job Opportunities	Lack of Family Support/Family Disintegration	Social Inequality/Social Exclusion/ Corruption

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Annex 4: Priority Program Areas According to Youth, Community Leaders and Parents

4.1 Overview

During all focus groups stakeholders (youth, parent and community leaders) were asked to identify programming ideas they felt were needed to help youth reach their aspirations and that would contribute to youth violence prevention in their communities. After soliciting individual responses, each focus group was asked to prioritize the top 5 programming ideas (proposed or existing) that they believed would be the most important for preventing youth violence and helping youth in their community reach their aspirations. For analysis purposes, participant responses on their main priorities were categorized into the following eight program areas:

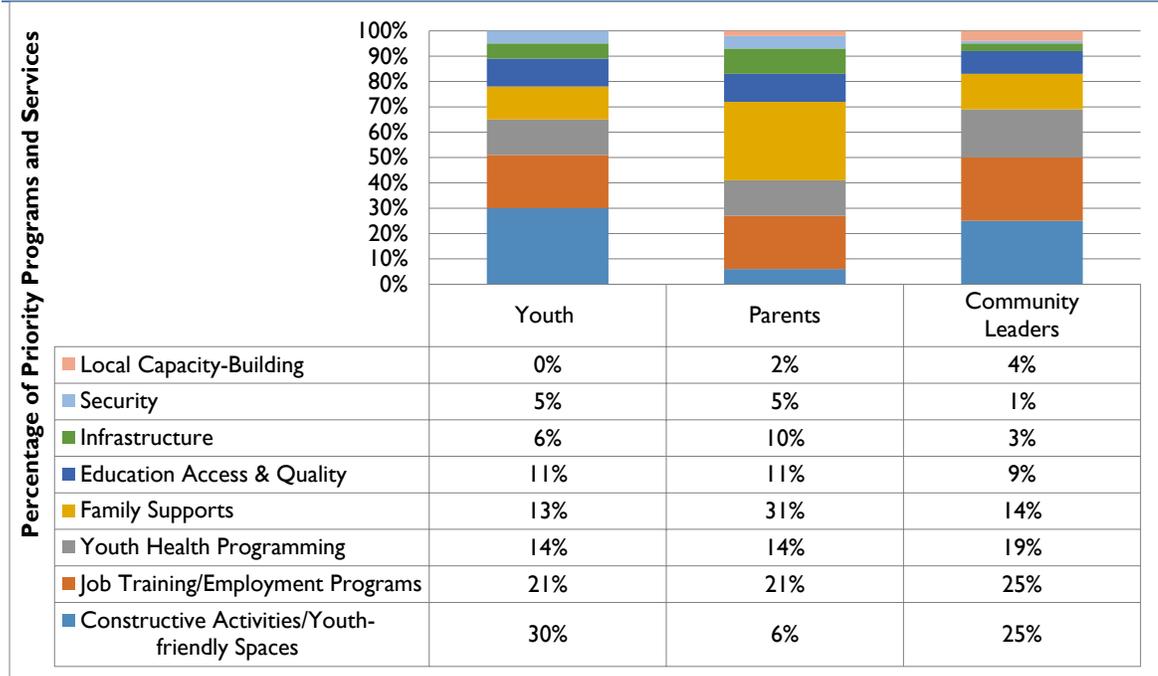
- **Constructive Free-time Activities/Youth-friendly Spaces** – includes sports and recreational activities and spaces; creative activities; youth groups; youth outreach centers; civic and moral values programs and other constructive free-time activities and youth-friendly spaces.
- **Job Training/Employment Opportunities** – includes job training; technical/vocational education; employability; employment agencies/services; and microenterprise training, finance and support.
- **Youth Health Programming** – includes sexual and reproductive health education and services; drug and alcohol prevention and rehabilitation; and job training; technical/vocational education; employability; employment agencies/services; and microenterprise training, finance and support.
- **Family Supports** – includes parenting skills programs; pre-natal support; early childhood development programs; family violence prevention and victim support; services and support to single mothers and poor families; and daycare.
- **Education Access and Quality** – includes programs that improve education access, such as scholarships, financial aid, alternative education programs and the construction of schools in safer areas, as well as programs that increase education quality, such as teacher training.
- **Infrastructure and Basic services** – includes basic service programs (water, electricity, sewage) as well as infrastructure (housing and road improvements).
- **Security** – includes security programs and measures, such as police stations, increased police presence, citizen security programs and community security gates.
- **Local Capacity-building** – includes technical and administrative training, measures to increase collaboration between existing organizations and increased funding opportunities for existing service-providing organizations.

This annex includes a summary of focus groups' responses including A) most frequently prioritized program areas by stakeholder group, B) aggregate priority program areas by stakeholder group, B) priority program areas by city, C) priority program areas by community marginalization level, D) priority program areas by community risk type, and E) youth priority program areas disaggregated by gender, age and school status.

4.2 Most Frequently Prioritized Program Areas by Stakeholder Group

Figure 12 shows the frequency that youth, parent and community leader prioritized the eight program areas. Both youth and community leaders most frequently prioritized *constructive free-time activities and youth-friendly spaces*, followed by *job-training/employment programs* and *youth health programming*. Parents most frequently prioritized *family supports*, followed by *job training/employment* and *youth health programming*. Notably, parents did not prioritize *constructive free-time activities and youth-friendly spaces* as frequently as other stakeholder groups.

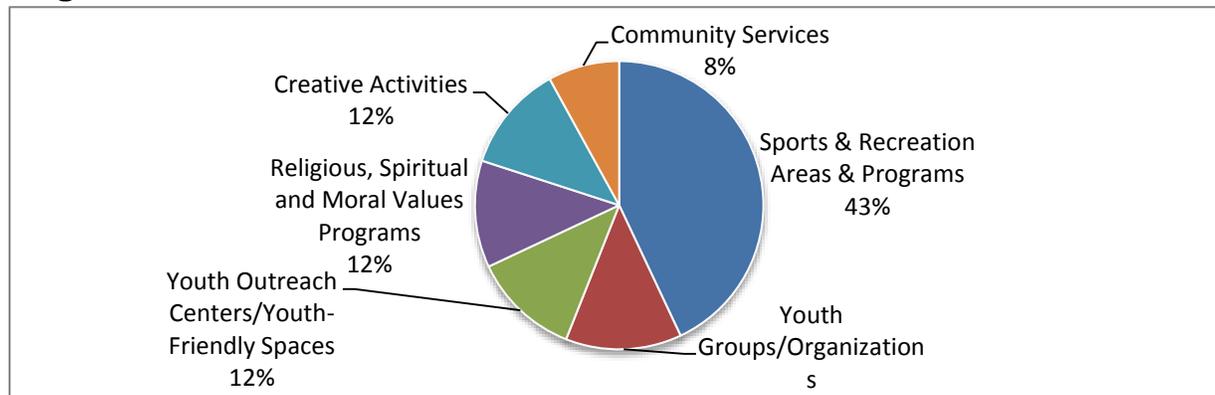
Figure 12. Most frequently prioritized program areas by youth, parents and community leaders.



The following is more detail of the results under the most frequently prioritized programming areas, according to stakeholder groups.

A. Constructive Free-time Activities and Youth-friendly Spaces. As Figure 13 (below) shows, within this programming area, *sports & recreation areas and programs* (including sports fields, courts, teams and parks) was by far the most frequently mentioned intervention, accounting for 43 percent of program area-related responses. Other interventions that were frequently mentioned included *youth groups/organizations* (13 percent); *youth outreach centers/youth spaces* (12 percent); *religious, spiritual, moral values programs* (12 percent); *creative activities* (12 percent); and *community service* (8 percent).

Figure 13. Most Frequently Prioritized Constructive Free-Time Activities/Youth-Friendly Spaces Programs

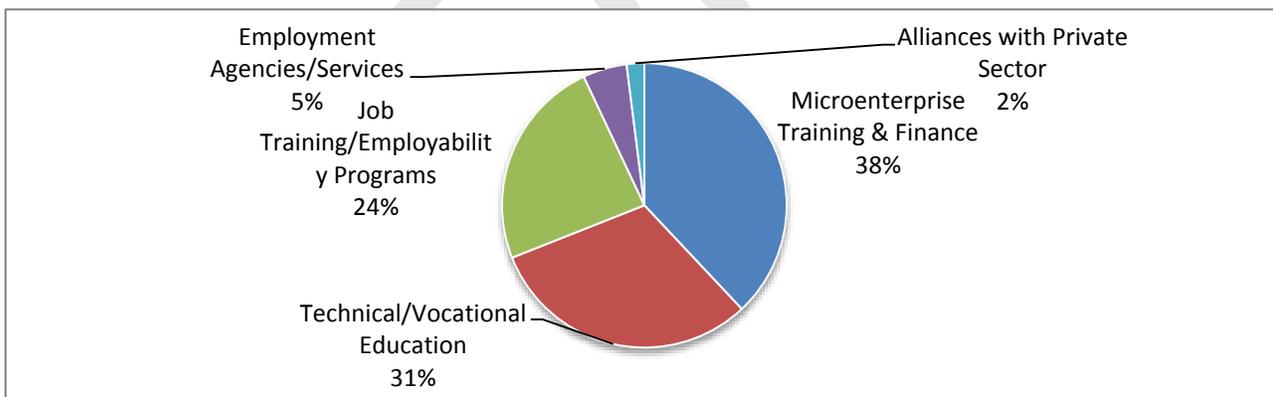


Stakeholder Suggestions for Constructive Free-Time and Youth-Friendly Spaces

- A. Creating “*zonas para jóvenes*” (youth zones)/youth outreach centers, safe spaces for youth (and children) to play and express themselves artistically—current recreational spaces (sports fields and courts, etc.) are mostly used by adults and older youth
- B. Offering organized sports teams, leagues and schools (especially soccer and basketball) for children and youth of both genders (especially “official” FIFA-affiliated teams)
- C. Promoting youth service as a way for youth to contribute positively to their communities
- D. Fostering youth cooperatives, where funds go directly to a youth group who then decides in which community services to invest
- E. Offering more opportunities for art, music and culture
- F. Creating youth forums and parent forums
- G. Promoting the participation and inclusion of youth in community *patronatos* (e.g., by enforcing a minimum quota of youth participants)
- H. Providing activities that promote values education for children, youth and parents

B. Job Training/Employment Programs. As Figure 14 (below) shows, within this programming area, the most frequently mentioned intervention was *microenterprise training & finance* (38 percent), closely followed by *technical/vocational education* (31 percent), and *job training/employability programs* (24 percent). It should be noted that work with *employment agencies* and *alliance with private sector* were sporadically mentioned, comprising 5 percent and 2 percent of responses, respectively. Youth focus group results reinforce these results showing that youth perceived that starting their own business or a technical/vocational track were their only options, due to a perceived lack of formal employment opportunities or at least a perceived lack of youth qualifications for formal opportunities, as many opportunities were perceived to require university completion, or at least secondary education completion. Youth viewed these opportunities as unlikely employment options, due to a lack of access to secondary and university education, given their economic and social situation.

Figure 14. Most Frequently Prioritized Job Training/Employment Programs



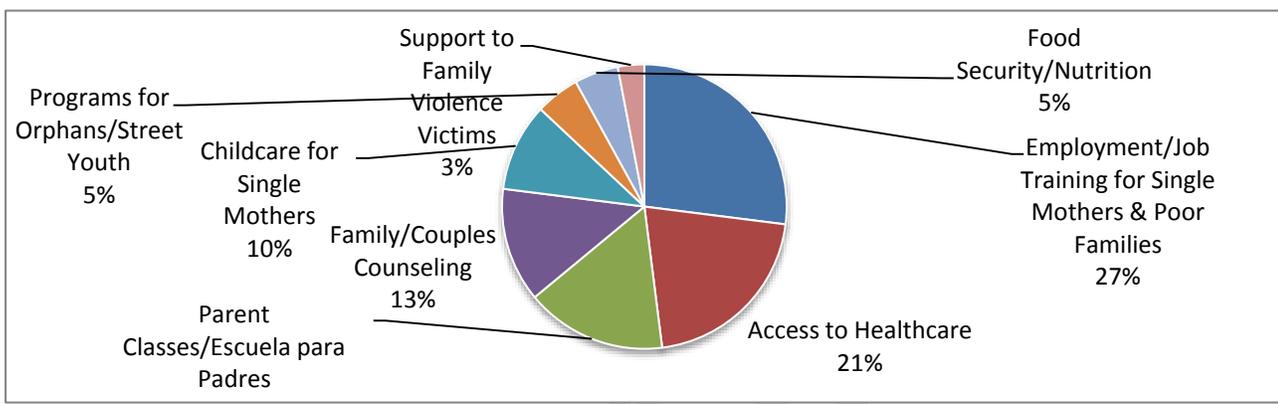
Stakeholder Suggestions for Job Training/Employment Programs

- A. Strengthen the link between educational institutions, technical training, and the job market
- B. Consider creating “*bolsas de empleo*” (to help bridge the gap between supply and demand for labor)
- C. Promote private sector corporate social responsibility programs that allocate a certain number of jobs to youth from vulnerable communities, hiring ex-gang members as contract labor, offering internships/training/mentoring for at-risk youth, etc.
- D. Promote youth entrepreneurship by providing financing and technical assistance for microenterprise development
- E. Provide daycare for young single mothers and poor families where both parents work.

C. Family Supports. As Figure 15 (below) shows, within this programming area, the most frequently mentioned intervention was *employment/job training for single mothers in poor families* (27 percent), *access to health care* (21 percent), *parent classes/Escuela para Padres* (16 percent), *family/couples counseling* (13 percent), *childcare for single mothers* (10 percent), *programs for orphans/street youth* (5 percent), *food security/nutrition programs* (5%) and *support to family violence victims* (3%).

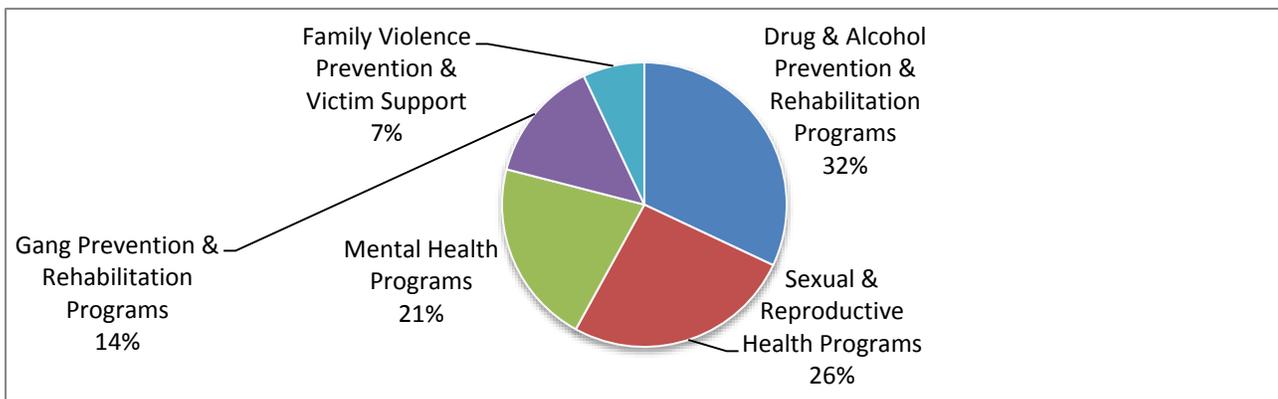
- Stakeholder Suggestions for Family Supports**
- A. Job training geared toward single mothers (with possibilities of working from home): beauty, baking, making clothes, etc.
 - B. Provision of child care and daycare;
 - C. Comprehensive health care (including primary care, sexual and reproductive health services, mental health supports)
 - D. Parenting classes (participants noted that they themselves do not know how to be parents): values and nutrition for mothers, responsible parenting, couples problem solving.
 - E. Programs for Orphans/Street Youth
 - F. Family violence victim support programs

Figure 15. Most Frequently Prioritized Family Support Programs



D. Youth Health Programming. As Figure 16 (below) shows, within this programming area, the most frequently mentioned intervention was *drug and alcohol prevention and rehabilitation programs* (32 percent), followed by *sexual and reproductive health programs* (26 percent), *mental health programs* (21 percent), *gang prevention & rehabilitation programs* (14 percent), and *family violence prevention & victim support* (7 percent).

Figure 16. Most Frequently Prioritized Youth Health Programs

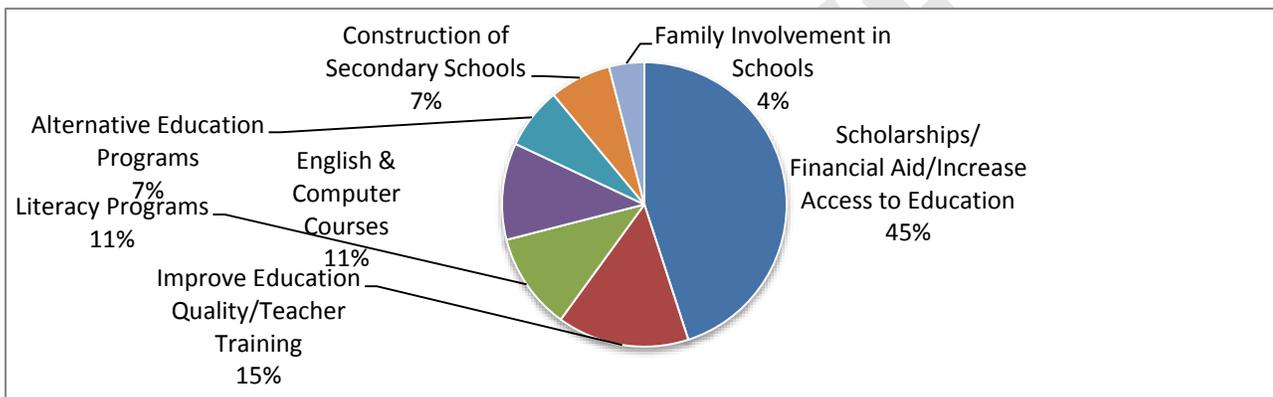


Stakeholder Suggestions for Youth Health Programming

- A. Drug and alcohol prevention programs for children and youth
- B. Drug and alcohol rehabilitation programs for youth and parents (especially fathers)
- C. Integral school-based sexual and reproductive health education programs starting at age 11 or 12 (including life skills, sexuality, gender and healthy relationships)
- D. Peer to peer youth prevention programs (HIV/AIDS, substance abuse, gangs, etc.)
- E. Family violence prevention

E. Education Access and Quality. As Figure 17 (below) shows, within this programming area, the most frequently mentioned intervention was *scholarships/financial aid* (26 percent), followed by *programs that increase access to education* (19 percent), *improve education quality/teacher training* (15 percent), *literacy programs* (11 percent), *english and computer courses* (11 percent), *alternative education programs* (7 percent), and *construction of secondary schools* (7 percent), and *family involvement in schools* (4 percent).

Figure 17. Most Frequently Prioritized Education Access and Quality Programs



Stakeholder Suggestions for Improving Education Access & Quality

- A. Scholarships/financial aid for youth with scarce economic resources
- B. Increase time that students are in school (schools are often closed due to teacher strikes)
- C. Improve education quality through teacher training
- D. Provide literacy, english and computer courses to youth and parents
- E. Offer alternative education programs with flexible schedules for pregnant youth, young mothers and working youth
- F. Construct secondary schools within marginalized communities (to reduce student commute costs and security issues)
- G. Construct secondary schools in safer areas (not on borders of gang territories)
- H. Offer more technical/vocational courses
- I. Improve relevancy of curriculum/increase link to job market

4.3 Top 3 Priority Program Areas by Stakeholder Group

In addition to looking at frequencies of prioritized programs, data was analyzed looking at both frequencies of stakeholder responses and prioritization level (focus groups' prioritization from 1 to 5, with 1 being the most important program).

Table 9 (below), shows aggregate youth, parent and community leader program priorities. On the aggregate level, across all stakeholder groups, job training/employment programs were prioritized, with community leaders prioritizing job training/employment programs as their #1 priority. Youth and community members prioritized constructive free time activities/youth-friendly spaces, with youth prioritizing constructive free time activities/youth-friendly spaces as their #1 priority. Parents and youth prioritized integrated support for families, with parents prioritizing integrated support for families as their #1 priority. Community leaders prioritized youth health programming and parents prioritized increased access to quality education/training.

Table 9: Priority Program Areas according to Youth, Parents and Community Leaders - Aggregated

According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Youth	Constructive free-time activities/youth-friendly spaces	Job Training and Employment	Family supports
Parents	Family supports	Job training and employment	Education access and quality
Community Leaders	Job training and employment	Constructive free-time activities/youth-friendly spaces	Youth health programming

A. Stakeholders' Priority Program Areas by City

General Overview:

Table 10 shows youth, parent and community leader program priorities disaggregated by city. Stakeholders from all three cities prioritized job training/employment programs. Stakeholders from Tegucigalpa and La Ceiba more frequently prioritized constructive free time activities/youth-friendly spaces than stakeholders from San Pedro Sula. Stakeholders from San Pedro Sula and Tegucigalpa more frequently prioritized programs that provide integrated support to the family than La Ceiba stakeholders. Stakeholders from San Pedro Sula and La Ceiba more frequently prioritized programs that increase access to quality education/training opportunities.

Table 10: Priority Program Areas according to Youth, Parents, & Community Leaders - Disaggregated by City

According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Tegucigalpa	Job training and employment	Constructive free time activities/youth-	Family supports

		friendly spaces	
San Pedro Sula	Family supports	Job training and employment	Education access and quality
La Ceiba	Constructive free time activities/youth-friendly spaces	Job training and employment	Education access and quality

Table 11 shows detailed youth, parent and community leader program priorities disaggregated by city.

Youth

The first priority for youth from Tegucigalpa and La Ceiba first priority was constructive free time activities and youth-friendly spaces, especially sports spaces and programs, creative activities, youth groups and youth outreach centers. Youth from San Pedro Sula's first priority was increased access to quality education, especially literacy programs, alternative education programs and scholarships. Job training/employment was the second priority for youth from Tegucigalpa and La Ceiba. In Tegucigalpa, youth were particularly interested in microenterprise training and finance programs. Programs that improve integrated services to the family, especially support for single mothers and street youth, was the second priority for youth from San Pedro Sula. Improving youth programs was the third priority for youth from Tegucigalpa and San Pedro Sula. Youth from San Pedro Sula prioritized drug prevention and rehabilitation programs, while youth from Tegucigalpa prioritized sexual and reproductive health education programs and mental health support programs.

Community Leaders

Community leaders across all cities prioritized job training/employment programs. Community leaders from Tegucigalpa and La Ceiba prioritized constructive free time activities and youth-friendly spaces. In Tegucigalpa, community leaders prioritized capacity-building and increased coordination for existing local organizations and youth groups. Community leaders from San Pedro Sula and La Ceiba prioritized youth health programming, especially sexual and reproductive health education, mental health support, and drug and alcohol prevention and rehabilitation. Community leaders from San Pedro Sula prioritized integrated support to families, especially parenting classes, parent job training, family counseling and access to quality affordable healthcare.

Parents

Parents across all three cities prioritized job training/employment programs, especially technical/vocational education and microenterprise training and finance. Parents from San Pedro Sula and Tegucigalpa prioritized integrated programs for families as their #1 priority, including parenting classes; job training and education programs for parents, daycare, family counseling, support for victims of family violence and support for parents of children with special needs. Parents especially emphasized the need to improve support programs for single mothers.

Table 11: Priority Program Areas according to Youth, Parents, & Community Leaders – Disaggregated by City (Detailed)

	According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Tegucigalpa	Youth	Constructive free time activities/youth-friendly spaces	Job training and employment	Youth health programming
	Community Leaders	Job training and employment	Constructive free time activities/youth-friendly spaces	Local capacity-building
	Parents	Family supports	Job training and employment	Education access and quality
San Pedro Sula	Youth	Education access and quality	Family supports	Youth health programming
	Community Leaders	Job training and employment	Youth health programming	Family supports
	Parents	Family supports	Job training and employment	Education access and quality
La Ceiba	Youth	Constructive free time activities/youth-friendly spaces	Job training and employment	Education access and quality
	Community Leaders	Constructive free time activities/youth-friendly spaces	Job training and employment	Youth health programming
	Parents	Job training and employment	Constructive free time activities/youth-friendly spaces	Education access and quality

B. Stakeholders' Priority Program Areas by Community Marginalization Level

General Overview:

Table 12 shows youth, parent and community leader program priorities disaggregated by community marginalization level. Across all community marginalization levels, constructive free time activities and youth-friendly spaces were prioritized and across communities with “very high”, “high” and “medium” marginalization levels, job training/employment programs were prioritized. In communities with “very high” levels of marginalization, programs that provide integrated support to families was the first program priority, especially programs for single mothers and poor families, as well as healthcare and food security. For communities with “high”, “medium” and “low” levels of marginalization, increasing access to quality education opportunities was prioritized. Communities with “low” levels of marginalization prioritized improved youth health programming, especially sexual and reproductive health programs and mental health support.

Table 12: Priority Program Areas According to Youth, Parents, & Community Leaders – Disaggregated by Community Marginalization Level

According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Communities with Very High Marginalization Levels	Family supports	Job training and employment	Constructive free time activities/youth-friendly spaces
Communities with High Marginalization Levels	Job training and employment	Constructive free time activities/youth-friendly spaces	Education access and quality
Communities with Medium Marginalization Levels	Constructive free time activities/youth-friendly spaces	Job training and employment	Education access and quality
Communities with Low Marginalization Levels	Constructive free time activities/youth-friendly spaces	Youth health programming	Education access and quality

Youth

Across all community marginalization levels, constructive free time activities and youth-friendly spaces were prioritized as a top 3 program priority, while youth from communities with “medium” and “low” levels of marginalization prioritized these types of programs as their first priority. The first priority for youth from communities with “very high” levels of marginalization was programs that provide integrated support to families, especially programs for single mothers and poor families, healthcare and food security. Youth from communities with “high” and “very high” levels of marginalization more frequently prioritized programs that increase access to quality education opportunities. Youth from communities

with “medium” and “low” levels of marginalization more frequently prioritized improving youth health programs, especially sexual and reproductive health education and mental health support programs, while youth from communities with higher levels of marginalization most frequently prioritized drug and alcohol prevention and rehabilitation programs.

Community Leaders

Community leaders across all community marginalization levels prioritized constructive free time activities/youth-friendly spaces and community leaders across all community marginalization levels besides communities with “low” marginalization prioritized job training/employment programs. Community leaders from communities with “very high” and “low” marginalization levels prioritized youth health programming, especially drug and alcohol prevention and sexual and reproductive health education. Community leaders from communities with “medium” and “low” marginalization levels prioritized increasing access to quality education/training, especially offering scholarships for secondary and tertiary education, construction of secondary schools in communities and increased course offerings at existing public secondary schools, especially increased technical/vocational career offerings.

Parents

Parents across all community marginalization levels except “low” marginalization levels, prioritized job training/employment programs, especially microenterprise training and finance. Parents from communities with “very high” and “low” levels of marginalization prioritized integrated family programs, including parenting classes, job training for parents, alternative education programs for parents, healthcare, family counseling, support for family violence victims and support to mothers of children with special needs as their first priority. Parents from communities with “very high”, “medium” and “low” levels of marginalization prioritized increased access to quality education/training opportunities. Parents from communities with “high” and “medium” levels of marginalization prioritized constructive free time activities and youth-friendly spaces, especially organized youth groups, youth outreach centers and sports activities and spaces.

Table 13 shows detailed youth, parent and community leader program priorities disaggregated by community marginalization level.

Table 13: Prioritized Program Areas According to Youth, Parents, & Community Leaders – Disaggregated by Community Marginalization Level

	According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Communities with “Very High” Levels of Marginalization	Youth	Family supports	Constructive free time activities/youth-friendly spaces	Education access and quality
	Community Leaders	Job training and employment	Youth health programming	Constructive free time activities/youth-friendly spaces
	Parents	Family supports	Job training and employment	Education access and quality
Communities with “High” Levels of Marginalization	Youth	Education access and quality	Job training and employment	Constructive free time activities/youth-friendly spaces
	Community Leaders	Job training and employment	Constructive free time activities/youth-friendly spaces	Family supports
	Parents	Improve infrastructure, housing and basic services.	Job training and employment	Constructive free time activities/youth-friendly spaces
Communities with “Medium” Levels of Marginalization	Youth	Constructive free time activities/youth-friendly spaces	Family supports	Youth health programming
	Community Leaders	Constructive free time activities/youth-friendly spaces	Education access and quality	Job training and employment
	Parents	Job training and employment	Education access and quality	Constructive free time activities/youth-friendly spaces
Communities with “Low” Levels of Marginalization	Youth	Constructive free time activities/youth-friendly spaces	Job training and employment	Youth health programming
	Community Leaders	Constructive free time activities/youth-friendly spaces	Youth health programming	Education access and quality
	Parents	Family supports	Improve infrastructure, housing and basic services.	Education access and quality

C. Stakeholders' Priority Program Areas by Community Risk Type

General Overview

Table 14 shows youth, parent and community leader program priorities disaggregated by community risk type. Job training/employment programs were prioritized by stakeholders from all community risk types except green communities. Constructive free time activities/youth-friendly were prioritized by stakeholders from all community risk types and were the first priority for orange and yellow communities. Stakeholders from red and orange communities prioritized integrated support programs for families. Family support programs were the #1 priority for red communities. The #1 priority for green communities was improved health programming. Both yellow and green community stakeholders prioritized increased access to quality education/training activities.

Table 14: Prioritized Program Areas According to Youth, Parents, & Community Leaders – Disaggregated by Community Risk Type

According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Red Communities (High Violence Level, Very High Marginalization Level)	Family supports	Job training and employment	Constructive free time activities/youth-friendly spaces
Orange Communities (High Violence Level, High Marginalization Level)	Constructive free time activities/youth-friendly spaces	Job training and employment	Family supports
Yellow Communities (High Violence Level, Medium Marginalization Level)	Constructive free time activities/youth-friendly spaces	Job training and employment	Education access and quality
Green Communities (Low Violence Level, Very High Marginalization Level)	Youth health programming	Education access and quality	Constructive free time activities/youth-friendly spaces

Youth

Although constructive free time activities and youth-friendly spaces were prioritized among youth from all community risk types, job training/employment programs were most frequently prioritized among youth from red and orange communities. Improving youth health programming was most frequently prioritized among youth in orange and yellow communities. The first priority for youth in red communities was programs that provide integrated support for the family, although family programs were also prioritized in yellow and green communities. The first priority for youth in green communities was programs that increase access to quality education.

Community Leaders

Community leaders from all community risk levels prioritized job training/employment programs, with community leaders from red and orange communities prioritizing job training/employment programs as their #1 priority. Community leaders from red and orange communities also prioritized integrated support programs for families as a top priority, while community leaders from yellow and green communities did not prioritize these programs. Community leaders from red and green communities prioritized youth health programming, with youth health programming considered the #1 priority by community leaders in green communities. Community leaders from all community risk types except red communities prioritized constructive free time activities and youth-friendly spaces.

Parents

Parents from red and orange communities prioritized integrated support to families, with parents from red communities prioritizing family support programs as their #1 priority. Parents from all community risk types, except orange communities, prioritized job training/employment programs, with parents in yellow communities reporting job training/employment as their #1 priority. Parents from all community risk types, except red communities, prioritized increased access to quality education/training opportunities, with green communities reporting this as their #1 priority.

Table 15 shows detailed youth, parent and community leader program priorities disaggregated by community risk type.

Table 15: Prioritized Program Areas According to Youth, Parents, & Community Leaders – Disaggregated by Community Risk Type

	According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Red Communities (Very High Marginalization Levels and High Violence Levels)	Youth	Family supports	Constructive free time activities/youth-friendly spaces	Job training and employment
	Community Leaders	Job training and employment	Youth health programming	Family supports
	Parents	Family supports	Job training and employment	Constructive free time activities/youth-friendly spaces
Orange Communities (High Marginalization Levels and High Violence Levels)	Youth	Constructive free time activities/youth-friendly spaces	Job training and employment	Youth health programming
	Community Leaders	Job training and employment	Constructive free time activities/youth-friendly spaces	Family supports

	Parents	Improve infrastructure, housing and basic services.	Family supports	Education access and quality
Yellow Communities (Medium Marginalization Levels and High Violence Levels)	Youth	Constructive free time activities/youth-friendly spaces	Family supports	Youth health programming
	Community Leaders	Constructive free time activities/youth-friendly spaces	Education access and quality	Job training and employment
	Parents	Job training and employment	Education access and quality	Constructive free time activities/youth-friendly spaces
Green Communities (Very High Marginalization Levels and Low Violence Levels)	Youth	Education access and quality	Constructive free time activities/youth-friendly spaces	Youth health programming
	Community Leaders	Youth health programming	Constructive free time activities/youth-friendly spaces	Job training and employment
	Parents	Education access and quality	Youth health programming	Job training and employment

D. Youths' Priority Program Areas –Disaggregated by Gender, Age and School Status

Table 16 shows youth priority program areas disaggregated by gender, age and school status.

Table 16: Priority Program Areas According to Youth – Disaggregated by Age, Gender and School Status,

According to...	Priority Program Area #1	Priority Program Area #2	Priority Program Area #3
Girls (all ages)	Youth health programming	Family supports	Constructive free time activities/youth-friendly spaces
Girls Ages 12-16	Education access and quality	Constructive free time activities/youth-friendly spaces	Youth health programming
Girls Ages 17-20	Family supports	Youth health programming	Constructive free time activities/youth-friendly spaces
Boys (all ages)	Constructive free time activities/youth-friendly spaces	Education access and quality	Bridge the connection between school/training and work. <i>(See</i>

			<i>recommendation #7.)</i>
Boys Ages 12-16	Family supports	Constructive free time activities/youth-friendly spaces	Education access and quality
Boys Ages 17-20	Constructive free time activities/youth-friendly spaces	Job training and employment	Education access and quality
Youth Ages 12-16 (both genders)	Family supports	Constructive free time activities/youth-friendly spaces	Education access and quality
Youth Ages 17-20 (both genders)	Constructive free time activities/youth-friendly spaces	Job training and employment	Youth health programming
In-School Youth (all ages and genders)	Constructive free time activities/youth-friendly spaces	Family supports	Education access and quality
In-School Girls	Youth health programming	Constructive free time activities/youth-friendly spaces	Family supports
In-School Boys	Constructive free time activities/youth-friendly spaces	Family supports	Job training and employment
Out-of-School Youth (all ages and genders)	Constructive free time activities/youth-friendly spaces	Job training and employment	Youth health programming
Out-of-School Girls	Family supports	Youth health programming	Education access and quality
Out-of-School Boys	Constructive free time activities/youth-friendly spaces	Education access and quality	Family supports

By Gender

Overall, girls' first priority was improving health programming, especially sexual and reproductive health education, mental health support and drug and alcohol prevention and rehabilitation. Girls' second priority was investing in programs that provide integrated support to the family, including daycare, job training, employment services, economic support and counseling for parents, as well as, basic health care and food security for families. Girls especially prioritized programs for single mothers. Girls were often interested with programs that help orphans, street youth and youth rejected by their families. Among girls ages 17-20, programs that provide integrated support to the family were the first priority, which may be due to the fact that many focus group participants were pregnant or were already mothers. Girls' third priority was constructive free time activities and youth-friendly spaces, in particular, sports programs and spaces (especially for girls, women and children), creative activities (art, music, dance, theater, etc.), youth outreach centers and values education programs. For girls ages 12-16, access to quality education was considered a first priority, with scholarships, literacy programs and alternative education programs as the most frequently prioritized programs.

Overall, boys' first priority was constructive free time activities and youth-friendly spaces, especially sports programs and spaces, youth groups, community service programs and youth outreach centers. Boys' second priority was access to quality education, with scholarships and construction of new schools (in safer location or affiliated with churches). Boys' third priority was job training/employment programs, including technical/vocational training, employability programs, microenterprise/entrepreneurship training and microfinance. These types of programs were particularly prioritized by boys ages 17-20. Among boys ages 12-16, programs that provide integrated support to the family was the most frequently prioritized type of program, especially programs that help orphans, street youth and youth rejected by their families; healthcare and food security programs; programs for single mothers and parent counseling.

By Age Group

Constructive free-time activities and youth-friendly spaces were prioritized by youth in both age groups, while programs that provide integrated support to the family and increase access to quality education were prioritized more frequently among youth ages 12-16 and employment/job training and health programs were prioritized more frequently among youth ages 17-20.

By School Status

Constructive free-time activities and youth-friendly spaces were prioritized by both in-school and out-of-school youth, while employment/job training programs were prioritized more frequently among out-of-school youth. Both in-school and out-of-school youth prioritized programs that provide integrated support to families, with out-of-school youth most frequently prioritizing support for single mothers and family violence victims.

In-school youth most frequently prioritized healthcare and food security for families, economic support for poor families and programs for street youth and youth rejected by parents. Both in-school and out-of-school girls prioritized youth health programming, especially drug prevention and rehabilitation programs. Out-of-school youths prioritized scholarships and technical/vocational education programs more frequently than in-school youth, while in-school youth prioritized improvements to existing schools and the construction of new schools (in safer locations or affiliated with churches).

Annex 5: Stakeholder Feedback on Existing Youth Programming

This annex is a summary of existing programs in the assessment community, as well as a synthesis of youth, community leaders and parents' perspective on **How well are existing programs meeting youths' needs and how can these programs be improved?** Due to the fact that most existing programs are sectoral in nature, it is divided by programs that fall into the employment/economic development, family, education, civic participation and health sectors. Each subsection includes a summary of the presence or absence of youth programs related to that sector, common programming challenges identified across communities and proposed changes for improving existing youth programming and designing future youth programming. This annex also includes stakeholders' general programming recommendations, which can be applied across program areas.

5.1 Employment/Economic Development Programs

Missing Link between Training and Employment Opportunities. As stated in the last section, the greatest challenge among youth across all subgroups was a “lack of economic resources/job opportunities”. The most common response to this challenge within communities was technical/vocational training. In fact, in 7 out of 9 assessment communities, community members reported at least one provider of technical and vocational education and training (TVET), including government organization such as INFOP, FHIS and PRAF, NGOs and technical high schools. Although these programs increase the probability that youth will find employment, community members reported that a large proportion of youth who had received technical/vocational training were unable to find jobs. As youth are unable to find formal sector employment, many proposed starting their own businesses. However, only 2 out of 9 communities reported microenterprise training programs and only 1 out of 9 communities reported microfinance programs. Therefore, community members reported that most youth who want to start microenterprises in their communities lack business know how as well as access to seed capital and credit, necessary to launch a successful business. Also, due to widespread poverty in many communities, many microenterprises may lack local markets for their products.

Community members proposed the following changes to improve existing job training, employment, and technical/vocational education programs:

- TVET programs should be diversified to respond to local market and economic demands;
- TVET trainings should be followed by microenterprise training and financing programs;
- TVET and employability programs should focus more on building connections between youth and employers and should actively promote employers' hiring of youth from vulnerable communities;
- TVET and employability programs should form alliances with employers in order to arrange internships and job placement opportunities for youth from vulnerable communities;
- Lower or eliminate materials costs for TVET programs;
- INFOP (Instituto Nacional de Formación Profesional) is perceived positively by communities, and could serve as an entry point for new interventions; community members are particularly interested in alliances between INFOP and public high schools;

- The program *Mi Primer Empleo from the STSS* (Secretaria de Trabajo y Seguridad Social) was perceived positively by communities and could be expanded
- Youth and adults from vulnerable communities could form local microenterprises that produce intermediary goods for private sector businesses. This would provide a stable market for microentrepreneurs and provide a local source of employment opportunities.
- In order to promote the hiring of youth and adults from vulnerable communities, private sector employers could agree to hire a certain number of youth and adults from vulnerable communities as part of their Corporate Social Responsibility program; and
- In order to reduce household poverty that many youth experience, it's important to support the training and employment opportunities for parents—especially single mothers and poor parents.

5.2 Family Support Programs

General Lack of Family Programs. As stated in the last section, the second greatest challenge among youth across almost all subgroups was a “lack of family support/family disintegration”. Other frequently reported challenges were family violence and family responsibilities which may preclude a young mother’s participation in education, work or youth programming. Having a stable family and a happy family life was one of youths’ top aspirations across all communities. However, there were very few existing programs in assessment communities that worked with families. In fact, community members reported family programs in only 2 out of 9 communities.

Perceived Escuela para Padres Program Implementation Problems. Although the Ministry of Education requires that schools of all levels implement *Escuela para Padres* (parenting classes/group), community members reported this program is often either not implemented by schools or infrequently implemented by schools. In many communities, community members noted that there was a very low attendance at *Escuela para Padres*, often due to parent work and home scheduling conflicts. Also, many community leaders and parents noted that the program was lecture-like instead of being more interactive.

Innovative Family Strengthening Program. One community is implementing an innovative program called *Familias Fuertes*. This evidence-based community-based family strengthening program, implemented by the PNPRRS (National Program for Prevention, Rehabilitation and Social Reintegration) works with parents and their children ages 9-16 to improve family relationships, communication and values, as well as prevent and reduce aggressive behavior and drug and alcohol abuse.

Lack of quality childcare opportunities. In only 1 out of 9 communities, community members reported the existence of a *guarderia* (daycare). Community members noted that children and youth were often left home alone for extended periods of time. In some cases, children as young as 6 or 7 were left home alone or in charge of taking care of younger siblings.

Community members proposed the following changes to improve family supports:

- Programs should work with parents, especially parents with young children;
- Programs should focus on areas of child development, positive discipline (alternative discipline methods to physical and psychological punishment), positive communication, and values;

- Increase reach and improve interventions of *Escuela para Padres* (designed to take place in public schools) by making schedules more accessible to parents, using interactive methodologies, rely on local structures such as a *parent neighborhood block model* where parents from the same block get together to discuss parenting challenges, and clarify that *Escuela para Padres* addresses parenting skills, not literacy; and
- Provide quality childcare options for single mothers and poor working parents.

5.3 Education Programs

Lack of Access to Secondary and Tertiary Education due to Poverty and Insecurity. Although two of youths’ main aspirations across almost all communities were to be a high school graduate and a college professional, there were no programs that provided scholarships or loans for college and few programs that offered scholarships or loans for high school. 4 out of 9 communities offered scholarships to students, but many of these programs were limited to youth “sponsored” by international programs or to a small group of youth involved in certain civil society programs. A private school in a community with “very high” marginalization in Tegucigalpa offers scholarships for all students and a public school in a community with “low” marginalization offers scholarships for students with scarce economic resources.

4 out of 9 communities had a public high school, while all of the remaining communities had a public basic education center (up to 9th grade), besides one very marginalized community in San Pedro Sula that only had a public primary school. Community members noted that the lack of education opportunities—especially secondary education—within communities led to low secondary school attendance rates, as well as high travel expenditures for secondary students who must travel to other communities. Also, in many communities without access to secondary education within the community, there were perceived security threats during the school commute, as students had to pass through “dangerous” areas via “dangerous” modes of transportation (walking, biking, public transportation, collective taxi) in order to reach school. In other cases, secondary schools were located in “dangerous” areas such as on the border of gang-controlled areas, which led to decreased enrollment.

Missing Link between Secondary Schools and Employment Opportunities. Youth and community leaders noted that there was a missing link between graduating from high school and finding a job for most youth. For example, in one high school in San Pedro Sula, youth noted that out of 40 graduates last year, only 4 had found jobs—and those who had found jobs, found them through family connections or other contacts. Youth and community leaders reported that many traditional high school careers (especially non-technical careers) were no longer useful for finding a job. Community leaders, especially teachers and school directors, believed that there should be a stronger relationship between public high schools and employers, so that youth can gain experience through internships, connections with employers, mentorship programs and greater job placement for recent graduates.

Employer connections and contacts play a key role in hiring. A key finding of community members was that despite the level of training that a youth may have, one of the most important factor in finding a job is having contacts or connections with employers. In formal education programs (and job training program), this fact is often ignored, leading vulnerable youth with few to no connections to employers struggling to find jobs. Connections and references are especially important for youth from marginalized communities, who may suffer from employer discrimination based on perceived insecurity of community of residence.

Lack of programs improving quality of education. Interestingly, although community members reported that education was of poor quality, they reported no organizations that were working to improve education quality in the community. Community members, parents and youth across all communities only explicitly perceived three schools as providing a quality education: two private catholic schools which offer free tuition to students with scarce economic resources and a public school which offers entrepreneurial education programs. Community members reported that both schools involve parents closely in their programming.

Community members proposed the following changes to improve education programs:

- Make a better link between education and training/employment opportunities, for example through alliances between high schools and private sector for internship, job shadowing, mentoring, hiring of youth in marginalized communities;
- Offer more scholarships and financial assistance for youth, especially at the secondary and tertiary education levels;
- Greater education opportunities for street children and youth;
- Lower or eliminate costs of textbooks and materials for alternative education programs; and
- Improve security in schools and minimize security risks to/from school.

5.4 Civic Participation Programs

Most civic participation programs present in communities fall into two categories: 1) constructive free time activities and youth-friendly spaces and 2) spiritual development programs provided by churches which seek to instill moral values.

Lack of Functioning Organized Sports Structures. One of the most popular constructive free time activities across communities was soccer. However, only 1 out of 9 communities had a soccer league, and the soccer league was reportedly not functioning well due to a lack of funding.

Lack of Recreational Areas Reserved for Children and Youth. Although most communities had a soccer field and at least one soccer court (*cancha*), youth and community leaders noted that these areas were 1) not sufficient space for the quantity of youth who play soccer in the community, 2) taken over by older adults and youth, 3) controlled by gangs, 4) in disrepair or 5) located in a dangerous location. As a result, many youth (especially younger youth) played soccer in the street, where they were at risk of being hit by a car. Female youth, women, children and younger youth are the most at-risk for lacking access to recreational areas.

Lack of Creative Activities. Community members only reported creative activities (in this case theater and music programs) in 2 out of 9 communities.

Lack of Opportunities for Youth to Serve Community. Although organizations in 4 out of 9 communities provided youth with community service opportunities, only one organization was explicitly dedicated to community service. Youth often expressed a desire to help their community, but lacked a mechanism.

Lack of Youth Input in Community Decision-making. Across communities, youth were almost never involved in local governance committees (*patronatos* and *juntas directivas*). In general, youth had no mechanism for participating in community affairs and decisions.

Community members proposed the following changes in order to improve civic participation programs:

- Reserve some recreational areas (e.g. soccer fields, courts, parks, etc.) exclusively for children and youth to avoid adults from taking over the spaces;
- Set-up organized sports structures: leagues, soccer schools, etc. using a sustainable model;
- Increase youths' access to creative activities (art, music, theater, etc.);
- Increase youths' opportunities to serve communities, potentially through offering funding for youth to implement community service projects; and
- Increase inclusion of youth in community decision-making, potentially through the inclusion of youth on local governance committees.

5.5 Health Programs

Inadequate sexual and reproductive health programs. As mentioned in the challenges section, a lack of sexual and reproductive health education is a contributing factor in family disintegration. Only 3 out of 9 communities reported sexual and reproductive health education programs. These programs were provided by civil society organizations and only one program used peer-to-peer learning. The programs were primarily focused on prevention of HIV/AIDS and one was also focused on family planning. Youth and community members note that few youth receive a comprehensive education in sexual and reproductive health, especially regarding sexuality, life skills and building and maintaining relationships, as most sexual and reproductive health education efforts are focused on preventing HIV/AIDS and STIs and/or teen pregnancy.

Although the Ministry of Education curriculum officially includes sexual and reproductive health education, community members reported that it is often infrequently implemented and youth report that if it is covered at all, it is often presented in a theoretical, rather than a practical manner. Youth often reported that sexual and reproductive education was implemented in the last year of high school, which they considered "too little, too late". Youth who do not attend high school often do not receive sexual and reproductive health education. Teachers and school directors reported that the reason that these themes are not covered in some classrooms is due to the fact that the subject is taboo and they fear backlash from parents.

Community members propose the following changes to improve sexual and reproductive health education programs:

- Offer a more integral approach focusing on sexuality, life skills and healthy relationships (not just HIV/AIDS, STIs and condom use);
- Start sexual and reproductive health programs at a younger age (11-12);
- Use a youth-to-youth approach for prevention rather than adult-to-youth since adults may be perceived as judgmental; and

- Educate parents in sexual and reproductive health themes and how to communicate these themes to their children

Lack of Drug and Alcohol Abuse Prevention and Rehabilitation Programs. Drug and alcohol abuse was another common challenge in communities, especially among young males. However, only 2 out of 9 communities reported having rehabilitation programs, in particular alcoholics anonymous programs. These communities both had a “medium” level of marginalization. In communities with higher levels of marginalization, youth and community leaders reported that these programs were often located in the city center and were generally inaccessible to youth in their communities. In many communities, youth reported a lack of drug and alcohol prevention programming.

Community members proposed the following changes to improve drug and alcohol prevention and rehabilitation programs:

- Start prevention programs at a younger age since some youth report using drugs and alcohol as early as 8 years old;
- Make prevention programs available in the community, not just in the city center; and
- Consider youth-to-youth approaches for prevention.

Lack of Mental Health Programs. Youth and parents, especially female youth and mothers, reported a need for counseling and mental health support often due to family or intimate partner violence or family dysfunction. No communities reported counseling or mental health programs. Some community members viewed church leaders as informal counselors. Community members especially noted that there was a mental health support void within schools, as most school counselors did not have mental health and counseling training and acted more as school discipline enforcers than emotional supports for students.

Community members proposed the following changes to improve mental health programs:

- Schools should have counselors or psychologists that work with students and parents in the areas of mental health promotion (this person could also be in charge of life skills promotion, drug and alcohol prevention, sexual and reproductive health education and, potentially, *Escuela para Padres*); and
- Programs should offer mental health support and counseling to victims of family or intimate partner abuse and/or victims or family members of victims of street violence. Church leaders and staff could potentially be trained in providing support.

5.6 General Feedback on Existing and Future Youth Programming

During discussions of existing youth programs and the group debates to prioritize future youth programming, participants offered general suggestions for existing and future youth programs that apply across sectors. Following are the most commonly mentioned ideas organized in three broad programming categories namely, accessibility, effectiveness, and sustainability.

Accessibility – Ideas to improve accessibility of existing programs included the following:

- A. Increase program visibility at the community level with specific approaches that target youth, not just the community as a whole.
- B. Involve parents/caregivers from the onset and more actively to earn their trust.
- C. Ensure more diverse youth participation and coverage, serving a diverse group of youth and targeting those who may not have received such services in the past, in order to include youth who have been historically left out from program interventions.
- D. Take the time and resources to get to know the communities before starting the work (especially those with broader technical and geographic coverage) to ensure that interventions are accessible to local youth who are in greatest need.
- E. Assess location of program interventions/centers carefully to ensure that youth can safely participate and reach the location. Responses showed that successful interventions had a physical presence in the community.
- F. Mitigate direct costs for participants, such as program materials. An often overlooked challenge to access is the competing challenge that youth have to work or help at home during the day. Some suggestions included covering materials and transportation costs, adjusting schedules to match youth's daily obligations (avoid conflict with school/work/home schedules), and adopting a somewhat flexible approach that allows youth to continue with the program even if they miss some activities.

Effectiveness – Suggestions to increase effectiveness of existing programs included these:

- G. Work more directly with families and parents because youth do not live in isolation. They are highly influenced by their home environment as children and as parents/caregivers themselves.
- H. Increase and improve coordination, collaboration, and communication among organizations, not only at the national level (among funders), but also at the city and community levels. Youth-serving organization networks, councils, and other communication mechanisms were mentioned as helpful in this effort.
- I. Avoid a “one size fits all” approach, and work with community leaders and help grassroots organizations create programs that cater to specific needs of local youth. The statement made by a group of participants illustrates this: “International organizations should stop funding large government institutions, because the money is not reaching youth in vulnerable communities.”
- J. Help minimize corruption by working with and channeling funds through youth and adult cooperatives, which can help increasing transparency, community voice, and local leadership.
- K. Initiative interventions with youth (and children) at a younger age, in order to increase program effectiveness.

Sustainability – The following are suggestions to help strengthen sustainability of existing programs:

- L. Help develop local leadership and strengthen existing grassroots organizations.

- M. Involve the private sector more actively in youth programming.
- N. Consider mechanisms such as *participant-run microenterprises* where part of the profits goes toward the project to help sustain interventions.
- O. Design, plan, and execute interventions with a long-term vision (when possible) since short-term interventions are perceived to have little to no impact on youth in the future.

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Annex 6: Youth Service Provider Feedback

Youth Service Provider Feedback

The following section is synthesized from a youth violence prevention stakeholder consultation session held in January 2013, in which 65 youth service providers from over 40 organization participated. The session included representatives from civil society organizations, government agencies, bi-lateral and regional development organizations and private sector foundations. This section also is synthesized from interviews with 15 youth service providers, mostly from local, national and international NGOs and Honduran government agencies.

6.1 Youth Violence Risk Factors and Key Youth Challenges

According to youth service providers, the main contributing factors to youth violence are:

- Social Exclusion and stigmatization/discrimination by society/lack of a sense of belonging
- Dysfunctional family situation (family disintegration, absent parents, irresponsible parenting, lack of support from family, family violence, etc.)
- Lack of opportunities (education, training, jobs)
- Drug-trafficking
- Absence of youths' voice in society (youth are not listened to or taken into account by the government and other institutions and have few spaces for civic engagement)

6.2 Youth Assets

However, in the face of these challenges, youth service providers report that youth have important assets that can be built on, which include:

- Strong resistance skills (although many youth are exposed to gangs, violence, drugs, alcohol, etc., they actively decide *not* to participate)
- Desire to participate
- Strong *convocatoria* skills (skills for bringing other youth together)
- Spirituality (many youth are involved in church and spiritual activities)

6.3 Program Characteristics that Attract Youth

Youth service providers report that youth are attracted to programs that:

- Promote a sense of identity
- Promote a sense of belonging to a group or to something larger than themselves
- Promote fun activities such as sports, recreation, art, culture, outdoor activities, etc. that promote personal growth and comraderie
- Promote activities that increase youths' life opportunities including job training programs, technical/vocational education, entrepreneurship programs and education programs
- Use interactive, dynamic methodologies

6.4 Promising Practices/Lessons Learned

This sub-section synthesizes the main promising practices and lessons learned reported by youth service providers.

In general, youth service providers report that the following approaches would improve the effectiveness of youth programming:

- Using Holistic/Integral Approaches (instead of strictly sectoral approaches)
- Working more with families—especially parents—in an integral way
- Working with children from an early age (starting at birth, with a special emphasis on early childhood development)
- Programs should be community-based
- Programs should encourage authentic youth and community participation in all project phases
- Programs should seek community trust, acceptance and integration
- Programs should work from a human rights perspective
- More decentralized programming (at local and municipal levels)
- Programs should develop local leadership—especially youth leadership
- Programs should not try to get rid of youths' *style*, rather channel their *style* into something positive. (For example, instead of prohibiting breakdancing, breakdancing competitions could be held; instead of prohibiting graffiti, youth could be empowered to participate in positive graffiti projects, etc.)

Although youth service providers considered all of the above practices as important for the success of youth programming, they especially emphasized the importance of the following two promising approaches 1) Programs should encourage authentic youth and community participation in all project phases and 2) Programs should seek community trust, acceptance and integration. These approaches are outlined in greater detail, below:

A. Authentic Youth and Community Participation in all Phases of Project Lead to Programming Contextualized to Local Youth Needs

According to youth service providers, one of the most important factors that determine a youth projects' ultimate success or failure in making a sustained impact in the lives of youth is authentic youth and community participation in all phases of the project. Service providers explain that there is a mismatch between youth and community needs and international organizations' projects and approaches. Youth service providers feel that organizations often enter communities with an agenda instead of asking youth and community members what their agenda is. Some youth service providers funded by international organizations feel that they are unable to tailor programming to localized needs of youth due to funders' regulations that require them to implement specific types of programming. Youth service providers note that interventions are often perceived by community members as being "*de afuera*" (from the outside as opposed to being an integral part of the community), "prepackaged" and not applicable to community and youth realities. A youth service provider in San Pedro Sula explains the typical mode of operation of many youth-serving organizations:

Normalmente, llegamos con proyectos a imponer a los barrios, a las comunidades las cosas ya cocidas y hechas. Las llevamos pero no es lo mismo ir a los espacios de los jóvenes y conocerlos qué es lo que quieren, qué es lo que los motiva.¹⁷

An international youth service provider based in Tegucigalpa suggests that international organizations need to stop using prescriptive programs from other contexts and promote youth participation in community projects, so that projects meet the context-specific needs of youth in communities.

Una de las principales lagunas es que organizaciones internacionales llevan receta diseñadas desde fuera. Eso realmente destruye la participación céntrica de los jóvenes.¹⁸

In fact, community members sometimes feel that organizations are imposing their programs on the community and due to the fact that organizations often do not involve youth and community members (or only involve a small number of “favored” youth and community members) in the planning, implementation and evaluation process, there is little local buy-in for the project and often there is low visibility of the project. Service providers report that not involving youth and other community members in project design, implementation and evaluation process not only decreases the likelihood that the project will be sustainable and effective, but also may reinforce a community’s sense of social exclusion, which is a major risk factor for youth violence. A youth service provider from San Pedro Sula explains the consequences of not including youth and community leaders in project design and implementation:

*[Nombre de programa omitido] fue un programa que tuvo mucha plata, mucho financiamiento, yo participé en un momento por ahí como voluntario, y este, ¿Qué pasó? Volvían bonitas las canchas, hermosas y muy costosas pero, ¿qué? Llegaban y las hacían **ellos**, las construían los ingenieros y todo, pero digo yo ¿no se volvieran más interesante si hubieran trabajado con los grupos deportivos, y hubieran comenzado a hacer la cancha deportiva a su gusto, a su estilo? Pero no, llegaron con un estilo, lo pusieron, lo elaboraron...no hay que llevarlas hechas, hay que hacerlas con ellos para que quede, para que cuando se retire... que usted llegue y no diga “vamos a hacer un campeonato de fútbol”. No, sino llegar donde los jóvenes y decirles “¿qué quieren que hagamos?” Es importante incluirlos y aquí lo que hacemos es excluirlos, porque las canchas deportivas carísimas que puso [Nombre de programa omitido] ahí pasan abandonadas, pasan abandonadas, ¿por qué? Porque no trabajaron con la gente que se iba a quedar manejando o dándole sostenibilidad a esos espacios.¹⁹*

¹⁷ “Normally, we [youth service providers] arrive with ready-made prepackaged programs that we impose on neighborhoods, on communities. We bring these programs into the communities, but it is not the same as going to the youth and asking them what they want and what it is that motivates them.”

¹⁸ “One of the principle youth programming gap is that international organizations bring a project recipe designed outside [Honduras]. This really destroys the central and authentic participation of youth.”

¹⁹ “[Program name withheld] was a program that had lots of money, lots of funding and for a while, I participated as a volunteer. And what happened? The soccer courts were renovated and became very nice and very expensive. But, what happened? The people from this organization arrived in the communities and did all of the work. The engineers constructed the soccer courts...But wouldn’t it have been more interesting if they would have worked with the sports teams in the neighborhoods, if they would have worked with them from the beginning to help them renovate the soccer courts, taking into account their style? But no, the organization arrived with their own style and they installed and renovated the soccer courts...they shouldn’t have done that, because it’s important to work with people in the community, so that after organizations leave, projects continue...You can’t just show up in a community and say ‘we’re going to have a soccer tournament.’ Instead, you should go to the youth and ask them ‘What do you want to do?’ It’s important to include them and what we do here [in Honduras] is exclude them...The very expensive soccer courts are abandoned now. Why? Because the organization didn’t work with community members in charge of maintenance so that these spaces would be sustainable.”

B. Importance of Community Integration and Acceptance

Often, community members mistrust outsiders and organizations must earn communities' and youths' trust. The high level of mistrust of "outsiders" present in many marginalized communities is often due to a history of organizations and politicians frequently promising communities programs and services that they cannot deliver. Youth service-providers report that youth-serving organizations need to work closely with community leaders, youth and parents in order to gradually gain trust and respect. A youth

Hubo algunas comunidades aquí, que si eran muy delictivas, y que solo [proveedor de servicio] podía entrar por la imagen que se tiene...Porque ellos sabe, es que una cosa es que yo lo mire a usted, y no sé si usted anda armado, no sé cuál es su objetivo para entrar a la colonia y usted puede como, denotar, ser como persona` infiltrada o alguien que quiere dañar para ellos. Y genera desconfianza. Y otra cosa es que ellos lo miren a usted identificado como alguien de la [proveedor de servicio]. ¿Que nos pueden hacer? Si más bien nos vienen ayudar. Entonces eso también es muy significativo, el hecho de no crear en ellos así como un riesgo.²⁰

Due to the sensitive nature of violence and gangs in the community, youth service providers reported that it was very important to frame programs and services as providing opportunities rather than explicitly preventing violence and gang membership. Youth service providers noted that explicitly stating that a program seeks to prevent violence and/or gang membership not only stigmatizes youth and community members as "violent" or "potentially violent", but also could potentially lead to retaliation by gang members who may view the program as a threat. In fact, some youth service providers noted that in communities with high levels of involvement in illicit activities, youth serving organizations which have not successfully won the respect and trust of the community can potentially be seen as "infiltrating" the community.

Youth service providers that work in gang-controlled communities note that many gang members and community members involved in illicit activities want positive opportunities (education, recreation, job training, etc.) for their children and for other children in their community. Youth-serving organizations that gain the trust of community members and provide useful opportunities for youth and other community members will be more likely to be perceived as an asset, rather than a threat by community members. In fact, youth service providers who were able to work closely with community members and integrate into the community reported that their organizations were respected and, in some ways, protected by community members—even community members involved in gangs and illicit activities. For example, organization members do not have to pay *impuesto de guerra* [war tax] and although centers or offices do not have security officers, they are not robbed or vandalized.

An international youth service provider in Tegucigalpa emphasizes the importance of involving community leaders in programming, including those who may be involved in gangs and illicit activities:

Nuestro modelo es un modelo participativo...Todos los lideres y lideresas de la comunidad...conocen las personas que viven en la comunidad, conocen quienes están vinculados a actos ilícitos, conocen quienes están organizados o participan en este tipo de actividades, entonces estas personas vienen y

²⁰ "There were some communities here that were very dangerous and only [youth service provider organization] could enter there, due to the positive image that it has...Because someone from the community can look at you and wonder if you're armed. They may not know why you're here in the neighborhood and they could think that you are a person infiltrating their neighborhood who means to cause harm. And that generates mistrust. But if that same person sees you identified as someone from the [youth service provider organization], they know that you're not there to cause harm—you're there to help. This is very important, that community members don't believe that we are a risk to them."

*participan con nosotros. Entonces, nuestra organización es vista como un factor protector dentro de la comunidad, porque atiende sus vecinos, sus primos, sus hermanos y sus familiares.*²¹

In particular, youth service-providers noted that a physical presence of an organization (such as a center or office) is very important for community acceptance, as these organizations are perceived to be more likely to be perceived to be part of the community. Also, a physical presence of an organization in the community increases the visibility of youth programming. For example, when community members were asked to name organizations and programs that worked with youth in their communities an overwhelming 86% of programs that were identified by *all* stakeholder groups (youth, community leaders and parents in some communities) had a permanent physical presence in the community. Generally, there is a lower level of visibility and community and youth participation in programs and organizations that have programs or workshops in the community periodically, but have no permanent physical presence in the community.

Based on youth service providers' experience, some of the specific types of programs that providers recommend for youth violence prevention include:

- Programs which help youth develop and build on Proyecto de Vida (Life Plan/Goals/Aspirations, etc.)
- Programs, such as youth groups, where youth feel like they belong and gain a sense of identity, purpose, discipline, responsibility, and expectations for their behavior
- Programs which help youth feel in control of their lives and that they have the power to change things (e.g. community service)
- Programs which develop youths' spirituality, but not in a rigid/structured way such as traditional churches
- "Transforming masculinity" and gender-based violence programs
- More employability, entrepreneurship, and technical/vocational opportunities
- Service learning programs
- Platforms that help youth feel listened to

6.5 Youth Programming Gaps and Opportunities

Youth service providers report a number of gaps in youth programming, including a lack of:

- Youth-friendly spaces and constructive free-time activities
- Education opportunities that responds to the necessities of the labor market
- Employability programs
- Entrepreneurship programs
- Programs which promote face-to-face relationships /interaction (many youth spent a large amount of time on social media, texting, watching TV, playing video games, etc. and they crave "real" interactions)
- Adult structures at the community level which support youth activities (reason why many youth groups/projects fall apart after international/national funding ends)

²¹ "Our model is a participative model...All of the leaders in the community...know people who live in the community, know who's participating in illicit activities. So the community leaders get these people [involved in illicit activities] to participate in our programs with us. Therefore, our organization is seen as protective factor [instead of a threat to gangs and other illicit groups] in the community, because we work with their neighbors, cousins, siblings and other family members."

Youth service providers report that major opportunities (that have thus far been little explored) for future youth programming include:

- Seeking support and alliances with the private sector
- Designing and implementing youth programming at the local and municipal levels
- Finding a way to channel remittances into youth programming and involve Hondurans living abroad
- Making changes to the juvenile justice system to include alternative sentencing, in order to avoid youth offenders' imprisonment and exposure to negative adult influences

6.6 Broad-based Youth Development Approach vs. Targeting Only At-Risk Youth

There are many potential trade-offs between targeting at-risk youth versus employing a more broad-based youth development approach. Fifteen youth service providers across all cities shared their views on the pros and cons to each approach. Service providers unanimously agreed that when it came to youth violence prevention a broad-based youth development approach that targets all youth in a community can be more effective than only targeting the most at-risk youth in a community.

Youth service providers reported that one of the main causes of violence and youth participation in gangs and illicit activities was social marginalization and exclusion. While youth service providers agreed that at-risk youth should be actively recruited for youth programming, creating programming that it is only targeted at the most at-risk can potentially lead to further stigmatization, marginalization and social exclusion of these youth. A Tegucigalpa-based service provider explains the importance of integrating and mainstreaming the most at-risk youth into youth programming in order to reduce stigmatization of these youth.

Debe ser una atención integral, porque en la medida que uno hace esa segmentación lo que hace uno es asignarle una categoría verdad, de riesgo y, por lo tanto, lleva implícito al estigma de que es una condición de riesgo. Nosotros creemos que las políticas sociales tienen que tener un carácter universal y no fragmentado para ciertos grupos. Deben generarse oportunidades, sí, para estos grupos, pero en la medida de lo posible, lo que debe de buscarse más bien es la integración, es la integración de estos jóvenes que han estado en esta situación a oportunidades que desestigmaticen que ellos vienen de una condición de una condición de riesgo.²²

As shown in Table 17, youth service providers reported five main advantages in using a broad-based youth development approach, including 1) reduced stigma and discrimination of at-risk youth; 2) increased integration and mainstreaming of at-risk youth in youth programming; 3) diverse groups of youth can learn to coexist peacefully with one another; 4) programs can be more cost-effective in the long term, due to a focus on working with youth before they become involved in risky behaviors; and 5) there is a potential for some youth to be a positive example for other youth.

²² "There should be a broad-based youth development approach, because when you start creating segmentations, what you are doing is assigning a risk category to youth, which carry implied stigmas. We believe that social policies should have a universal character and should not be targeted only at certain groups. Yes, we need to create opportunities for these groups, but whenever possible, we need to seek the integration of these youth into opportunities that destigmatize the fact that they come from a situation of risk."

Table 17: A Comparison of Broad-Based Youth Development Approach vs. Targeting At-Risk Youth

Broad-based Youth Development Approach		Targeting Only At-Risk Youth	
Pros	Cons	Pros	Cons
<ul style="list-style-type: none"> • At-risk youth are integrated into mainstream programming and societal institutions. • Stigma and discrimination of at-risk youth can be reduced. • Less at-risk youth could potentially have a positive influence on the behavior of more at risk youth • Diverse groups of youth learn to coexist peacefully with one another • Can be more cost-effective as they target youth before they may participate in risky behavior. 	<ul style="list-style-type: none"> • More at-risk youth could potentially have a negative influence on the behavior of less at-risk youth • Funding is not targeted and can lead to programs reaching youth who are lower risk instead of those who are high risk 	<ul style="list-style-type: none"> • Funding can be targeting to those “most in need” • Youth may have more trust and rapport with youth in similar situations • Can target the specific needs of youth subgroups 	<ul style="list-style-type: none"> • Can lead to further stigmatization, marginalization and social exclusion of at-risk youth • Risk of not reaching youth who could are not overtly at-risk and youth may become at-risk

There is a potential worry that programming will not reach the most at-risk youth using a broad-based youth development approach. Therefore, it is extremely important that broad-based youth development programs make a special effort to recruit at-risk youth for programming as well as provide a youth-friendly environment. There is also the perception that the most at-risk youth could potentially be a bad influence on the less at-risk youth. Without careful program design and implementation and good leadership, at-risk youth in broad-based approaches could potentially be stigmatized by peers instead of being integrated into program activities or could potentially have a negative influence on less at-risk youth. In order for youth programming to be a protective factor in youths’ lives, it is important that youth feel like they “belong” when participating in youth programming activities.

Another reason that youth service providers favored a broad-based approach to youth violence prevention was that they perceived that “all youth are at-risk”, and therefore, it would be unwise to target only specific youth populations. Youth service providers note that “at-risk youth” can no longer only be used to describe out-of-school unemployed youth from marginalized communities, because, now, in-school youth from less marginalized communities may also be recruited to participate in violent and illicit activities, in the context of disintegrated families and high unemployment. A youth service provider in San Pedro Sula expressed why Honduran youth are at-risk:

Yo creo que, en el caso de Honduras hablar de la juventud es hablar de una población en riesgo...no está recibiendo salud de calidad, educación de calidad y calidez, no está recibiendo protección, no está recibiendo alternativas de empleabilidad. Entonces, en Honduras...la juventud está en riesgo. Está en riesgo porque no hay una agenda política ni económica para ellos.²³

²³ “I think that, in the case of Honduras, to talk about youth is to talk about an at-risk population...youth are not receiving quality healthcare and education, their rights are not protected and they are not receiving employment opportunities. So, in Honduras...all youth are at risk. They are at-risk because there is neither a political agenda nor an economic agenda for them.”

A youth service provider from La Ceiba echoes this idea:

Muchas veces nosotros nos enfocamos en jóvenes que están fuera de trabajo, fuera de estudio, pero también hay jóvenes que están dentro de trabajo, dentro de estudio que también son usados para cuestiones ilícitas, para acciones que van en contra de su conducta. Entonces, creo que para mayor oportunidad y para crear fortalecimiento debe tener como meta verdad, que todos los jóvenes se involucren. No podemos excluir a nadie, porque las capacidades de uno pueden ayudar a formar a los que no lo tienen. Entonces eso crearía un confianza mas, evitaría resentimiento, involucraría al niño, niñas, adolescente que son los que están siendo más vulnerables verdad, y a los jóvenes en general. Entonces yo creo que debería de ser más enfocado a todos a fortalecer a todos, que esas oportunidades generen mayores confianzas con los otros jóvenes.²⁴

Youth service providers mentioned that there were some situations in which working with only at-risk youth may be preferable. Youth who may benefit from targeting interventions include youth in the Type III risk category. Type III youth experience severe negative consequences as a result of risky behavior. For example, youth who have been arrested and/or incarcerated, youth who are addicted to alcohol or drugs, youth who are ex-gang members, street youth and youth who experience unplanned pregnancies may benefit from interventions targeted to their specific situation. These youth may have a greater level of trust with youth in similar situations and may feel a sense of mutual support from youth who have had similar experiences. They may require special programming, for example, drug rehabilitation, tattoo removal or counseling that may not be applicable to most youth in their community. It is important that programs that work with Type III youth respect their privacy, create a confidential and youth-friendly environment and have the ultimate goal of integrating youth into mainstream youth programming. Broad-based youth development approaches and approaches that target at-risk youth are not necessarily mutually-exclusive. For example, Type III youth can participate in a mutual support group with other youth in their situation, while also participating in a youth group that includes youth from all segments of the community.

6.7 Youth and Other Stakeholders who could Most Benefit from Youth Programming

Although it is important to use a broad-based youth development approach, youth service providers, community leaders, parents and youth identified 5 population subgroup categories (young parents and pregnant youth, children and younger youth, youth in *barras deportivas*, homeless and/or abandoned youth and ex-gang members) that might most benefit from current and future programming. Currently, these subgroups are perceived as not being reached by most youth programming.

A. Young Parents (especially single mothers) and Pregnant Youth

Stakeholders report that improving the family environment is one of the most important strategies for preventing youth violence. As a youth service provider who works with ex-gang members notes,

La mayoría de los jóvenes que están vinculados a estos grupos [maras y pandillas], son jóvenes que vienen de familias desintegradas.²⁵

Stakeholders recognize that early pregnancy is one of the main contributing factors to family disintegration. Early and unplanned pregnancies often occur outside of long-term established

²⁴ “Often we focus [youth programming] only on unemployed, out-of-school youth, but there are also youth who are studying and working, who are also involved in illicit activities.

²⁵ “The majority of youth that are involved in these groups [gangs] are youth that come from disintegrated families.”

relationships, which leads to a higher probability that fathers may not feel obligated to support children. This often leads to single-parent households (most often headed by mothers), which are more associated with increased poverty and lack of opportunities for children. Youth service providers and community leaders note that sexual and reproductive health education and life skills for youth are extremely important for preventing early and unplanned pregnancies.

However, they also mention the importance of working with young parents. Youth service providers report that most urban pregnant youth have access to prenatal care through the public health system. However, stakeholders report that there are few opportunities for young parents to receive support and guidance in raising their children. Many parents noted that they wanted to learn “how to be parents”. However, *Escuela para Padres* and other parenting programs do not begin until after one of the most important formative periods of children’s lives—ages 0-6. Stakeholders note that parenting program interventions for pregnant youth and young parents could help increase the likelihood that children will receive family support and guidance needed for healthy social, emotional and cognitive development.

B. Children and Younger Youth

Youth service providers and community leaders reported that many programs narrowly target “youth”, when they might be implemented more effectively at an earlier age of development. Youth service providers mentioned that they frequently observe children in communities who they felt would greatly benefit from programming, but they were unable to serve them in an official capacity due to donor regulations that required them to only work with youth. Stakeholders noted a lack of programs that target children and younger youth. For example, community leaders and youth note that drug and alcohol use may start as early as age 8, yet many prevention programs do not begin until at least age 12, as that is the starting point for a person to be considered a “youth”. They also note that values education programs, violence prevention programs and programs that address gender might be more effectively with children than youth, as values are often more malleable during childhood. Furthermore, youth programming often targets older youth. For example, sexual and reproductive health education programs are frequently implemented with youth age 16-18, although they might be more effective if they began at age 11 or 12, when youth may be beginning to initiate sexual relations. A youth service provider from San Pedro explains the importance of working with children:

Nosotros vimos la necesidad de abordar niños, porque ningún programa está trabajando para prevención de violencia en niños y el niño todo aprende, todo escucha...Nosotros estábamos ahora muy interesados en poder abordar [niños] porque a nosotros se nos prohíbe atender niños por la cuestión de formulación del proyecto...pero, no se puede dejar de abordar a los niños, porque ellos están vulnerables a todo este problema de la violencia. Entonces, yo considero que un buen programa será trabajar con las escuelas, con los colegios...tener una temática de prevención de violencia en cada centro educativo y que también pueda haber en cada escuela un área de mediación y resolución de conflictos porque también está el bulín muy presente en nuestra comunidad. Entonces, una buena intervención debe también involucrar niños y escuelas.²⁶

²⁶ “We see a need to work with children, because no programs are working with children in the area of violence prevention. And children learn and listen to everything. We are very interested in working with children, but due to our project design, we are not allowed to work with children. But we need to work with children, because they are vulnerable to the violence problem. So, I think a good program would be to work with elementary schools and high schools...to cover youth violence prevention in every

Youth service providers and community leaders note that not only are earlier prevention interventions considered more effective, but in the Honduran context there is a tremendous opportunity to reach children through school-based programs, due to the high rates of primary school enrollment. Many youth tend to drop out of school sometime between 7th and 12th grade, making them more difficult to reach from a prevention perspective.

C. Youth in Barras Deportivas

Youth in *Barras Deportivas* are at a high risk for participating in risky behavior and participating in violent or illicit activities. These youth are often stigmatized and discriminated by society and due to their general negative reputation, many youth service providers avoid being associated with these groups. Many youth in these groups are socially marginalized and excluded, live in poverty and have dysfunctional family situations. Some youth also have drug and alcohol problems and/or participate in violence and illicit activities. Many youth mistrust traditional institutions and especially mistrust police officers, as many have been victims of police discrimination and/or violence.

However, in interviews and focus groups, youth in *barra deportiva* reported that their peers often are lured into illicit activities and violence due to a lack of opportunities, in particular employment, education and civic participation activities. Stakeholders reported an urgent need to engage these youth, as ignoring or further stigmatizing these youth may exacerbate social exclusion and a lack of opportunities which could lead to youths' increased participation in violence and criminal activities.

D. Homeless and Abandoned Youth

Homeless and abandoned youth, commonly referred to as "street youth" refers to a diverse subgroup of youth who may be homeless, orphaned and/or rejected by family members. These youth often live in extreme poverty, lack shelter, education, healthcare and basic services. If youth from marginalized communities are "socially marginalized" or "socially excluded", street youth are literally "forgotten" and "invisible" to society.

Many homeless and abandoned youth are addicted to drugs, especially *Resistol* (a strong glue used as an inhalant). Many have been victims of physical, psychological and sexual abuse and are either orphaned or come from unhealthy family environments. Other youth may have been in trouble with the law or previously in jail. In recent years, youth service providers note that these youth are increasingly being recruited for participation in organized crime and gangs. A youth service provider from San Pedro Sula explains how organized crime recruits homeless and abandoned youth by offering them a gun and a sense of security on the street,

El crimen organizado de entrada lo que le ofrece a un joven que no es pandillero es un arma, y entonces a cambio de obtener el uso del arma, entonces tiene que pagarle un porcentaje al que se la presta el arma. Entonces lo exige él, yo me quiero sentir fuerte, entonces para sentirme fuerte tengo que andar arma, y para andar arma tengo que pagarle al que me la presta. Entonces para poderle pagar tengo que estar actuando activamente en el crimen para poder generar ese ingreso que lo necesito para mí y para la persona que me está prestando el arma. Entonces esa es

school, and also a mediation and conflict resolution program, because bullying is really common in our community. So, a good [youth violence prevention] intervention would involve children and take place in schools."

una situación que presiona al joven a delinquir...presiona al joven a actuar de forma violenta para poder pagar su porcentaje a quien le está patrocinando.²⁷

Homeless and abandoned youth are particularly difficult to reach by youth service providers as they often have few to no ties to traditional institutions such as families, schools and churches. They are often excluded from traditional youth programming as their varied needs (shelter, food, literacy, drug and alcohol rehabilitation, etc.) are often outside traditional youth service-providing organizations' areas of work. Additionally, in many situations it has become socially acceptable to discriminate or exclude these youth. Some youth service providers do not want to work with these youth as they are afraid that they will have a negative influence on other youth or they are afraid that there may be retaliation by gangs or organized crime participants.

E. Ex-Gang Members

Ex-gang members are among the most socially marginalized and excluded youth in Honduras. Few organizations and businesses will consider offering jobs to ex-gang members, and ex-gang members with visible tattoos face the most difficulties. As an ex-gang member notes,

A ningún pandillero le dan trabajo, si hubiera esa oportunidad, tal vez muchos no robaran, yo estoy seguro que no, porque muchos de ellos quieren ser profesionales. Quieren seguir siendo pandilleros pero quisieran tener su propia empresa, sus propias actividades sin necesidad de involucrarse con la venta de drogas o con el crimen organizado...Pero lastimosamente, el hecho de que tú andes un tatuaje, el hecho de que tú formes parte de un grupo organizado, eso te aísla, te vuelve aislado de la sociedad. Entonces al estar aislado de la sociedad te volvés un enemigo social. No estás de acuerdo con nada porque como no te toman de acuerdo en nada, entonces tampoco estás de acuerdo en nada de lo que pasa.²⁸

The only chance that ex-gang members have at leaving a gang and staying alive is to involve themselves in churches. While churches can support ex-gang members spiritually, they can often offer little in terms of providing education and employment opportunities. As ex-gang members are accustomed to living well (earning around \$250 or more/week), faced with a lack of legal employment opportunities—let alone employment opportunities with similar wages, ex-gang members are likely to return to illicit activities.

6.8 Youth Service Provider Feedback on Inter-institutional Coordination for Youth Violence Prevention

²⁷ "To start with, organized crime offers youth who are not in gangs a gun, and in exchange for the use of the gun, the youth has to make payments to the person who let him borrow the gun. So the youth feels strong. In order to feel strong [and protected], the youth needs the gun and in order to have the gun the youth has to pay the person who lets him borrow it. In order to pay for the gun, the youth has to participate in crime in order to make money. This is the situation that pressures the youth into committing crimes. The youth has to act violently in order to pay back the person who is sponsoring him."

²⁸ "Nobody gives a job to a gang member. If this opportunity existed, maybe lots of people wouldn't steal. I'm sure that they wouldn't, because many of them want to be professionals. They still want to be gang members, but they want to have their own business, their own economic activities without having to get involved in selling drugs or with organized crime...But, unfortunately, the fact that you have a tattoo, the fact that you're part of a gang, that isolates you. You become isolated from society. As you are isolated from society, you become a social enemy. You don't agree with anything [that the society says or believes] because the society never takes your opinion into consideration. So you don't agree with anything that happens."

Youth service providers identified three main challenges to youth violence prevention at the institutional level:

- A. A lack of inter-institutional collaboration and coordination between youth service providers
- B. A lack of significant government leadership and support for youth programming
- C. A lack of private sector involvement in youth programming

A. Lack of Inter-institutional Collaboration and Coordination between Youth Service Providers

Youth service providers reported that when it came to youth violence prevention, it was important to strengthen the capacity of *existing* youth-serving organizations, youth networks and government agencies, rather than creating new organizations and structures. Youth service providers reported that a major challenge to making an impact in the area of youth violence prevention was a lack of coordination and collaboration between the different sectors that work with youth, including civil society organizations, government agencies, the private sector, international organizations and youth themselves. The lack of coordination and collaboration between sectors leads to a situation of disarticulation in which each institution is implementing programs in isolation, unaware of other institutions' work. This often leads to inefficient youth programming, the duplication of efforts and ultimately, a lack of impact in the area of youth violence prevention.

There are myriad reasons for the disarticulation between youth service providers, but the two most commonly mentioned reasons were a lack of communication and information sharing between youth service providers and a lack of leadership for inter-institutional coordination

1. Lack of Communication and Information Sharing between Youth Service Providers

Youth service providers report that there is a lack of communication and information sharing between youth service providers. First, there is a lack of information about other youth service providers that may be working within the same geographic area, including their goals, activities, populations served and coverage. This lack of awareness often leads to duplication of efforts by different service providers in the same geographic area, while other geographic areas may lack youth programming. Youth service providers express a need to map organizations, programs and initiatives (or to widely disseminate this mapping among service providers if it already exists).

Second, youth service providers also reported a lack of data, report and publication sharing between organizations. In many organizations, this information is for exclusive internal use or, if it is released to the public, it is not widely disseminated. This leads to wasted resources in the form of repetition of research.

Third, youth service providers report that there is a lack of dissemination of promising practices and lessons learned among youth service providers. This lack of information sharing and knowledge management leads to a lack of inter-institutional learning, which may result in the same programming mistakes being made over and over by different institutions and a lack of wide dissemination of promising practices.

As youth service provider from Tegucigalpa summarizes the lack of information sharing among organizations:

El fortalecimiento de plataformas de coordinación es importante, en la medida, también, que las organizaciones abren sus organizaciones para mostrar lo que tienen: sus investigaciones, sus sistematizaciones, todo el cúmulo de conocimientos que han generado. Hay un problema, verdad, porque muchas organizaciones se cierran y no quieren compartir con las demás lo que han hecho. Esas lecciones que ellos han acumulado, pueden servir para que otros también las aprendamos. Hay informaciones que tenemos que repetir las; por ejemplo, investigaciones ya están hechas. Hay organizaciones que han invertido, sin embargo no las prestan; no las socializan. Entonces son de manejo a veces exclusivo. Creemos que eso tiene que cambiar. Somos la misma sociedad, hay que fortalecer las articulaciones de estos espacios y de estas organizaciones, principalmente entre las organizaciones de sociedad civil y del estado.²⁹

Youth service providers acknowledge that inter-institutional collaboration and coordination would increase the impact of programming on youths' lives, but express that current funding opportunities are often structured in a way that reduces opportunities for "real" collaboration and coordination between organizations. Increased competition for scarce funding diminishes organizations' incentives to collaborate with other institutions as organizations are constantly competing for visibility. Organizations are often afraid to share too much about their experiences and technical expertise with other organizations' because they want to keep their competitive advantage for funding.

2. Lack of Leadership for Inter-institutional Collaboration and Coordination Platforms

Youth service providers recommend a forum or other platform where there can be an exchange of successful national and international experiences in youth violence prevention and youth development. Youth service providers note that this exchange of ideas is not implemented due to scarce funding and a lack of leadership for inter-institutional collaboration and coordination. Many youth service providers expressed that there should be a government agency in charge of inter-institutional coordination and collaboration.

B. Lack of Significant Government Leadership and Support for Youth Programming

Youth service providers reported that when it came to youth issues, there was a void within the government. Due to the general perceived inactivity of the state on youth issues, youth service providers perceived that civil society actors had to fill in the large gaps from a lack of state responsibility and action. As one youth service provider from San Pedro Sula notes:

Primero, desde el garante que es el estado, hay un vacío, verdad, porque ellos no están respondiendo a las necesidades y a los intereses de la juventud; desde el estado hay un vacío, no hay una propuesta; la propuesta que tiene el estado es represiva; hay inversión en más policías, en más patrullas, en más radios de comunicación; está bien, estoy de acuerdo con que hay que dar

²⁹ "The strengthening of [inter-institutional] coordination platforms is important and well as organizations opening up and sharing their research, systematizations and the cumulative knowledge that they have gained. But there is a problem, because many organizations close themselves off and don't want to share what they have done. The lessons learned that they have accumulated could serve for other organizations' learning. The information is out there, but we keep repeating it. For example, the studies and research have already been done. There are organizations that have invested in studies and research. However, they don't share their research. It's just for exclusive internal use. We believe that this has to change. We are in the same society. We have to strengthen the articulation and coordination of spaces and organizations, especially civil society organizations and the government."

seguridad, pero también hay que ofrecerles alternativas a la gente con la que estamos trabajando. Las organizaciones de sociedad civil simplemente estamos aquí para llenar ese vacío que nos tiene el estado. Necesitamos una mayor articulación también por parte de las organizaciones que estamos trabajando en estos sectores y también necesitamos una mayor articulación con el estado, verdad, el estado es la responsabilidad fundamental, de velar por el bien de los ciudadanos.³⁰

Youth service providers report that youth issues are not prioritized, and that in many cases they are not even on the national agenda. Youth service providers perceived that the majority of funding for violence prevention allocated to the government is allocated to the police and military, instead of going towards prevention and rehabilitation efforts. As a youth service provider from Tegucigalpa notes:

Todo el dinero que invertimos en el país en materia de seguridad, que se traduce en cámaras, que se traducen portones, que se traduce en guardias, que se traduce en contratos, en licitaciones, en compra. Lo invirtiéramos en educación y salud, lo invirtiéramos en fortalecer la capacidad de empleabilidad de las familias. Si todo ese dinero lo invirtiéramos ahí yo estoy seguro que tendríamos un mayor impacto en seguridad que comprar en tener más policías, más militares.

Civil society youth service providers perceive that some government youth-serving agencies are utilized more for individual political advancement than actually serving youth and supporting youth-serving organizations. They perceive that the vast majority of funding goes towards salaries and overhead, rather than programs that serve youth in vulnerable communities.

Youth service providers perceive that there could be a stronger role for municipal governments and *patronatos* in planning and implementing youth violence prevention plans and programs based on local youth needs, with the involvement of youth. However, youth service providers view the greatest challenges to municipal involvement in youth violence prevention initiatives is a lack of continuation of youth programs when government administrations change.

Youth service providers report that this phenomenon, although common at all levels of the government, is particularly prevalent at the municipal level. For example, municipal and civil society youth service providers report that they often form alliances with municipal government officials in order to rally support for youth programming. However, when the municipal government changes, the incoming government often does not want to continue the past administration's youth programming. Also, the municipal leader of youth programming is often replaced by someone from the new administration's political party, who may be unaware of current youth programming processes. A municipal youth service provider describes how changes in administrations lead to a lack of continuance and sustainability of youth projects.

Retrocedemos con nuestros esfuerzos porque no hay políticas claras, de interés de que las cosas se desarrollen y tengan un avance sino que se empiezan, tienen el producto y ahí muere. Parecemos

³⁰ "First of all, since the state is supposed to guarantee [youth rights], there is a void, because the state is not responding to the needs and interests of youth. There is a void, because there's not a proposed plan for youth; the states' plan is repressive. There is investment in more police, more troops and more police radios, and that's alright. I'm in agreement that the state should offer more security. But also the state needs to offer opportunities for the people we are working with. We civil society organizations are her to fill the void [in youth programming] that the state has left. We need better coordination between civil society organizations and between civil society organizations and the state, because the state has the fundamental responsibility to look out for its citizens."

*plantas, pues. [Los proyectos] nacen, crecen, se reproducen y mueren y no queda nada pues, no quedan cosas sólidas.*³¹

Youth service providers believe that at the national, departmental and municipal level civil society organizations, government agencies, politicians from different political parties and private sector entities need to work together and develop long-term plans for youth development and youth violence prevention that will continue even if administrations change.

Youth service providers perceive that a large amount of resources go into the creation of laws and policies that are supposed to benefit youth, but youth service providers perceive that these laws and policies are almost never converted into concrete actions backed by funding. In fact, many of these policies and laws do not even have an implementation budget.

C. Lack of Private Sector Involvement in Youth Programming

Youth service providers report that there is a lack of private sector involvement in Youth Programming, although youth service providers perceive that supporting youth and preventing violence is in the private sectors' best interest, as youth make up a large proportion of the labor market and preventing violence would likely increase national and foreign investment in private sector companies. Youth service providers also expressed an interest in working with Honduran diaspora members, many of which have strong ties to the private sector.

³¹ *"We are backpedaling in our [youth programming] efforts because there are not clear [youth] policies that are interested in long-term implementation of projects. So, what happens? Projects start, get results and die. We're like plants. The [youth] projects are born, they grow, they multiply and, then, [when there is a change in government administrations] they die, and nothing remains of them. Nothing concrete remains."*

Annex 7: Youth Development Guiding Principles

Youth Development Guiding Principles:

Youth development efforts should be grounded on key guiding principles. In the context of the communities where the assessment took place, the following guidelines represent components that should be present in any USAID intervention aimed at youth violence prevention in Honduras as a way to increase their success rate. These principles are based on the findings from this assessment, as well as on the evidence of what works best in youth development.

- 1. Include youth as assets and partners.** USAID's Youth in Development Policy's (2012)³² two main objectives seek to promote positive youth engagement and active participation. Under Objective Two, the Policy states the importance of integrating and mainstreaming youth across USAID's work, including CDCs (Country Development Cooperation Strategies). During focus groups, stakeholders (youth, community leaders, parents and youth service providers) reported that youth are often viewed negatively by community members and society in general. Stakeholders also noted that often they felt like programs were "pre-packaged" and did not take into account youth and community needs. They reported that increased youth involvement from the project design stage should improve the effectiveness, relevancy and community acceptance of projects. Youth should be at the forefront of the design, implementation and evaluation of USAID / Honduras' violence prevention programs and should be provided with the right capacity building and accompaniment to perform their duties effectively. Reaching out to youth and communities is, for example, one of the responsibilities that can be given to youth as they are integrated into the programming. Youth—particularly from the most affected locations—represent key assets to strategic communications and outreach to targeted communities. In this context, youth's role in awareness-raising of existing youth programs and opportunities should be a priority to ensure that programs reach the hardest to reach youth. Youth are also the best sources of feedback for improving programming and monitoring success of interventions. Special attention should be placed on some of the most vulnerable youth populations and the role they can play. Integrating youth into programming should be handled strategically, using a positive-development approach, with active and meaningful roles for youth to perform through a continuum of increased engagement hence strengthening youth's skills.
- 2. Develop integrated and multi-year youth programming.** While sector-specific interventions will undoubtedly continue to be developed, integrated programming from inception and design should be at the forefront of USAID/Honduras' country strategy aimed at violence prevention and citizen security. Stakeholders, especially youth service providers, reported that youth programming needs to be more integral and cross-sectoral. The majority of promising program examples reported by youth service providers were cross-sectoral in nature. Youth service providers agreed that designing integral programs from program planning stages is less time and resource consuming than the integration of complementary programs during the implementation stage. Designing strategies, programs and approaches that are more integral in nature are key for

³²http://transition.usaid.gov/our_work/policy_planning_and_learning/documents/Youth_in_Development_Policy.pdf

holistic youth development. In order for programs to be truly integrated, it is recommended that decisions at the budgetary, reporting, and M&E levels also be approached in an integrated manner, rather than stove-piped by sector. Such approaches have proven successful in other contexts in ensuring that cross-sectoral interventions can be operationalized and, thus, effective. Also, stakeholders also noted that youth violence prevention was a long-term process that should take place over years. However, many current interventions are short-term and perceived to be unlikely to have a lasting impact on youths' development and behavior.

- 3. Foster supportive relationships and opportunities to belong.** Findings from the assessment point to the lack of caring and nurturing environments for youth in Honduras (be that families, schools, and/or communities). Many youth reported feeling a lack of support from families (often due to family disintegration), teachers and community members. In this context, and regardless of the program intervention, strategies targeting youth and addressing violence prevention should foster the development of supportive relationships that promote healthier environments in which youth live. While relationships between youth and other actors are vital, this guiding principle is not limited exclusively to relationships in which youth are actively involved, but also extends to other relationships which also affect youth, such as relationships between parents in a household, teachers and parents, and community leaders and employers, among others. Violence and insecurity have eroded these relationships that are fundamental for promoting social cohesion and development in the country. Similarly, as the development of supportive relationships are built into the design of programs so should opportunities for youth—and their families—to develop a sense of ownership, belonging and pride of who they are and where they come from.
- 4. Build resilience.** USAID's Policy and Program Guidance: Building Resilience to Recurrent Crisis³³ (2012) defines resilience as "the ability of people, households, communities, countries, and systems to mitigate, adapt to, and recover from shocks and stresses in a manner that reduces chronic vulnerability and facilitates inclusive growth." Furthermore, USAID's "State of the Field Report: Holistic, Cross-Sectoral Youth Development" (2013) also defines resilience as "a set of protective processes that buffer some individuals from the effects of adverse experiences" and highlights the importance of focusing on building resiliency in youth given the difficulty of effecting broad economic and political change at the societal level.³⁴ Violence and insecurity in Honduras hampers development at all levels and should be treated as a shock to society. In response, USAID interventions should promote resilience skills as protective factors at all levels of the ecological model—individual, relationship, community and society. This can happen in different ways and at various levels, however, it is recommended that resilience skills are promoted and built-in in all programs.
- 5. Develop local capacity of civil society.** Stakeholders reported that programs should develop youth and community leaders within communities with the capacity to implement youth development initiatives. Stakeholders note that often programs are unsustainable due to a lack of local capacity. Though widely recognized by USAID as an important element for sustainable development, particularly with its USAID Forward Initiative,³⁵ programs have to ensure explicit or implicit local capacity development (LCD) at all levels. *Explicit* is means that programs have the direct and expressed goal of building local capacity (e.g. a sub-grants program to build the capacity

³³<http://www.usaid.gov/sites/default/files/documents/1870/USAIDResiliencePolicyGuidanceDocument.pdf>

³⁴<https://scms.usaid.gov/sites/default/files/documents/1865/USAID%20state%20of%20the%20field%20holistic%20cross%20sectoral%20youth%20development%20final%2026.pdf>

³⁵ <http://www.usaid.gov/usaidforward>

for local CBOs targeting at-risk youth). *Implicit* means that programs may have a goal that does not directly express LCD but that this aspect should be somehow embedded in the design of the program (e.g. providing sexual and reproductive health education services to youth can include partnering with churches which learn how to effectively provide these services). LCD happens throughout programs and in varied forms. It targets individuals (e.g. youth leaders), informal associations (e.g. *patronatos* or *barras deportivas*), small community-based groups and schools, larger NGOs and even private sector.

One key area where efforts to strengthen local capacity should be prioritized includes the area of monitoring and evaluation (M&E) of violence prevention projects and programs. Not only should efforts be made to assist Honduras in developing the most appropriate indicators to monitor and ensure the successful implementation of violence prevention projects and programs (ideally in conjunction with the National Violence Observatory), but financing and technical assistance should also be provided to carry out impact evaluations of existing and *promising* youth violence prevention projects and programs, in particular those currently being implemented by NGOs or community-based organizations who may not have the necessary funds to carry out a rigorous impact evaluation, but who are currently implementing programs whose models are showing some of the most encouraging results in terms of violence prevention and reduction. Evaluating the impact of existing youth violence prevention programs increases the likelihood that programs which show evidence of being successful are scaled up (either by the same organization who originally funded the program, or by a new funder), and, by the same token, those programs which do not prove to be successful are phased out, thereby helping to ensure a more efficient use of resources.

- 6. Promote a positive image of youth.** As described in this report, youth cite stigmatization and discrimination as the main reasons for a lack of community support. Negative stigma is often associated with different forms of vulnerability. This includes but is not limited to: low literacy, low economic or social status, living in perceived high-violence communities, age, and gender. One of the strong themes emerging from youth in this assessment is a feeling that society in general tends to quickly associate them with negative behaviors and close the doors for future opportunities. This assessment also shows that youth have aspirations and assets that suggest positive behavior. Therefore, future interventions should capitalize on these and purposefully deliver messages that portray youth as productive, healthy and capable members of society. This will not only help counteract a negative stigma of youth, but it also helps reinforce positive behavior among young people. Negative stigma can be addressed by interventions in an explicit way, for example, through a media campaign project, youth-led radio programs, or other initiatives that aim at reinforcing a positive image of youth. Regardless of the type of interventions, programs should integrate positive portrayal of youth and young people as agents for positive change in society. These can be done, for example, by instilling a positive lens of youth development among health care providers under health-related interventions, reaching out to local media to showcase and publicize youth champions under youth livelihoods interventions, identifying and recognizing “positive deviance³⁶” of any youth-related intervention, and so forth.

³⁶ Positive deviance is an approach to behavioral and social change based on the observation that in any community, there are people whose uncommon but successful behaviors or strategies enable them to find better solutions to a problem than their peers, despite facing similar challenges and having no extra resources or knowledge than their peers. These individuals are referred to as positive deviants.

Annex 8: Evidence-based Programs and Promising Practices

The following annex includes evidence-based programs and promising practices from around the world. The examples are organized according to its linkages to the recommendations section in the Honduras Cross-Sectional Youth Violence Prevention Assessment, and describe the characteristics of the projects and/or the results on their targeted populations.

Recommendation #1: Strengthen the role of schools (learning settings) in community-based violence prevention efforts

Peace Builders program (U.S.A.)- Studies on this program, which targets all students and uses techniques such as role playing and group and individual rewards to teach violence prevention, found decreases in self-reported and teacher-reported aggressive behavior by participants, as well as decreases in the number of disciplinary incidents and suspensions after the program was implemented. The program was also shown to have a higher impact on at-risk young people. (Hammond, Smink, Drew, 1997).

Second Step Violence Prevention Program (U.S.A.)- An evaluation of the program, a classroom-based curriculum targeted toward all students that has been implemented both in the United States and Canada, and that teaches such skills as empathy, problem solving, and decision making, found that it led to a moderate decrease in physically aggressive behavior and an increase in pro-social behavior among schoolchildren (National Institute of Justice Update, 1994).

CASASTART (Striving Together to Achieve Rewarding Tomorrows) (formerly the Children at Risk [CAR] program). **(U.S.A.)-** An evaluation of this program, a school-based substance abuse and delinquency prevention program in the United States that works with high-risk young people and their families, showed that, one year after completing the program, participants were significantly less likely to have used drugs in the previous month, were significantly less likely to be using drugs one year after the end of the program, were significantly less likely to report selling drugs at any time in their lives, and were significantly less likely to have committed a violent crime one year after finishing the program than those in the control group (Vazsonyi and Belliston, 2004).

The Check & Connect Program (U.S.A.)- It targets students K–12 in both urban and suburban areas, focuses on increasing school engagement through monitoring of disengagement warning signs, interventions individualized to student needs, relationship building, development of problem-solving skills, and the encouragement of participation in extracurricular activities. “Checking” involves following student engagement indicators, particularly attendance, daily or weekly. “Connecting” includes two levels of student-focused interventions: (i) a basic intervention for all students that includes feedback on their progress and training in cognitive-behavioral problem-solving; and (ii) intensive interventions for those students showing high-risk indicators, which can include tutoring, home-school meetings, or referrals to community resources. Four longitudinal studies using experimental and quasi-experimental designs have been carried out on the program and they have shown that compared to students in control and comparison groups, students served by Check & Connect showed significant decreases in truancy, absenteeism, and dropout rates, and increases in school completion (UNESCO FRESH Tools for Effective School Health. Available at: www.unesco.org/education/fresh).

Recommendation #2: Engage the private sector to build livelihood skills and bridge the connection between education and work

Restart Program (United Kingdom).- An evaluation of the program, which offers job search assistance, found a positive impact on male participants, who had a 6 percent lower unemployment rate than those in the control group (no long-term effects were observed for women). A major component of the Restart program is that it threatens to withdraw any welfare benefits for which participants may qualify if they do not comply with the program's rules, a factor which might be responsible for the positive evaluation results, because participants have a greater incentive to stay in the program and comply (Betcherman, Godfrey, et. al., 2007).

New Deal for the Young Unemployed Program (United Kingdom) .- The program targets youth ages 18–24 who have been unemployed and claiming jobseeker's allowances for six or more months. The program combines initial job search assistance followed by subsidized options including wage subsidies to employers, temporary government jobs, and full-time education and training. Recent evaluations of New Deal showed that young men are about 20 percent more likely (per each one of the three stages of the program) than nonparticipants to find jobs as a result of the program. Results for young women were not as clear due to limitations in the sample size (Betcherman, Olivas, and Dar, 2004). It was also found that the job search element of the program is more cost-effective than the other active labor market components because it does not include a subsidy.

Young Micro Entrepreneurs' Qualification Program (Peru).- Impact estimates carried out with experimental data four months after the end of the program showed an increase of 7.8 percent in the probability of participants having an operational business and an 8 percent increase in their average income (in comparison to not having participated in the program). Estimates from quasi-experimental data also showed an increase of almost 40 percent in the probability of the business operating for more than one year and an increase in earnings by 40 percent (in comparison to not having participated in the program) (Jaramillo, 2006).

Commonwealth Youth Credit Initiative (India).- Though the program has not yet been rigorously evaluated, studies of this small enterprise scheme for unemployed young people involving micro-credit, training, and enterprise development showed that, after a three-year pilot program, 82 percent of participants were successfully operating micro-enterprises on a self-sustainable basis, and females accounted for over 75 percent of all beneficiaries of the program (Betcherman, Godfrey, et. al., 2007).

Project Baobab (Kenya).- An impact evaluation of the program, which targets low-income young females in rural areas and offers start-up loans and training in entrepreneurial and life skills, showed that, within a four-year period, approximately 50 percent of the grantees were running businesses with good-to-marginal success while about 20 percent of the businesses were no longer in operation, either because the business had failed or because the participant had dropped out of school (Puerto, 2007).

Recommendation #3: Provide integrated support to the family

Parenting Skills Programs

Nurse-Family Partnership³⁷ (U.S.A.)- One of the most successful nurse home visitation programs in the United States, trains parents in how to provide responsible and competent care and increases their self-sufficiency by advising them in areas such as family planning, education, and employment. Studies have shown that this program has resulted in a 79 percent reduction in child abuse and neglect, a 56 percent decline in children running away from home, and reductions of 56 percent in arrests of children and alcohol consumption by children; it has also had a positive impact on mothers, with a 31 percent drop in subsequent births, a 44 percent decline in maternal behavioral problems, and a 9 percent decline in maternal arrests, as well as an increase in the average spacing between children of more than two years (Gomby, Culross, and Behrman, 1999).

Triple P-Positive Parenting Program³⁸ (Australia)- A behavioral family intervention designed to improve parenting skills and behavior, has also been effective in reducing child behavioral problems, improving parenting skills and competence, and reducing conflicts over parenting between parents (Child Trends).

The Montreal Longitudinal Study (Canada)- Also called the Preventive Treatment Program (PTP), was designed to reduce antisocial behavior in boys from low-income families by combining parenting training and individual school-based social skills training. Evaluations found that the program had positive effects on academic achievement, avoidance of gang involvement, reduced drug and alcohol abuse, and reduced delinquency among program participants (U.S. Surgeon General, 2001).

Incredible Years Series – IYS (U.S.A.)- The program includes a comprehensive, developmentally based curriculum for parents, teachers, and children designed to prevent, reduce, and treat behavior and emotional problems in children. Evaluations of the program have revealed an increase in positive parenting skills (such as greater use of praise and reduced use of criticism), an increase in parents' use of effective limit-setting, a reduction in parental depression and an increase in parental self-confidence, an increase in positive family communication and problem-solving, and fewer conduct problems in children's interactions with parents (University of Colorado, Boulder, Blueprints for Violence Prevention).

Functional Family Therapy - FFT³⁹ (U.S.A.)- Programs based in the United States are aimed at the families of youth ages 11–18 who are at risk of or already displaying problems with delinquency, violence, substance abuse, or conduct disorder. The programs consist of 8 to 15 sessions either in the family's home or in clinics and are organized in three phases: (1) engagement and motivation (develop alliances, reduce negativity and resistance, improve communication, minimize hopelessness, develop family focus, increase motivation for change); (2) behavior change (develop and implement individualized change plans, change present delinquent behavior, build relational skills); and (3)

³⁷ www.nursefamilypartnership.org

³⁸ www.triplep-america.com

³⁹ www.fftinc.com

generalization (maintain/generalize change, prevent relapses, provide community resources necessary to support change). Multiple clinical trials of FFT have showed that it has succeeded in reducing the proportion of young people who re-offended (60 percent were arrested a second time compared with 93 percent of young people in the control groups) and in reducing the frequency of offending by up to 2.5 years (<http://www.fftinc.com>).

Multi- Systemic Therapy - MST⁴⁰ (U.S.A.).- It is an intensive family- and community-based treatment program, which posits that youth antisocial behaviors are multi-determined and linked with characteristics of the individual youth and his or her family, peer group, school, and community contexts. As such, MST interventions aim to attenuate risk factors by building youth and family strengths (protective factors) on a highly individualized and comprehensive basis. Evaluations in the United States have shown that MST has had significant positive effects on behavioral problems, family relations, and self-reported offenses immediately after treatment. Seriously delinquent young people who participated in MST had slightly more than half as many arrests as those in control groups, spent an average of 73 fewer days incarcerated, and were less aggressive with their peers 59 weeks after being referred to the program (U.S. Surgeon General, 2001).

Early Childhood Development (ECD) Programs

High/Scope Perry Preschool Project (U.S.A.).- Evaluations of the project – which is considered to be the gold standard of ECD programs - have demonstrated that young people and adults born into poverty who participated in high-quality preschool programs committed fewer crimes, had higher earnings, were more likely to hold a job, and were more likely to have graduated from high school (see figure) than those who did not participate (Schweinhart, Montie, Xiang et.al., 2005).

The **Abecedarian Project (U.S.A.)**.- a randomized prospective trial of full-time quality child care from infancy through age five, also yielded similar positive outcomes up to the age of 21. Abecedarian participants were less likely to become teen parents than were children who had not participated in the program (Campbell, Ramey, et. al., 2002).

Chicago Parent-Child Program (U.S.A.).- An evaluation of the program, which offered comprehensive, educational center-based, early intervention for low-income children and family support services, demonstrated that children who did not participate in the program were 70 percent more likely than the participants to be arrested for a violent crime by the age of 18 (Reynolds and Robertson, 2001).

Educa a Tu Hijo [Educate Your Child] (Cuba).- The program provides a promising model that has been replicated in Ecuador, Brazil, Guatemala, Colombia and Mexico. The program consists of weekly home visits to families with children ages 0-2 by trained facilitators. The facilitators demonstrate stimulation activities which children's caretakers put into practice that week. Once a week, groups of parents and caregivers meet with facilitators at the neighborhood level and group sessions are determined by local needs. Children in the 2-6 age group participate alongside their parents or caregivers in group sessions held once or twice a week in a community space. These home visits and group sessions help parents and caregivers develop the knowledge and skills to promote the development of their children, as well as providing them with mutual support from other parents (Tinajero, 2010).

⁴⁰ www.mstinstitute.org

Impact evaluations have shown that children who participated in Cuba's Educate Your Child program showed statistically significant better results in all areas of development (cognitive, emotional, communication, motor, etc.) than the control group. Children who had received at least 3 years of early education demonstrated greater school readiness than children who had not participated in early education programs. The effect of early childhood development on academic achievement could still be seen at 11 years of age, as children who had received early education scored higher on reading and writing tests than those who had not (Lopez et al., 2001). Families exposed to the program methodology also significantly increased their knowledge of child development (Siverio, 2007).

Creciendo con Nuestros Hijos [Growing with our Children] (Ecuador), and ***Primeira Infancia Melhor [Better Early Childhood] (Brazil)*** are based on the **Educate Your Child** model adapted to local needs. Impact evaluations have shown that these programs increase all areas of child development (Asociación Velnec-RHV, 2004; UNESCO/Governo de Estado de Rio Grande do Sul, 2007). Some commonalities between the programs include involvement of family as agents for child development, community participation, targeting pregnant women and children starting at birth, provision of comprehensive services (health, nutrition, education, emotional development, and culture), and division of program into two groups (usually ages 0-2 or 3 and 2 or 3-6), with the younger age group receiving home visits (Tinajero, 2010).

These models appear to be both cost-effective and scalable. For example, the government of Ecuador found that **Growing with Our Children** (one session/week) had a similar positive impact on child development outcomes as children development centers (five sessions/week), but was just one-fifth the cost of the children development centers (Republic of Ecuador, 2008). These early childhood development programs appear to be able to be rapidly scaled up. For example, in 1993 just 19.3% of children in the 0-6 year old age range were enrolled the Educate your Child program, and by 1999, 68.4% of children were enrolled in the program (UNESCO, 2007; National Office of Statistics, Cuba, 2002). So far, there have been no impact evaluations that look at these programs' impact on violent behavior, but these programs are likely to contribute to violence prevention, due to their effect on strengthening protective factors.

Economic Support Programs

Conditional Cash Transfer *Oportunidades [Opportunities] Program (Mexico)*.- Evidence from impact evaluations of *Oportunidades* program has shown that it has had a positive impact on youth enrollment (particularly during the transition between primary and middle school), total years of schooling, dropout rates, timely grade advancement, the amount of time that younger children spend working, and the probability of older adolescents finding employment. The most significant effects were seen on the dropout rates and the school reentry rates of older children. The program has also helped to reduce alcohol consumption, smoking, and the number of sexual partners, but it had no impact on the age of first sexual experience, probability of using contraceptives, prevalence of STDs, or number of pregnancies among young women (World Bank, 2007c).

Masculinity Programs

CEPREV Program (*Centro de Prevención de la Violencia*).⁴¹ (Nicaragua).- CEPREV uses an integrated model of preventing violence and building a culture of peace that combines psycho-social efforts, community interventions, formation of youth and community social networks, school violence prevention and training of trainers. The program stresses the need to change authoritarian family

⁴¹ www.ceprev.org

relationships and to promote nonviolent masculinities as the key elements of its efforts in communities and schools and in training aimed at police, journalists, staff and decision makers. The model is based on the notion that these expressions of violence can be decreased by changing the mentalities and behaviors that promote gender stereotypes, and by turning the authoritarian culture into a democratic culture. Although to date the organization's activities have not been subjected to a rigorous impact evaluation, the achievements attributed to this organization are many, including a marked decrease in crime and in school and family violence, and the disbanding of over 80 gangs in the assisted areas. In 2009 and 2010, CEPREV was awarded special mentions for its best-practices on intra-family and youth violence prevention efforts in Latin America and the Caribbean by UNESCO, the Inter-American Development Bank, UNICEF, and ECLAC.

Man as Partners Program⁴²- MAP (South Africa).- The EngenderHealth's MAP program works with men to play constructive roles in promoting gender equity and health in their families and communities. While the central foundation of the MAP program has historically been the implementation of workshops that explore gender roles, the program has expanded its activities substantially over the past few years and now works more broadly to promote gender equality and to reduce the spread and impact of HIV/AIDS. At present the program works to effect change using the following strategies: workshops aimed at changing knowledge, attitudes, and behavior; mobilizing men to take action in their own communities; working with media to promote changes in social norms, collaborating closely with other nongovernmental organizations and grassroots community-based organizations to strengthen their ability to implement MAP programs, and advocating for increased governmental commitment to promoting positive male involvement.

Recommendation #4: Offer supervised and structured activities for youth in youth-friendly spaces

Open Schools/Abrindo Espaços Program (Brazil).- It provides a combination of academic, athletic, cultural, and work-related activities for young people after school and on weekends, was able to achieve a 60 percent reduction in community violence, as well as reduced rates of sexual aggression, suicide, substance abuse, theft, and armed robbery, in the participating state of Pernambuco (World Bank, 2007a);



Ampliando el Desarrollo de los Niños - ADN (Juarez, Mexico). The ADN program has provided after-school learning and recreational opportunities to thousands of children and youth in some of the most violent and socially marginalized communities. Funded mostly by the *Fundacion del Empresariado Chihuahuense* in the state of Chihuahua, Mexico, ADN is implemented by local NGOs and CBOs in partnership with the schools where it is implemented, municipal government and other local authorities that provide a space

⁴² <http://www.EngenderHealth.org/our-work/gender/men-as-partners.php>.

and facilities for children and youth to present their performances (for arts-related programs) and/or hold championships (for sports programs).

The ADN model (illustrated by the diagram on the left) is composed of the following components: academic enrichment; physical activity; nutrition; life skills; and recreational activities.

ADN reaches out to families and communities to participate in said events, thereby engaging parents and promoting after-school programs and opportunities for volunteerism. The program has demonstrated very promising results, ranging from anecdotal evidence of preventing gang membership to evidence of higher school achievement and improvement in health indicators, such as nutrition and weight of beneficiaries (Fortaleza, 2012)⁴³. Many of the ADN activities directly target children and youth from single-parent households and/or parents who work shifts in the maquiladora industry that prevent them from spending time with their children after school.

The Boys and Girls Clubs Program (U.S.A.)- One of the longest-running after-school programs in the country, offers academic assistance, cultural enrichment, drug and alcohol prevention, life skills training, mentoring, parent and community involvement, and sports and recreation. Evaluations found that this program has reduced delinquent behavior, increased academic achievement and career aspirations, and improved attitudes toward school among participating young people (Arbreton, Sheldon, and Herrera, 2005).

New York City's Beacons Program (U.S.A.)- It is made up of community centers located in public school buildings, offers activities such as recreation, adult education, free after-school childcare, leadership development, parent support groups and counseling, social services, and educational enrichment. An evaluation has shown that young people who participated in Beacon sites that provided higher-quality youth development activities were significantly less likely to report that they had cut classes, hit others to hurt them, deliberately damaged other people's property, stolen money or other property, and/or been in a fight (American Youth Policy Forum, 2003).

Recommendation #5: Improve health programming for youth

Sexual and Reproductive Health Education and HIV/AIDS Prevention Programs

Teen Clinic Program (Chicago, U.S.A.)- A Chicago's public health facility established the Teen Clinic Program to serve a low-income community that was at high risk for teenage pregnancy. The program included free services, expanded hours of operation, discussions between teens on safe sex practices and sexuality, and outreach activities to publicize the special services. An evaluation showed that new patient registration increased by 82 percent over the enrollment rate before the program began. This increase compared favorably with two neighboring public health department facilities that had no specialized teen programs, which either experienced a small increase or a modest increase during the same time period (Herz, Olosn, and Reiss, 1988).

Drug and Alcohol Prevention and Rehabilitation Programs

Programa de Intervención Breve para Adolescentes que inician el Consumo de Alcohol y otras Drogas – PIBA [Short – term intervention program for adolescents who initiate alcohol and drug consumption] (Mexico)- It is an example of an early treatment intervention for adolescents

⁴³ Impact Evaluation of the ADN Program (2011-2012), Fortaleza (2012).

between 14 – 18 years old who have consumed alcohol or drugs in excess but are still in the early stages of dependency. The program, a behavioral cognitive intervention, works through the Social Learning Theory approach that promotes the use of new learning situations to modify consumption patterns. Additionally, it includes early detection of consumers. The program has proved effective to decrease alcohol and other drug consumption (frequency and quantity) as well as to strengthen individual's self-efficiency to control consumption situations (Martinez, Salazar, Pedroza, Ruiz and Ayala, 2008).

Familias que Funcionan Program – FqF (Asturias, Spain).- An adaptation of the American Program “Strengthening Families 10-14”. FqF is a family program for prevention on drug consumption that works with adolescents between 10 and 14 years old, in low-income schools. An evaluation shows that the program has been successful in reducing the risk of drug consumption for the specific age group through its workshops – training approach that include sessions with only the adolescents, only the parents and mixed ones; its curriculum includes tackling factors at the individual, family, school and peer-relationship level (Errasti Perez, Al-Halabi Diaz, Secades Villa, Fernandez-Hermida, Carballo and Garcia-Rodriguez, 2009). This program has also been adapted to the Honduran context and is being piloting by the PNPRRS (*Programa Nacional de Prevención, Rehabilitación y Reinserción Social*). In Honduras, the program is called *Familias Fuertes*.

Mental (or behavioral) Health Support Programs

Cognitive Behavioral Intervention for Trauma in Schools – CBITS (California, USA).- It is a mental health support initiative for youth who have witnessed or experienced violence. This intervention uses a cognitive behavioral approach through the delivery of a 10 session program for children with symptoms of post-traumatic stress disorder (PTSD), including topics such as relaxation training to combat anxiety, trauma coping strategies, expose to trauma/ stress memory through imagination, drawing or writing, etc. Their target population was 6th grade children from two middle schools, located in a low-income neighborhood with an important Latino presence. A randomized control trial on the intervention has proved it success in decreasing the PTSD symptoms in the program participants; giving evidence on how this type of programs, which include school-based mental health staff, can be effectively delivered in a school setting (Stein, Jaycox, Kataoka, Wong, Tu, Elliot, and Fink, 2003).

Recommendation #6: Strengthen positive youth-adult relationships and provide positive role models and guidance for youth

Mentoring programs

Big Brothers/Big Sisters Program (U.S.A.)⁴⁴.- An impact evaluation of this program found that after spending 18 months with their mentors, the Little Brothers and Little Sisters – in comparison to those in the control group – were 46 percent less likely to begin using illegal drugs, 27 percent less likely to begin using alcohol, 52 percent less likely to skip school, 37 percent less likely to skip a class, more confident of their performance in school, 33 percent less likely to hit someone, and got along better with their families (Tierny, Baldwin, and Resch, 2000).

⁴⁴ <http://www.bbbs.org>

Recommendation #7: Strengthen positive ties between youth and their community

Youth Service Programs

Job Corps (U.S.A.)⁴⁵- Research on this program, which offers vocational training, academic instruction, and social services for young people ages 16-24, most of whom are high school dropouts, shows that participants have demonstrated measurable improvements in everyday literacy and numeracy skills and have more General Education Development (GED) certificates than non-participants; in addition, they also have significantly less involvement in crime, with arrest rates 16 percent below those of similar young people who did not participate in the program (Betcherman, Olivas, and Dar, 2004).

AmeriCorps Program⁴⁶ (U.S.A.)- A 15-year longitudinal study on this program, which provides a year of full-time service in areas such as education, public safety, human services, and the environment in an exchange for an AmeriCorps Education award that can be used for either higher education, vocational training, or to repay student loans, showed that at-risk participants were much more likely to have worked for pay (after graduating from the program), had worked more hours, were less likely to have been arrested, had acquired more basic work skills, were more involved in civic life, were more connected to their communities, and were more likely to choose a career in public service than their peers in the control group (Jastrzab, Giordano, Chase, et.al., 2007).

National Youth Service Program⁴⁷ (Jamaica)- The Program, which combines residence-based training in job and life skills with an internship for unemployed secondary school graduates, was also successful in helping 60 percent of its participants to find permanent employment or to continue their studies, compared with only 34 percent of similar young people in a control group. In **Argentina**, initial research suggests that including service-learning (a teaching and learning strategy that integrates community service with instruction and reflection to enrich the learning experience) in primary and secondary school curricula may reduce grade repetition and dropout rates (Global Service Institute, 2004).

⁴⁵ www.jobcorps.dol.gov

⁴⁶ <http://www.americorps.org>

⁴⁷ <http://nysjamaica.org>

DAO Youth Focus Group Protocol (Spanish)

Los aspiraciones, desafíos y oportunidades de los jóvenes - Grupo Focal DAO

Este grupo focal y su metodología fueron diseñados para la Evaluación de la Prevención de la Violencia Juvenil intersectorial, ejecutado por la EDC / Proyecto METAS con financiamiento de la USAID (2013). Este grupo focal está diseñado para grupos de entre 8 a 10 jóvenes desglosados por género y grupo de edad (12-16 y 17-20). Diseñado para ser utilizado con jóvenes de características similares (por ejemplo: los jóvenes que están fuera de la escuela, jóvenes dentro del sistema escolar, jóvenes empleados, y jóvenes desempleados). El grupo focal tiene una duración de aproximadamente 2 horas, pero este tiempo puede variar dependiendo del nivel de educación y nivel de participación de la juventud.

La facilitación de este grupo focal sólo debe realizarse por miembros del equipo de evaluación de jóvenes que han recibido una formación adecuada en la facilitación de este grupo de enfoque. La facilitación de este grupo necesita al menos dos personas: un moderador, quien sería el encargado de facilitar la conversación y la gestión del grupo, y un tomador de notas, que es el encargado de tomar notas de los comentarios de los participantes. Es importante que los materiales, los carteles y las notas de los grupos focales se preparan con antelación.

Tabla de Contenido:

- A. Objetivos**
- B. Guía Metodológica**
- C. Notas del Grupo Focal**
- D. Carátula**

Lista de Materiales:

- 7 Carteles
- Marcadores Sharpie (10)
- Cinta adhesiva
- 20 sticker
- 20 Fichas verdes de bingo
- 20 Fichas azules de bingo
- 20 Fichas amarillas de
- 10 unidades de post-it

A. OBJETIVOS

Desde la perspectiva juvenil, el grupo focal busca:

- Comprender los sueños de los jóvenes y la percepción del grado de dificultad en el logro de estas aspiraciones.
- Identificar los desafíos que enfrentan los jóvenes en el logro de sus aspiraciones.
- Identificar a las personas, programas, actividades, instituciones y organizaciones que dan apoyo a los jóvenes para superar las dificultades y alcanzar sus aspiraciones.
- Conocer el nivel de acceso y facilidad para jóvenes que tienen los programas y servicios actuales, así como el nivel de interés que tienen los jóvenes en estos programas y servicios, y la importancia de estos programas y servicios para ayudar a los jóvenes a alcanzar sus aspiraciones.
- Identificar las diferencias entre los servicios existentes y las necesidades de los jóvenes
- Obtener recomendaciones de jóvenes para mejorar los programas juveniles existentes e solicitar ideas para posibles nuevos programas juveniles.

Draft

Sueños de los jóvenes, los desafíos y oportunidades del Grupo Focal

B. Guía Metodológica

Parte 1: Introducción (15 minutos)

👋 Bienvenido Estamos agradecidos de que usted haya decidido participar en esta reunión.

👋 Mi nombre es [nombre del investigador]. Soy voluntario(a) en Proyecto METAS y estamos llevando a cabo un estudio de investigación en nombre de USAID que examina la vida y las oportunidades, retos y obstáculos de los jóvenes en su comunidad. USAID usará la información que usted proporcione antes de pensar en qué tipos de programa de prevención de violencia juvenil deberá crearse y financiarse.

Como parte de esta investigación que estamos pidiendo que participe en este grupo focal. ¿Alguno de ustedes sabe qué es un "grupo focal"? (Espere algunas respuestas y luego explique).

👋 Un grupo focal es una discusión con diferentes personas en el que todos trataremos de llegar a un consenso en torno al tema. Este grupo focal le pedirá hablar de sus metas en la vida, los obstáculos para conseguir sus objetivos, y los tipos de apoyo - familia, la comunidad, la escuela, la salud - sientes que te ayudarían a alcanzar tus metas.

Sus respuestas honestas a estas preguntas le ayudarán a entender más a USAID acerca de los problemas que enfrentan los jóvenes en las comunidades urbanas de Honduras y los tipos de servicio, programas y/o enfoques que piense que serán de gran ayuda para lograr sus objetivos de vida. El grupo focal tomará alrededor de 3 horas para completarse. No vamos a utilizar sus nombres reales. En la mesa frente a vos esta una tarjeta y puedes usar cualquier nombre que desees para dirigirme a ustedes.

Porque queremos dar especial atención a todo lo que dices, vamos a grabar este debate a través de una grabadora de audio. Sólo el transcriptor profesional en Tegucigalpa escuchará la discusión. Ella escribe lo que escucha en la transcripción y utilizaremos los datos para nuestra investigación con USAID. El o la transcritora entiende la confidencialidad y no pondrá ninguna manera para poder identificar a los participantes. Cuando finalice la transcripción de lo que has dicho, vamos a destruir la cinta de audio.

La parte más importante de un grupo de enfoque es la confidencialidad. Sus padres, el personal [de servicio juvenil, maestros, compañeros de clase] no sabrán lo que aquí se dice. Cuando proporcionemos los datos a USAID no usaremos su nombre, su edad, su ubicación o cualquier cosa que pueda identificarle personalmente.

Las respuestas obtenidas en este grupo focal serán compiladas y analizadas, sin embargo, todos los datos recogidos son confidenciales, y sólo el personal del proyecto METAS podrá ver las respuestas. Una vez terminado el análisis, todos los documentos serán destruidos. No estamos utilizando ninguna forma de identificación que podrían conectarte a las respuestas de la encuesta, tenemos el permiso de tu comunidad para estar aquí y hablar contigo.

Haremos todo lo posible para garantizar la confidencialidad de sus respuestas, una manera de garantizar la confidencialidad es pedirte que no compartas lo que hemos discutido aquí, especialmente información

personal tuya y sobre los demás. Pero si alguien se va y habla con otros y menciona nombres, entonces no podemos prometer confidencialidad.

Su [madre / padre / tutor] dice que está bien que usted pueda participe en esta investigación. Pero si usted no quiere participar, no tiene que hacerlo. Lo que decida no tendrá consecuencias [con tus calificaciones / cómo la gente piensa acerca de usted / otra característica apropiada para su grupo de edad y la naturaleza de la actividad]. No voy a molestarte, y nadie más, si no quieres estar en la investigación. Si desea participar ahora, pero cambia de opinión más tarde, está bien. Usted puede detenerse en cualquier momento.

Ahora que te he dicho todo esto, ¿te gustaría hacerme alguna pregunta sobre la investigación o el grupo focal?

Por lo tanto, en base a todo esto, ¿tienes alguna pregunta o inquietud sobre este grupo focal que te gustaría hacerme? Si hay algo que no entienda, por favor pregunte o me dice para explicarle.

¿Te gustaría estar en esta investigación y [participar en este grupo focal]?

NOTAS PARA EL INVESTIGADOR: cada niño en particular debe responder "Sí" o "No" Sólo un rotundo "sí" puede ser tomado como consentimiento a participar.

Basado en lo que he leído / oído, ¿todavía quieres participar en este grupo focal? [En caso afirmativo, continuar, y si no, gracias por su tiempo]

Permiso de los Padres en Archivo: Sí No

(Si es "No", no continúe con los procedimientos de consentimiento o de investigación.)

Respuesta voluntaria del joven a la participación: Sí No

Firma del Investigador: _____ Fecha: _____

Una vez que el anterior haya terminado, pase a la creación de expectativas.

🔴 **Normas de convivencia:** Pensemos en algunas reglas y expectativas que pueden guiarnos durante nuestra conversación. (No más que 3 o 4 reglas). ¿Cuáles son las reglas y las expectativas que crees deberíamos tener? (Estas podrían incluir respetar todas las opiniones y los sentimientos de los demás, dejando que todo el mundo tenga la oportunidad de hablar, ser honesto, etc.)

Parte 2: Sueños de los jóvenes (20 minutos)

1. 🔴 **De acuerdo, comencemos.** Queremos que te imagines por unos minutos (2) como va ser tu vida en el futuro. ¿Cuáles son tus sueños? ¿En cuánto tiempo lo vas lograr tus sueños? ¿Cuál será tu trabajo para lograr tu sueño? ¿Dónde vivirás? ¿Con quien vivirás? ¿Cómo te gustaría que sea tu vida? sueños Tus sueños podrían estar relacionados con tu educación, tu trabajo, tu familia, tu comunidad, tu felicidad, etc.

- **¿Te lo has imaginado? Ahora vamos a tomar un minuto para anotar tus sueños en estas tarjetas. Si tienes múltiples sueños, por favor escribe en tarjetas separadas-una meta o unos sueños en cada tarjeta. Recuerda que todos tenemos diferentes sueños y que no hay respuestas correctas o incorrectas. No te preocupes por la ortografía o cómo lo describas. (Dele tiempo a los participantes para escribir sus sueños en las tarjetas. Pida a los participantes que coloquen sus tarjetas de sueño en la primera columna del cartel "dificultades en la consecución de las aspiraciones". Mientras los jóvenes están colocando sus tarjetas en la columna, usted puede agrupar sueños similares en grupos sobre el cartel.)**
- **Cuando todos hayan colocado sus tarjetas de sueño en el cartel y usted los ha organizado en grupos pregunte a los participantes, ¿Alguien quiere compartir sus aspiraciones? (5 min.)**

2. 🗣️ Ahora, vamos a pensar en lo fácil o difícil que sería para los jóvenes de su comunidad lograr estas aspiraciones. En general, que tan difícil crees que sería para los jóvenes de tu comunidad lograr estas aspiraciones?

- **Como grupo, quiero decidir qué tan fácil o difícil sería para los jóvenes alcanzar cada sueño. Es importante que considere las diferentes opiniones del grupo antes de tomar una decisión de grupo.**
- **Por favor, mueva cada tarjeta de sueño a la columna correspondiente del cartel (entre muy fácil y muy difícil de lograr el sueño). Después vamos a revisar este cartel juntos**
- **Tienes de 7 a 10 minutos para esta tarea. Voy a dejar que trabajes por tu cuenta, pero por favor, si tienes una pregunta, hágamelo saber.**

(Dele a los participantes la oportunidad de trabajar por su cuenta. Ponte de pie y aléjate del grupo a una distancia de rango auditivo de la conversación y este disponible para contestar cualquier pregunta que pueda surgir. Deje que los participantes estén en desacuerdo y lleguen a sus propias decisiones. Sólo intervenga cuando sea evidente que los participantes no entienden las instrucciones o si hay un argumento serio. Manténgalos informados del tiempo que falta para la tarea.) (10 minutos.)

Sueño	Dificultad para obtener sueño			
	Muy Fácil	Fácil	Difícil	Muy Difícil

🗣️ Veamos lo que tienes (10-15 minutos.) (Haga preguntas aclaratorias y preguntas contradictorias aparentes con el fin de generar el diálogo. Por ejemplo:

- **Me di cuenta de que había muchos puntos de vista diferentes sobre lo fácil o difícil que era lograr este sueño. ¿Por qué paso eso? Me di cuenta de que han decidido en equipo que era "difícil" de lograr. ¿Alguien tiene otra opinión al respecto? ¿Qué te pareció?**
- **I Me di cuenta de que tomaron un tiempo para tomar una decisión sobre esta sueño. ¿Por qué? ¿Cuáles fueron los puntos de vista diferentes? (Asegúrese de que los participantes sepan que todas las opiniones son importantes y marque las tarjetas con muchas opiniones diferentes con símbolos, como representaciones de que habían opiniones diferentes.)**

Parte 3: Desafíos (15 minutos)

3. 🗨️ *Veo que algunas de los sueños fueron consideradas "muy fácil" de conseguir. ¿Por qué crees que esos sueños son fáciles de conseguir? (2 minutos.)* (Escriba sus respuestas en tarjetas y colocarlas al lado de los sueños que correspondan.)

4. 🗨️ *También veo que algunas de los sueños fueron consideradas "difícil" o "muy difícil" de lograr. ¿Por qué estos sueños son más difíciles de alcanzar? ¿Qué retos tienen los jóvenes como tu en conseguir estas aspiraciones? ¿Qué barreras u obstáculos tienes tu o los jóvenes en tu comunidad? (3 minutos.)* (Pida a los participantes que escriban sus respuestas en tarjetas y colocarlas en la columna "obstáculo" de los carteles "Obstáculos y Oportunidades".)

5. *Cuando los participantes hayan creado una lista, pregúnteles: - ¿Cuáles son los 3 retos principales u obstáculos para alcanzar estos sueños? En parejas, por favor discutir esto y elegir cuales son los 3 obstáculos y los retos más importantes para que los jóvenes puedan alcanzar sus aspiraciones. (3 minutos.)* (Deja que las parejas trabajen sin intervenir. Luego pídele a las parejas que nombren los tres obstáculos más importantes. Marque estos en el rota folio.

6. *Cuando todas las parejas hayan nombrado sus tres obstáculos más importantes, pídele a todo el grupo que llegar a un consenso sobre los tres obstáculos más importantes. Tome notas sobre la conversación. - ¿Por qué consideras estos tres desafíos u obstáculos como los más importantes? (7 minutos)*

Nota: Si los siguientes temas no han surgido durante la conversación sobre los retos y obstáculos, haga las siguientes preguntas a los siguientes grupos de jóvenes:

- **Jóvenes que están fuera de la escuela:**
 - ¿Qué edad tenías cuando abandonaste la escuela? ¿Por qué?
 - ¿Te gustaría volver a la escuela? ¿Por qué o por qué no?
 - ¿Cuáles son algunos de los obstáculos para regresar a la escuela?
- **Para Jóvenes dentro el sistema escolar:**
 - ¿Cree que estás recibiendo la educación que necesitas para prepararte para tu trabajo y tu vida?
 - ¿Por qué o por qué no?
 - ¿Qué tipo de asignaturas o cursos crees que debería estar estudiando para poder alcanzar las metas que has identificado?
- **Para jóvenes desempleados:**
 - ¿Cuáles son algunos de los mayores obstáculos para encontrar un buen trabajo y por qué?
 - ¿Cómo utilizas tu tiempo si no estas trabajando?
- **Para Jóvenes empleados:**
 - ¿Sientes que tu trabajo actual te abrirá oportunidades de mejores empleos en el futuro?

Parte 4: Oportunidades (40 minutos)

7. 🗨️ *¿Existen jóvenes de tu comunidad que han alcanzado estas sueños que consideras "difícil" o "muy difícil" de alcanzar [Dé tiempo a los participantes a compartir]*

- **¿Cómo superaron los desafíos y alcanzaron estos sueños?** (En la columna de "Oportunidades" del cartel de "Obstáculos y Oportunidades", haga una lista de cómo los jóvenes han superado los diferentes retos y han alcanzado sus aspiraciones.)
- **Nota:** También, usted puede preguntar, - **¿Es que algún miembro de este grupo ha alcanzado estos sueños? Si alguien lo ha hecho, les pregunto - ¿Cómo llegaron a su meta? (5 minutos)**

8. En particular, ¿qué personas, programas y actividades ayudaron a estos jóvenes a superar los retos para lograr sus sueños? (Pídale a los jóvenes que escriban sus respuestas en tarjetas y colocarlas en la columna de "oportunidades" del cartel de los "Obstáculos y Oportunidades".) **(3 minutos.)**

9. ☛ Usted ha mencionado que algunos jóvenes han superado obstáculos y alcanzado sus sueños con la ayuda de _____, _____ y _____.

- **¿Tienes alguna de estas instituciones, programas y proyectos en tu comunidad?** (Pon esto en el cartel de las "Organizaciones / instituciones que apoyan a la juventud". Permita que los jóvenes discutan.)
- **¿Qué hacen estas organizaciones, instituciones, programas y proyectos?** (Escriba el tipo de servicios que ofrecen en la segunda columna del cartel de las "Organizaciones / instituciones que apoyan a la juventud". Permita que los jóvenes discutan.) **(2 minutos.)**

10. ☛ ¿Qué más crees que sería necesario para superar estos 3 obstáculos para alcanzar tus sueños? (2 minutos.) (Escriba las respuestas en tarjetas y colocarlas en la columna de "oportunidades" del cartel "obstáculos y oportunidades".)

- **¿Tiene usted alguna de estas instituciones, programas y proyectos en su comunidad?** (Si es así, escribe las respuestas en tarjetas y colocarlas en los "O organizaciones / instituciones que apoyan a la juventud" cartel.)
- **¿Qué hacen estas organizaciones, instituciones, programas y proyectos?** (Escriba el tipo de servicios que ofrecen en la segunda columna del cartel de las "Organizaciones / instituciones que apoyan a la juventud".) **(3 minutos.)**

11. ☛ Has mencionado algunas organizaciones, instituciones, programas y proyectos que ayuden a los jóvenes a superar los retos y alcanzar sus sueños. ¿Existen otras organizaciones, instituciones, programas y proyectos que faltan en la lista? (Escriba otras organizaciones, instituciones, programas y proyectos sobre la "Organizaciones / instituciones en el cartel de las que apoyan a la juventud". Especialmente sondea que programas y servicios pueden ser los más relevantes para el sub-grupo en particular. Por ejemplo, los programas alternativos de educación y reinserción escolar para jóvenes que están fuera de la escuela, la formación laboral para jóvenes desempleados, etc.) **(2 minutos.)**

12. ☛ Nos gustaría saber más acerca de estas organizaciones, instituciones, programas y proyectos. (Ve la lista y cubre todas las preguntas para cada organización, institución, programa o proyecto antes de continuar a la siguiente. Es importante preguntar a los jóvenes ¿por qué? y has preguntas de sondeo cuando sea necesario.) **(20 minutos.)**

- **PARTICIPACIÓN:** **¿Participas en estas actividades o utilizas estos servicios? ¿Por qué o por qué no? Si lo haces, ¿cuántas personas están ahí, cuando vas?**
- **¿Los jóvenes en tu comunidad participan en estas actividades o utilizan estos servicios? ¿Por qué o por qué no?**

- **ACCESO:** Por favor, usa estas fichas rojas de bingo para hacernos saber cuantos jóvenes de tu comunidad participan en estos programas y / o usan estos servicios. Como grupo, muestra cuántos jóvenes participan en el programa o utilizan el servicio mediante la colocación de 1 a 3 fichas rojas en la columna "cuantos jóvenes van allí?". Por ejemplo, si pocos jóvenes participan ponga una ficha ahí, si algunos van, coloque 2 fichas, y si muchos jóvenes van, coloque 3 fichas.
- **INTERÉS:** Ahora, por favor, utilice fichas de bingo azules para hacernos saber que tan interesante o atractivo es el programa / servicio para la juventud. Por ejemplo, si el programa / servicio es realmente interesante utilice 3 fichas, si está bien solamente, utilice 2 fichas, y si es aburrido o no consigue llamar su atención, utilice una ficha.
- **Amistoso para la juventud:** ¿Son las personas de la organización o institución buena gente / agradables? ¿Respetan los jóvenes? ¿Crean un ambiente acogedor? Por favor, use fichas de bingo verdes para hacernos saber que tan agradable, amable, acogedora y respetuosa es la gente de la organización / institución. Por ejemplo, si la gente es muy agradable / amable y respetuosa utilice 3 fichas, pero si son hostiles o irrespetuosas, utilice una ficha.

Sueños: Ahora, piensa en tus sueños, los obstáculos a tus aspiraciones, y que sería el apoyo que necesitas para alcanzar tus sueños . ¿En qué medida estos programas y servicios te ayudarán en tu viaje a la consecución de tus aspiraciones? Por favor, usa fichas de bingo amarillas para hacernos saber que tanto estos programas y servicios te ayudarán en tu viaje a la consecución de tus aspiraciones.

- **MEJORAS:** ¿Qué cambiarías sobre el programa / servicio para poder servir mejor a los jóvenes en tu comunidad y ayudar a los jóvenes a alcanzar sus sueños? (Nota: debe tomar notas sobre esto aunque no es necesario escribirlo en un cartel.) (5 minutos.)

*** Nota: Es muy importante documentar las conversaciones que se dan cuando los jóvenes están evaluando los programas y servicios. Es importante hacer preguntas de sondeo, especialmente preguntando por qué el grupo (y miembros individuales) evalúan los programas y servicios de una manera específica. Por ejemplo, ¿por qué crees que este programa te ayuda a alcanzar tus aspiraciones? ¿Qué sueños este programa te ayudará a alcanzar? Etc.

*** Nota: Si los participantes no mencionan las organizaciones o programas que usted piensa que pueden estar presente en la comunidad, pregunte por ellas y averigüe por qué los jóvenes no las mencionaron. Por ejemplo, si los participantes del grupo focal están fuera de la escuela, es posible que usted desee preguntar acerca de los programas de reinserción escolar o los programas de educación alternativa, si es que no se han mencionado. Para los jóvenes desempleados, es posible que desee preguntar acerca de los programas de capacitación laboral o agencias de empleo, etc.

Organizaciones / Instituciones que apoyan la Juventud					
Nombre de la Organización /Institución	¿Qué hacen?	¿Cuantos jóvenes van?	¿Es interesante el programa?	¿Es la gente de la organización agradable?	¿Qué tan útil s este programa para ayudarme a alcanzar mis aspiraciones?

Parte 5: Propuestas de los jóvenes (30 minutos)

13. 🗣️ Echemos un vistazo a esta lista de programas y servicios y compararla con lo que los jóvenes necesitan tener para alcanzar sus metas.

- *¿Puedes pensar en algún programa de jóvenes o servicios a la juventud que actualmente no exista en tu comunidad, pero que debería existir?* (Pida a los jóvenes que escriban sus respuestas en tarjetas y péguelas al cartel de los "Programas para la Juventud y Servicios que deben existir")
- *Después de que los participantes han creado una lista, pregúntele a los jóvenes: ¿Pueden darnos más información sobre este programa y servicio? ¿Cómo podrían ser? ¿Por qué sería importante contar con este programa o servicio? ¿Cómo este programa o servicio ayudaría a los jóvenes lograr sus sueños?* (Asegúrese de enfocarse en los sueños del subgrupo en particular.) (10 minutos.)
- *o En su opinión, ¿cuál de estos programas y servicios sería el más importante para los jóvenes de tu comunidad y por qué?* Después de que los jóvenes discutan este tema, pídales que decidan sobre cuales son los 3 programas y servicios que serían los más importante para los jóvenes en sus comunidades. (5 minutos.)

14. 🗣️ Hoy hemos hablado acerca de los programas y servicios existentes y los programas y servicios que creemos que deberían existir en nuestra comunidad para ayudar a los jóvenes a alcanzar sus sueños. Ahora, echemos un vistazo a ambos, la lista de programas y servicios existentes y tus ideas para programas y servicios.

- *Fuera de estas dos listas, que 5 programas o servicios consideras más importantes para ayudar a los jóvenes de tu comunidad a alcanzar sus sueños? Por favor, trabajen en parejas para clasificar estos programas o servicios de 1 (el más importante) a 5. (Después de que cada grupo de parejas clasifican los 5 programas o servicios más importantes, la pareja se une con otra pareja para formar un grupo de 4. El grupo de 4, entonces se ponen de acuerdo para una clasificación. Luego, cada equipo de 4 comparte sus clasificaciones con el grupo, con el fin de ver si hay divergencia y convergencia. Al final, todo el grupo analiza y clasifica los programas y servicios. Tome nota de estos programas y servicios.)*
- *¿Por qué son estos programas y servicios más importantes para ayudar a los jóvenes a alcanzar sus sueños?* (10 minutos.)

15. 🗣️ **Conclusión: Hemos concluido el grupo focal.**

- *¿Hay algo que te gustaría compartir sobre tus sueños, desafíos, y los programas y servicios que no tuviste la oportunidad de compartir?*
- *¿Hay preguntas que deberíamos haberles preguntado, pero no lo hicimos y que nos ayuden a aprender más acerca de los sueños de los jóvenes, los desafíos y los programas y servicios?* (5 minutos.)
- *¿Qué te pareció el proceso del grupo de enfoque?*

¡Muchas gracias por participar! ¡Tu contribución nos ayudará a mejorar los programas de jóvenes y ayudar a que los jóvenes de Honduras alcancen sus sueños!

Notas del Grupo Focal

Parte 2: Sueños de los jóvenes

Dificultad en lograr aspiraciones				
Sueño	Muy Fácil	Fácil	Difícil	Muy Difícil

- Comentarios de los toma notas (continuar en el reverso de esta hoja):

Notas del Grupo Focal

Parte 2: Sueños de los jóvenes

Tips para Tomador de notas: Cuando escriba comentarios de los jóvenes, debe utilizar comillas "...". Marque también comentarios y notas con (M) para hombre y (F) para mujer para su posterior análisis.

Aspiraciones	Nivel de Dificultad: MF=Muy Fácil F=Fácil D=Difficil MD=Muy Difícil	¿Porqué?

- Comentarios de los toma notas (continuar en el reverso de esta hoja):

Notas Grupo Focal

Parte 3: Obstáculos

Tips para Tomador de notas: Cuando escriba comentarios de los jóvenes, debe utilizar comillas "...". Marque también comentarios y notas con (M) para hombre y (F) para mujer para su posterior análisis

Obstáculos y Oportunidades

Lista de todos los obstáculos / barreras que los participantes mencionan. Encierra en un círculo los obstáculos / barreras que los jóvenes identificaron como los principales obstáculos / barreras. No te olvides de escribir por qué son barreras y cualquier comentario relacionado.

Obstáculos/Barreras:

Oportunidades:

- Comentarios de los toma notas (continuar en el reverso de esta hoja):

Notas Grupo Focal

Parte 4: Oportunidades

¿Quién apoya a la juventud?		
Personas	Instituciones/Organizaciones	Programas/Actividades

Notas Grupo Focal

Parte 4: Oportunidades

Organizaciones e Instituciones que apoyan a la Juventud					
Nombre de las Organizaciones/ Instituciones	¿Qué hacen?	¿Cuántos jóvenes van?	¿Es este programa interesante?	¿Es la gente de la organización amigable y agradable?	¿Qué tan útil es el programa para ayudarme a conseguir mis aspiraciones?

- Comentarios de los toma notas (continuar en el reverso de esta hoja):

Parte 5: Propuestas de los jóvenes

¿Qué programas o servicios (existentes o propuestos) consideras más importante para ayudar a los jóvenes de tu comunidad a alcanzar sus aspiraciones? (Califica las 5 principales)

Programa o servicio	Existente o Propuesto	Calificación	¿Porqué?

- Comentarios de los toma notas (continuar en el reverso de esta hoja):

Resumen de Grupo Focal - Carátula

Nombre Grupo Focal _____

Edad de cohorte _____

Lugar _____

Fecha _____ Hora _____

Facilitador _____

Tomador de notas _____

Información biográfica de los participantes del grupo focal			
#	Edad	Genero	Comunidad
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

DAO Youth Focus Group Protocol (English)

Youth Aspirations, Challenges, and Opportunities (DAO) Focus Group

This focus group and its methodology were designed for the Cross-Sectoral Youth Violence Prevention Assessment, implemented by EDC/Proyecto METAS with USAID funding (2013). This focus group is designed for groups of 8-10 youth disaggregated by gender and age group (12-16 or 17-20). It is intended for use with youth with similar characteristics (eg: out-of-school youth, in-school youth, employed youth, and unemployed youth). The focus group is approximately 2 hours in length, but the duration can vary depending on the education and participation level of the youth.

The facilitation of this focus group should only be realized by members of the youth assessment team who have received adequate training in the facilitation of this focus group. The facilitation of this group requires at least two people: a facilitator, who is in charge of facilitating the conversation and managing the group; and a note-taker, who is in charge of taking notes on the comments of the participants. It is important that the materials, posters and the focus group notes are prepared in advance.

Table of Contents:

- A. Objectives
- B. Methodological Guide
- C. Focus Group Notes
- D. Focus Group Cover Sheet

Materials List:

- 10 Posters
- Markers (1 black, 1 blue, 1 red)
- Masking Tape
- 20 red bingo chips
- 20 green bingo chips
- 20 blue bingo chips
- 20 yellow bingo chips
- 50 index cards
- Post it (2 diferentes colores)

A. OBJECTIVES

From the perspective of youth, the focus group seeks to:

- Understand the aspirations of youth and the perceived degree of difficulty in attaining these aspirations.
- Identify the challenges that youth face in attaining their aspirations.
- Identify the people, programs, activities, institutions, and organizations that support youth in overcoming challenges and attaining their aspirations.
- Understand the level of accessible and youth-friendliness of current programs and services, as well as youth's level of interest in these programs and services, and the importance of these programs and services in helping youth attain their aspirations.
- Identify the differences between existing services and youth needs
- Obtain recommendations of youth for improved existing youth programs and soliciting ideas for potential new youth programs.

Draft

Youth Aspirations, Challenges, and Opportunities Focus Group

B. Methodological Guide

Part 1: Introduction (15 minutes)

🗣️ Welcome.....**We are grateful** that you have decided to participate in this meeting.

🗣️ My name is *[researcher's name]*. I'm a volunteer at *Proyecto METAS* and we are carrying out a research study on behalf of USAID that examines the life and opportunities, challenges and barriers of youth in your community. USAID will use the information you have provided here to think about what types of youth anti-violence programs to design and fund in the community.

As part of this research we are asking you to participate in this focus group. Do any of you know what a “focus group” is? (Wait for a few answers and then explain).

A focus group is a focused discussion with a number of different people—you—where we all come to consensus around the topic of discussion. This focus group will ask you to discuss your life goals, barriers to those goals, and the types of supports—family, community, school, health—you feel would help you attain your goals.

Your honest answers to these questions will help USAID understand more about the issues facing youth in urban communities in Honduras and the types of services and programs or approaches you feel would be most helpful in attaining your life goals. The focus group will take about 3 hours to complete. We won't use your real names. On the table in front of you is a card and you can give yourself a name we will use to address you.

Because we want to pay careful attention to everything you say, we will be recording this discussion via an audio recorder. Only the professional transcriber in Tegucigalpa will actually hear the discussion. She will write down what you say in a transcript and we will use the data for our research with USAID. She understands about confidentiality and will not put any identifying features in the transcript. When she finishes transcribing what you've said, we will destroy the audio tape.

The most important part of a focus group is confidentiality. Your *[parents, youth service staff, teacher, classmates]* will not know what you said in here. When we give data to USAID we will not use your name, your age, your location or anything that could identify you personally.

The responses collected for this focus group will be compiled and analyzed, however all of the data collected is confidential, and only project METAS staff will see the responses. Once the analysis is complete, all the documents will be shredded. We are not using any identifying information that could connect you to the responses in the survey; we have community permission to be here and talk with you.

We will do everything to ensure confidentiality of your answers, but the way to guarantee confidentiality is to ask you not to share what you've discussed here—especially personal information and information about each other. But if someone leaves here and talks to others and mentions names, then we cannot promise confidentiality.

Your *[mom/dad/guardian]* says it's okay for you to participate in this research. But if you don't want to participate in this focus group, you don't have to. What you decide won't make any difference *[with your*

grades/about how people think about you/other appropriate statement for the age group and nature of the activity]. I won't be upset, and no one else will be upset, if you don't want to be in the research study. If you want to be in the study now but change your mind later, that's okay. You can stop at any time.

Now that I've told you all this, would you like to ask me any questions about the research or this focus group?

So, based on all of this, do you have any questions or concerns about this focus group that you would like to ask me? If there is anything you don't understand, please ask or tell me so I can explain it to you.

Now or once you have finished the focus group, you or your parents/guardians can contact the director of this project with any questions or concerns.

Would you like to be in this research study and *[participate in this focus group]*?

NOTES TO RESEARCHER: Each individual child should answer "Yes" or "No." Only a definite "Yes" may be taken as assent to participate.

Based on what you have read/heard, do you still want to participate in this focus group? [if yes, continue; if no, thank you for your time]

Parental Permission on File: Yes No

(If "No," do not proceed with assent or research procedures.)

Youths' Voluntary Response to Participation: Yes No

Signature of Researcher: _____ **Date:** _____

Please know that completing the questionnaire is a sign of assent—that you have agreed to participate in this research.

Once the above is completed, move onto setting up expectations.

🔊 **Expectations:** Let's think of a few rules and expectations that can guide us during our conversation. *(No more than 3-4 rules).* What are some rules and expectations that you think we should have? *(These could include respecting all opinions and the feelings of others, letting everyone have a chance to talk, being honest, etc.)*

Part 2: Youth Aspirations (20 minutes)

1. 🔊 **OK, let's start.** I want you to think about your life 5 or 10 years from now. How old will you be? What do you want to be doing? What will your job be? Where will you live? Who will you live with? How would you like your life to be? What are your goals or hopes or aspirations? Your aspirations could be related to your education, your work, your family, your community, your happiness, etc.

- **Have you imagined it?** Now let's take a minute to write down your hopes on these cards. If you have multiple aspirations, please write them on separate cards—one goal or aspiration on each card. Remember that we all have different aspirations and there is no right or

wrong answers. Don't worry about spelling or how you word it. (Give the participants time to write their aspirations on the cards. Ask the participants to place their aspiration cards in the first column of the poster "Difficulty in Attaining Aspirations". While the youth are placing their cards in the column, you can cluster similar aspirations into groups on the poster.)

- When everyone has placed their aspiration cards on the poster and you have arranged them in clusters ask the participants, **Would anyone like to share their aspirations? (5 min.)**

2. 🗣️ Now, let's think about how easy or hard it would be for youth from your community to attain these aspirations. In general, how difficult you think it would be for youth from your community to attain these aspirations?

- As a group, I want to decide how easy or difficult it would be for youth to attain each aspiration. It's important that you consider various opinions of the group before making a group decision.
- Please move each aspiration card to the corresponding column of the poster (between very easy and very difficult to attain the aspiration). We will review this poster together afterwards.
- You have 7-10 minutes for this task. I'll let you work on your own, but please if you have a question, let me know.

(Give the group a chance to work on their own. Stand up and move away from the group within hearing distance of the conversation and be available to answer any questions that might come up. Let the participants disagree and arrive at their own decisions. Only intervene when it appears that the participants do not understand the directions or if there is a serious argument. Keep them informed of the time remaining for the task.) **(10 min.)**

Aspiration	Difficulty in Attaining Aspirations			
	Very Easy	Easy	Difficult	Very Difficult

🗣️ Let's see what you have. (10-15 min.) (Ask clarifying questions and apparent contradictions in order to generate dialogue. For example:

- I noticed that there were many different points of view on how easy or difficult this aspiration was to attain? Why was that? I noticed that you decided as a team that it was "difficult" to attain. Did anyone have another opinion on that? What did you think?
- I noticed that it took a while to make a decision on this aspiration. Why? What were the different viewpoints? (Make sure that participants know that all opinions are important and mark cards with many different opinions with symbols, such as stars to represent that there were different opinions.)

Part 3: Challenges (15 minutes)

3. 🗣️ I see that some of the aspirations were considered "very easy" to attain. Why do you think that these aspirations are easy to attain? (2 min.) (Write their answers on cards and place them besides the corresponding aspirations.)

4. 🗣️ I also see that some of the aspirations were considered “difficult” or “very difficult” to attain. Why is it more difficult to attain these aspirations? What challenges do youth like you have in attaining these aspirations? What barriers or obstacles do you or youth in your community face? (3 min.) (Ask participants to write their answers on cards and place them on the “obstacle” column of the poster “Obstacles and Opportunities”.)

5. When the participants have created a list, ask them: 🗣️ What are the 3 main challenges or obstacles to attaining these aspirations? In pairs, please discuss this and choose which 3 obstacles are the most significant challenges for youth to attain their aspirations. (3 min.) (Let the pairs work without intervening. Then ask the pairs to name the 3 most significant obstacles. Mark these on the chart paper.

6. When all pairs have named their 3 most significant obstacles, ask the whole group to come to a consensus on the 3 most significant obstacles. Take notes on their conversation. 🗣️ Why do you consider these 3 challenges or obstacles to be the most significant? (7 minutes)

Note: If the following themes have not emerged during the conversation on challenges and obstacles, ask the following questions to the following groups of youth:

- For out-of-school youth:
 - What age did you drop out of school? Why?
 - Would you like to return to school? Why or why not?
 - What are some of the obstacles for returning to school?
- For in-school youth:
 - Do you think that you are receiving the education that you need to prepare you for your job and your life?
Why or why not?
What kinds of subjects or courses do you think you should be studying to help you attain the goals you have identified?
- For unemployed youth:
 - What are some of the biggest obstacles to finding a good job? Why?
 - How do you use your time if you are not working?
- For employed youth:
 - Do you feel like your current job will open opportunities for better jobs in the future?

Part 4: Opportunities (40 minutes)

7. 🗣️ Are there any youth from your community who have attained these aspirations that you consider “difficult” or “very difficult” to attain? [Allow participants time to share]
- How did they overcome the challenges and attain these aspirations? (In the “Opportunities” column of the “Obstacles and Opportunities” poster, make a list of how different youth have overcome challenges and attained their aspirations.)
 - Note: Also, you can ask, 🗣️ Has anyone in this group attained these aspirations? If someone has, ask them, 🗣️ How did you reach your goal? (5 minutes)

8. In particular, what people, programs, and activities helped these youth overcome challenges to attain their aspirations? *(Ask the youth write their answers on cards and place them in the "Opportunities" column of the "Obstacles and Opportunities" poster.) (3 min.)*

9. 🎯 You mentioned that some youth have overcome obstacles and attained their aspirations with the help of _____, _____, and _____.

- **Do you have any of these institutions, programs, and projects in your community?** *(List these in the "Organizations/Institutions that Support Youth" poster. Allow youth to discuss.)*
- **What do these organizations, institutions, programs, and projects do?** *(Write the types of services that they offer in the second column of the "Organizations/Institutions that Support Youth" poster. Allow youth to discuss.) (2 min.)*

10. 🎯 What else do you think would be necessary in order to overcome these 3 obstacles to attain your aspirations? *(2 min.) (Write the answers on cards and place them in the "opportunities" column of the poster "obstacles and opportunities".)*

- **Do you have any of these institutions, programs, and projects in your community?** *(If so, write the answers on cards and place them in the "Organizations/Institutions that Support Youth" poster.)*
- **What do these organizations, institutions, programs, and projects do?** *(Write the types of services that they offer in the second column of the "Organizations/Institutions that Support Youth" poster.) (3 min.)*

11. 🎯 You have mentioned a few organizations, institutions, programs, and projects which help youth overcome challenges and attain aspirations. Are there other organizations, institutions, programs, and projects that are missing from our list? *(Write additional organizations, institutions, programs, and projects on the "Organizations/Institutions that Support Youth" poster. Especially probe for programs and services that might be the most relevant to the particular sub-group. For example, alternative education and school reinsertion programs for out-of-school youth, job training for unemployed youth, etc.) (2 min.)*

12. 🎯 We would like to know more about these organizations, institutions, programs, and projects. *(Go down the list and cover all of the questions for each organization, institution, program, or project before continuing to the next. It's important to ask youth why? and ask probing questions when needed.) (20 min.)*

- **PARTICIPATION:** Do you participate in these activities or use these services? Why or why not? If you do, about how many people are there, when you go?
- Do youth in your community participate in these activities or use these services? Why or why not?
- **ACCESS:** Please use these red bingo chips to let us know how many youth in your community participate in these programs and/or use these services. As a group, please show how many youth participate in the program or use the service by placing 1-3 red chips in the "How many youth go there?" column. For example if few youth participate place 1 chip there, if some go there, place 2 chips, and if many youth go there, place 3 chips.
- **INTEREST:** Now, please use blue bingo chips to let us know how interesting or attractive the program/service is to youth. For example, if the program/service is really interesting use 3 chips, if it is okay, use 2 chips, and if it is boring or doesn't get your attention, use 1 chip.
- **YOUTH-FRIENDLINESS:** Are the people from the organization or institution nice/friendly? Do they respect youth? Do they create a welcoming environment? Please use green bingo

chips to let us know how nice, friendly, welcoming, and respectful people from the organization/institution are. For example, if people are really nice/friendly and respectful use 3 chips, but if they are unfriendly or disrespectful, use 1 chip.

- **ASPIRATIONS:** Now, think about your aspirations, the obstacles to your aspirations, and what the support that you would need to attain your aspirations. How much do these programs and services help you on your journey to attaining your aspirations? Please use yellow bingo chips to let us know how much these program and services help you on your journey to attaining your aspirations?
- **IMPROVEMENTS:** What would you change about the program/service to better serve youth in your community and help youth attain their aspirations? *(Note-takers should take notes on this although it is not necessary to write this on a poster.) (5 min.)*

****Note: It's very important to document the conversations that take place when the youth are evaluating the programs and services. It's important to ask probing questions, especially asking why the group (and individual members) evaluates the programs and services in a specific way. For example, why do you think this program helps you attain your aspirations? Which aspirations would this program help you attain? Etc.*

****Note: If the participants don't mention organizations or programs that you think may be present in the community, ask about them and find out why the youth didn't mention them. For example, if focus group participants are out-of-school youth, you might want to ask about school reinsertion programs or alternative education programs, if they are not mentioned. For unemployed youth, you might want to ask about job training programs or employment agencies, etc.*

Organizations/Institutions that Support Youth					
Name of Organization /Institution	What do they do?	How many youth go there?	Is the program interesting?	Are the people at the organization nice?	How helpful is this program for helping me attain my aspirations?

Part 5: Youth Proposals (30 minutes)

13. 🎯 **Let's take a look at this list programs and services and compare it to what youth need to have in order to attain their goals.**

- **Can you think of any youth programs or services that don't currently exist in your community, but should exist?** *(Ask the youth to write their answers on cards and stick them to the poster "Youth Programs and Services that Should Exist")*
- *After the participants have created a list, ask the youth:* **Can you give us more information about this program and service? What would it be like? Why would it be important to have this program or service? How would this program or service help youth attain their aspirations?** *(Be sure to focus on the aspirations of the particular subgroup.) (10 min.)*
- **In your opinion, which of these programs and services would be the most important for the youth in your community and why?** *After the youth discuss this topic, ask them to decide on*

which 3 programs and services would be the most important for youth in their communities. (5 min.)

14. 🎯 Today we have talked about existing programs and services and the programs and services that we think should exist in our community to help youth attain their aspirations. Now, let's take a look at both the list of existing programs and services and your ideas for programs and services.

- Out of both of these lists, which 5 programs or services do you consider most important for helping youth from your community attain their aspirations? Please work in pairs to rank these programs or services from 1 (the most important) to 5. *(After each group of pairs ranks the most important 5 programs or services, the pair joins with another pair to form a group of 4. The group of 4 then agrees on a ranking. Then, each team of 4 shares their rankings with the group, in order to see if there is divergence and convergence. At the end, the whole group discusses and ranks the programs and services. Make a note of these programs and services.)*
- Why are these programs and services most important for helping youth attain their aspirations? (10 min.)

15. 🎯 Conclusion: We have concluded the focus group.

- Is there anything that you would like to share about aspirations, challenges, and programs and services that you didn't have a chance to share?
- Are there questions that we should have asked you, but we didn't ask that would help us learn more about youth aspirations, challenges, and programs and services? (5 min.)
- What did you think about the focus group process?

Thank you so much for participating! Your contribution will help us improve youth programming and help youth in Honduras attain their aspirations!

C. Focus Group Notes

Part 2: Youth Aspirations

Difficulty in Attaining Aspirations				
Aspiration	Very Easy	Easy	Difficult	Very Difficult

Note-taker Comments (continue on the back of this sheet):

Focus Group Notes

Part 2: Youth Aspirations

Note-taker Tips: When you write down youth comments, you should use quotes "...". Also mark comments and notes with (M) for male, and (F) for female for later analysis.

Aspiration	Level of Difficulty: VE=Very Easy E=Easy D=Difficult VD=Very Difficult	Why?

Note-taker Comments (continue on the back of this sheet):

Focus Group Notes

Part 3: Challenges

Note-taker Tips: When you write down youth comments, you should use quotes "...". Also mark comments and notes with (M) for male, and (F) for female for later analysis.

Obstacles and Opportunities

List all of the obstacles/barriers that the participants mention. Circle the obstacles/barriers that the youth identified as the main obstacles/barriers. Don't forget to write why they are barriers and any related commentary.

Obstacles/Barriers:

Opportunities:

Draft

Note-taker Comments (continue on the back of this sheet):

Focus Group Notes

Part 4: Opportunities

Who Supports Youth?		
People	Institutions/Organizations	Programs/Activities

Focus Group Notes

Part 4: Opportunities

Note-taker Tips: When you write down youth comments, you should use quotes "...". Also mark comments and notes with (M) for male, and (F) for female for later analysis.

Organizations and Institutions which Support Youth					
Name of Organization/Institution	What do they do?	How many youth go?	Is the program interesting?	Are the people at the organization nice/friendly?	How helpful is the program for helping me obtain my aspirations?

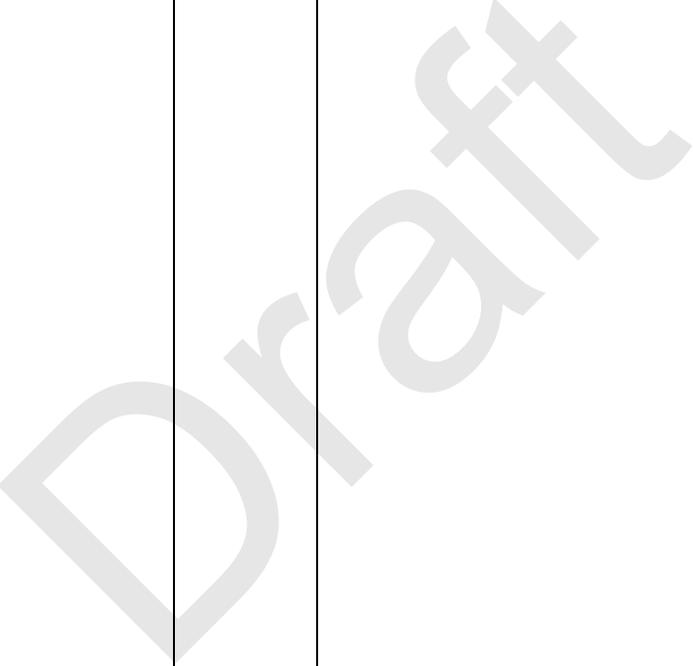
Note-taker Comments (continue on the back of this sheet):

Focus Group Notes

Part 5: Youth Proposals

Note-taker Tips: When you write down youth comments, you should use quotes "...". Also mark comments and notes with (M) for male, and (F) for female for later analysis.

Which programs or services (existing or proposed) do you consider most important for helping youth from your community attain their aspirations? (Rank top 5)

Program or Service	Existing or Proposed?	Rank	Why?
			

Note-taker Comments (continue on the back of this sheet):

D. DAO Focus Group Cover Sheet

Focus Group Name _____

Age Cohort _____

Place _____

Date _____ Time _____

Facilitator _____

Note-Taker _____

Biographical Information on Focus Group Participants			
#	Age	Gender	Community
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Grupo Focal de Actores Claves de la Comunidad

Nota: Este grupo focal de enfoque y su metodología fueron diseñados para el Estudio Diagnóstico Multisectorial de la Prevención de la Violencia Juvenil, ejecutado por el EDC / Proyecto METAS con financiamiento de USAID (2013). Este grupo focal está diseñado para los "actores claves de la comunidad", incluyendo representantes del gobierno local, líderes religiosos, líderes de grupos juveniles, profesores, empresarios y líderes de organizaciones de sociedad civil. El grupo focal tiene una duración de aproximadamente 2 horas, pero esta puede variar dependiendo del nivel de educación y participación de la juventud.

Debido a las inquietudes sobre posibles prejuicios, lo que pueden impactar negativamente los datos obtenidos, la facilitación de este grupo focal se llevará a cabo por medio de personas capacitadas en la metodología. La facilitación de este grupo requiere por lo menos dos personas: un moderador, quien es el encargado de facilitar la conversación y la gestión del grupo, y un tomador de notas, que es el encargado de tomar notas sobre las observaciones de los participantes. Es importante que los materiales, los carteles y las notas de los grupos focales se preparen con anticipación.

Tabla de Contenidos:

- A. Objetivos
- B. Guía Metodológica

Lista de Materiales:

- 10 hojas (cartulina) para rota folio
- Marcadores (1 negro, 1 azul, 1 rojo)
- Cinta adhesiva
- Hojas de rota folio con preguntas iniciales
- 100 tarjetas de índice

A. Objetivos

Desde la perspectiva de los miembros adultos de la comunidad que trabajan con jóvenes en diversas capacidades, este grupo focal debe ayudar a los investigadores a:

- Recopilar información sobre el grado y el tipo de desafíos que enfrenta la juventud y su nivel de vulnerabilidad y riesgo
- Identificar los actores juveniles y el grado en que las actuales oportunidades de programación juvenil se basan en factores de protección y reducción de factores de riesgo
- Reunir ideas sobre programas o iniciativas que podrían ser más prometedoras para promover el desarrollo positivo de los jóvenes y la prevención de la violencia juvenil

Antes del comienzo del grupo focal

- Coloque una cantidad de tarjetas índices en cada lugar
- Pegue varias hojas de papelografos en la pared
- Verifique la grabadora para asegurarse que funciona y que capta el sonido.

B. Guía Metodológica

🗣️ Bienvenido Estamos agradecidos de que usted haya decidido participar en esta reunión.

🗣️ Mi nombre es [nombre del investigador]. Soy voluntario(a) en Proyecto METAS y estamos llevando a cabo un estudio de investigación en nombre de USAID que examina la vida y las oportunidades, retos y obstáculos de los jóvenes en su comunidad. USAID usara la información que usted proporcione antes de pensar en qué tipos de programas de prevención de violencia juvenil deberán crearse y financiarse.

Como parte de esta investigación que estamos pidiendo que participe en este grupo focal. ¿Alguno de ustedes sabe qué es un "grupo focal"? (Espere algunas respuestas y luego explique).

🗣️ La discusión que tendremos se llama grupo focal. ¿Alguno de ustedes ha oído este término o participado en uno antes? [Déjelos responder antes de continuar]. Un grupo focal es una oportunidad para que ustedes puedan compartir opiniones y puntos de vista sobre temas importantes. **Los temas específicos de esta conversación** incluyen los desafíos que enfrenta la juventud en tu comunidad, y los programas y servicios que tu comunidad tiene y necesita para promover el desarrollo juvenil y prevención de la violencia. Esta conversación contribuirá a un Estudio Diagnóstico de la Prevención de Violencia Juvenil que el Proyecto METAS está llevando a cabo, con el fin de mejorar los programas y proyectos para jóvenes, incluyendo programas que contribuyen a la prevención de la violencia.

Sus respuestas honestas a estas preguntas le ayudarán a entender más a USAID acerca de los problemas que enfrentan los jóvenes en las comunidades urbanas de Honduras y los tipos de servicio, programas y/o enfoques que piense que serán de gran ayuda para lograr sus objetivos de vida. El grupo focal tomará alrededor de 2 horas para completarse. No vamos a utilizar sus nombres reales. En la mesa frente a vos esta una tarjeta a y puedes usar cualquier nombre que desees para dirigirme a ustedes.

Porque queremos dar especial atención a todo lo que dices, vamos a grabar este debate a través de una grabadora de audio. Sólo el transcriptor profesional en Tegucigalpa escuchara la discusión. Ella escribe lo que escucha en la transcripción y utilizaremos los datos para nuestra investigación con USAID. El o la

transcriptora entiende la confidencialidad y no pondrá ninguna manera para poder identificar a los participantes. Cuando finalice la transcripción de lo que has dicho, vamos a destruir la cinta de audio.

La parte más importante de un grupo de enfoque es la confidencialidad. Personas afuera de este grupo focal no sabrán lo que aquí se dice. Cuando proporcionemos los datos a USAID no usaremos su nombre, su edad, su ubicación o cualquier cosa que pueda identificarle personalmente.

Las respuestas obtenidas en este grupo focal serán compiladas y analizadas, sin embargo, todos los datos recogidos son confidenciales, y sólo el personal del proyecto METAS podrá ver las respuestas. Una vez terminado el análisis, todos los documentos serán destruidos. No estamos utilizando ninguna forma de identificación que podrían conectarte a las respuestas de la encuesta. Tenemos el permiso de su comunidad para estar aquí y hablar contigo.

Haremos todo lo posible para garantizar la confidencialidad de sus respuestas, pero no podemos controlar lo que los participantes compartan con los demás después. Por lo tanto, le recomendamos que no comparta ninguna información sobre usted u otros que definitivamente no quieren compartir con otros fuera del grupo. Y les pedimos que respeten la privacidad de los demás y no compartan lo que hemos discutido aquí—especialmente información personal.

Si usted no quiere participar, no tiene que hacerlo. Lo que decida no tendrá consecuencias [cómo la gente piensa acerca de usted / otra característica apropiada para su grupo de edad y la naturaleza de la actividad]. No va a molestarme, y nadie más, si no quieres estar en la investigación. Si desea participar ahora, pero cambia de opinión más tarde, está bien. Usted puede detenerse en cualquier momento.

Ahora que le he dicho todo esto, ¿le gustaría hacerme alguna pregunta sobre la investigación o el grupo focal?

Por lo tanto, en base a todo esto, ¿tiene alguna pregunta o inquietud sobre este grupo focal que le gustaría hacerme? Si hay algo que no entienda, por favor pregunte o me dice para explicarle.

Una vez que haya terminado el grupo focal usted, sus pueden ponerse en contacto con el director de este proyecto para responder sus preguntas o inquietudes.

¿Te gustaría estar en esta investigación y [participar en este grupo focal]?

Por favor sepan que completar el cuestionario grupo focal es un signo de afirmación que ha aceptado participar en esta investigación.

🔊 **Normas de convivencia:** Pensemos en algunas reglas y expectativas que pueden guiarnos durante nuestra conversación. (No más que 3 o 4 reglas). ¿Cuáles son las reglas y las expectativas que crees deberíamos tener? *(Estas podrían incluir respetar todas las opiniones y los sentimientos de los demás, dejando que todo el mundo tenga la oportunidad de hablar, ser honesto, etc.)*

PROCESO: DISCUSIÓN DE GRUPO FOCAL

1. Tarjeta No. 1: 🔊 Voy a pedirles que escriban en las tarjetas las primeras 5 palabras que usted piensa que describen a los jóvenes en tu comunidad. Por favor, escriba una por tarjeta.

Consiga que hagan una lista de palabras (que podrían ser adjetivos, comportamientos, etc.)-vaya alrededor de la habitación y pídale que compartan una de sus palabras (sin repetición). Si alguien ha dicho su No. 1, dé el No. 2, pegue las tarjetas índice en las hojas del rota folio. (Pida a los participantes discutir lo que ven).

- **¿Son estas palabras positivas o negativas? ¿Por qué?**
- **¿Qué palabras son positivas y qué palabras son negativas? ¿Puedes ayudarme a separar lo positivo y lo negativo?** (Colocar las palabras positivas en un lado de las hojas del rota folio y las palabras negativas en el otro lado de las hojas del mismo.)
- **¿Por qué _____ describe a los jóvenes? ¿Por qué _____ describe a los jóvenes?** (Pregunte acerca de palabras diferentes, sobre todo, las palabras que usted piensa requieren más explicación.)
- **Veamos primero las palabras positivas. ¿Cómo llegan los jóvenes a ser _____? ¿Cómo llegan los jóvenes a ser _____? ¿Qué les hace ser así? ¿Qué personas, organizaciones y programas ayudan a la juventud a adquirir / construir sobre estas características positivas y activos?** (Haga una lista de personas, organizaciones y programas sobre la hoja de papel cartulina.)
- **Ahora, veamos las palabras negativas? ¿Cómo llegan los jóvenes a ser _____? ¿Cómo llegan los jóvenes a ser _____? ¿Qué les hace ser así?** (Haga una lista de las causas detrás de las palabras y escríbalas en la cartulina.)

[Para todas las preguntas anteriores, vaya alrededor de la mesa y deje que los actores clave de la comunidad compartan sus pensamientos. Escuche con atención la conversación, escuche los temas, y haga un sondeo para una mayor comprensión cuando sea necesario, para aclaración y elaboración y para las contradicciones. Tenga en cuenta las ideas en el papel cartulina.]

[Asegúrese de resumir los puntos clave y llegar a un acuerdo sobre este resumen antes de pasar a la siguiente serie de preguntas]

[Recopilar las tarjetas cuando termine esta sección y ponerlas a un lado.]

[Deje una cartulina en la pared para que se pueda hacer referencia durante el debate]

2. 🗣️ Así que hemos hecho una lista de las palabras que describen los jóvenes y luego hemos enumerado por qué la juventud muestra estas características, cualidades y comportamientos. Ahora la pregunta es, ¿cómo movemos a los jóvenes con estas características, cualidades y comportamientos (apunte hacia la cartulina que contenga las palabras negativas) hasta aquí? (Apunte hacia la cartulina que contenga las palabras positivas.

Primero que todo, ¿cómo podemos aumentar estas cualidades, características y comportamientos en los jóvenes?

- *Pídale a los actores claves de la comunidad que se volteen hacia la persona que tiene al lado y que discuta con ella sus respuestas y cómo sus respuestas incrementarían las cualidades positivas en la juventud.*
- *Después de unos minutos, pregúnteles si alguien estaría dispuesto a compartir sus ideas sobre cómo la comunidad podría aumentar las cualidades positivas en la juventud. Asegúrese de que, si es posible, las ideas de los actores claves de la comunidad conlleven a los resultados deseados (esto nos ayudará a ver las percepciones acerca de la causalidad.)*
- *A medida que los actores clave de la comunidad compartan sus ideas, escríbalas en una cartulina.*
- *Cuando los participantes hayan terminado de compartir, pídeles que clasifiquen sus ideas a partir de la idea que ellos creen que va a tener el mayor impacto en los jóvenes a las ideas que tengan el menor impacto en la juventud. Si no hay mucha variedad, omita la parte de la clasificación.*

Ahora, ¿cómo podemos reducir estas cualidades negativas, características y comportamientos en los jóvenes?

- *Pídale a los actores clave de la comunidad que se volteen hacia la persona que tiene al lado y que discuta con ella sus respuestas y cómo sus respuestas reducirían las cualidades negativas en los jóvenes.*
- *Después de unos minutos, pregunte si alguien estaría dispuesto a compartir sus ideas sobre cómo la comunidad podría aumentar las cualidades positivas en la juventud. Asegúrese de que, si es posible, las ideas de los actores claves de la comunidad conlleven a los resultados deseados (esto nos ayudará a ver las percepciones acerca de la causalidad.)*
- *A medida que los actores clave de la comunidad compartan sus ideas, escríbalas en una cartulina.*
- *Cuando los participantes hayan terminado de compartir, pídeles que clasifiquen sus ideas a partir de la idea que ellos creen que va a tener el mayor impacto en los jóvenes a las ideas que tengan el menor impacto en la juventud. Si no hay mucha variedad, omita la parte de la clasificación.
Cuando haya terminado, pídeles que miren su lista ya clasificada y hagan los comentarios finales.*

[Para todas las preguntas anteriores, vaya alrededor de la mesa y deje que los actores clave de la comunidad compartan sus pensamientos. Escuche con atención la conversación, escuche los temas, y haga un sondeo para una mayor comprensión cuando sea necesario, para aclaración y elaboración y para las contradicciones. Tenga en cuenta las ideas en el papel cartulina.]

[Asegúrese de resumir los puntos claves y llegar a un acuerdo sobre este resumen antes de pasar a la siguiente serie de preguntas]

[Recopilar las tarjetas cuando termine esta sección y ponerlas a un lado.]

[Deje una cartulina en la pared para que se pueda hacer referencia durante el debate]

3. Tarjetas No. 2: ✎ Ahora vamos a pensar acerca de los programas y servicios de la comunidad que apoyan a la juventud. ¿Qué programas y servicios para jóvenes existen en su comunidad? Por favor, escriba una por tarjeta.

- *Consigue que hagan una lista de los programas y servicios -vaya alrededor de la habitación y pídeles que compartan uno de sus programas y servicios (sin repetición). Si alguien ha dicho su No. 1, dé el No. 2, pegue las tarjetas de índice en las cartulinas. (Pida a los participantes discutir lo que ven).*
- *Para cada programa o servicio, pida a los participantes que describan el programa o servicio. Luego, pregúnteles: **¿Es que este programa o servicio aumenta las características positivas, cualidades y comportamientos de los jóvenes que están en esta lista? ¿Es que este programa o servicio reduce las características negativas, cualidades y comportamientos de los jóvenes de esta lista? En otras palabras, ¿Es que este programa logra llevar a los jóvenes de aquí (cartulina gráfica con atributos negativos) hasta aquí (cartulina gráfica con los atributos positivos de jóvenes) Dibuja una línea entre la tarjeta con el programa o servicio y la lista de "cómo" se hace para aumentar***

los puntos positivos y cómo reducir los negativos. (Siga haciendo esto hasta que el grupo haya pasado por todos los programas y servicios mencionados.)

4. **Tarjeta No.3:** 🎯 **Ahora vamos a pensar acerca de los programas y servicios de la comunidad que apoyan a la juventud. ¿Qué programas y servicios para jóvenes existen en su comunidad? Por favor, escriba uno por tarjeta. Bueno, veamos ahora la lista de programas, servicios, enfoques. Basado en lo que ha visto de su trabajo con los jóvenes, ¿cuáles son los programas, servicios y enfoques juveniles más eficaces para prevenir los tipos de comportamientos negativos que he mencionado y promover los tipos de comportamientos positivos que usted ha mencionado?** *Solicite a los participantes tomarse unos minutos y trabajar en equipos de 2 o 3 personas para que con una lluvia de ideas crear una lista de los programas, servicios y enfoques más efectivos. Una vez que han hecho la lista, compartan lo que hace que estos programas tengan éxito y lo anotan en la cartulina gráfica. A continuación, solicíteles una clasificación simple, de todos los programas que ha mencionado, ¿cuál piensa que es el más efectivo, y por qué afirma esto? A continuación otro más eficaz, ¿por qué? A continuación otro más eficaz, ¿por qué? etc.*

[Resuma su clasificación de los programas, servicios y enfoques más efectivos etc. y avance]

[Para todas las preguntas anteriores, vaya alrededor de la mesa y deje que los actores clave de la comunidad compartan sus pensamientos. Escuche con atención la conversación, escuche los temas, y haga un sondeo para una mayor comprensión cuando sea necesario, para aclaración y elaboración y para las contradicciones. Tenga en cuenta las ideas en el papel cartulina.]

[Asegúrese de resumir los puntos clave y llegar a un acuerdo sobre este resumen antes de pasar a la siguiente serie de preguntas]

[Deje una cartulina en la pared para que se pueda hacer referencia durante el debate]

[Recopile las tarjetas de índice y continúe]

5. 🎯 **OK, ahora ya has generado una lista de lo que crees son los programas, servicios y enfoques más efectivos para aumentar los comportamientos positivos en los jóvenes y reducir las conductas negativas en la juventud. Pero vamos a mirar hacia atrás en la lista de atributos positivos y negativos de la juventud que todavía no se han abordado.**

¿Por qué no existen programas o servicios que respondan a estos atributos?

Para cada cualidad positiva o negativa que no se está tratando, pregunte a los participantes: ¿Cómo puede ser tratada esta cualidad específica y quién la puede tratar? ¿Qué programa o servicio o enfoque o apoyo de la comunidad o apoyo familiar puede hacerle frente? (Haga una lista en una cartulina gráfica.)

6. **Tarjeta No. 4:** 🎯 **Parece que la lista que has generado muestra una diferencia: los problemas de la juventud que puede ser los más difíciles de abordar y que actualmente no están siendo atendidos. Sin embargo, estos también pueden ser algunos de los problemas juveniles más importantes que hay que tratar. Entonces la pregunta es, ¿cómo podemos abordar estas cuestiones relacionadas con la juventud? ¿Qué otros tipos de programas o servicios o enfoques nuevos que abordan estas áreas "duras" o ignoradas, dirías que son necesarios para**

tu comunidad? Tómate unos minutos para pensar acerca de esto, y escribe una idea por cada tarjeta.

Consiga que hagan una lista de los programas y servicios -vaya alrededor de la habitación y pídale que compartan uno de sus programas y servicios (sin repetición). Si alguien ha dicho su No. 1, dé el No. 2, pegue las tarjetas de índice en las cartulinas. (Pida a los participantes discutir lo que ven).

- **¿Qué harían esos nuevos programas o servicios que los actuales no hacen? ¿Qué abordarían exactamente?**
- **¿Cómo pueden ayudar a mover la juventud de aquí (una cartulina gráfica con atributos negativos) hasta aquí (una cartulina gráfica con atributos positivos)?**
- **¿Cómo funcionarían dentro de la comunidad como tú lo ves?**
- Solicite a los participantes colocarse en pequeños grupos y generar una clasificación de los programas / servicios desde los más necesitados (1) hasta los menos necesitados (n).
- Pida a cada grupo que comparta su lista y lo registre en la cartulina gráfica. Ahora pida a todo el grupo que se pongan de acuerdo sobre una lista prioritaria de servicios nuevos adicionales y programas que son más necesarios (1) hasta los menos necesitados (n).

[Recopile las tarjetas. Dígales que han finalizado y solicíteles los comentarios

7. CONCLUSIÓN:

- *Agradezca a los participantes por su participación.*
 - *Explíquele a los participantes que ya han finalizado con la discusión y pregúnteles si hay algo más que les gustaría decir.*
 - *Solicite a los participantes lo que pensaron sobre el proceso grupo focal y menciónese que al principio se preguntó si alguien sabía lo que era. Si tuviera que hacer la misma pregunta ahora, ¿qué dirían? (esencialmente un debate centrado con un grupo de personas sobre un tema en particular)*
- *¡Agradézcales de nuevo!*

Key Community Stakeholders Focus Group

Note: *This focus group and its methodology were designed for the Cross-Sectoral Youth Violence Prevention Assessment, implemented by EDC/Proyecto METAS with USAID funding (2013). This focus group is designed for “key community stakeholders” including local government representatives, church leaders, youth group leaders, teachers, business owners, and civil society organization leaders. The focus group is approximately 2 hours in length, but the duration can vary depending on the participation level of the participants*

Because of potential concerns about bias, which can adversely impact the data collected, the facilitation of this focus group will be carried out by individuals trained in the methodology. The facilitation of this group requires at least two people: a facilitator, who is in charge of facilitating the conversation and managing the group; and a note-taker, who is in charge of taking notes on the comments of the participants. It is important that the materials, posters and the focus group notes are prepared in advance.

Table of Contents:

- A. Objectives
- B. Process

List of Materials:

- 10 Sheets of Chart Paper
- Marcadores (1 negro, 1 azul, 1 rojo)
- Masking Tape
- Chart paper with initial questions
- 100 Index Cards

A. Objectives

From the perspective of adult community members who work with youth in a variety of capacities, this focus group should help researchers to:

- Gather information about the degree and types of vulnerability and risk youth face
- Identify youth assets and the degree to which current youth programming opportunities build on protective factors and reduce risk factors
- Gather ideas about programs or initiatives that would be most promising in promoting positive youth development and preventing youth violence

Before the focus group starts

- Place one stack of index cards at each place
- Tape several pieces of chart paper on the wall
- Check recorder to make sure it works and can pick up sound.

B. Methodological Guide

🗣️ Welcome.....**We are grateful** that you have decided to participate in this focus group.

🗣️ **My name** is..... My colleague's name is We are working with Proyecto METAS, an organization which provides education and employment training opportunities to youth, which seeks to improve youth programs and services in Honduras.

🗣️ The discussion we will have is called a focus group. Have any of you ever heard this term or participated in one before? *[Let them answer before going on]*. A focus group is an opportunity for you to share opinions and perspectives about important issues. **The specific issues of this conversation** include the challenges youth in your communities face, and the programs and services your community has and needs in order to promote youth development and violence prevention. This conversation will contribute to a youth assessment that Proyecto METAS is carrying out, in order to improve youth programs and projects, including programs which contribute to youth violence prevention.

This focus group will last about 2 hours, but it may be shorter or longer.

🗣️ **Confidentiality:** My colleague _____ is helping us by taking notes of our conversation. But your identity and comments will be kept confidential. We will not use your names and your comments will be combined with the comments of other community leaders across Honduras, so that it will be impossible for someone to identify you as being the one giving these comments. Also, we ask that all participants keep this conversation confidential. For reasons of privacy of all participants, we ask that you maintain confidential everything that is shared in this conversation.

🗣️ **Questions:** What questions do you have about this?

🗣️ **Interest in Participating** Now that you've heard everything, do you still want to participate? If you changed your mind and no longer want to participate, you can simply leave the room and there will be no

consequences for that. *(If someone says that they don't want to participate, ask them to please leave the room).*

🔊**Recording:** We would like to capture all of your thoughts because they are very important, so I want to ask if we could record this conversation with an audio recorder? This way we won't miss what you have said. Please know that the audio recording will only be used by Proyecto METAS to make sure we get all your ideas. Then we will destroy the recording.

🔊 **Rules and Expectations:** Let's think of a few rules and expectations that can guide us during our conversation. *(No more than 3-4 rules).* What are some rules and expectations that you think we should have? *(These could include respecting all opinions and the feelings of others, letting everyone have a chance to talk, being honest, etc.)*

A. PROCESS: FOCUS GROUP DISCUSSION

1. Index Card 1: 🔊 I'm going to ask you to write down on the index cards the first 5 words that you think of that describe youth in your community. Please write down one per card.

- *Get them to list words (they could be adjectives, behaviors, etc.)—go around the room and ask them to share one of their words (no repetition). If someone has said their #1, give #2, etc. Stick cards to chart paper. (Have participants discuss what they see).*
- **Are these words positive or negative? Why?**
- **Which words are positive and which words are negative? Can you help me separate the positive and the negative?** *(Place the positive words on one side of the chart paper and negative words on the other side of the chart paper.)*
- **Why does _____ describe youth? Why does _____ describe youth?** *(Ask about different words, especially, words which you think require more explanation.)*
- **Let's look first at the positive words. How do youth come to be _____? How do youth come to be _____? What causes them to be like this? What people, organizations, and programs help youth to acquire/build on these positive characteristics and assets?** *(Make a list of people, organizations, and programs on chart paper.)*
- **Now, let's look at the negative words? How do youth come to be _____? How do youth come to be _____? What causes them to be like this?** *(Make a list of the causes behind the words and write them on chart paper.)*

[For all of the above questions, go around the table and let key community stakeholders share their thoughts. Listen carefully to the conversation, listen for themes, and probe for greater understanding where necessary, for clarification and elaboration, and for contradictions. Note ideas on chart paper.]

[Make sure to summarize key points and get agreement on this summary before moving onto the next set of questions]

[Collect cards when this section finishes and put them to one side.]

[Leave chart paper on wall so it can be referenced during the discussion]

2. 🗨️ So we've made a list of words that describe youth and then lists of why youth exhibit these characteristics, qualities, and behaviors. Now the question is, how do we move youth with these characteristics, qualities, and behaviors (point to chart paper with negative words) over here? (Point to chart paper with positive words).

First, how can we increase these positive qualities, characteristics, and behaviors in youth?

- *Ask key community stakeholders to turn to the person next to them and discuss their answers and how their answers would increase positive qualities in youth.*
- *After a few minutes, ask if anyone would be willing to share their ideas of how the community could increase positive qualities in youth. Make sure, if possible, that the key community stakeholders' ideas would lead to the desired results (this will help us see perceptions about causality.)*
- *As key community stakeholders share their ideas, write them on chart paper.*
- *When the participants are finished sharing, ask them to rank their ideas from the idea they think will have the greatest impact on youth to the ideas that would have the least impact on youth. If there is not much variety, skip the ranking part.*

Now, how can we reduce these negative qualities, characteristics, and behaviors in youth?

- *Ask key community stakeholders to turn to the person on their other side and discuss their answers and how their answers would reduce negative qualities in youth.*
- *After a few minutes, ask if anyone would be willing to share their ideas of how the community could increase positive qualities in youth. Make sure, if possible, that the key community stakeholders' ideas would lead to the desired results (this will help us see perceptions about causality.)*
- *As key community stakeholders share their ideas, write them on chart paper.*
- *When the participants are finished sharing, ask them to rank their ideas from the idea they think will have the greatest impact on youth (1) to the ideas that would have the least impact on youth (n). If there is not much variety, skip the ranking part. When you finish, ask them to look at their ranked list and make any final comments.*

[For all of the above questions, go around the table and let key community stakeholders share their thoughts. Listen carefully to the conversation, listen for themes, and probe for greater understanding where necessary, for clarification and elaboration, and for contradictions. Note ideas on chart paper.]

[Make sure to summarize key points and get agreement on this summary before moving onto the next set of questions]

[Leave chart paper on wall so it can be referenced during the discussion]

3. Index Card #2: 🗨️ Now let's think about programs and services in the community which support youth. What youth programs and services are there in your community? Please write down one per card.

- *Get them to list the programs and services—go around the room and ask them to share one of their programs and services (no repetition). If someone has said their #1, give #2, etc. Stick cards to chart paper where the chart paper with the positive ideas and the chart paper with the negative ideas meet. (Have participants discuss what they see).*

- For each program or service, ask participants to describe the program or service. Then, ask: **Does this program or service increase the positive characteristics, qualities, and behaviors of youth from this list? Does this program or service reduce the negative characteristics, qualities, and behaviors of youth from this list? In other words, does this program get youth from *here* (chart paper with negative attributes) to *here* (chart paper with positive youth attributes) Draw a line between the card with the program or service and the list of “how” to increase the positives and how to reduce the negative.** (Keep doing this until the group has gone through all of the programs and services listed.)

4. **Index Card #3:** 🎯 Now let’s think about programs and services in the community which support youth. What youth programs and services are there in your community? Please write down one per card. OK, let’s look at our list of programs, services, approaches. Based on what you’ve seen in your work with youth, what are the *most effective* youth programs/services/approaches to prevent the kinds of negative behaviors you’ve mentioned and promote the kinds of positive behaviors you’ve mentioned? Ask participants to take a few minutes and work in teams of 2-3 to brainstorm a list of the most effective programs/approaches/behaviors. Once they’ve made a brainstormed list share what makes these programs successful and note on chart paper. Then ask for a simple ranking—of all the programs you’ve mentioned, which do you is the most effective—and why do you say this? Next most effective—why? Next most effective—why? Etc.

[Summarize their rankings of the most effective programs/approaches etc. and move on]

[For all of the above questions, go around the table and let key community stakeholders share their thoughts. Listen carefully to the conversation, listen for themes, and probe for greater understanding where necessary, for clarification and elaboration, and for contradictions. Note ideas on chart paper.]

[Make sure to summarize key points and get agreement on this summary before moving onto the next set of questions]

[Leave chart paper on wall so it can be referenced during the discussion]

[Collect index cards and continue]

5. 🎯 OK, you’ve generated a list of what you believe to be the most effective programs/approaches for increasing the positive behaviors in youth and reducing the negative behaviors in youth. But let’s look back at the list of positive and negative youth attributes that are still *not* being addressed.

- Why aren’t existing programs or services addressing these attributes?
- For every positive or negative quality that is not being addressed, ask the participants, **How can this specific quality be addressed and by whom? Which program or service or approach or community support or family support could address it?** (Make a list on chart paper.)

6. **Index Card #4:** 🎯 it seems that the list you’ve generated shows a gap— the youth issues that may be hardest to address and are not currently being addressed. But these may also be some of the most important youth issues to address. So the question is, how do we address these

youth-related issues? What other types of *new* programs or services or approaches that address these “hard” or overlooked areas would you say are needed for your community?

Take a few minutes to think about this, and write one idea down per index card.

Get them to list the programs and services—go around the room and ask them to share one of their ideas for programs and services (no repetition). If someone has said their #1, give #2, etc. Stick cards to chart paper. (Have participants discuss what they see).

- **What would these new programs or services do that current ones do not do? What would they address exactly?**
- **How might they help get youth from here (chart paper with negative attributes) to here (chart paper with positive attributes)?**
- **How would they work within the community as you see it?**
- Ask participants to get in small groups and generate a ranking of programs/services from most needed (1) to least needed (n).
- Ask each group to share its list and record on chart paper. Now ask the whole group together to agree on a prioritized list of new/additional services and programs most needed (1) to least needed (n).

[Collect index cards. Tell them they are through ask for any final comments.]

7. WRAP UP:

- *Thank participants for their participation.*
- *Tell participants you are through with the discussion and ask if there is anything else they would like to say.*
- *Ask participants what they thought of the focus group process and mention that at the beginning you asked if anyone knew what it was. If you were to ask the same question now, what might they say (essentially a focused discussion with a group of people on a particular topic)*
- *Thank them again!*

Grupo Focal de Padres de Familia

Nota: Este grupo focal y su metodología fueron diseñados para el Estudio Diagnostico Multisectorial de la Prevención de la Violencia Juvenil Intersectorial, ejecutado por la EDC / Proyecto METAS con financiamiento de la USAID (2013). Este grupo focal está diseñado para los padres y tutores de los jóvenes entre las edades de 12 a 20 años, divididos en grupos según el género. El grupo focal dura aproximadamente 2 horas y la encuesta dura aproximadamente 25 minutos (enviar encuesta), pero la duración puede variar dependiendo del nivel de educación y la participación de los padres / tutores

Debido a las inquietudes sobre posibles prejuicios, lo que pueden impactar negativamente los datos recogidos, la facilitación de este grupo focal se llevará a cabo por medio de personas capacitadas en la metodología. La facilitación de este grupo requiere por lo menos dos personas: un moderador, quien es el encargado de facilitar la conversación y la gestión del grupo, y un tomador de notas, que es el encargado de tomar notas sobre las observaciones de los participantes. Es importante que los materiales, los carteles y las notas de los grupos focales se preparen con antelación.

Tabla de Contenidos:

- A. Objetivos
- B. Guía Metodológica

Lista de Materiales:

- 10 hojas (cartulina) para rota folio
- Marcadores (1 negro, 1 azul, 1 rojo)
- Cinta adhesiva
- Hojas de rota folio con preguntas iniciales
- 100 tarjetas de índice

A. Objetivos

Desde la perspectiva de los padres de los jóvenes, este grupo focal debe ayudar a los investigadores a:

- Recopilar información sobre el contexto familiar, incluidos los problemas que enfrentan los padres, y las relaciones entre padres e hijos
- Identificar las aspiraciones que los padres tienen para sus hijos
- Identificar los retos que enfrentan los padres en la crianza de sus hijos
- Identificar los tipos de apoyos que los padres requieran para promover el desarrollo de sus hijos y proteger a sus hijos de la violencia
- Recoger las ideas de los padres sobre los programas o iniciativas que podrían ser las más prometedoras para promover el desarrollo positivo de los jóvenes y la prevención de la violencia juvenil.

Grupo Focal de Padres de Familia

B. Guía Metodológica

Parte 1: Introducción (15 minutos)

🗣️ Bienvenido Estamos agradecidos de que usted haya decidido participar en esta reunión.

🗣️ Mi nombre es [nombre del investigador]. Soy voluntario(a) en Proyecto METAS y estamos llevando a cabo un estudio de investigación en nombre de USAID que examina la vida y las oportunidades, retos y obstáculos de los jóvenes en su comunidad. USAID usará la información que usted proporcione antes de pensar en qué tipos de programas de prevención de violencia juvenil deberán crearse y financiarse.

Como parte de esta investigación que estamos pidiendo que participe en este grupo focal. ¿Alguno de ustedes sabe qué es un "grupo focal"? (Espere algunas respuestas y luego explique).

🗣️ Un grupo focal es una discusión con diferentes personas en el que todos trataremos de llegar a un consenso en torno al tema. **Los temas específicos de esta conversación** son sus aspiraciones para con sus hijos, los desafíos que enfrentan tus niños y lo que los padres enfrentan en tu comunidad, y los programas y servicios que necesitas para promover el desarrollo de tus hijos y protegerlos de la violencia. Esta conversación contribuirá a una evaluación de jóvenes que el Proyecto METAS está llevando a cabo, con el fin de mejorar los programas y proyectos para jóvenes, incluyendo programas que contribuyen a la prevención de la violencia.

Sus respuestas honestas a estas preguntas le ayudarán a entender más a USAID acerca de los problemas que enfrentan los jóvenes en las comunidades urbanas de Honduras y los tipos de servicio, programas y/o enfoques que piense que serán de gran ayuda para lograr sus objetivos de vida. El grupo focal tomará alrededor de 2 horas para completarse. No vamos a utilizar sus nombres reales. En la mesa frente a vos esta una tarjeta y puedes usar cualquier nombre que desees para dirigirme a ustedes.

Porque queremos dar especial atención a todo lo que dices, vamos a grabar este debate a través de una grabadora de audio. Sólo el transcriptor profesional en Tegucigalpa escuchará la discusión. Ella escribe lo que escucha en la transcripción y utilizaremos los datos para nuestra investigación con USAID. El o la transcriptor(a) entiende la confidencialidad y no pondrá ninguna manera para poder identificar a los participantes. Cuando finalice la transcripción de lo que has dicho, vamos a destruir la cinta de audio.

La parte más importante de un grupo de enfoque es la confidencialidad. Personas afuera de este grupo focal no sabrán lo que aquí se dice. Cuando proporcionemos los datos a USAID no usaremos su nombre, su edad, su ubicación o cualquier cosa que pueda identificarle personalmente.

Las respuestas obtenidas en este grupo focal serán compiladas y analizadas, sin embargo, todos los datos recogidos son confidenciales, y sólo el personal del proyecto METAS podrá ver las respuestas. Una vez terminado el análisis, todos los documentos serán destruidos. No estamos utilizando ninguna forma de identificación que podrían conectarte a las respuestas de la encuesta. Tenemos el permiso de su comunidad para estar aquí y hablar contigo.

Haremos todo lo posible para garantizar la confidencialidad de sus respuestas, pero no podemos controlar lo que los participantes compartan con los demás después. Por lo tanto, le recomendamos que no comparta ninguna información sobre usted u otros que definitivamente no quieren compartir con otros fuera del grupo. Y les pedimos que respeten la privacidad de los demás y no compartan lo que hemos discutido aquí—especialmente información personal.

Si usted no quiere participar, no tiene que hacerlo. Lo que decida no tendrá consecuencias [cómo la gente piensa acerca de usted / otra característica apropiada para su grupo de edad y la naturaleza de la actividad]. No va a molestarme, y nadie más, si no quieres estar en la investigación. Si desea participar ahora, pero cambia de opinión más tarde, está bien. Usted puede detenerse en cualquier momento.

Ahora que le he dicho todo esto, ¿le gustaría hacerme alguna pregunta sobre la investigación o el grupo focal?

Por lo tanto, en base a todo esto, ¿tiene alguna pregunta o inquietud sobre este grupo focal que le gustaría hacerme? Si hay algo que no entienda, por favor pregunte o me dice para explicarle.

Una vez que haya terminado el grupo focal usted, sus pueden ponerse en contacto con el director de este proyecto para responder sus preguntas o inquietudes.

¿Te gustaría estar en esta investigación y [participar en este grupo focal]?

Por favor sepan que completar el cuestionario grupo focal es un signo de afirmación que ha aceptado participar en esta investigación.

Una vez que el anterior haya terminado, pase a la creación de expectativas.

🔹 **Normas de convivencia:** Pensemos en algunas reglas y expectativas que pueden guiarnos durante nuestra conversación. (No más que 3 o 4 reglas). ¿Cuáles son las reglas y las expectativas que crees deberíamos tener? (*Estas podrían incluir respetar todas las opiniones y los sentimientos de los demás, dejando que todo el mundo tenga la oportunidad de hablar, ser honesto, etc.*)

Parte 2: Aspiraciones de los padres para sus hijos (15 minutos)

B. PROCESO: DISCUSIÓN DE GRUPO FOCAL

1. Distribuya la Tarjeta No. 1: ¿Qué respuesta es la más cercana a lo que está sintiendo? Escriba la letra. Muestre la cartulina gráfica y lea en voz alta lo siguiente:

Cuando pienso en el futuro de mis hijos, pienso:

A. Optimista. Sé que mis hijos van a tener una buena educación y un buen trabajo.

B. Satisfecho. No sé qué tan optimista soy, pero creo que mis hijos van a tener una mejor educación y trabajo que yo.

C. incierto. Siento que el futuro de mis hijos está en el aire.

2. 🗨️ Veamos cada respuesta.

- ¿Por qué un padre en esta comunidad contestaría la respuesta A, B, C, D? _____?
- ¿Qué servicios y programas son ofrecidos para apoyar a los padres y los jóvenes?
- ¿Con qué frecuencia utilizas los servicios y programas existentes? ¿Por qué o por qué no?
- ¿Qué falta en términos de servicios y programas para padres e hijos?

[Para todas las preguntas anteriores, vaya alrededor de la mesa y deje que los padres compartan sus pensamientos. Escuche con atención la conversación, escuche los temas, y haga un sondeo para una mayor comprensión cuando sea necesario, para aclaración y elaboración y para las contradicciones. Anote las ideas en el papel cartulina.]

[Asegúrese de resumir los puntos clave y llegar a un acuerdo sobre este resumen antes de pasar a la siguiente serie de preguntas]

[Recopilar las tarjetas cuando termine esta sección y ponerlas a un lado. Entregue las segundas tarjetas de índice]

3. **Tarjetas No. 2:** 🗨️ **Vamos a seguir adelante. Voy a pedirles que escriban en la tarjeta índice sus 3 principales aspiraciones (sueños y metas) para con sus hijos. Podrían estar relacionadas con la educación de sus hijos, el empleo, la familia, la vida comunitaria, o la felicidad, etc. Por favor, escriba una por tarjeta.**

Consiga que hagan una lista de las aspiraciones-vaya alrededor de la habitación y pídale que compartan uno de sus aspiraciones (sin repetición). Si alguien ha dicho su No. 1, dé el No. 2, pegue las tarjetas de índice en las cartulinas. (Pida a los padres discutir lo que ven).

- Examinemos esta lista y déjame hacerles algunas preguntas. En primer lugar, ¿sientes que sus hijos están recibiendo la educación que necesitan para prepararse para su futuro? ¿Por qué o por qué no? [Permitir un tiempo para la discusión y anotar puntos básicos]
- [Repetir el proceso anterior para otras aspiraciones. Por ejemplo, si la aspiración está relacionado con el trabajo, pregúnteles acerca de los programas de capacitación laboral y educación. Si está relacionado con la salud, pregúnteles sobre la disponibilidad de programas de salud]
- ¿Qué tipo de apoyos educativos / programas le gustaría ver para sus hijos?
- ¿Qué tipo de apoyos de empleo / programas le gustaría ver para sus hijos?
- ¿Qué tipo de apoyos de salud / programas le gustaría ver para sus hijos?
- ¿Qué tipo de apoyos de participación cívica / programas quieres ver para tus hijos?
- Pídale a los padres que formen grupos de 2 personas y que clasifiquen su máxima aspiración de apoyo/programa para sus hijos desde la más alta (1) a la más baja (n)
- A continuación, vaya a la mesa y pida a cada pareja de padres que compartan sus clasificaciones. Anote las clasificaciones en la cartulina (por ejemplo):

	#1	#2 etc.
Pareja #1	Puesto de trabajo	certificación alternativa
Pareja #2	Formación educativa	Programas de salud pública
Pareja #3	Clases de computación	Servicios de cuidado de niños

- Después de esto, pedirle a los padres elaborar una lista final clasificada . Pregúntele a los padres que comenten sus elecciones y asegurarse de que están de acuerdo en su lista resumida

[Para todas las preguntas anteriores, vaya alrededor de la mesa y deje que los padres compartan sus pensamientos. Escuche con atención la conversación, escuche los temas, y haga un sondeo para una mayor comprensión cuando sea necesario, para aclaración y elaboración para las contradicciones. Anote las ideas en el papel cartulina.]

[Si las respuestas en la clasificación son muy amplias, pregunte "¿qué quieres decir con esto?" "¿Puedes dar un ejemplo?" "¿Qué piensas que incluiría este tipo de apoyo / programa?"]

[Asegúrese de resumir los puntos clave y llegar a un acuerdo sobre este resumen antes de pasar a la siguiente serie de preguntas]

[Recopilar las tarjetas cuando termine esta sección y ponerlas a un lado.]

[Deje una cartulina en la pared para que se pueda hacer referencia durante el debate]

4. Tarjeta No. 3: 🎯 ¿Cuál es tu mayor preocupación acerca de sus hijos? (Escriba en las tarjetas).

- Pídale a los padres acudir a la persona que está a su lado y discutir su respuesta y por que.
- Después de unos minutos, pregunte si alguien estaría dispuesto a compartir sus preocupaciones. Asegúrese, si es posible, de que los padres compartan por qué se preocupan por sus hijos.
- Pídale a los padres mirar las preocupaciones de la lista. *[Si hay suficiente variedad, pedirles que las clasifiquen de mayor preocupación (1) a menor (n). Si no hay mucha variedad, omitir la parte de clasificación]*
- Sobre estas preocupaciones que has mencionado, ¿Qué tanto son un riesgo para las aspiraciones que has enumerado anteriormente (hacer referencia a la cartulina sobre las aspiraciones). ¿En qué sentido? ¿Cómo?
- Como parte de esto, hacer las siguientes preguntas de seguimiento si procede:
 - o ¿Qué hacen los padres para mantener a sus hijos?
 - o ¿Qué otra cosa pueden hacer los padres para apoyar a los jóvenes en la comunidad?
 - o ¿Qué organizaciones de la comunidad tu sabes que abordan directamente los problemas que has mencionado existen para sus hijos? (Lista)
 - o ¿Por qué creen que algunos jóvenes participan en actividades de delincuencia / violencia ?
- Vamos a referirnos de nuevo a la lista clasificada que acabas de generar? ¿En dónde se sobreponen los elementos que has enumerado? En otras palabras, que programas parecen estar promoviendo los objetivos que tienes para tus hijos? (Ponga una marca al lado de los mismos) Ahora, ¿cuales organizaciones hacen las dos cosas? (En otras palabras, a través de sus

programas, se abordan las aspiraciones y preocupaciones de los padres para con sus niños) Enciérrelos en un círculo.

- *Discusión: Vamos a hablar de estas organizaciones. ¿Qué es lo que hacen? ¿Cómo trabajan con sus hijos (y con empleados / desempleados; dentro de la escuela/fuera de la escuela;? Niñas/niños) ¿Qué las hace eficaces? (Haga una lista con las ideas de los padres).*
- *Clasificación de la eficacia de los programas existentes: Has generado una lista de programas efectivos y has dicho por qué son eficaces. Me gustaría que me dijeras cuál es la más eficaz (1) y la menos eficaz (n)*

Vamos a regresar a tu lista de metas / aspiraciones para con sus hijos y sus preocupaciones y los programas para la juventud / organizaciones que se ocupan de ellos. ¿Dónde hay lagunas? ¿Qué diferencias ve? ¿Qué preocupaciones no están siendo atendidas mediante la programación actual? ¿Qué metas que apoyen a sus hijos no se están abordando mediante la programación actual? (Lista)

Basado en esto, ¿qué programas y servicios podrían ser necesarios en su comunidad para apoyar a los jóvenes? ¿Por qué? ¿Qué podrían estos programas ofrecer? [Una vez más, después de crear una lista de ideas, pedirle a los padres clasificar estos nuevos programas / servicios de mayor (1) a menor (n)]

[Para todas las preguntas anteriores, vaya alrededor de la mesa y deje que los padres compartan sus pensamientos. Escuche con atención la conversación, escuche los temas, y haga un sondeo para una mayor comprensión cuando sea necesario, para aclaración y elaboración y para las contradicciones. Anote las ideas en el papel cartulina.]

[Asegúrese de resumir los puntos clave y llegar a un acuerdo sobre este resumen antes de pasar a la siguiente serie de preguntas]

[Recopilar las tarjetas cuando termine esta sección y ponerlas a un lado.]

[Deje una cartulina en la pared para que se pueda hacer referencia durante el debate]

5. Tarjeta No. 4: Piense en otras familias en su comunidad. En tu tarjeta, escribe 3 palabras que describan el entorno familiar en su comunidad?

Solicitarles a los padres que compartan sus respuestas en una palabra (sin repetición). Cuando no hay más palabras, pregúnteles a los padres por qué eligieron esas palabras. Hacer preguntas de sondeo tanto como sea necesario.

- *¿Qué significa esta palabra sobre el entorno familiar en su comunidad? ¿Cómo esta palabra se refiere a las mujeres y cómo se refieren a los hombres en la vida familiar en tu comunidad? ¿Cómo esta palabra afectan a los hombres y cómo afectan a las mujeres en su comunidad?*
- *[Durante la discusión averigua cuáles son los desafíos para los hombres y para las mujeres en la comunidad]*
- *¿Qué tipos de organizaciones, servicios, y programas existen en la actualidad para apoyar a las familias? ¿Cuál es su evaluación de estas organizaciones / servicios? ¿Es que sirven principalmente a los hombres, o a las mujeres principalmente, o ambos por igual?*

6. Tarjeta No. 5: ✎ Ahora vamos a hablar sobre tu familia. En esta tarjeta, ¿cómo completarías esta oración? Como padre de familia en esta comunidad, el mayor desafío que enfrentamos es

- *Pida a cada padre la lista (sin repetición) hasta que tenga todas las respuestas en la cartulina gráfica (Haga que los padres discutan lo que ven.)*
- *En pequeños grupos, pida a los padres clasificar de mayor a (n) a menor (1) los desafíos que enfrentan. Permita comentarios sobre los mismos.*
- **¿Qué tipos de organizaciones, servicios y programas en la comunidad ayudan a los padres con estos retos específicos?** [Trate de hacer que los padres identifiquen por lo menos un recurso / programa para cada reto. Asegúrese de anotar si estos programas existen o no existen. Muévase a la siguiente pregunta para terminar esto.]

[Una vez más, trate de vincular el servicio / programa con un reto. Luego pida a los padres que se formen en pequeños grupos y discutan qué programa / servicio sería más importante y clasificar aquellos de mayor (1) a menor (n) en términos de importancia. Trate de conseguir que los padres trabajen como un solo grupo hasta llegar a un consenso.]

[Nota: Puede ayudar a la discusión si, mientras los padres están discutiendo programas / servicios, usted puede tachar un miedo y coloque una marca de selección junto a una aspiración (en la cartulina gráfica). La idea es ayudar a los padres a enfocarse y que abordan en términos concretos cómo los programas o servicios sugeridos pueden trabajar con las aspiraciones y desechar los temores que han sido sugeridas por los padres.]

[Para todas las preguntas anteriores, vaya alrededor de la mesa y deje que los padres compartan sus pensamientos. Escuche con atención la conversación, escuche los temas, y haga un sondeo para una mayor comprensión cuando sea necesario, para aclaración y elaboración para las contradicciones. Anote las ideas en el papel cartulina.]

[Asegúrese de resumir los puntos clave y llegar a un acuerdo sobre este resumen antes de pasar a la siguiente serie de preguntas]

[Recopilar las tarjetas cuando termine esta sección y ponerlas a un lado.]

[Deje una cartulina en la pared para que se pueda hacer referencia durante el debate]

7. CONCLUSIÓN:

- *Dígale a los padres que han finalizado la discusión y pregúnteles si hay algo más que les gustaría decir.*
- *Solicítele a los padres qué pensaron del proceso de grupos focales.*
- *Mencione que hay una encuesta que usted agradecería que la gente la complete. También es confidencial y debe tomar solo 15 minutos. Agradézcales de nuevo.*

Parent Focus Group

Note: This focus group and its methodology were designed for the Cross-Sectoral Youth Violence Prevention Assessment, implemented by EDC/Proyecto METAS with USAID funding (2013). This focus group is designed for parents and guardians of youth ages 12-20, divided into groups based on gender. The focus group is approximately 2 hours in length and the survey is approximately 25 minutes in length, but the duration can vary depending on the education and participation level of the parents/guardians.

Because of the potential for bias, the facilitation of this focus group will be conducted by individuals trained in the methodology. The facilitation of this group requires at least two people: a facilitator, who is in charge of facilitating the conversation and managing the group; and a note-taker, who is in charge of taking notes on the comments of the participants. It is important that the materials, posters and the focus group notes are prepared in advance.

Table of Contents:

- A. Objectives
- B. Methodological Guide

List of Materials:

- 10 Sheets of Chart Paper
- Marcadores (1 negro, 1 azul, 1 rojo)
- Tape Masking
- Chart paper with initial question and possible responses
- 100 Index Cards

A. OBJECTIVES

From the perspective of parents of youth, the focus group should help researchers to:

- Gather information about the family context, including issues that parents face, and the parent-child relationships
- Identify aspirations that parents have for their children
- Identify challenges that parents face in raising their children
- Identify the types of supports parents say they need in order to promote their children's development and protect their children from violence
- Gather parent ideas about the programs or initiatives that would be most promising in promoting positive youth development and preventing youth violence

Parent Focus Group

B. Methodological Guide

Part 1: Introduction (15 minutes)

🔊 Welcome.....**We are grateful** that you have decided to participate in this focus group.

🔊 **My name** is..... My colleague's name is We are working with Proyecto METAS, an organization which provides education and employment training opportunities to youth, which seeks to improve youth programs and services in Honduras.

🔊 The discussion we will have is called a focus group. Have any of you ever heard this term or participated in one before? *[Let them answer before going on]*. A focus group is an opportunity for you to share opinions and perspectives about important issues. **The specific issues of this conversation** are your aspirations for your children, the challenges that your children face and that parents in your community face, and programs and services you need in order to promote your children's development and protect them from violence. This conversation will contribute to a youth assessment that Proyecto METAS is carrying out, in order to improve youth programs and projects, including programs which contribute to youth violence prevention.

This focus group will last about 2 hours, but it may be shorter or longer.

🔊 **Confidentiality:** My colleague is helping us by taking notes of our conversation. But your identity and comments will be kept confidential. We will not use your names and your comments will be combined with the comments of other youth across Honduras, so that it will be impossible for someone to identify you as being the one giving these comments. Also, we ask that all participants keep this conversation confidential. For reasons of privacy of all participants, we ask that you maintain confidential everything that is shared in this conversation.

🔊 **Questions:** What questions do you have about this?

🔊 **Interest in Participating** Now that you've heard everything, do you still want to participate? If you changed your mind and no longer want to participate, you can simply leave the room and there will be no consequences for that. *(If someone says that they don't want to participate, ask them to please leave the room)*.

🔊 **Recording:** We would like to capture all of your thoughts because they are very important, so I want to ask if we could record this conversation with an audio recorder? This way we won't miss what you have said. Please know that the audio recording will only be used by Proyecto METAS to make sure we get all your ideas. Then we will destroy the recording.

🔊 **Rules and Expectations:** Let's think of a few rules and expectations that can guide us during our conversation. *(No more than 3-4 rules)*. What are some rules and expectations that you think we should have? *(These could include respecting all opinions and the feelings of others, letting everyone have a chance to talk, being honest, etc.)*

Part 2: Parents' Aspirations for their Children (15 minutes)

B. PROCESS: FOCUS GROUP DISCUSSION

1. Pass out **Index Card 1**: 🗨️ **Which answer is the closest to what you are feeling? Write down the letter.** Show chart paper and read aloud the following:

When I think about the future of my children, I feel:

- A. *Optimistic. I know that my children are going to have a good education and a good job.*
- B. *Satisfied. I don't know how optimistic I am, but I feel that my children are going to get a better education and job than I did.*
- C. *Uncertain. I feel that my children's futures are up in the air.*
- D. *Worried. I am concerned about my children's futures.*

2. 🗨️ **Let's look at each answer.**

- **Why might a parent in this community answer A, B, C, D? _____?**
- **What supports and programs are offered to support parents and children?**
- **How often do you use existing supports and programs? Why or why not?**
- **What's missing in terms of supports and programs for parents and children?**

[For all of the above questions, go around the table and let parents share their thoughts. Listen carefully to the conversation, listen for themes, and probe for greater understanding where necessary, for clarification and elaboration, and for contradictions. Note ideas on chart paper.]

[Make sure to summarize key points and get agreement on this summary before moving onto the next set of questions]

[Collect cards when this section finishes and put them to one side. Pass out second index card]

3. **Index Card 2**: 🗨️ **Let's move on. I'm going to ask you to write down on the index card your 3 main aspirations for your children. They could be related to your children's education, employment, family, community life, or happiness, etc. Please write down one per card.**

- *Get them to list aspirations—go around the room and ask them to share #1 aspiration (no repetition). If someone has said their #1, give #2 until you get all of them listed. (Have parents discuss what they see.)*
- *Let's look at these and let me ask you some questions. First, do you feel like your children are receiving the education that they need to prepare themselves for their future? Why or why not? [Allow time for discussion and note key points]*
- *[Repeat the above process for other aspirations. For example, if an aspiration is job related, ask about job-training and education programs. If it is health related, ask about availability of health programs]*
- **What kind of educational supports/programs would you like to see for your children?**

- What kind of other employment supports/programs would you like to see for your children?
- What kind of health supports/programs would you like to see for your children?
- What kind of civic engagement supports/programs would you like to see for your children?
- Ask parents to form groups of 2 and rank their top aspiration/support/program for their child from highest(1) to lowest (n)
- Now go around the table and ask each pair of parents to share their rankings. Record rankings on chart paper (for example):

	#1	#2 etc.
Pair #1	job-training	alternative certification
Pair #2	Educational training	Public health programs
Pair #3	Computer classes	Child care services

- After this, ask parents to come up with a final ranked list. Ask parents to comment on their choices and make sure that they agree on their summarized list.

[For all of the above questions, go around the table and let parents share their thoughts. Listen carefully to the conversation, listen for themes, and probe for greater understanding where necessary, for clarification and elaboration, and for contradictions. Note ideas on chart paper.]

[If responses in the rankings are very broad, ask “what do you mean by this?” “Can you give an example?” “What do you think this kind of support/program would include?”]

[Make sure to summarize key points and get agreement on this summary before moving onto the next set of questions]

[Collect cards when this section finishes and put them to one side. Pass out second index card]

[Leave chart paper showing aspirations on wall so it can be referenced during the discussion]

4. **Index Card 3: 🎯 What is your greatest concern for your children?** (Write on index cards).

- Ask parents to turn to the person next to them and discuss their answer and why
- After a few minutes, ask if anyone would be willing to share their concerns. Make sure, if possible, that parents share why they are concerned about their children.
- Ask parents to look at the list of concerns listed. *[If there is enough variety, ask them to rank them from greatest concern (1) to least (n). If there is not much variety, skip the ranking part]*
- These concerns that you’ve mentioned, how much of a risk are they to the aspirations you’ve listed earlier (refer back to chart paper on aspirations). In what way? How?
- As part of this, ask the following follow-up questions where appropriate:
 - What do parents do to support their kids?
 - What else can parents do to support youth in the community?
 - What community organizations that you know directly address the concerns you’ve mentioned having for your children? (List)
 - Why do you think some youth participate in delinquent/violent activities?
- Let’s refer back to the ranked list you just generated? Where do the items you’ve listed overlap? In other words, what programs appear to be promoting the goals you have for your children? (Put a checkmark next to these) Now, which organizations do both (in other words, through their programs, address parent aspirations and concerns for children)? Circle these.

- *Discussion:* Let's talk about these organizations. What do they do? How do they work with your kids (and with employed/unemployed; in-school/out-of-school; male/female youth?) Are they effective? What makes them effective? (*List out parent ideas*).
- *Ranking of effectiveness of existing programs:* You've generated a list of effective programs and you've said why. I'd like you to tell me which is the most effective (1) and least effective (n).

Let's look back at your list of goals/aspirations for your children and your concerns and the youth programs/organizations that deal with these. Where are there gaps? What gaps do you see? What concerns are not being addressed by current programming? What goals are not being addressed by current programming? (*List*)

Based on this, what other programs and services might be needed in your community to support youth? Why? What might these programs/services offer? [*Once again, after brainstorming a list, ask parents to rank these new programs/services from highest (1) to lowest (n)*]

[For all of the above questions, go around the table and let parents share their thoughts. Listen carefully to the conversation, listen for themes, and probe for greater understanding where necessary, for clarification and elaboration, and for contradictions. Note ideas on chart paper.]

[Make sure to summarize key points and get agreement on this summary before moving onto the next set of questions]

[Collect cards when this section finishes and put them to one side. Pass out second index card]

[Leave chart paper showing fears on wall so it can be referenced during the discussion]

5. Index Card 4: Think about other families in your community. On your card, write down 3 words that would describe the family environment in your community?

- *Ask parents to share their responses by asking them to share a word (no repetition). When there are no more words, ask the parents why they chose those words. Ask probing questions as needed.*
 - *What does this word say about the family environment in your community? How does this word refer to women and how does it refer to men in family life in your community? How does this word affect men and how does it affect women in your community?*
- *[During discussion find out what the challenges are for men and then for women in the community]*
- *What types of organizations, services, and programs exist presently to support families? What is your assessment of these organizations/services? Do they serve primarily men, or primarily women, or both equally?*

6. Index Card 5: 🎯 Now let's talk about your family. On this index card, how would you complete this statement? As a parent in this community, the biggest challenge I face is _____.

- *Have each parent list (no repetition) until you have all answers on chart paper (Have parents discuss what they see.) Why are these challenges? How do you get support? Do parents and families support other parents and families?)*

- In small groups, ask parents to rank from greatest (n) to least (1) the challenges they face. Allow for comments on these.
- **What types of organizations, services and programs in the community help parents with these specific challenges?** *[Try to get parents to identify at least one resource/program for each challenge. Make sure to note whether these programs exist or don't exist. Move to next question to complete this.]*
- **What additional types of organizations, services and programs in the community could help parents with the challenges you've identified?** *Make a notation of services that exist (E) and do not exist (N).*
- *[Again, try to link service/program with a challenge. Then ask parents to get in small groups and discuss which program/service would be most important and rank those from highest (1) to lowest (n) in terms of importance. Try to get parents as a whole group to come to consensus.]*

[Note: It might help the discussion if, as parents are discussing programs/services, you are able to cross off a fear and put a check mark next to an aspiration (on chart paper). The idea here is to help focus parents and to address in concrete terms how suggested programs/services can get at aspirations and fears that have been suggested by parents.]

[For all of the above questions, go around the table and let parents share their thoughts. Listen carefully to the conversation, listen for themes, and probe for greater understanding where necessary, for clarification and elaboration, and for contradictions. Note ideas on chart paper.]

[Make sure to summarize key points and get agreement on this summary before moving onto the next set of questions]

[Collect cards when this section finishes and put them to one side. Pass out second index card]

[Leave chart paper showing fears on wall so it can be referenced during the discussion]

7. WRAP UP:

- *Tell parents you are through with the discussion and ask if there is anything else they would like to say.*
- *Ask parents what they thought of the focus group process.*
- *Thank them again!*

Service Provider Interview Protocol (Spanish)

Entrevista Protocolaria para Proveedores de Servicios a la Juventud

Para ser completado por el entrevistador:

Nombre de la Organización:

Ciudad:

Barrio:

Entrevistador:

Hora de inicio de la entrevista:

Hora de finalización de la entrevista:

Introducción:

Gracias por aceptar la entrevista. Mi nombre es _____ y estoy trabajando con Proyecto METAS / EDC (Education Development Center) en un Estudio Diagnóstico Multisectorial de la Prevención de la Violencia Juvenil. El propósito del estudio es ayudar a la USAID (Agencia de los Estados Unidos para el Desarrollo Internacional) a identificar las estrategias y técnicas más promisorias para prevenir la violencia juvenil en Honduras. Como parte del estudio, se están entrevistando los proveedores de servicios que trabajan con jóvenes en Tegucigalpa, San Pedro Sula y La Ceiba, con el fin de aprender acerca de las prácticas promisorias, lecciones aprendidas, las estrategias para llegar a los jóvenes en riesgo y recomendaciones para una programación juvenil futura en Honduras.

Porque queremos capturar todo lo que dice y no perder nada importante, me pregunto si podría utilizar una **grabadora de audio** para grabar esta conversación? Me ayudará para más adelante recordar mejor todo lo que tenía que decir. (Si dicen que no, no insista.) No vamos a utilizar su nombre o su título en el estudio. Podríamos usar el nombre de su organización para hablar de todas las organizaciones que participaron en esta evaluación. Pero para asegurarse de que sus respuestas permanecerán en el anonimato, no vamos a asociar la organización con las respuestas específicas que suministre en esta entrevista. ¿Que preguntas tiene al respecto?

Basado en lo que entiende de este proceso, ¿todavía está dispuesto a participar en la entrevista?

Preguntas para los Proveedores de Servicio a la Juventud

1. (Enfoque: La programación en general) ¿Podría decirme un poco acerca de los programas para jóvenes de su organización, en concreto?:

- a. Objetivos
- b. Que hacen exactamente (los programas)
- c. ¿Con que edades de jóvenes trabajan? (la población)
- d. Comunidades en las que trabajan (población)
- e. Algún grupo en especial al que le dan servicio (subgrupos) (rango de edad, genero, área geográfica, fuera de la escuela / en la escuela, empleados / desempleados, en situación de riesgo frente a un enfoque más amplio, etc.)
- f. De los programas y servicios de su organización, ¿cuales son los más populares entre la juventud que atienden?

2. (Enfoque: Sirviendo a jóvenes en riesgo) ¿Cómo hace usted para afiliar jóvenes para sus programas? En otras palabras, ¿cómo la juventud llega a conocer acerca de su programa y deciden unirse?

Preguntas de seguimiento:

- a. Están sus programas abiertos a toda la juventud o hay requisitos para elegirlos ?
- b. ¿Qué es lo que cree que atrae a las y los jóvenes a sus programas?
- c. ¿Sirve su organización a jóvenes en riesgo? ¿Cómo determinan si un joven está en riesgo?
- d. ¿Quién considera usted que es el joven que está más en riesgo y cómo dirige sus programas para estos jóvenes? ¿Siente que están llegando a la mayoría de los jóvenes en riesgo? ¿Por qué o por qué no?
- e. ¿Qué apoyos / servicios necesitaría usted para llegar a los jóvenes más difíciles de alcanzar?

3. (Enfoque: Desafíos que enfrentan los jóvenes) ¿Qué tipo de problemas / desafíos suelen enfrentar los jóvenes que se incorporan a sus programas ? (Explore las diferencias por género, edad, jóvenes fuera de la escuela /dentro de la escuela, empleado / desempleado, etc.)

Preguntas de seguimiento:

- a. Basado en lo que ve, ¿cuáles son algunos de los desafíos más grandes o factores de riesgo que los jóvenes con los que trabajan enfrentan?
- b. ¿Qué habilidades o conocimientos les proporciona su programa?
- c. Incluso con sus programas, ¿qué habilidades y conocimientos adicionales necesitan estos jóvenes todavía?

4. (Enfoque: Activos de la Juventud) Además de su programa, ¿qué otras influencias positivas y / o apoyos para los jóvenes en esta comunidad tienen)? (por ejemplo, la familia, la iglesia deportes, etc.)

Preguntas de seguimiento:

- a. ¿Qué fortalezas tienen estos jóvenes cuando se unen al programa?
- b. ¿Cómo sus programas construyen sobre estas fortalezas / influencias positivas?
- c. ¿Con quién más usted colabora para aprovechar estas fortalezas juveniles / influencias positivas? (por ejemplo, las familias, las iglesias, otras organizaciones, etc.)

5. (Enfoque: Impacto) ¿Cómo están impactando los programas de su organización a la juventud, sobre todo en la construcción de las fortalezas de los jóvenes y la reducción de conductas de riesgo?

Preguntas de seguimiento:

- a) ¿Por qué las y los jóvenes se unen a este programa / servicio? ¿Qué es lo que quieren sacar de ellos?
- b) ¿Cómo se mide el éxito de su programa? ¿Qué muestran los resultados actuales ? (Nota: Solicitar los datos de evaluación)
- c) ¿Qué componentes del programa sienten que tiene la mayor influencia en la vida de los jóvenes ? ¿Por qué?

- d) ¿Es que existen intervenciones específicas que parecen ser las más efectivas para mejorar la vida de los jóvenes? ¿Cómo sabes que estas son las más eficaces?
- e) ¿Siente que el programa produce resultados diferentes para los diferentes sub-grupos de jóvenes (edad, genero, situación escolar, situación laboral, nivel de riesgo, etc.)?

6. (Enfoque: Desafíos) ¿Cuáles son los mayores desafíos que enfrenta su organización en la ejecución de sus programas?

Preguntas de seguimiento:

- a. ¿Cómo estos desafíos están afectando su alcance y programación?
- b. ¿Cómo ha superado estos desafíos?
- c. Si usted fuera a recibir una subvención para mejorar el programa de su organización juvenil , cómo usted utilizará la subvención para hacerle frente a estos desafíos?

7. (Enfoque: Recomendaciones) Si otra organización solicitara su consejo sobre la implementación de un programa similar en otra comunidad, ¿qué recomendaciones le daría?

Preguntas de seguimiento:

- a. ¿Cuáles son los elementos esenciales que deben implementarse?
- b. ¿Qué elementos, programas o prácticas en su caso, podrían ser eliminadas?
- c. ¿Qué cambios en el programa recomendaría?
- d. ¿Qué recomendaciones o consejos daría para alcanzar diferentes sub-grupos meta (mujeres, niños, las y los jóvenes fuera de la escuela, jóvenes menores, jóvenes adultos, etc.)?

8. (Enfoque: Lagunas) ¿Cuáles cree usted que son las principales lagunas en los servicios prestados a los jóvenes?

Preguntas de seguimiento:

- a. ¿Cuál es el área más grande de las necesidades insatisfechas de las y los jóvenes?
- b. ¿Qué tipo de programas deberían ofrecerse a las y los jóvenes con los que usted trabaja, que no están disponibles actualmente?
- c. ¿Qué sub-sectores de la juventud se beneficiarían del programa de su organización, pero que no están participando actualmente en el programa? (Enfoque esta pregunta en los sub-grupos específicos niñas/niños; empleados / desempleados, los jóvenes fuera de la escuela /jóvenes dentro de la escuela)
- d. ¿Cuáles son los desafíos para el reclutamiento y la participación de estos subgrupos?

9. (Enfoque: colaboración) ¿Cómo su organización en la actualidad colabora con otras organizaciones, el gobierno, u organizaciones internacionales para mejorar la prestación de servicios para la juventud?

Preguntas de seguimiento:

- a. ¿Cómo podría mejorarse esta colaboración?
- b. ¿Qué tanto apoyo le dan los el gobierno local a su programa? ¿De qué manera ayudan / colaboran con usted?

- c. ¿Qué tanto apoyo le dan los es el del gobierno nacional para su programa? ¿De qué manera ayudan / colaboran con usted?
- d. ¿Qué tanto apoyo le dan los es el del sector privado para su programa? ¿De qué manera ayudan / colaboran con usted?
- e. ¿Qué tanto apoyo le dan los socios a su programa? ¿De qué manera ayudan / colaboran con usted?

10. (Enfoque: las futuras poblaciones meta) Basado en sus conocimientos y experiencia, recomendaría usted que la futura programación para jóvenes / servicios tengan como objetivo a todos los jóvenes a pesar de su nivel de riesgo o tengan como objetivo sólo a jóvenes en riesgo?

Preguntas de seguimiento:

- a. ¿Por qué?
- b. Desde su perspectiva, ¿cuáles son las ventajas y desventajas de este enfoque?
- c. ¿Cómo ayudaría lo que mejor ha recomendado a prevenir la violencia juvenil? ¿Cómo lo sabe?

11. ¿Existe alguna información adicional que nosotros le debemos preguntar acerca de la programación para jóvenes y prevención de la violencia juvenil? ¿Qué otras cosas cree que deberíamos saber?

Nota para el entrevistador: pida la información de contacto de la organización, folletos informativos, página web, estudios o informes, etc., ya que estos documentos serán de información para el estudio.

Gracias por su tiempo! Su conocimiento y opiniones contribuirá al mejoramiento de la programación juvenil en Honduras!

Youth Service Provider Interview Protocol (English)

Interview Protocol for Youth Service Providers

To be completed by interviewer:

Name of Organization:

City:

Neighborhood:

Interviewer:

Time interview begins:

Time interview ends:

Introduction:

Thanks for agreeing to be interviewed. My name is _____ and I am working with Proyecto METAS/EDC (Education Development Center) on a Cross-Sectoral Youth Violence Prevention Assessment. The purpose of the assessment is to help USAID (United States Agency for International Development) identify promising strategies and techniques to prevent youth violence in Honduras. As part of the study, we are interviewing service providers that work with youth in Tegucigalpa, San Pedro Sula, and La Ceiba, in order to learn about promising practices, lessons learned, strategies for reaching at-risk youth, and recommendations for future youth programming in Honduras.

Because we want to capture everything you say and not miss anything important, I am wondering if I could use an **audio recorder** to record this conversation? It will help me later better remember everything you had to say. *(If they say no, don't pursue it.)* We will not use your name or your title in the study. We may use your organization's name to mention all organizations that participated in this Assessment. But to make sure that your answers stay anonymous, we will not associate the organization with the specific answers you provide in this interview.

What questions do you have about this?

Based on what you understand of this process, are you still willing to participate in the interview?

Questions for Youth Service Providers

1. (Focus: Overall programming) Could you tell me a little bit about your organization's youth programs, specifically:

- a. goals
- b. what you do exactly (programs)
- c. what ages of youth work with (population)
- d. communities you work in (population)
- e. any special groups you serve (*subgroups*) (*age range, gender, geographic area, out of school/in school, employed/unemployed, at-risk vs. more broad-based approach, etc.*)

- f. Of your organization's programs and services, which are the most popular among the youth you serve?

2. (Focus: Serving at-risk youth) How do you go about recruiting youth for your programs? In other words, how do youth come to know about your program and decide to join?

Follow-up questions:

- a. Are your programs open to all youth or are there eligibility requirements?
- b. What do you think attracts youth to your programs?
- c. Does your organization serve at-risk youth? How do you determine if a young person is at-risk?
- d. Who do you consider to be the most at-risk youth and how do you address your programs to these youth? Do you feel that you are reaching the most at-risk youth? Why or why not?
- e. What supports/service would you need to reach these hardest-to-reach youth?

3. (Focus: Challenges faced by youth) What kind of issues/challenges do youth who join your programs typically face? (Probe for differences by gender, age, out-of-school/in school, employed/unemployed, etc.)

Follow-up questions:

- a. Based on what you see, what are some of the biggest challenges or risk factors that the youth you work with face?
- b. What skills or knowledge does your program give them?
- c. Even with your programs, what additional skills and knowledge do these youth still need?

4. (Focus: Youth Assets) Besides your program, what other positive influences and/or supports do youth in this community have)? (e.g., family, church sports, etc.)

Follow-up questions:

- a. What strengths do these youth have when they join the program?
- b. How do your programs build on these strengths/positive influences?
- c. With whom else do you collaborate to build on these youth strengths/positive influences? (e.g., families, churches, other organizations, etc.)

5. (Focus: Impact) How are your organization's programs impacting youth, especially in building on youths' strengths and reducing risky behaviors?

Follow-up questions:

- a) Why do youth join this program/service? What do they want to get out of it?
- b) How do you measure the success of your program? What do current results show? (**Note:** Ask for evaluation data)
- c) What program components do you feel have the most influence on youths' lives? Why?
- d) Are there any particular interventions that seem to be the most effective at improving youths' lives? How do you know these are most effective?
- e) Do you feel like the program yields different results for different sub-sets of youth (*age, gender, school status, employment status, risk level, etc.*)?

6. (Focus: Challenges) What are the greatest challenges your organization faces in carrying out your programs?

Follow-up questions:

- a. How do these challenges impact your outreach and programming?
- b. How have you overcome these challenges?
- c. If you were to receive a grant to improve your organization's youth program(s), how would you use this grant to address these challenges?

7. (Focus: Recommendations) If another organization asked your advice about implementing a similar program in another community, what recommendations would you give them?

Follow-up questions:

- a. What are the essential elements that should be implemented?
- b. What elements, programs or practices if any, could be eliminated?
- c. What changes to the program would you recommend?
- d. What recommendations or advice do you have for reaching different target sub-groups (girls, boys, out-of-school youth, younger youth, older youth, etc.)?

8. (Focus: Gaps) What do you feel are the key gaps in services provided to youth?

Follow-up questions:

- a. What is the greatest area of unmet needs for youth?
- b. What types of programs should be offered to youth that you work with, which are not currently available?
- c. What sub-sectors of youth would benefit from your organization's program, but are not currently participating in the program? *(Focus this question on targeted sub-groups—girls/boys; employed/unemployed; in-school/out-of-school youth)*
- d. What are the challenges to recruiting and involving these sub-groups?

9. (Focus: collaboration) How does your organization currently collaborate with other organizations, the government, or international organizations to improve service delivery for youth?

Follow-up questions:

- a. How could this collaboration be improved?
- b. How supportive is **local government** to your program? In what ways do they assist/collaborate with you?
- c. How supportive is the **national government** to your program? In what ways do they assist/collaborate with you?
- d. How supportive is the **private sector** to your program? In what ways do they assist/collaborate with you?
- e. How supportive are partners to your program? In what ways do they assist/collaborate with you?

10. (Focus: Future target populations) Based on your knowledge and experience, would you recommend that future youth programming/services target all youth despite their level of risk or target only at-risk youth?

Follow up questions:

- a. Why?
- b. From your perspective, what are the advantages and disadvantages of such an approach?
- c. How would what you've recommended best help to prevent youth violence? How do you know?

11. Is there any additional information that we should ask you about youth programming and youth violence prevention? What else do you think we should know?

Note to Interviewer: *Ask for the contact information for the organization, informational brochures, website, studies or reports, etc., as these documents will inform the study.*

Thank you for your time! Your knowledge and opinions will contribute to the improvement of youth programming in Honduras!

Draft

Annex 10: City Comparison Analysis

10.1 Aspirations

A. Similarities:

The most common aspirations across all communities were **to graduate high school and college, to be a college professional and/or to have a technical vocational career and to have a stable family**. Across all communities, youth perceived that there were **few stable jobs in the formal labor market** for youth with a high school degree or less. Although many youth aspired to graduate from college, they perceived this to be unrealistic considering their household poverty and the lack of scholarships and financial assistance for high school and college attendance. Often, technical/vocational careers were seen as more feasible employment options.

B. Differences:

Being a Business Owner

Youth in **La Ceiba** and especially **San Pedro Sula** reported the aspiration of being a business owner with much greater frequency than youth in Tegucigalpa. Tegucigalpa youth were more likely to perceive being a business owner as a back-up plan—if their plans for formal employment failed. For youth in Tegucigalpa, having a business was not perceived as an end in itself, but rather a way to make money in order to achieve the education level that their aspirations require.

Technical/Vocational Careers

San Pedro Sula youth, in particular, perceived that traditional high school careers, such as accounting, computation and sciences and letters were not very useful for helping youth find jobs in the current economy. Youth from San Pedro Sula reported that technical/vocational careers were more likely to help them find employment. This phenomenon was observed in the other cities, but not as strongly as in San Pedro Sula.

Maquilas

Maquilas were mentioned more by **San Pedro Sula** youth and community members due to the higher prevalence of *maquilas* in San Pedro Sula and the surrounding areas compared to the other cities. Youth and community members perceived that *maquilas* often provide low-paying, unstable jobs with long hours.

Helping the Community

Helping the community appeared to be more prevalent in **Tegucigalpa**. This may be due to Tegucigalpa's role as the seat of government. Youth appeared to have a greater sense of civic engagement than youth in other cities.

10.2 Challenges

A. Similarities

Lack of Economic Resources

Across all communities, despite marginalization level, a **lack of economic resources/household poverty** was generally considered to be youths' greatest challenge to achieving their aspirations. Many youth felt that they do not have sufficient economic resources to achieve their aspirations, as most youths' aspirations required at least high school education, and many youths' aspirations required at least university-level education. School desertion is mostly due to a lack of economic resources. Even for youth who are able to attend school, due to a lack of economic resources, these youth must attend public schools as opposed to private schools. These public schools are generally perceived to be of poor quality by all community stakeholders and many graduates are unable to find jobs.

Lack of Employment Opportunities

Across all communities a lack of employment opportunities was considered to be one of youths' greatest challenges. Youth perceived that there were few stable well-paying jobs in the formal labor market for youth with a high school degree or less. Youth who had graduated from high school were generally frustrated, as they felt that they had done everything "right" and still were unable to find jobs. Youth noted that due to high unemployment levels and a high demand for jobs, employers were raising the bar on job qualifications for job candidates. For example, in San Pedro Sula, youth noted that even comparatively menial jobs, such as selling second-hand clothing now often required at least education up to 9th grade, when these jobs were previously available for youth with lower education levels. Across the three cities, youth and community leaders told accounts of waiting in line at job fairs and hiring events for government and private sector organizations. They noted that out of the thousands of people attending these events, perhaps only 100 might actually find jobs.

Community members viewed the current lack of job opportunities as inherently connected to the current situation of insecurity which they see as a force that decreases investment in both private sector organizations and funding for government and non-profit organizations. Across many communities, especially those communities with high levels of insecurity and a "dangerous" perception, youth and community members perceive that they are discriminated against by potential employers, who see them as potential delinquents. In marginalized communities, youth and community leaders noted that they did not have the connections to employers that they needed to find jobs. They noted that most jobs are found through family and friend connections and due to a lack of family and friend connections (often due to the social marginalization and exclusion of communities), they feel severely disadvantaged in the job search.

Microenterprises are seen as a viable employment option across all communities. However, while there appears to be a many technical/vocational education programs, there appear to be far fewer microenterprise training programs. The two main challenges to starting microenterprises across almost all communities are 1) a lack of seed capital, and 2) *impuestos de guerra* (extortion), which can cut into potential profits. Other challenges include a lack of markets in the local community as well as limited growth opportunities due to inability to afford business legalization documents.

Lack of Family Support/Family Disintegration

Lack of family support is a major challenge for youth across all communities, despite levels of marginalization. In many communities there are high levels of family disintegration, which community members perceive to be caused by migration of parents abroad, early pregnancy, absent fathers/irresponsible fathering, and parent economic difficulties—which can put a strain on relationships.

Consequences of Migration

Across all communities, there are high levels of migration of one or both parents to the United States or Spain. Youth are often left in the care of grandparents, aunts and uncles or family friends. Most parents migrate in order to provide their children with a better life. However, separation from parents has a strong emotional impact on children and youth. Although they may have greater economic resources sent from abroad, they are often lacking parents' love and affection. While the caregivers may act as substitute parents, they often may have responsibilities, children and grandchildren of their own—and little time and energy to care for the children left behind due to immigration. Also, another common phenomenon is that parents abroad send money to caregivers, but instead of caregivers using the money for the children they are temporarily taking care of, they may use it to support their own children and may neglect the children of migrants not only economically, but also emotionally.

Unsupervised Children and Youth

Another common phenomenon across all communities is that children and youth are often left home alone and unsupervised while parents are working. This is usually due to lack of economic resources, as many families are unable to pay for childcare and there are few affordable quality childcare options in their communities. Community leaders report that children as young as 6 years old are left home alone and are even left in charge of taking care of younger siblings.

Family Violence

In Tegucigalpa and especially San Pedro Sula youth reported a high level of family violence in their communities. It is likely that family violence is also present in La Ceiba, but that it was not an issue of conversation, considering that most focus group members in La Ceiba were male. Victims of family violence were disproportionately women and girls and perpetrators were often fathers or other male family members.

Insecurity, Violence and Crime

Generalized Sense of Fear and Anxiety

Although the nature of the situation of insecurity, violence and crime varied by city and community, one of the main trends was that community members experienced a generalized sense of fear and anxiety. In Tegucigalpa and especially in San Pedro Sula, some youth doubted whether they would survive to achieve their aspirations.

There were trends across all cities. For example, in all cities, there are high rates of homicides with unknown motives. In San Pedro Sula and La Ceiba, the majority of 2012 homicides were attributed to unknown motives and in Tegucigalpa, almost half of all 2012 homicides were

attributed to unknown motives. Also, *ajuste de cuentas* (retributive killings) carried out by *sicariatos* (hired killers) are common across all cities. Hired killings made up between 22% to 39% of all homicides across cities. (IUDPAS, 2012) Hired killers often take jobs for as little as 500 lempiras (approximately US \$25). These statistics and the media which often sensationalizes violence, lead to a generalized sense of fear and anxiety. Community members feel that anyone—including themselves and their families—could be the next victim.

Community members often fear leaving their homes, as most homicides in 2012 took place in public (IUDPAS, 2012). Due to high impunity rates and the perception that police and the justice system are corrupt and involved in organized crime, community members don't know who to trust to provide security. There is a mistrust among community members, a mistrust of community members towards institutions, a mistrust of institutions towards people from "dangerous" communities and a mistrust of youth by adults. This lack of trust generally leads to a lack of community participation and community cohesion.

Stigmatization and Discrimination against Perceived "Dangerous" Communities

Across all communities, the dangerous perception of these communities by "outsiders" often leads to stigmatization and discrimination by people outside communities, including potential employers. Also, even finding transportation to and from communities can be difficult as few taxi drivers dare enter many of the communities.

School Desertion due to Insecurity

This trend was most notable in San Pedro Sula. However insecurity during the school commute was also reported in Tegucigalpa and La Ceiba to a lesser degree (especially when students were commuting to other parts of the city for school or traveling at night to and from school). In one community, many youth lack access to secondary school due to the fact that the secondary schools lies on the border of two gang territories. Many youth have been threatened and perceived insecurity of the commute to and from school leads many youth to drop out. Another secondary school in the sector, is nearly extinct due to high levels of insecurity. In 2012, six students were pulled out of classrooms and killed, which contributed to a high rate of school desertion.

Presence of Gangs

There was a presence of gangs in almost all communities and many communities were gang-controlled. The two most common gangs are *Pandilla 18* and *Mara Salvatrucha*. In San Pedro Sula (and to a lesser degree in La Ceiba and Tegucigalpa) community members are expected to live by the rules and laws of the gang which controls their community. Community members are expected to stay quiet and not talk to police or journalists if they see or hear something. They are expected to turn a blind eye or be killed. Gangs (though they are unique to each city/community) generally participate in collecting *impuestos de guerra* (extortion), fighting for control of territory, selling drugs (and sometimes trafficking drugs or providing protection to traffickers), robbery, theft and/or kidnapping. Youth in gang-controlled neighborhoods often lack access to youth programming, as youth programming may be located in an area controlled by the opposing gang or organizations may not enter the community due to high levels of insecurity and gang activity.

Root Causes of Violence

Interestingly, community members across all cities cited the same perceived causes of violence. Lack of employment and education opportunities, family dysfunction (lack of parents' love and support and family disintegration) and a lack of values. Youth inactivity, a lack of youth supervision, and negative peer influences are also perceived causes. They also viewed violence as being glorified in the media. On a more macro level, they perceived drug trafficking, organized crime, impunity, corruption and social inequality as major drivers of violence and crime.

Lack of Motivation/Lack of Role Models/Lack of Community Support

Across all cities, youth reported a lack of motivation due to a general lack of opportunities (magnified by household poverty and social exclusion) and a lack of family and community support. This lack of motivation was reinforced by a lack of successful professionals and role models in the communities. Communities in San Pedro Sula, especially expressed that there was a lack of positive role models. In Tegucigalpa and La Ceiba, youth reported that there was a lack of community support and—especially in Tegucigalpa—discrimination against youth by community members.

B. Differences

Police Violence

Compared to San Pedro Sula and La Ceiba, there were more accounts of police discrimination, extortion and violence against male youth in **Tegucigalpa**, especially against youth in *Barras Deportivas*.

Lack of Police Presence

In the most marginalized communities, especially in **San Pedro Sula**, there was a notable lack of police presence. Community members believe that this lack of police presence allows gangs to easily control their communities. Security issues have become so dire that without support from the national police, communities often take security into their own hands. For example, in one San Pedro Sula community, community members are trying to install a security gate with private security guards.

Insecurity, Violence and Crime as External Phenomenon

In communities with “medium” and “low” levels of marginalization, especially in **Tegucigalpa**, the source of insecurity, violence and crime was seen as external to the community. Community members report that perpetrators of insecurity are from neighboring communities with higher marginalization and violence levels.

Nature of Gangs

Gang membership of *Mara Salvatrucha* and *Pandilla 18* is greater in **San Pedro Sula** than in Tegucigalpa. There is only a small presence of Honduras' two largest gangs in La Ceiba (PNPRRS, 2012).

Gangs appear to be more visible and active in San Pedro Sula communities. Although there was a truce between the two gangs in May 2013, in some areas, gang members have broken the truce and there is a strong fight for territory in some sectors with the gangs trying to completely obliterate each others' presence and influence in the sector. Families who live zones on or near

gang borders zones—even those not directly involved in gang activities—live in constant fear that they will be forcibly removed from their homes or killed.

In **La Ceiba**, there is a relatively low presence of *Pandilla 18* and *Mara Salvatrucha*, but the biggest threat to La Ceiba communities is *bandas de narcotraficantes* and/or *bandas de delincuentes* (also sometimes referred to as *maras*). These gangs are connected to Colombian and Mexican drug cartels that traffic drugs through Honduras. Two of the most influential gangs in the La Ceiba area are *Los Pelones* (a faction of the Tocoa-based *Los Cachiros* banda) and *Los Grillos*. Las Zetas and the Sinoloa Cartel use Honduran *transportistas* (drug traffickers—often wealthy land owners, politicians and/or large business owners) to traffick drugs by land and by sea (via Honduran ports, such as La Ceiba). *Transportistas* use *bandas* to control drug trafficking routes, kill rival *banda* members and other “inconvenient” people, collect *impuestos de guerra*, participate in smaller-scale drug selling and providing protection for traffickers. They also may participate in arms trafficking, theft, robbery and kidnapping. These *bandas* or *maras* are increasingly infiltrating the police. These *bandas* were once thought to be a minor threat compared to the larger more established gangs, but now they are proving to be increasingly powerful groups that control communities and contribute to La Ceiba’s high homicide rate.

It must be noted that *Pandilla 18* and *Mara Salvatrucha* (also in San Pedro Sula and Tegucigalpa) are also widely-believed to be working with *transportistas* and organized crime. Youth are often used to sell drugs, to collect *impuestos de guerra*, and sometimes, as *sicarios* (hired assassins). Relationships between *transportistas*, the police, politicians and gangs appear to be complex and strong. As the drug trade is unlikely to slow down in the near future and organized crime is difficult to fight, one thing that Honduran and international organization *can* do to prevent and reduce violence is to give at-risk youth access to education and employment opportunities. Although legal employment opportunities often do not pay as well as illicit employment activities, ex-gang members suggest that many youth might choose lower-paying legal employment opportunities that offer a degree of safety to higher paying illicit employment opportunities that imply a high degree of danger and insecurity.

10.3 Opportunities

Youth across all communities viewed **studying** (especially completing high school and/or technical/vocational courses) as one of their greatest opportunities. However, they lacked economic resources and wished for more scholarship opportunities.

In the absence of scholarships, **working and studying simultaneously** was seen as a potential opportunity, as many youth needed to earn money in order to pay for schooling. However, this option appeared unrealistic to many youth who noted that there was a lack of stable jobs for youth without high school degrees or experience.

Family support was seen as a key opportunity. In the absence of supportive family members, other adults, including church leaders and non-profit leaders were viewed as resources for youth. Although **churches** were reported as important organizations by youth from all communities, their importance was highlighted the most in La Ceiba focus groups.

10.4 Existing Youth Programming:

Compared to communities in San Pedro Sula and La Ceiba, **Tegucigalpa communities had a greater presence of national and international organizations**, which is most likely due to the fact that many of these organizations have headquarter offices in Tegucigalpa, making these communities more accessible. **La Ceiba** communities had the least number of international and national youth-serving organizations.

In Tegucigalpa and San Pedro Sula a common theme was a **general lack of visibility of programs and organizations within the communities**. For example, in one marginalized community in Tegucigalpa, youth only reported 3 out of 20 community leader-identified organizations and parents only reported 7 out of 20 organizations present in the community. Also, many community leaders were unaware of the existence of other community organizations—especially those located in different sectors of the community. A similar pattern was seen in San Pedro Sula communities. In Tegucigalpa, community leaders proposed that there needed to be **better communication and collaboration between organizations** in order to increase public awareness of programs as well as increase programs' impacts and reduce programming repetition.

A theme that was common in gang-controlled communities in Tegucigalpa and San Pedro Sula was the **location of youth programming opportunities in perceived “dangerous” locations**. This inaccessibility was either due to the youth programming being located in another gang's territory or in a location where the commute from youth homes to the youth programming is dangerous.

In La Ceiba and San Pedro Sula communities there were noticeably **few youth-serving organizations present in communities**.

Across communities, especially in La Ceiba and San Pedro Sula a common theme was the **existence of small grassroots organizations that are well-positioned to make an impact on youths' lives**. Although these organizations appear to have strong leadership, they appear to lack funding.

10.5 Proposed Changes to Existing Programs

Getting the Word Out and Attracting Youth to Programs:

- Need for better visibility of projects/publicity in the community.
- There needs to be greater involvement of parents in programming (both to reinforce youth learning and to increase parents' likelihood of allowing children to participate in programming)
- Programs should have better coverage (in some communities the same youth are benefitted by many programs, while other youth are not even aware of programming).
- Security should be improved so that youth can get out of their houses and take advantage of youth programming opportunities.
- Improved security would attract more youth-serving organizations to marginalized communities.
- Programs should include program-sponsored transportation for youth (especially in areas with high levels of insecurity).

Making the Greatest Impact

- The most positively perceived and well-known organizations have a physical presence in the community (a center or office). The physical presence of the organization in a community may lead to greater community acceptance and participation.

- There needs to be more support for existing youth programming (especially grassroots community-based initiatives and youth-led initiatives that are often best positioned for community impact, but also the least funded).
- Programs should develop local leadership, including youth leadership, in order to promote sustainable community and youth development. For example, organizations should look for someone from the same community to direct programs. Local youth should also be hired or selected to be program volunteers.
- Programs should work more with families and parents, as youth do not live in isolation, but are strongly influenced by their home environments.
- International, national and regional organizations really need to get to know communities and sectors (including local needs, organizations, gang dynamics, etc.) before starting a project. Community members perceive that there are often large investments in programs and organizations which are inaccessible to many youth due to high insecurity in the area. In particular, gang territories need to be taken into account when choosing program locations or sub-grant recipients, so that programs can benefit the greatest number of youth possible. Community members, including youth and parents, should be carefully consulted in the project design process.
- The location of centers and program offices need to be carefully considered. Parents won't allow youth to participate in programming if it is in an area perceived to be "too dangerous". If programming is located in a perceived "dangerous" area, transportation with the organizations logo could be provided by the organization to improve youths' safety during the commute.
- Effective youth violence prevention programs need to be long-term. Short-term programs are perceived to have little to no long-term impact on youth. International, national and regional youth service providers need to think about long-term sustainability of projects during the design of the project. San Pedro Sula community members suggest that projects could be self-sustaining through mechanisms such as participant-run microenterprises where part of the profits go towards the project.

Tegucigalpa Proposed Changes to Existing Programming:

- Need for better coordination, collaboration and communication between organizations. Youth-serving organization networks, councils and other communication mechanisms could improve this.
- Courses and workshops are important, but more long-term community-based programs are needed for long-term impact.

San Pedro Sula Proposed Changes to Existing Programming:

- Instead of implementing one-size-fits-all programs that are generally not very effective, rarely sustainable and don't meet communities needs, the international cooperation should work to form community leaders and help grassroots organizations create programs that cater to local youth needs.
- Municipal youth programs are primarily located in the center of San Pedro Sula and are not accessible to youth in vulnerable communities (due to expensive travel and dangerous commutes). Municipal youth programming should be located/offered within vulnerable communities.
- There should be more private sector investment [such as CSR (Corporate Social Responsibility)] in youth and community projects in vulnerable communities.

- It is important to give adult volunteers incentives to participate in youth programming (in-kind goods, *kits educativos* [school supplies kits] for volunteers' children, stipend, public recognition, etc.)

La Ceiba Proposed Changes to Existing Programming:

- International organizations should stop funding large government institutions, because the money is not reaching youth in vulnerable communities—it's being robbed by politicians and wasted—and the youth are the ones who pay in the end (they don't have access to opportunities and they learn to mistrust institutions). Regional and community-level organizations are more likely to reach youth.
- International organizations should fund youth cooperatives who decide on how to spend funds on projects that are most beneficial to youth. Adult cooperatives could also be funded. This would increase transparency, increase community voice and leadership in youth programming and reduce corruption by institutions.
- Youth programming should occur more frequently (e.g. meeting once a week, instead of bi-weekly or monthly).

10.6 Program Feedback:

Keys for Effective Sports Programs:

- Certain Sports Areas need to be created and accessible only to children and younger youth (adults and older youth often take over current sports areas and communities, so children and youth end up playing soccer in the street, which is a safety hazard).
- There's a need for organized sports' structures (such as leagues, soccer schools, etc.)

Keys for Improving Sexual & Reproductive Health Programs:

- Sexual and reproductive health education programs need to be more integral (not just talking about prevention and condom use, but focused on sexuality, life skills and healthy relationships).
- Sexual and reproductive health education programs need to start at a younger age (around age 11 or 12).
- Youth-to-Youth programs may work best for prevention, as youth have more rapport/trust with other youth and adults can be perceived to be condescending or judgmental.

Keys for Improving Drug & Alcohol Prevention and Rehabilitation Programs:

- Drug and alcohol prevention programs need to start earlier, as community members report that youth begin to use drugs and alcohol as early as 8 years old.
- Drug and alcohol rehabilitation programs need to be present in vulnerable communities, not just in the center of the city.
- Youth-to-Youth programs may work best for prevention and for rehabilitation program outreach, as youth have more rapport/trust with other youth and adults can be perceived to be condescending or judgmental.

Keys for Improving Job Training, Employment and Technical/Vocational Education Programs:

- There should be more technical/vocational training opportunities, followed by microenterprise training and financing programs.

- Technical/vocational education programs should be expanded and diversified, based on an analysis of the local job market. In some cases, courses may need to be more specialized.
- Programs need to focus more on employability and employment support for youth, including programs that increase connections between youth and employers.
- INFOP (Instituto Nacional de Formacion Profesional) is perceived positively by community members and should be expanded and receive more funding. Community members expressed that they would like to see more collaboration between INFOP and public *colegios*. (Community members in some communities reported that INFOP left their communities due to a lack of funding.)
- The STSS (Secretaria de Trabajo y Seguridad Social) program *Mi Primer Empleo* was perceived positively by community members and should be expanded. (In some communities, stakeholders reported that the *Mi Primer Empleo* program was discontinued in their communities after the coup in 2009.)

Keys to Improving Education Programs:

- More organizations should offer scholarships for basic, high school and university education.
- There needs to be a stronger link between education and training opportunities and employment opportunities. For example, more alliances could be formed between public high schools/technical/vocational training programs and employers. These alliances could encourage internships, job shadowing, mentoring and hiring of youth in marginalized communities.
- There need to be more education opportunities available to street children and youth.
- USAID should lower the cost of textbooks and other materials for alternative education and technical/vocational education courses, or these materials should be provided free of charge.
- There is a need to improve student security at school and during commutes to and from school, so that students do not have to drop out of school or put their lives at risk.

Keys to Improving Family Supports:

- Parents of young children should be worked with in the areas of child development, positive discipline and values, as the perceived cause of most problems (violence, crime, drugs and alcohol, illicit activities, etc.) is related to family dysfunction.
- The *Escuela para Padres* program needs to be improved. Although the program is officially required to be implemented in public schools, it is often not implemented (or infrequently implemented), and there is often a very low attendance rate by parents. The program is often delivered in a traditional classroom manner, which doesn't allow participants to actively participate and discuss important issues related to parenting. Community members suggest that the program would be more useful if it allowed for the active participation of parents and served as a mutual support group. Also, parents also did not attend due to scheduling issues, as many parents had to work, take care of children and/or make dinner during meeting times. Community leaders in La Ceiba suggested that *Escuela para Padres* could use a more flexible neighborhood block model where parents from each block/neighborhood sector get together once a week to discuss important parenting issues. The group could be facilitated by a parent trained in the *Escuela para Padres* program. Also, the name of the program can cause confusion as *Escuela para Padres* sounds like a literacy or alternative education program for adults—not parenting classes.

Centro de Alcance:

- The Centro de Alcance program should be expanded to more communities (and should include construction of Centros de Alcance for communities without necessary infrastructure).

- Centros de Alcance should have a larger, more adequate locale.
- Centros de Alcance should have an area for children and younger youth to play soccer (reserved *only* for children and younger youth).
- Centros de Alcance should expand technical/vocational education program and offer more diverse and specialized courses.
- Participants who complete technical/vocational education programs should receive microenterprise training and be eligible to apply for seed capital to start a microenterprise.

Entry Points:

- Churches can play a key role in youths' lives and have a special importance for ex-gang members. However, churches need to update their approaches for youth outreach.
- Centros de Alcance provide an important "entry point" into communities and they can be used as a community base for new programs.

10.6 At-risk Groups that should be Targeted by Programming:

- **"Street Youth"** (Youth who are orphans or have been rejected by their parents; they are often homeless, lack access to education and healthcare; use drugs and alcohol; and are more susceptible to participation in violence and illicit activities).
- **Barra Deportiva Youth:** Rejected by society, these youth are susceptible to participate in drugs and alcohol, violence and illicit activities. Approaches should be based on respect and be non-judgmental. They should give these youth a positive role in their communities.
- **Pregnant Teens/Young Mothers/Single Mothers:** There is a serious lack of support for these youth who are often stigmatized by society and rejected by their families. Due to a high level of absent fathers/irresponsible fathering, it would be important to support mothers as they are most likely to raise children and influence children and youths' behavior. These women are also at a high risk to be victims of family and intimate partner violence.
- **Children and Parents of Young Children:** Many programs are focusing on youth, but there appear to be comparatively fewer programs that work with children, meaning that if their development is not adequately addressed they could become "at-risk youth" in the future.
- **Ex-Gang Members:** Ex-gang members lack the economic and emotional support needed to stay out of gangs and illicit activities. While churches can provide ex-gang members with more support, more needs to be done to help ex-gang members find employment, as ex-gang members need to provide for their families and without alternative employment options, they are likely to return to illicit activities.

10.7 Priority Programs and Services

For the most part, community priority programs and services correspond to the main challenges reported in the communities. For example, proposed job training/employment programs would address the challenge of a lack of economic resources and a lack of job opportunities. Constructive free-time activities/youth-friendly activities would address the challenge of youth inactivity. Youth health programming would address the challenges of a lack of sexual and reproductive health education, drug and alcohol use and mental health issues. Family supports would address the challenge of a lack of family support.

Under-reported Program Areas across All Communities

Three program areas that are likely underreported when community members decided on priorities are **family supports, education access & quality** and **security**. Although a lack of family support/family disintegration, poor quality public education and insecurity were viewed as major challenges across all communities, community members struggled to come up with proposed programs and services which would address these complex issues.

1. Constructive Free-Time Activities/Youth-Friendly Spaces:

Proposed programs in the area of Constructive Free-Time Activities/Youth-Friendly Spaces were reported across all cities and were **prevalent across communities with all levels of marginalization**. This suggests that, contrary to popular belief, **these activities should not be viewed as luxuries or “fluff”, but as vital youth development components**.

Programs and Services proposed by community members fit into the following 6 categories:

- **Soccer/Sports Courts and Fields.** Especially lighted recreation areas, areas accessible to and/or reserved for children, younger youth, girls and women. Also, depending on local needs of communities other sports and recreational areas were proposed, such as pools, gyms, parks, etc.
- **Organized Sports Programs (Soccer and Basketball).** Community members noted that although many children and youth in their communities play soccer, there is a lack of organized sports' structures such as sports teams, leagues and soccer schools. Youth are also interested in basketball, although there is a general lack of basketball infrastructure and technical know-how.
- **Organized Youth Organizations/Groups/Activities.** Community members noted that there needs to be support for existing youth groups and organizations and the formation of new organizations and groups in areas without these entities. Community members saw the purpose of these groups to be determined by local youth interests (e.g. arts, community service, leadership, health, sports, music, spiritual growth, etc.), but the underlying important factor being that youth feel that they belong to a group that participates in pro-social activities, rather than violent or illicit activities).
- **Youth-Friendly Spaces.** Including youth outreach centers, *casas de la juventud*, arts centers, schools of music and youth-run radio stations. Communities which already had *Centros de Alcance* wanted to improve these spaces so that they could offer more activities for youth in their communities.
- **Arts/Creative Programs.** Including art, theatre, dance and music activities and infrastructure.
- **Activities that Promote Moral and Civic Values and Participation.** Including community services activities, community organization and values education.

Notes on City or Community Marginalization Level Differences:

It must be noted that all **Tegucigalpa** and **La Ceiba** communities ranked constructive free-time activities/youth-friendly activities in their top 3 priorities. Both communities with **“high” levels of marginalization** ranked constructive free-time activities/youth-friendly activities in their top 3 priorities.

It's important to note that although these activities were frequently reported by youth and community leaders, they **were rarely reported by parents**, suggesting that parents do not view these activities as important. Outreach efforts that explain to parents why these activities are important to youth may be

needed. Also, there is a concern in some communities that if youth have recreational areas and activities, they will drop out of school or play hooky. One solution to this issue would be requiring program participants to participate in other pro-social activities, for example, requiring youth participating in a soccer team to attend school, technical/vocational programs, or life skills programs. Also, pro-social youth development components could be integrated into sports or art programs, such as sports programs that teach employability skills or arts programs focused on anti-violence messages.

2. Job Training/Employment:

Proposed programs in the area of Job Training/Employment were reported across all cities and all marginalization levels. It must be noted that Job Training/Employment programs were the first priority in communities with “high” levels of marginalization..

Proposed Job Training/Employment programs and services fit into the following three categories (categories are listed in order of prevalence):

- **Microenterprises Training and Seed Capital.** Community members note that given the general lack of formal job opportunities for youth from vulnerable communities, microenterprises might be a more promising solution for many youth. Community members note that it is especially important to provide training to youth who have completed technical/vocational courses (such as participants in *Centro de Alcance* technical/vocational programs. Special attention needs to be paid to helping interested youth and adults obtain seed capital for microenterprises. Also, the legalization of microenterprises can open the door to expanded markets, but is an expensive process that many small business owners are unable to afford.
- **Technical/Vocational Education Programs.** Community members proposed that technical/vocational education programs should be expanded, diversified and specialized according to the demand of the local market. Community members also noted that there needed to be more technical careers in public high schools, possibly, in collaboration with INFOP.
- **Programs which Increase Access to Formal Employment Opportunities.** Including employment agencies, job training, employability programs and alliances with the private sector.

Notes on City or Community Marginalization Level Differences:

Microenterprise Training and Seed Capital programs, as well as technical/vocational education programs were prioritized by communities with “high” and “very high” levels of marginalization, as well as a community with a “low” level of marginalization that is surrounded by communities with “high” and “very high” levels of marginalization. (Many children and youth from these more marginalized communities attend school and participate in other youth programming in the community with a “low” level of marginalization). This suggests that many people in these communities may lack access to formal employment. It is also important to note that all of these communities are perceived to be “dangerous” by outsiders and stigmatization and discrimination of youth and adults by employers as well as a lack of connections to employers due to social marginalization and exclusion may play a role in youth and adults’ inability to access formal employment opportunities. Also, a low level of education attainment (due to a lack of quality education opportunities—especially secondary education opportunities and a lack of economic resources) may contribute to youth and adults from these communities finding jobs in the formal labor market.

Programs which Increase Access to Formal Employment Opportunities were prioritized more frequently by community members in San Pedro Sula.

3. Youth Health Programming:

Proposed programs in the area of Youth Health Programming were reported across all cities and across communities of all marginalization levels. The need for youth health programming was especially prevalent in communities with “very high” levels of marginalization.

Proposed Youth Health Programming programs and services fit into the following four categories (categories are listed in order of prevalence):

- **Sexual and Reproductive Health Education Programs.** Especially integral sexual and reproductive health programs that not only focus on prevention of HIV/AIDS, STIs and teen pregnancy, but also focus on life skills, values, sexuality and healthy relationships. These programs should start at an early age, preferably by age 11 or 12.
- **Drug and Alcohol Prevention and Rehabilitation Programs.** Programs should start around age 8 and rehabilitation programs should be present in vulnerable communities.
- **Mental Health Support.** Community members noted that due to high levels of family disintegration, family violence, street violence and drug and alcohol abuse, mental health and counseling services are needed for both youth and families—especially victims of family and street violence.
- **Ex-Gang Member Rehabilitation Programs.** There are limited education, employment and social supports and opportunities for ex-gang members. A lack of “legal” opportunities often leads to their reentry into illicit activities.

Notes on City or Community Marginalization Level Differences:

In particular, drug and alcohol programs are especially needed in communities with “**very high**” levels of marginalization, although drug and alcohol programs are not limited to these community types, as communities with “medium” and “low” levels of marginalization also reported that they needed these programs.

4. Family Supports

While family supports only occur in 4 communities’ top 3 priorities, a common theme across all communities was that although community members recognized that family disintegration and a lack of family support were root causes of violence, they did not know what type of programs and services could be used to improve family life. Family supports were especially requested in communities with “very high” levels of marginalization.

Proposed Youth Health Programming programs and services fit into the following four categories (categories are listed in order of prevalence):

- **Programs which Increase Parents’/Caregivers’ Access to Employment Opportunities and Economic Resources.** Including technical/vocational education, job training, literacy classes, daycare, alternative education programs for parents, economic support for children, etc. Community members note that a family’s economic situation strongly affects children and youths’ well-being. Community members note that programs should be targeted for single mothers and poor parents and caregivers.

- **Parent/Family Mental Health Support.** Including couples counseling and family counseling by trained psychologists and counselors. Community members noted that parents and families need support and guidance with raising healthy children, resolving conflicts peacefully, maintaining healthy relationships and dealing with family violence, street violence and drug addiction. Community members noted that, in particular, victims of family and street violence should be targeted.
- **Parenting Classes.** Focused on positive child development, non-violent discipline, values, health and safety.
- **Family Violence Prevention Programs and Support for Victims.** Programs should focus not only on violence prevention, but also on gender roles (especially more diverse definitions of masculinity), building and maintaining healthy relationships, peaceful conflict resolution and life skills.
- **Comprehensive Health Centers.** Including basic medical care, a medical dispensary, family planning education and services, drug and alcohol rehabilitation and counseling.
- **Food Security Programs.** Including *Comedores Solidarios* (soup kitchen/community pantry), child nutrition and vitamin programs and low-cost access to foods (such as BANASUPRO – Suplidora Nacional de Productos Basicos—chain of government stores which provide staple foods at low costs).
- **Programs for Orphans and Street Youth.** Including shelter, education, healthcare, job training, etc.

Notes on City or Community Marginalization Level Differences:

Programs which Increase Parents' Access to Employment Opportunities were prioritized more by communities with “high” and “very high” levels of marginalization, as well as a community with a “low” level of marginalization that is surrounded by communities with “high” and “very high” levels of marginalization.

Parent and Family Mental Health Support was prioritized by all communities with “very high” levels of marginalization, as well as a community with a “low” level of marginalization, which is surrounded by communities with “very high” levels of marginalization.

Parenting Classes were prioritized by communities with “very high” levels of marginalization.

Family Violence Prevention and Victim Support was prioritized by communities with “very high” levels of marginalization as well as a community with a “low” level of marginalization, which is surrounded by communities with “very high” levels of marginalization.

Food Security programs were prioritized by communities with “very high” levels of marginalization.

Comprehensive Health Centers were prioritized mostly by communities with “very high” levels of marginalization.

5. Education Access & Quality

Although most community members reported that public schools were of poor quality, they struggled to come up with programs and services that would address this complex problem. While community members often praised private schools in their communities (especially those that offered scholarships

to youth with scarce economic resources), they noted that the vast majority of youth attended public schools and that there was a great need to increase not only access—but also quality of these schools.

Proposed education programs and services fit into the following six categories (categories are listed in order of prevalence):

- **Scholarships for basic, secondary and university education.** Community members report that a lack of economic resources is the main reason why youth drop out of school. Few scholarship opportunities are available, especially at the secondary and university education levels.
- **Improved Quality of Public Schools.** Across all communities, community members perceived that public schools were of poor quality. Community members suggested that teacher training should be improved, schools should be better-resourced and the issues between the Ministry of Education and teachers' unions need to be resolved so that students do not miss anymore school time due to teacher strikes.
- **Alternative and Flexible Education Programs.** Including alternative education programs such as EDUCATODOS and *Maestro en Casa*/IHER (Instituto Hondureño de Educación por Radio) or night schools located within communities.
- **Improved Education Access for Street Youth/Homeless Youth.** Community report that these youth are the least likely to have access to education.
- **Improved Security in Schools and During School Commutes.** Many youth are unable to access basic and secondary school opportunities due to insecurity at school and during the school commute. Insecurity during school commutes was most frequently reported in San Pedro Sula, but cases were also reported in Tegucigalpa and La Ceiba.

10.8 DAP Results:

Low Levels of Empowerment-Related Assets

Across all cities, youths' lowest level of assets were related to *empowerment* which refers to how safe youth feel at home, at school and in their neighborhood, as well as their perception of being valued and appreciated and having useful jobs or roles. In all three communities, youth were considered to have a "fair" level of empowerment-related assets, which means that while some empowerment-related assets are experienced, many empowerment-related assets are weak and/or infrequent and there is considerable room for strengthening assets in this area. Possible explanations for lower scores in this area could be the high level of insecurity that youth experience in their neighborhoods as well as feelings that they are not valued or do not have a useful role in society, due to lack of family and community support.

Low-Level of Community Context-Related Assets

Across all cities, the context in which youth had the lowest level of assets was the *community context*. Assets in the *community context* are related to activities and involvement in the larger community such as sports, clubs, groups, creative activities or religious activities, as well as having good neighbors, accepting others and helping in the community. All subgroups scored in the "fair" range except for older youth in San Pedro Sula, who scored in the "low" range. The "low" range indicates a depleted level of assets, with mostly weak or infrequent assets and where there is a tremendous opportunity for strengthening assets.

Possible explanations for lower scores in this area include: lack of youth program and services, lack of youth participation in programs due to insecurity, and neighborhoods with high levels of insecurity

which leads to a high level of mistrust of others and a lack of community cohesion. Also, although many youth reported that they would like to help their communities/help others, they felt that they were missing the mechanism or channel to do so.

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Annex 11: La Ceiba City-Level Analysis

La Ceiba City-Level Analysis Summary

11.1 Aspirations

The most common aspirations in La Ceiba communities were to **graduate high school and college, to be a college professional or have a technical/vocational career and/or to own a business** and to have a stable family. Although many youth aspired to graduate college, they acknowledged that this aspiration was not very realistic considering their level of household poverty and the fact that there were few to no opportunities to obtain scholarships. So, youth reported that technical/vocational careers (at the high school level or through outside courses) coupled with microenterprise training and seed capital were more likely to help them find employment.

11.2 Challenges:

Across all La Ceiba communities, despite marginalization level, **a lack of economic resources/household poverty** and a **Lack of Employment Opportunities** were considered to be some of youths' greatest challenge to achieving their aspirations. Many youth did not feel that they had sufficient economic resources to achieve their aspirations, as most youths' aspirations required at least high school education and many also required college education. Youth, parents and community leaders in all three communities perceived that most public schools in their neighborhoods were of poor quality and private schools and public high schools in other communities were too expensive.

Youth perceived that there were few stable well-paying jobs in the formal labor market for youth with a high school degree or less. Youth expressed that although they may have done everything they were supposed to do to find a job (completed high school and stayed out of trouble with the law), they were unable to find a job. They felt that most formal sector jobs were obtained through family or friends. They felt that they had few or no connections that could help them obtain jobs. They perceived the private sector to be "corrupt" as jobs were only given to people with connections. Youth and community leaders noted that jobs that the few jobs that were available to youth in their communities were not stable permanent jobs and they normally had very low salaries that did not allow families to meet basic needs. In some communities that were perceived to be "dangerous" by "outsiders" youth felt that they were excluded from many formal employment opportunities due to stigmatization and discrimination based on the perceived level of insecurity in their communities. Youth in the two communities with the highest marginalization levels were particularly interested in starting their own businesses, but they acknowledged that besides learning a trade, the two major challenges to starting a business were obtaining seed capital and maintaining profitability with the payment of the *impuesto de guerra* (weekly or monthly extortion by gangs and organized crime to operate in a particular sector).

Lack of Family Support/Family Disintegration was another major challenge for youth in La Ceiba communities. Lack of family support and family disintegration was reported in all communities despite marginalization level. Youth, community leaders and parents report that the three major reasons for family disintegration include: migration of one or both parents to the United States or Spain, absence of fathers/irresponsible fathering, early pregnancy and parent economic difficulties, which can put a strain on family relationships. Children and youth are often left home alone without supervision or in low quality childcare while parents are at work. Youth, community leaders and parents expressed that a lack of moral values (which start with the family) was a major problem.

In a community with a “medium” marginalization level in La Ceiba, youth generally have greater economic resources than youth in communities with lower marginalization levels, but community members note that they often do not have adequate family support. In a community with a “very high” marginalization level, community leaders perceive that authoritarian parent styles lead to rebellious youth.

Youth also felt a sense of **lack of community support** and a **lack of motivation**. This lack of motivation was reportedly caused by a lack of opportunities and low expectations for youth by parents and community members. This lack of motivation was particularly felt by youth living in communities with “medium” and “high” levels of marginalization.

Insecurity, Violence and Crime were reported as major challenges in 2 out of 3 La Ceiba communities (communities with “medium” and “very high” levels of marginalization).

Bandas de Narcotraficantes/Bandas de Delincuentes

Although there is some presence of *Mara Salvatrucha* and *Pandilla 18* in La Ceiba communities, the biggest threat to La Ceiba communities is reportedly *bandas de narcotraficantes and/or bandas de delincuentes*. They are often referred to by community members as “*maras*”. There are gangs which are connected to cartels that traffic drugs through Honduras. Two of the most influential *bandas* that operate in La Ceiba are *Los Pelones* (a faction of the Tocoa-based *Los Cachiros* banda) and *Los Grillos*. 80% of cocaine from Venezuela and Colombia with destination to the US is trafficked through Honduras (El Herald, 2012). Mexican and Colombia drug cartels (in the case of the La Ceiba area—Los Zetas and the Sinoloa Cartel) use *transportistas* (drug traffickers—often wealthy land owners, politicians and/or business owners) to traffic drugs by land and by sea (via Honduran ports). *Transportistas* use *bandas* to control drug trafficking routes, kill rival *banda* members and other “inconvenient” people, collect *impuestos de guerra*, participate in smaller-scale drug selling and sometimes carrying out trafficking (or providing protection for traffickers). They also may participate in arms trafficking, theft, robbery and kidnapping. The *bandas* phenomenon is a relatively new and increasingly common phenomenon. These *bandas* or *maras* are increasingly believed to be infiltrating the police. Although once thought to be a minor threat compared to *Pandilla 18* and *Mara Salvatrucha* they are proving to be increasingly powerful groups who have greatly contributed to La Ceiba’s extremely high homicide rate. (It must be noted that the *Mara Salvatrucha* and *Pandilla 18* are also believed to participate in these activities).

Community members in some of the communities feared mentioning these groups. Hired killings (*sicariato*) is common among *banda* members, either ordered by superiors or used a method to get rid of rival *banda* members or people who speak out against *bandas*. As one teacher in a community with a “very high” level of marginalization noted, if he knows that a student with ties to a *banda* or *pandilla* (such as a member or family member of a member) has marijuana in his backpack, he is unable to report that to the police or anyone else in the community, because he or his family could be threatened.

Teacher: *Si se va a la policía, de la policía se va a la fiscalía. La fiscalía y la policía se van y les avisan a los mismos mareros... Entonces no confiamos en nada, entonces el problema es general.*

Other Community Leader: *¿Profe, y le hago una pregunta? ¿Usted cree que haya alguna organización, un programa o que se yo que pueda venir a para esto?*

Teacher: *No, no lo creo.*

As the police and justice system are perceived to be involved in this organized crime, the community members do not know how the security situation can be resolved. Who can community members turn to for security, when they perceive those who provide security to be corrupt and involved in perpetrating and supporting the sources of insecurity? Community members feel that the only way they can contribute to youth violence prevention is reaching out to as many youth as they can in their neighborhoods, so at least those youth won't end up involved in these *bandas* or *maras*. It must be noted that in La Ceiba researchers were unable to enter two originally selected communities—due to the level of insecurity due to the presence of these *bandas* or *maras*.

Generalized Fear and Anxiety

Youth, parents and community leaders reported a sense of generalized fear and anxiety. Homicides rates decreased 11% between 2011 and 2012, but La Ceiba still has a homicide rate of 157.3 homicides per 100,000 people—much higher than Honduras' national homicide rate of 85.5 homicides per 100,000 people. In La Ceiba, 24.9% of homicides are homicides for hire (*sicarios*) for the motive of *ajuste de cuentas* (adjusting accounts) and 60.8% of homicides are for an unknown motive (IUDPAS, 2012). These high violence levels combined with armed muggings, extortion (*impuesto de guerra*), kidnapping and conflicts between opposing gangs (*bandas* and *maras*)—compounded with the fact that community members view police as participants in organized crime rather than protectors against organized crime—make community members feel like they must be in continual fear for their lives, as anyone could be the next victim.

Stigmatization of “Dangerous” Communities

The fear and mistrust caused by insecurity, violence and crime limits community participation and reduces levels of community trust and cohesion, creating complex obstacles for youth programming and general community development. The dangerous perception of these communities often leads to stigmatization by people outside of the communities, including potential employers. Even finding transportation to and from the center of La Ceiba can be difficult, as some taxi drivers refuse to enter some of these communities. Some youth mentioned that community members sometimes internalize the “tough” factor of their neighborhood and they may actually contribute to others' “dangerous” perception of the community, but exaggerating stories to make the community appear more dangerous than it really is.

Root Causes of Violence

Youth, parents and community leaders feel that the root causes of violence and crime are a lack of employment and education opportunities, family dysfunction (lack of parents' love and support) and a lack of values. Youth inactivity is perceived to be a main cause, as so many youth are neither studying nor working and in the absence of constructive free-time activities and the supervision of parents (many are left home alone) they can easily get involved in violence, gang activities and illicit activities. Negative peer influence is seen to be a contributing factor in youths' participation in anti-social and illicit activities. They also reported that violence is often glorified in the media, especially on TV, where shows glorify being a drug-trafficker and killing people. On a more macro level, community members perceived drug trafficking, organized crime, impunity, corruption and social inequality as major drivers of violence and crime.

11.3 Opportunities

Across all La Ceiba communities, **studying** (especially completing high school and/or technical/vocational courses) was seen as one of the greatest opportunities. However, many youth felt

that a high school degree was outside their reach due to lack of economic resources. **Studying and working simultaneously** was seen as an opportunity across communities, as many youth need to work in order to pay for schooling. However, youth saw this opportunity as relatively limited due to the lack of stable jobs for youth without experience and a high school education. They felt that **scholarships** would be a more realistic option for helping them complete their education.

Family support was seen as a key opportunity by some, while others (especially youth from disintegrated families) viewed support from other adults, including church leaders and non-profit organization leaders as a key opportunity.

Church was perceived to be a key opportunity by some, especially those who found a sense of belonging and family at church. In particular, youth were attracted to churches that were open to “at-risk” youth, such as youth who have been arrested, do drugs or are/were in a gang. They were also attracted to churches with strong youth groups and youth programming. In one community with a “medium” level of marginalization, almost all of the organizations mentioned by youth and community leaders were churches.

11.4 Existing Youth Programming

General Themes across Communities:

In general, compared to communities in Tegucigalpa and San Pedro Sula, La Ceiba communities reported less youth-serving organizations in their communities. There are notably few international and national youth-serving organizations. This is likely due to the fact that many international and national organizations have their headquarters in Tegucigalpa.

In a community with a “very high” level of marginalization, for example, there were no international or national youth-serving organizations and in a community with a “high” level of marginalization, the only national and international youth-serving organizations are USAID’s Centro de Alcance and the Ministry of Education’s EDUCATODOS alternative education program. In a community with a “medium” level of marginalization, the only international youth-serving organizations, besides international churches is USAID’s Proyecto METAS. There were reportedly only two national youth-serving programs in the community EDUCATODOS and IHER (Instituto Hondureño de Educación por Radio)—both alternative education programs.

Youth, parents and community members appear to be aware of the main youth-serving organizations in their communities. However, a common theme was the existence **of grassroots community organizations that are well-positioned to make an impact on youths’ lives**. Although these organizations appear to have strong leadership, they appear to have a serious lack of funding.

11.5 Proposed Changes to Existing and Future Youth Programming

A. General Feedback

Community members proposed the following changes to improve existing and future youth programming:

Getting the Word Out and Attracting Youth to Programs

- There needs to be greater involvement of parents in programming (both to reinforce youth learning and to increase parents’ likelihood of allowing children to participate in programming)

- Churches need to improve communication in order to reach out to more youth. Churches need a better outreach message/effort and better mechanisms and technique for reaching out and attracting youth to programs.
- Need for better visibility of projects/publicity in the community.
- Programs should have better coverage (in some communities the same youth are benefitted by many programs, while other youth are not even aware of programming).
- Security should be improved so that youth can get out of their houses and take advantage of youth programming opportunities.
- Improved security would attract more youth-serving organizations to marginalized communities.
- Programs should include program-sponsored transportation for youth (especially in areas with high levels of insecurity).

Making the Greatest Impact

- There should be more funding for grassroots community organizations that are well-positioned to provide programming to youth.
- Programs need to be more long-term—youth can't form youth leaders in a matter of months. It's a process that takes years.
- International cooperation should stop donating or loaning money to big government institutions, because that money is not reaching youth in vulnerable communities—it's robbed by politicians and wasted—and the youth are the ones who pay in the end (they don't have access to opportunities and they learn to mistrust institutions).
- International cooperation could fund youth cooperatives who decide on how to spend funds on projects that most benefit youth; adult cooperatives could also be funded. This would increase transparency, increase community voice and leadership in youth programming and reduce corruption by institutions.
- Programs should develop local leadership, including youth leadership, in order to promote sustainable community and youth development.
- It's important to work with parents/families, as family dysfunction is one of the main causes of violence.
- Youth programming should occur more frequently (e.g. meeting once a week, instead of once every two weeks or once a month).
- Churches should have more youth groups/youth programming.
- Organizations should look for someone from the same community to direct programs.
- Important to work with children and younger youth (many programs are focused on adolescents) and there are few programs for children and younger youth beyond schools.
- The most positively perceived and well-known organizations have a physical presence in the community (a center or office). The physical presence of the organization in a community may lead to greater community acceptance and participation.
- There needs to be more support for existing youth programming (especially grassroots community-based initiatives and youth-led initiatives that are often best positioned for community impact, but also the least funded).

B. Specific Programming Feedback

Community members proposed the following changes to improve existing and future youth programming:

Keys for Effective Sports Programs:

- Certain Sports Areas need to be created and accessible **only** to children and younger youth (adults and older youth often take over current sports areas and communities, so children and youth end up playing soccer in the street, which is a safety hazard)
- There needs to be more programs that help youth who want to be professional soccer players.

Keys for Effective Counseling/Mental Health Programs:

- There should be school psychologists who support youth and their families.

Keys for Improving Sexual & Reproductive Health Programs:

- Youth-to-Youth programs work better for prevention programming because youth have more trust/rapport with other youth and sometimes, adults don't understand youth and can be condescending or offensive.
- Sexual and reproductive health education programs need to be more integral (not just talking about prevention and condom use, but focused on sexuality, life skills and healthy relationships).
- Sexual and reproductive health education programs need to start at a younger age (around age 11 or 12).

Keys for Improving Drug & Alcohol Prevention and Rehabilitation Programs:

- Youth-to-Youth programs work better for prevention programming because youth have more trust/rapport with other youth and sometimes, adults don't understand youth and can be condescending or offensive.
- Drug and alcohol prevention programs need to start earlier, as community members report that youth begin to use drugs and alcohol as early as 8 years old.
- Drug and alcohol prevention programs could be implemented through churches.
- Drug and alcohol prevention programs need to be present in vulnerable communities, not just in the center of the city.

Keys for Improving Job Training, Employment and Technical/Vocational Education Programs:

- Programs need to focus on increasing connections between youth and employers, as employers often only hire people they know.
- There should be more technical/vocational training opportunities, followed by microenterprise training and financing programs.
- Technical/vocational programs should be expanded and diversified.
- Courses need to be more specialized so that they help youth find jobs or start microenterprises.

Keys for Improving Education Programs:

- There need to be more educational opportunities for street youth.
- More organizations should offer scholarships for basic, high school and college education.
- Proyecto METAS could help EDUCATODOS with financial support so that youth can participate in painting, drawing and poetry workshops at the Casa de la Cultura.

Keys for Improving Family Supports:

- Escuela para Padres programs should be improved. Community leaders note that sometimes over 400 parents are invited and only 5 show up.

- Parents of young children should be worked with in the areas of child development, positive discipline and values, as the perceived cause of most problems (violence, crime, drugs and alcohol, illicit activities, etc.) is related to family dysfunction.

Keys for Improving Civic Participation Programs:

- Programs should focus on promoting community organization, education and service.
- There need to be more programs focused on promoting moral and civic values.

Keys for Improving Centros de Alcance:

- The Centro de Alcance should have computers with internet access.
- The CDA should have more activities/materials (currently, many youth participate in activities and there are often not enough materials).
- Books, tools and materials should be free to participants in CDA's technical/vocational workshops.
- USAID should provide youth/adults who complete technical/vocational training with microenterprise training and seed capital in order to start microenterprises.
- There should be more instructors/personnel trained in electricity, English, computers microenterprises and arts and music.
- The CDA should offer mechanics, electric appliance repair, cell phone repair, barbershop, woodworking courses, etc.
- The CDA should provide scholarships for out-of-school youth and youth with scarce economic resources.
- The CDA should have a larger more adequate space for activities.
- The CDA should have an area for children and younger youth to play soccer (reserved *only* for children and younger youth).
- The CDA should form strategic alliances with the private sector (both for funding and to connect participants and employers).

Entry Points:

- Churches can play a key role in youths' lives and have a special importance for ex-gang members. However, churches need to update their approaches for youth outreach.
- The Centro de Alcance provides an important "entry point" into communities, as it have been very successful at reaching out to youth, due to a critical partnership with the community. A center coordinator from La Ceiba notes that it's very difficult for service providing organizations to the community, due to high levels of marginalization, violence, and gang presence. Youth and community members are socially marginalized and excluded and historically have been used poorly for political purposes. Often, organizations and politicians have failed to deliver on promises, creating a feeling of community mistrust towards service providers. Centros de Alcance have been able to operate in areas which have historically been "off limits" to service providers, due to the fact that they tailor their programming to local youth needs and interests, build alliances with community leaders and organizations, and focus on "providing opportunities" instead of a direct violence prevention message which could create resistance from gangs and illicit groups. The presence and credibility of the centers has opened the doors for other service providers to enter the communities, using the centers as a base.

11.6 At-risk Groups that should be Targeted by Programming

- **“Street Youth”** (Youth who are orphans or have been rejected by their parents; they are often homeless, lack access to education and healthcare; use drugs and alcohol; and are more susceptible to participation in violence and illicit activities).
- **Barra Deportiva Youth:** Rejected by society, these youth are susceptible to participate in drugs and alcohol, violence and illicit activities. Approaches should be based on respect and be non-judgmental. They should give these youth a positive role in their communities.
- **Pregnant Teens/Young Mothers/Single Mothers:** There is a serious lack of support for these youth who are often stigmatized by society and rejected by their families. Due to a high level of absent fathers/irresponsible fathering, it would be important to support mothers as they are most likely to raise children and influence children and youths’ behavior. These women are also at a high risk to be victims of family and intimate partner violence.
- **Children and Parents of Young Children:** Many programs are focusing on youth, but there appear to be comparatively fewer programs that work with children, meaning that if their development is not adequately addressed they could become “at-risk youth” in the future.
- **Ex-Gang Members:** Ex-gang members lack the economic and emotional support needed to stay out of gangs and illicit activities. While churches can provide ex-gang members with more support, more needs to be done to help ex-gang members find employment, as ex-gang members need to provide for their families and without alternative employment options, they are likely to return to illicit activities.

11.7 Priority Programs by Community (According to Youth, Parents and Community Leaders)

Table 18: Priority Programs by Community (According to Youth, Parents and Community Leaders)

	La Ceiba		
Community	Community with “high” level of marginalization	Community with “medium” level of marginalization	Community with “very high” level of marginalization
Priority Program Area #1	Job Training/Employment	Constructive Free-Time Activities/Youth-Friendly Spaces	Constructive Free-Time Activities/Youth-Friendly Spaces
Priority Program Area #2	Constructive Free-Time Activities/Youth-Friendly Spaces	Job Training/Employment	Family Supports
Priority Program Area #3	Infrastructure	Education Access & Quality	Youth Health Programming

A. Priority Programs and Services for a Community with a “High” Level of Marginalization

1. Job Training/Employment Programs

Community members’ first priority area was Job Training/Employment Programs, including:

- Technical/Vocational Courses (barbershops, mechanics, woodworking, etc.)
- Microenterprise Training/Seed Capital (especially as a follow-up program for Centro de Alcance technical/vocational course participants)
- Employment Support for Single Mothers and Poor Families (job training, literacy classes, daycare, etc.)
- More technical courses and trained instructors at the Centro de Alcance

2. Constructive Free-Time Activities/Youth-Friendly Spaces

Community members’ second priority area was Constructive Free-Time Activities/Youth-Friendly Spaces, including:

- Sports and recreation areas and programs (soccer courts and field, areas for children and younger youth, soccer programs, pools, swimming program, BMX bicycle program, etc.)
- Improvements to Centro de Alcance (More technical courses, free materials, more trained instructors, etc.)
- Organized youth activities/youth groups
- Activities that promote moral and civic values

3. Infrastructure

Community members’ third priority area was Infrastructure, including:

- A water project (currently, there are only 2 hours of water in the community every day)
- Road improvements
- Security improvements

B. Priority Programs and Services for a Community with a “Medium” Level of Marginalization

1. Constructive Free-Time Activities/Youth-Friendly Spaces

Community members’ first priority area was Constructive Free-Time Activities/Youth-Friendly Spaces, including:

- Sports and recreation areas and programs (soccer courts and fields, soccer league between churches, gym, etc.)
- Centro de Alcance
- School of Music/Music Recording Workshops
- Youth Groups/Organizations

2. Job Training/Employment Programs

Community members' second priority area was Job Training/Employment Programs, including:

- Employability program/Proyecto METAS
- Accessible job opportunities
- Technical/Vocational education courses

3. Education Access & Quality

Community members' third priority area was Education Access & Quality, including:

- Scholarships for basic, secondary and university education
- More church-affiliated schools
- Foreign language courses
- Escuela para Padres

C. Priority Programs and Services for a Community with a “Very High” Level of Marginalization

1. Constructive Free-Time Activities/Youth-Friendly Spaces

Community members' first priority area was Constructive Free-Time Activities/Youth-Friendly Spaces, including:

- Community organization and participation (community service, community education, sports and recreation events and activities)
- Sports and recreation areas and programs (soccer courts and fields, soccer programs, etc.)
- Youth and Parent Forums

2. Family Supports

Community members' second priority area was Family Supports, including:

- Comedor solidario (soup kitchen/community pantry)
- Parent forums
- Literacy programs for adults

3. Youth Health Programming

Community members' third priority area was Youth Health Programming, including:

- Sexual and Reproductive Health Education Programs
- Drug and alcohol prevention and rehabilitation programs
- School psychologist who works with youth and parents

Annex 12: San Pedro Sula City-Level Analysis

San Pedro Sula City-Level Analysis Summary

12.1 Aspirations

The most common youth aspirations in San Pedro Sula communities were to graduate high school and college, to be a college professional or have a technical/vocational career and/or to own a business and to have a stable family. San Pedro Sula is the industrial capital of Honduras and youth perceived that traditional high school careers, such as accounting, computation and sciences and letters were not very useful for helping youth find jobs in the current economy. Youth reported that technical/vocational careers (at the high school level or through outside courses) were more likely to help them find employment. Youth perceived that there were few stable well-paying jobs in the formal labor market for youth with a high school degree or less. Many private sector employment opportunities were in maquilas. Although maquilas operate under varied conditions, many youth perceived them to be low-paying, unstable jobs with long hours. Many youth seemed to prefer the idea of starting their own business, such as a mechanics workshop or a beauty salon.

12.2 Challenges

Across all San Pedro Sula communities, despite marginalization level, a ***lack of economic resources/household poverty*** was considered to be youths' greatest challenge to achieving their aspirations. Many youth did not feel that they had sufficient economic resources to achieve their aspirations, as most youths' aspirations required at least high school education and many also required college education. Youth, parents and community leaders in all three communities of SPS perceived that most public schools in their neighborhoods were of poor quality and private schools and public high schools in other communities were too expensive. It must be noted that in the communities with "very high" levels of marginalization, most households live in informal settlements with houses made out of cardboard, wood scraps and nylon and plastic bags. There are many large families living in one or two room makeshift houses. Most families do not have access to basic services, live in unsanitary conditions and live near the edge of the river (some houses actually have foundations which are in the river itself). This location also puts their houses at risk for flooding and mudslides, which threaten to exacerbate their situation of poverty.

Lack of Employment Opportunities was considered to be one of youths' greatest challenges. Youth perceived that there were few stable well-paying jobs in the formal labor market for youth with a high school degree or less. Youth noted that with the current high-level of employment and high demand for jobs, employers are raising the bar on job qualifications for job candidates. For example, youth noted that even working as a sales clerk for a used clothes store now requires at least a basic education (at least 9th grade). Youth felt that they were excluded from many formal employment opportunities due to stigmatization and discrimination based on the perceived level of insecurity in their communities. They also felt that they were excluded from these opportunities because they lacked relevant work experience and did not have connections to employers. In one community, a youth who had just graduated high school noted that only 4 out of 40 youth were able to find jobs and the 4 youth found jobs through family or family friend connections. Youth were particularly interested in starting their own businesses, such as a mechanics workshop or a beauty salon, but they acknowledged that besides learning a trade, the two major challenges to starting a business were obtaining seed capital and maintaining profitability with the

payment of the impuesto de guerra (weekly or monthly extortion by gangs and organized crime to operate in a particular sector). Also, many small businesses are limited in scope and market, as they are unable to afford legalization papers.

Lack of Family Support and Family Disintegration was another major challenge for youth in San Pedro Sula communities. Family disintegration which was reported in all communities despite marginalization level. Youth, community leaders and parents report that the three major reasons for family disintegration include: early pregnancy, migration of one or both parents to the United States or Spain, absence of fathers/irresponsible fathering and parent economic difficulties, which can put a strain on family relationships. Children and youth are often left home alone without supervision or in low quality childcare while parents are at work. Youth reported a high level of family violence in their communities and victims were disproportionately women and girls.

Insecurity, Violence and Crime were reported as major challenges in all San Pedro Sula communities. All of the San Pedro Sula communities were partly or entirely controlled by gangs, especially the country's two most populous rival gangs Pandilla 18 and Mara Salvatrucha.

Gang Influence—Live by Gang Rules or Get Out

Some communities in San Pedro Sula are controlled by two rival gangs, Mara Salvatrucha and Pandilla 18. Community members are subject to the rules and laws of the gang that controls where they live. Basically, if someone sees or hears something about gangs or illicit activity, they are expected to stay quiet about it and turn a blind eye or be killed. Citizens are not supposed to talk to police or journalists about gang activity or illicit activities or they can be threatened or killed. If someone lives in a neighborhood that is in Mara Salvatrucha territory, they are not allowed to enter Pandilla 18 territory and vice versa or they can be threatened or killed. In some communities, if residents do not choose to follow gang rules and laws, they have two choices: they can leave their homes and move to another *colonia* or they can be killed. Although there was a truce between the gangs in May 2013, that truce has been broken in some communities. The two gangs fight for territory and in some communities the rival gangs are trying to obliterate the each others' presence and influence. Although all families feel at risk for violence, families in gang border zones live in constant fear that they will be forcibly removed from their homes or killed.

Gang territories affect youths' access to youth-serving organizations. Youth in gang-controlled communities—especially in the two highest risk community types in San Pedro Sula—had very limited access to youth programming as youth service organizations often do not enter communities due to security risks. Also, organizations are sometimes barred to enter a community controlled by one gang, if they have programs in communities controlled by the opposing gang. Youth are not able to participate in programs in nearby communities controlled by opposite gangs. For example, focus groups for this study were held at a non-profit organization's office, which has two locations in San Pedro Sula. One location is in a gang-neutral area, while the other location is in a gang-controlled area. Community leaders from a community controlled by the opposing gang called frantically the day before the focus groups to say that they could not participate in the focus group (as they mistakenly thought that it was located in rival gang's territory). They recalled an incident where a community member attended a workshop at this location and was pulled out of the workshop by rival gang members and killed. In some communities, murders of service providers have occurred, often due to service providers not respecting gang norms, such as staying within allowed areas or working with gang members or gang-associated youth.

School Desertion Due to Insecurity

In the case of one community in a gang border zones, access to secondary school access is limited due to the fact that the main secondary school lies on the border of two gang territories. Community leaders report that many youth have been threatened and the perceived insecurity of the commute to and from the school leads many youth to drop out. While classrooms used to be full of up to 40 students, classes are now much smaller with 10-20 students. They also note that another major secondary school in the sector, is nearly extinct due to high levels of insecurity.

Pressure to Join Gangs and Difficulty to Leave Gangs

Youth in gang-controlled communities—especially male youth in San Pedro Sula—are under pressure to join gangs, often under the threat of violence. Some parents do not allow their male children and youth to leave the house unaccompanied, as they fear that they will be pressured or forced to join gangs. Gangs furnish youth with a good income, upward mobility, and some degree of job security. While the presence of gangs often disparages civic participation in gang-controlled communities, gangs often inculcate many values associated with civic participation in its members such as loyalty and respect. As a community leader from San Pedro Sula who worked in rehabilitation of ex-gang members notes, gangs offer many of the values and a sense of belonging that families and communities lack (often due to dire economic circumstances and a lack of civic participation). For youth in gangs, it is extremely difficult and sometimes impossible to leave a gang without being murdered. The best chance that youth have to leave a gang is to become a Christian and participate actively in church. However, this does not always guarantee youths' safety, because as gang members note that the ex-gang member does not actively or believably participate in the church, they are murdered.

The Changing Face of Gangs

Community leaders note that since the *Mano Duro* policies of President Maduro, the gang “image” has changed. While gang members used to be known for their tattoos and “thug”-style clothing, that image is changing. Community members note that many gang members (and their family members) wear nice clothes, due to the relative wealth that their families have compared to other community members. Community leaders note that they have to be very careful in the way they treat children or significant others of gang members. They feel as if they are constantly walking on “egg shells.” One wrong step or wrong word and their lives are in danger. In one area, a community leader noted that almost all community leaders had been killed and that she was one of the only who remain.

Impuesto de Guerra

Impuesto de Guerra leads to a strong disincentive to start a business. For example, in one community with a “very high” level of marginalization, all businesses have to pay impuesto de guerra (to gang members) in order to operate within gang territory. Community members state that the impuesto de guerra starts around 5,000 lempiras (\$250) for small businesses, but can be much higher for larger businesses. The *impuesto de guerra* is paid on a biweekly or monthly basis. Business owners who do not pay are murdered. According to community leaders, police and other authorities turn a blind eye to the *impuesto de guerra* and some police officers participate also participate in extortion. In some communities with “very high” levels of marginalization, there is virtually no police presence. Community members note that police may only pass through communities once a week or even once a month and when they do enter the communities there are sometimes shootouts between police and gangs, which are dangerous to innocent bystanders.

Generalized Fear and Anxiety

Youth, parents and community leaders reported a sense of generalized fear and anxiety. Many youth doubted that they would survive to achieve their aspirations and young mothers reported that they constantly feared for their children. They felt that they had no power over whether their children grew up to be professionals or grew up to be gang members. The public transportation system and shared taxis (colectivos) are perceived to be very dangerous.

In San Pedro Sula, 22.6% of homicides are homicides for hire (sicariatos) for the motive of “ajuste de cuentas” (adjusting accounts) and 65.7% of homicides are for an unknown motive (IUDPAS, 2012). These high violence levels combined with armed muggings, extortion (impuesto de guerra), kidnapping (secuestro express) and conflicts between opposing gangs and the police make community members feel like they must be in continual fear for their lives, as anyone could be the next victim.

Stigmatization of “Dangerous” Communities

The fear and mistrust caused by insecurity, violence and crime limits community participation and reduces levels of community trust and cohesion, creating complex obstacles for youth programming and general community development. The dangerous perception of these communities often leads to stigmatization by people outside of the communities, including potential employers. Even finding transportation to and from the center of San Pedro Sula can be extremely difficult, as most taxi drivers refuse to enter these communities.

Lack of Police Presence

In an environment of extreme poverty, makeshift housing, lack of opportunities and lack of police presence that characterizes some communities with a “very high” level of marginalization gang activity, illicit activities and violence thrive. The dire security situation has made many community members hope that they can earn enough money to leave their communities as soon as possible. Starting a profitable business in the area is nearly impossible, due to a lack of seed capital. However, even for youth and adults who have managed to start business, a lack of clients (due to high levels of poverty) combined with *impuesto de guerra* (starting at approximately \$250/week or more depending on the size of the business) often limits the profitability of their businesses. With extreme poverty and a lack of opportunities, youth and adults are easily recruited for selling drugs, collecting impuestos de guerra, stealing, hired killing, etc.

Due to a lack of police presence, gangs easily control some communities with “very high” levels of marginalization. Security issues have become so dire that without support from the national police, communities often take security into their own hands. For example, in one community with a “very high” level of marginalization, community members are trying to install a security gate with private security guards.

Root Causes of Violence

Youth, parents and community leaders feel that the root causes of violence and crime are a lack of employment and education opportunities, family dysfunction and a lack of values. Youth inactivity is perceived to be a main cause, as so many youth are neither studying nor working and in the absence of constructive free-time activities and the supervision of parents (many are left home alone) they can easily get involved in violence, gang activities and illicit activities. On a more macro level, community members perceived drug trafficking, organized crime, impunity, corruption and social inequality as major

drivers of violence and crime. Stakeholders note that youth who are Christian and employed do not participate in violence and crime.

12.3 Opportunities

Across all San Pedro Sula communities, **studying** (especially completing high school and/or technical/vocational courses) was seen as one of the greatest opportunities. However, many youth felt that a high school degree was outside their reach due to lack of economic resources and the security situations which made commutes increasingly dangerous. **Studying and working simultaneously** was seen as an opportunity across communities, as many youth need to work in order to pay for schooling. However, youth saw this opportunity as relatively limited due to the lack of stable jobs for youth without experience and a high school education. They felt that **scholarships** would be a more realistic option for helping them complete their education.

Family support was seen as a key opportunity by some, while others (especially youth from disintegrated families) viewed support from other adults, including church leaders and non-profit organization leaders as a key opportunity. However, youth in some communities with “very high” levels of marginalization reported that a major challenge for youth in their community was a lack of role models.

12.4 Existing Youth Programming

General Themes across Communities

In general, compared to communities in Tegucigalpa, San Pedro Sula communities reported less youth-serving organizations in their communities. This is likely due to the fact that many international and national organizations have their headquarters in Tegucigalpa and the fact that San Pedro Sula is generally perceived to be more dangerous than other cities. In some communities with “very high” levels of marginalization, there are notably few youth-serving organizations. For example, CASM (Coalicion de Accion Social Menonita) is the only organization starting to work in some of these communities besides churches. In some sectors, there are many organizations, but whether they are accessible or not to youth depends on which gang-controlled territory they live in.

One common theme identified was that there was a general lack of visibility of programs and organizations within the communities. For example, in one community with a “high” level of marginalization, 12 different organizations were identified as working in the community. However, youth focus groups only reported the existence of half of these organizations while community leaders reported the existence of the other half of these organizations. However, there was not overlap between organizations reported by youth and community leaders. In one community with a “very high” level of marginalization, parents generally reported that there were no youth-serving programs in the communities or that there were only churches, while youth and community leaders reported the existence of 10 youth-serving organizations. Community members and parents proposed that there should be an opportunity for community members to learn about different organizations in the community, including what they do and how to participate. Youth, community members and parents, especially in communities with a “very high” level of marginalization, reported that often the same group of people benefitted from the different organizations’ programs and they wanted others in the community to be benefitted by these programs, too.

In a community with a “high” level of marginalization, a common theme was the location of youth programming opportunities in perceived “dangerous” locations for youth. For example, youth were unable to access many organizations and programs due to the fact that they were located in the opposing gang’s territory. Or, as previously mentioned, secondary schools lie on the border of opposing gang territories, where muggings and threats to students are common. Youth from a community with a “very high” level of marginalization noted that as there were no night school options in the community, students who studied at night had to commute to and from other communities, which was particularly dangerous at night.

In San Pedro Sula, there are many **small grassroots community organizations that are well-positioned to make an impact on youths’ lives**. However, these organizations appear to have strong leadership, but a serious lack of funding. Some examples include a soccer school/league, a community youth band, a church that works with ex-gang members and an organization that works to improve sports infrastructure.

12.5 Proposed Changes to Existing Programs

A. General Feedback

Community members proposed the following changes to improve existing and future youth programming:

Getting the Word Out and Attracting Youth to Programs

- Need for better visibility of projects/publicity in the community.
- There needs to be greater involvement of parents in programming (both to reinforce youth learning and to increase parents’ likelihood of allowing children to participate in programming)
- Programs should have better coverage (in some communities the same youth are benefitted by many programs, while other youth are not even aware of programming).
- Security should be improved so that youth can get out of their houses and take advantage of youth programming opportunities.
- Improved security would attract more youth-serving organizations to marginalized communities.
- Programs should include program-sponsored transportation for youth (especially in areas with high levels of insecurity).

Making the Greatest Impact

- Instead of implementing one-size-fits-all programs that are generally not very effective, rarely sustainable and don’t meet communities needs, the international cooperation should work to form community leaders and help grassroots organizations create programs that cater to local youth needs.
- Organizations should look for someone from the same community to direct programs.

- Youth-to-Youth programs work better because youth have more trust/rapport with other youth and sometimes, adults don't understand youth and can be condescending or offensive.
- There should be more family supports such as childcare, so that young mothers can participate in youth programming.
- Programs should develop local leadership, including youth leadership.
- Youth programming and education programs (such as EDUCATODOS) could take place closer to where students live (for security reasons).
- Important to work with children and younger youth (many programs are focused on adolescents) and there are few programs for children and younger youth beyond schools.
- It's important to work with parents/families, as family dysfunction is one of the main causes of violence.
- Municipal youth programs are primarily located in the center of SPS and are not accessible to youth in vulnerable communities outside of the center (due to expensive travel and dangerous commutes). Municipal youth programming should be located/offered within vulnerable communities.
- There should be more private sector investment [such as CSR (Corporate Social Responsibility)] in youth and community projects in vulnerable communities.
- International cooperation needs to think about long-term sustainability at the beginning of the project. Including self-sustainability mechanisms such as participant-run microenterprises where part of the profits go towards the project could be a promising sustainability mechanism.
- International cooperation really needs to get to know communities and sectors (including communities, organizations, gang dynamics, etc.) before starting projects. There are often large investments in programs and organizations which are inaccessible to many youth due to high insecurity in the area. In particular, gang territories need to be taken into account when choosing program locations or sub-grant recipients. The international cooperation should avoid funding organizations/programs located on gang territory borders due to youths' inaccessibility to programming and danger to youths' lives. The International cooperation needs to realize that youth are unable to enter another gangs' territory in order to access programming, so programming must be strategically located. Location of centers and program offices need to be carefully considered. Parents won't allow youth to participate in programming if it is an area perceived to be "too dangerous". In "dangerous" areas transportation marked with the organization's logo could be provided by the organization to improve youths' safety during their commute. (Even if a colonia is considered "dangerous" by outsiders, community members are aware of zones that are "more dangerous" and "off-limits" even for local residents or residents of neighboring colonias. Community members should be carefully consulted in the project design phase.
- There are many community-level programs that are well-positioned to make a positive impact in the lives of youth and to reach the most at-risk youth, but a lack of funding often leads to these organizations' inability to implement and/or sustain projects.

- It is important to give adult volunteers incentives to participate in youth programming (in-kind goods, kits educativos for volunteers' children, stipend, etc.)
- The most positively perceived and well-known organizations have a physical presence in the community (a center or office). The physical presence of the organization in a community may lead to greater community acceptance and participation.
- There needs to be more support for existing youth programming (especially grassroots community-based initiatives and youth-led initiatives that are often best positioned for community impact, but also the least funded).

B. Program Feedback

Community members proposed the following changes to improve existing and future youth programming:

Keys for Effective Sports Programs:

- Certain sports areas need to be created and accessible only to children and younger youth (adults and older youth often take over current sports areas and communities, so children and youth end up playing soccer in the street, which is a safety hazard)

Keys for Improving Sexual & Reproductive Health Programs:

- Sexual and reproductive health education programs need to be more integral (not just talking about prevention and condom use, but focused on sexuality, life skills and healthy relationships).
- Sexual and reproductive health education programs need to start at a younger age (around age 11 or 12).

Keys for Improving Drug & Alcohol Prevention and Rehabilitation Programs:

- Drug and alcohol prevention programs need to start earlier, as community members report that youth begin to use drugs and alcohol as early as 8 years old.
- Drug and alcohol prevention programs need to be present in vulnerable communities, not just in the center of the city.

Keys for Improving Job Training, Employment and Technical/Vocational Education Programs:

- There should be more technical/vocational training opportunities, followed by microenterprise training and financing programs.
- There should be more electronics repair, electricity, and computer courses with advanced programs.
- There should be more employability and employment support for youth.
- Private sector organizations should start maquilas and other businesses in vulnerable communities so that people can get jobs.

- Community members had a very positive view of the government’s “Mi Primer Empleo” program, which they say disappeared from their communities in 2009. They hope that the program will return, as it was highly valued.
- Microenterprise training and finance programs should take business legalization expenses in consideration, as this cost keeps microenterprises from expanding to a larger market.
- Technical/vocational programs should be expanded and diversified.
- Courses need to be more specialized so that they help youth find jobs or start microenterprises.
- In some communities microenterprise training and financing is starting to be implemented. This should be a “next step” for youth who have completed technical/vocational training so that they can put their skills to use and turn their skills into income.

Keys for Improving Education Programs:

- More organizations should offer scholarships.
- There is a need to improve student security during commutes to and from school, so that students do not have to drop out or put their lives at risk.
- There needs to be a stronger link between education and training opportunities and employment opportunities. For example, more alliances could be formed between public high schools/technical/vocational training programs and employers. These alliances could encourage internships, job shadowing, mentoring and hiring of youth in marginalized communities.

Keys for Improving Family Supports:

- “Escuela para Padres” should use a flexible neighborhood model where parents from each block/neighborhood sector get together regularly (e.g. once a week) to address important parenting issues. One parent could be trained to facilitate the topic each week.
- Parents of young children should be worked with in the areas of child development, positive discipline and values, as the perceived cause of most problems (violence, crime, drugs and alcohol, illicit activities, etc.) is related to family dysfunction.

Keys for Improving Centros de Alcance:

- Centros de Alcance should have more activities and opportunities for adolescents and older youth (most activities are perceived to be targeted for younger youth).
- Centros de Alcance should have larger more adequate spaces for activities.
- Centros de Alcance should have an area for children and younger youth to play soccer (reserved only for children and younger youth).

Entry Points:

- Churches can play a key role in youths’ lives and have a special importance for ex-gang members. However, community members mention that churches need to update their approaches for youth outreach.

12.7 At-risk groups that should be targeted by programming

- **“Street Youth”** (Youth who are orphans or have been rejected by their parents; they are often homeless, lack access to education and healthcare; use drugs and alcohol; and are more susceptible to participation in violence and illicit activities).
- **Barra Deportiva Youth:** Rejected by society, these youth are susceptible to participate in drugs and alcohol, violence and illicit activities. Approaches should be based on respect and be non-judgmental. They should give these youth a positive role in their communities.
- **Pregnant Teens/Young Mothers/Single Mothers:** There is a serious lack of support for these youth who are often stigmatized by society and rejected by their families. Due to a high level of absent fathers/irresponsible fathering, it would be important to support mothers as they are most likely to raise children and influence children and youths’ behavior. These women are also at a high risk to be victims of family and intimate partner violence.
- **Children and Parents of Young Children:** Many programs are focusing on youth, but there appear to be comparatively fewer programs that work with children, meaning that if their development is not adequately addressed they could become “at-risk youth” in the future.
- **Ex-Gang Members:** Ex-gang members lack the economic and emotional support needed to stay out of gangs and illicit activities. While churches can provide ex-gang members with more support, more needs to be done to help ex-gang members find employment, as ex-gang members need to provide for their families and without alternative employment options, they are likely to return to illicit activities.

12.8 Priority Programs by Community (According to Youth, Parents and Community Leaders)

Table 19: Priority Programs by Community (According to Youth, Parents and Community Leaders)

San Pedro Sula			
Community	Community with a “Very High” Level of Marginalization	Community with a “High” Level of Marginalization	Community with a “Very High” Level of Marginalization
Priority Program Area #1	Family Supports	Job Training/Employment	Education Access & Quality
Priority Program Area #2	Youth Health Programming	Education Access & Quality	Youth Health Programming
Priority Program Area #3	Job Training/Employment	Constructive Free-Time Activities/Youth-Friendly Spaces	Security

A. Priority Programs and Services for a Community with a “Very High” Level of Marginalization

1. Family Supports

Community members’ first priority area was Family Supports, including:

- Programs for Single Mothers and Poor Families (Employment/Job Training programs, microenterprise programs, education programs, childcare, economic support for children, etc.)
- Parenting Classes
- Parent/Family Counseling
- Family Violence Prevention Programs and Support for Victims
- Food Security/Child Nutrition Programs (comedor solidario and BANASUPRO)
- Comprehensive health center (family planning, sexual and reproductive health education, medical dispensary, etc.).

2. Youth Health Programming

Community members’ second priority area was Youth Health Programming, including:

- Sexual and Reproductive Health Programs.
- Drug and alcohol prevention and rehabilitation programs.
- Mental Health/Counseling for youth and families.
- Support for victims of family violence.

3. Job Training/Employment Programs

Community members’ third priority area was Job Training/Employment Programs, including:

- Microenterprise Training/Seed Capital
- Programs that Increase Access to Employment
- Employment Agencies
- Employment Support for Single Mothers and Poor Families (job training, literacy classes, daycare, etc.)
- Technical/Vocational Education Programs.

B. Priority Programs and Services for a Community with a “High” Level of Marginalization

1. Job Training/Employment Programs

Community members’ first priority area was Job Training/Employment Programs, including:

- Programs that Increase Access to Formal employment opportunities (private sector alliances/employment agencies/job training/stronger link between schools and employment opportunities)
- Microenterprise Training/Seed Capital
- Technical/Vocational Education Programs.

2. Education Access & Quality

Community members' second priority area was Education Access & Quality, including:

- Scholarships for basic, secondary and university education.
- Construction of Secondary School in Safer Location
- Increased Security at Schools and During Student Commutes
- Increased foreign language offerings (English, French, Italian, Chinese, etc.)

3. Constructive Free-Time Activities/Youth-Friendly Spaces

Community members' third priority area was Constructive Free-Time Activities/Youth-Friendly Spaces, including:

- Sports and recreation areas and programs (soccer courts and fields with lighting, areas for children and younger youth, basketball courts for girls and women, soccer leagues, basketball leagues, etc.)
- Youth Groups
- Youth Centers
- Youth –Run Radio Station
- Funding/support for existing youth groups and organizations.

C. Priority Programs and Services for a Community with a “Very High” Level of Marginalization

1. Education Access & Quality

Community members' first priority area was Education Access & Quality, including:

- Scholarships for basic, secondary and university education.
- Improved quality of public education programs (including teacher training)
- Literacy programs.
- More technical/vocational education programs.

- Improved security during night school commute/night school opportunities located within community.
- Alternative education program, such as Maestro en Casa.
- Improved education access for street youth/homeless youth.

2. Youth Health Programming

Community members' second priority area was Youth Health Programming, including:

- Drug, alcohol and gang prevention and rehabilitation programs.
- Sexual and Reproductive Health Education Programs.
- Mental Health Support/Counseling/Psychologists for youth and families.

3. Security

Community members' third priority area was Security, including:

- More police presence/police stations/more honest police officers.
- Citizen security programs.
- Improved security (including sustained implementation of a new community initiative to install gates with security guards)

Annex 13: Tegucigalpa City-Level Analysis Summary

Tegucigalpa City-Level Analysis

13.1 Aspirations

The most common aspirations in Tegucigalpa communities were to **graduate high school and college, to be a college professional or find a stable job and to have a stable family**. However, youth perceived that there were few stable jobs in the formal labor market and many of those jobs required higher education levels that youth would like to attain but see as a bit unrealistic due to economic constraints, low quality education opportunities and lack of connections to employers due to community stigmatization and social exclusion. It's interesting to note that youth in focus groups did not name "being a business owner" as an aspiration. However, in focus group conversations youth saw this as a more realistic employment opportunity and a back-up plan if youth are unable to pursue their main aspirations. **Helping the community** was another aspiration reported by youth in every community.

13.2 Challenges

Across all Tegucigalpa communities, despite marginalization level, **a lack of economic resources/household poverty** was considered to be youths' greatest challenge to achieving their aspirations. Even in communities with lower levels of marginalization, many youth did not feel that they had sufficient economic resources to achieve their aspirations, as most youths' aspirations required at least high school education and many also required college education. Youth, parents and community leaders in all three communities perceived that most public schools in their neighborhoods were of poor quality and private schools and public high schools in other communities were too expensive.

Lack of Family Support was another major challenge for youth in Tegucigalpa communities. A lack of family support is often due to a level of family disintegration which was reported in all communities despite marginalization level. Youth, community leaders and parents report that the three major reasons for family disintegration include: migration of one or both parents to the United States or Spain, absence of fathers/irresponsible fathering and parent economic difficulties, which can put a strain on family relationships. Children and youth are often left home alone without supervision or in low quality childcare while parents are at work.

Insecurity, Violence and Crime were reported as a major challenge in all Tegucigalpa communities. In communities with "medium" and "low" levels of marginalization, the source of these problems was seen as external to the community, as youth, community leaders and parents often saw the perpetrators of insecurity to be from neighboring communities with higher marginalization and violence levels. These surrounding communities have a reportedly sizable gang presence. A community with a "very high" level of marginalization reported a sizable gang presence. Crime and violence are reportedly more directed at "outsiders" than community members. In all communities, research participants expressed a sense of generalized fear and anxiety for the security situation. There is a mistrust of "outsiders" and strangers, as homicides for hire become increasingly common. In Tegucigalpa, 39% of homicides are homicides for hire (*sicariatos*) and 46.1% of homicides are for an unknown motive (IUDPAS, 2009). These high violence levels combined with armed muggings, extortion (*impuesto de guerra*) and kidnapping (*secuestro express*) make community members feel like they must be in continual fear for their lives, as

anyone could be the next victim. Police extortion and violence against youth was repeatedly reported in both communities with “very high” and “low” levels of marginalization (especially among *barra deportiva* members), which leads to an added level of fear and mistrust.

The fear and mistrust caused by insecurity, violence and crime limits community participation and reduces levels of community trust and cohesion, creating complex obstacles for youth programming and general community development. The dangerous perception of these communities often leads to stigmatization by people outside of the communities, including potential employers.

13.3 Opportunities

Studying and working simultaneously was seen as an opportunity across communities, as many youth need to work in order to pay for schooling. However, youth saw this opportunity as relatively limited due to the lack of stable jobs for youth without experience and a high school education.

Family support was seen as a key opportunity by some, while others (especially youth from disintegrated family) viewed support from **role models** (such as church leaders, youth group leaders and neighbors) as a key opportunity.

13.4 Existing Youth Programming

General Themes across Communities:

Compared to communities in San Pedro Sula and La Ceiba, **Tegucigalpa communities had a greater presence of national and international organizations**, which is most likely due to the fact that many of these organizations have headquarter offices in Tegucigalpa, making these communities more accessible.

One common theme identified was that there was a **general lack of visibility of programs and organizations within the communities**. For example, in a community with a “very high” level of marginalization, between the different stakeholder groups, 20 different organizations were identified as working in the community. However, youth focus groups only reported the existence of 3 out of 20 organizations and programs, while parents only reported 7 out of 20 existing organization and programs. Furthermore, within the community leader focus group, community leaders reported that they were unaware of what type of programming other community organizations implemented. Community leaders proposed that there needs to be **better communication and collaboration between organizations** in order to increase publicity about different organizations programs and events in the community and to increase impact and reduce programming repetition and cross-purposing. Community leaders proposed the creation of a network with representatives from all organizations in order to work towards shared overarching youth goals. Community leaders suggested that this lack of communication and collaboration is due to geographic differences (home base in different sector of community), competition for scarce funding which reduces incentives for collaboration and *egoismo* (egoistic behavior).

This same phenomenon was also identified in communities in “medium” and “low” levels of marginalization. In a community with a “medium” level of marginalization, an issue was that **youth programming opportunities were often located in perceived “dangerous” areas**; so many youth reported that they would like to access these programs, but do not for safety reasons. For example, the

nearest public high school and an NGO that offers technical/vocational training are located in perceived dangerous areas, making them inaccessible to many youth.

In a community with a “low level” of marginalization, youth, parent and community leader focus groups, some participants mentioned that there were no youth programs in the community, which suggests that these programs have low visibility.

In general, female youth had less awareness and information about youth programs, often because many parents do not allow their daughters to leave the house for security reasons or because they have household responsibilities such as taking care of children and/or siblings and performing household chores.

13.5 Proposed Changes to Existing Programs

A. General Feedback

Getting the Word Out and Attracting Youth to Programs

- Need for better visibility of projects/publicity in the community.
- There needs to be greater involvement of parents in programming (both to reinforce youth learning and to increase parents’ likelihood of allowing children to participate in programming)
- Programs should have better coverage (in some communities the same youth are benefitted by many programs, while other youth are not even aware of programming).
- Youth programs should ask for youth participants’ help in recruiting more youth and getting word out about programs.
- In order to attract youth to programming the following 3 criteria should be fulfilled. The program should be: 1. Useful to youth; 2. Fun/dynamic; and 3. Safe.

Making the Greatest Impact

- Need for better coordination, collaboration and communication between organizations (networks, councils and other communication mechanisms could improve this).
- The most positively perceived and well-known organizations have a physical presence in the community (a center or office). The physical presence of the organization in a community may lead to greater community acceptance and participation.
- Courses and workshops are important, but more long-term community-based programs are needed for long-term impact.
- There needs to be more support for existing youth programming (especially grassroots community-based initiatives and youth-led initiatives that are often best positioned for community impact, but also the least funded).
- Leadership is key for effective youth programming. There needs to be more focus on training community members—especially youth—to be leaders and implement effective youth programming.
- Location of centers and program offices need to be carefully considered. Parents won’t allow youth to participate in programming if it is an area perceived to be “too dangerous”. In “dangerous” areas transportation marked with the organization’s logo could be provided by the organization to improve youths’ safety during their commute. (Even if a colonia is considered “dangerous” by outsiders, community members are aware of zones that are “more dangerous” and

“off-limits” even for local residents or residents of neighboring colonias. Community members should be carefully consulted in the project design phase.)

B. Programs Feedback

Keys for Effective Sports Programs:

- Sports teams and courses are often short-live. There’s a need for organized sports structures (such as leagues and well-designed soccer/sports schools) may be more sustainable in the long-term.
- Certain sports areas need to be created and accessible **only** to children and younger youth (adults and older youth often take over current sports areas and communities, so children and youth end up playing soccer in the street, which is a safety hazard)
- Sports could be used more as a mechanism for convocando youth for other types of programming.

Keys for Improving Sexual & Reproductive Health Programs:

- Sexual and reproductive health education needs to start at a younger age (11 or 12, instead of 17 or 18).
- Although pregnancy, HIV/AIDS and STI prevention are important themes, they would be most effectively implemented through an integral program which focuses on life skills, values, sexuality, reproduction basics and building and maintaining healthy relationships.
- Youth-to-Youth components in prevention programming (HIV/AIDS, STIs and drugs and alcohol) may be valuable as youth tend to have more *confianza* (trust) with other youth than with adults, when it comes to sensitive and taboo themes.

Keys for Improving Drug & Alcohol Prevention and Rehabilitation Programs:

- Drug and alcohol prevention programs need to start at a younger age (starting at least by age 8 or 9).
- Drug & alcohol rehabilitation programs are needed **within** communities (most programs are located in the center of Tegucigalpa and are inaccessible to community members—especially youth)

Keys for Improving Job Training, Employment and Technical/Vocational Education Programs:

- Technical/vocational programs should be expanded and diversified.
- Courses need to be more specialized so that they help youth find jobs or start microenterprises.
- In some communities microenterprise training and financing is starting to be implemented. This should be a “next step” for youth who have completed technical/vocational training so that they can put their skills to use and turn their skills into income.
- INFOP appears to have good technical/vocational programs, but they also appear to lack funding. Community leaders would like to see them work more in public schools.

Keys for Improving Education Programs:

- There needs to be a stronger link between education and training opportunities and employment opportunities. For example, more alliances could be formed between public high schools/technical/vocational training programs and employers. These alliances could encourage internships, job shadowing, mentoring and hiring of youth in marginalized communities.

- Alternative education programs are very valuable (especially for overage youth, working youth and parents), but the formal public education system is generally low quality needs to be reformed, as most children and youth in these communities attend public schools.
- The presence of secondary schools (with 10th-12th grade) within communities would increase secondary school access for youth as many youth, currently, do not travel to other communities for secondary school due to dangerous and expensive commutes.

Keys for Improving Civic Engagement Programs:

- Programs should not just focus on rights, but they should also be focused on civic responsibilities—for example: service to community, helping others, respecting others, etc.
- Programs should increase youth involvement and decision-making in community affairs. For example, youth could be involved in the Patronato or a local youth council.
- There is a need for more music and arts programming in communities.

Keys for Improving Family Supports:

- Parents of young children should be worked with in the areas of child development, positive discipline and values, as the perceived cause of most problems (violence, crime, drugs and alcohol, illicit activities, etc.) is related to family dysfunction.
- Programs should focus on alternative discipline methods to corporal punishment for parents. Many families use corporal punishment, but also, many families do not use corporal punishment because it is a punishable offense and they don't want to be reported to the Fiscalia. So, these parents often feel that they have no authority over their children and cannot control their behavior in any way. So they feel powerless to discipline their children, as they do not know how to use non-corporal punishment discipline methods with their children. The lack of disciplining often comes out in the form of lack of monitoring of children and youth and emotional neglect.

Entry Points:

- Churches can play a key role in youths' lives and have a special importance for ex-gang members. However, churches need to update their approaches for youth outreach.
- Youth centers should have more linkages to schools and churches in the community.

13.6 At-risk Groups that should be Targeted by Programming

- **“Street Youth”** (Youth who are orphans or have been rejected by their parents; they are often homeless, lack access to education and healthcare; use drugs and alcohol; and are more susceptible to participation in violence and illicit activities).
- **Barra Deportiva Youth:** Rejected by society, these youth are susceptible to participate in drugs and alcohol, violence and illicit activities. Approaches should be based on respect and be non-judgmental. They should give these youth a positive role in their communities.
- **Pregnant Teens/Young Mothers/Single Mothers:** There is a serious lack of support for these youth who are often stigmatized by society and rejected by their families. Due to a high level of absent fathers/irresponsible fathering, it would be important to support mothers as they are most likely to raise children and influence children and youths' behavior. These women are also at a high risk to be victims of family and intimate partner violence.

- **Children and Parents of Young Children:** Many programs are focusing on youth, but there appear to be comparatively fewer programs that work with children, meaning that if their development is not adequately addressed they could become “at-risk youth” in the future.

13.7 Priority Programs by Community (According to Youth, Parents and Community Leaders)

Table 1: Priority Programs by Community (According to Youth, Parents and Community Leaders)

	Tegucigalpa		
Community	Community with a “Very High” Level of Marginalization	Community with a “Low” Level of Marginalization	Community with a “Medium” Level of Marginalization
Priority Program Area #1	Job Training/Employment	Constructive Free-Time Activities/Youth-Friendly Spaces	Family Supports
Priority Program Area #2	Constructive Free-Time Activities/Youth-Friendly Spaces	Job Training/Employment	Youth Health Programming
Priority Program Area #3	Family Supports	Youth Health Programming	Constructive Free-Time Activities/Youth-Friendly Spaces

A. Priority Programs and Services for a Community with a “Very High” Level of Marginalization

1. Job Training/Employment Programs

Community members’ first priority area was Job Training/Employment Programs, including:

- Strengthening current technical/vocational education programs at the Centro de Alcance and CDH, including the addition of more diverse and specialized technical/vocational courses.
- More microenterprise training and seed capital programs so that youth who have completed technical/vocational training can start microenterprises.
- Job training programs.
- Programs that increase parents’ access to employment opportunities (technical/vocational education for single mothers; night/weekend classes for fathers; microenterprise training and finance; daycare; etc.)

- More support from INFOP in local schools.

2. Constructive Free-Time Activities/Youth-Friendly Spaces

Community members' second priority area was Constructive Free-Time Activities/Youth-Friendly Spaces, including:

- Soccer School
- Soccer Fields/Courts that are accessible to children and younger youth.
- Arts Center/More arts and music activities for youth (including at Centro de Alcance)

3. Family Supports

Community members' third priority areas was Family Supports, including:

- Parenting classes
- Psychological Counseling for Couples (including how to raise children and how to prevent domestic violence)
- Comprehensive health centers (including medical dispensary, family planning, counseling, etc.)

B. Priority Programs and Services for a Community with a “Low” Level of Marginalization

1. Constructive Free-Time Activities/Youth-Friendly Spaces

Community members' first priority area was Constructive Free-Time Activities/Youth-Friendly Spaces, including:

- Sports and recreation areas and programs (fields, courts, park, pool, sports center, etc)
- Organization of Youth Groups/Networks and strengthening of existing youth groups/networks, in order to promote coexistence between youth
- Programs that promote fine arts (dance and theatre courses/groups)
- Establishment of Youth Outreach Center

2. Job Training/Employment Programs

Community members' second priority area was Job Training/Employment Programs, including:

- Technical/Vocational Education Programs.
- More technical careers in public high school.
- Increase access to employment opportunities (microenterprise/entrepreneurship training and seed capital; daycare)

3. Youth Health Programming

Community members' third priority area was Youth Health Programming, including:

- Sexual and Reproductive Health Programs.
- Mental Health/Counseling for youth and families.
- Support for victims of family violence.
- Drug and alcohol prevention and rehabilitation programs.

C. Priority Programs and Services for a Community with a “Medium” Level of Marginalization

1. Family Supports

Community members' third priority area was Family Supports, including:

- Economic support for poor families.
- Programs for orphans, youth who have been rejected by their families and street youth (including shelter, education and healthcare)
- Comprehensive health centers (including medical dispensary, family planning, counseling, etc.)

2. Youth Health Programming

Community members' third priority area was Youth Health Programming, including:

- Drug and alcohol prevention and rehabilitation programs.
- Sexual and Reproductive Health Programs.
- Mental Health Support/Counseling/Psychologists for youth and families.

3. Constructive Free-Time Activities/Youth-Friendly Spaces

Community members' first priority area was Constructive Free-Time Activities/Youth-Friendly Spaces, including:

- Sports and recreation areas and programs (fields, courts, soccer teams and leagues, etc)
- Casa de la Juventud (youth center)
- Funding/support for existing youth groups and organizations.

Annex 14: Disaggregated Recommendations

	1. Strengthen the role of schools (learning settings) in community-based violence prevention efforts		2. Engage the private sector to build livelihood skills and bridge the connection between education and work				3. Provide integrated support to the family			4. Offer supervised and structured activities for youth in youth-friendly spaces			5. Improve health programming for youth			6. Strengthen positive youth-adult relationships and provide positive role models and guidance for youth		7. Strengthen positive ties between youth and their community	
Subgroup	School-based Life Skills/Violence Prevention	School-Police Partnerships	Scholarship Programs/Teacher Training	Alliance with Private Sector	Comprehensive Job Training Program	Employment Agencies/Services	Self-employment assistance/Entrepr	Parenting Skills	Early Childhood Development	Economic Support (e.g. Scholarships, CCTs)	Masculinity Programs	Sports & Recreation	Creative Activities	Youth Groups	Sexual & Reproductive Health Education	Drug & Alcohol Prevention & Rehabilitation	Mental/Behavioral Health Support	Mentoring Programs	Youth Service Programs
Female Youth			1					3							2				
Female Youth Ages 12-16	2		1									4			3				
Female Youth Ages 17-20				3				2							1				
In-School Female Youth	1		1					3							2				
Out-of-School Female Youth			1	3											2				
Pregnant Female Youth & Young Mothers			2	3				1											
Male Youth			1	3						4	2								
Male Youth Ages 12-16	1									4	3						2		
Male Youth Ages 17-20	1			2						4	3								

	1. Strengthen the role of schools (learning settings) in community-based violence prevention efforts			2. Engage the private sector to build livelihood skills and bridge the connection between education and work				3. Provide integrated support to the family			4. Offer supervised and structured activities for youth in youth-friendly spaces			5. Improve health programming for youth			6. Strengthen positive youth-adult relationships and provide positive role models and guidance for youth		7. Strengthen positive ties between youth and their community	
Subgroup	School-based Life Skills/Violence Prevention	School-Police Partnerships	Scholarship Programs/Teacher Training	Alliance with Private Sector	Comprehensive Job Training	Employment Agencies/Service	Self-employment assistance/Entre	Parenting Skills	Early Childhood Development	Economic Support (e.g. CCTs)	Masculinity Programs	Sports & Recreation	Creative Activities	Youth Groups	Sexual & Reproductive Health Education	Drug & Alcohol Prevention & Rehabilitation	Mental/Behavioral Health Support	Mentoring Programs	Youth Service Programs	
In-School Male Youth	1			4									2					4		
Out-of-School Male Youth			1	3									4			5		2		
Youth Ages 12-16 (both genders)			1										2			3				
Youth Ages 17-20 (both genders)			4	1									2			3				
Barra Deportiva Youth				2									3			4			1	
Street Youth/ Homeless Youth			1	3									4			2				
Ex-Gang Members			2	1									3			4				
Children Ages 8-11	1							1					2			3				
Infants & Children Ages 0-5								2	1	3										
Parents of Children & Youth (both genders)			3	2				1												

Mothers/Female Caregivers				3	1		2		2					
Fathers/Male Caregivers			3	1	2									

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Annex 15: Developmental Assets Profile (DAP) Chart



40 Developmental Assets®

Search InstituteSM has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



	Category	Asset Name and Definition	
External Assets	Support	<ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment	<ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
		Positive Values	<ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies	<ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
		Positive Identity	<ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future.

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