



**USAID**  
FROM THE AMERICAN PEOPLE

# The A Ganar Alliance: Using Sport to Impact Youth Employment and Youth Engagement

## FINAL REPORT

SEPTEMBER 2009 – SEPTEMBER 2015



**November 2015**

This publication was produced for review by the United States Agency for International Development. It was prepared by Partners of the Americas.

# **The A Ganar Alliance: Using Sport to Impact Youth Employment and Youth Engagement**

**FINAL REPORT,  
SEPTEMBER 2009- SEPTEMBER 2015**

**Partners of the Americas**

[www.partners.net](http://www.partners.net)  
[info@partners.net](mailto:info@partners.net)

1424 K Street NW, Suite 700  
Washington, D.C. 20005 USA  
Tel: (202) 628-3300  
Fax: (202) 628-3306

*Cover photos: Marlon Ochoa of Organizacion Estados Iberoamericanos (OEI), San Pedro Sula Honduras, and the Oracabessa Foundation, Jamaica*

**November 2015**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## LIST OF ABBREVIATIONS

CARSI	Central America Regional Security Initiative
CCO	Country Coordinating Organization
IDB	Inter-American Development Bank
IO	Implementing Organization
JSIF	Jamaica Social Investment Fund
LAC	Latin America and the Caribbean
MIF	Multi-lateral Investment Fund
RFP	Request for Proposal
SFD	Sport-for-Development
TOT	Training of Trainers
USAID	United States Agency for International Development

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY.....</b>	<b>2</b>
<b>1. INTRODUCTION .....</b>	<b>3</b>
<b>2. PROGRAM INDICATORS AND RESULTS.....</b>	<b>6</b>
<b>3. PROGRAM HIGHLIGHTS AND SUCCESSES .....</b>	<b>11</b>
<b>4. MAJOR CHALLENGES AND LESSONS LEARNED .....</b>	<b>17</b>
<b>5. OVERALL COUNTRY NUMBERS .....</b>	<b>23</b>
<b>6. COUNTRY SUMMARY .....</b>	<b>32</b>
<b>6.1. DOMINICA .....</b>	<b>32</b>
<b>6.2. DOMINICAN REPUBLIC .....</b>	<b>36</b>
<b>6.3. GUATEMALA .....</b>	<b>40</b>
<b>6.4. HONDURAS .....</b>	<b>45</b>
<b>6.5. JAMAICA .....</b>	<b>50</b>
<b>6.6. ST. KITTS AND NEVIS .....</b>	<b>55</b>
<b>6.7. ST. VINCENT AND THE GRENADINES .....</b>	<b>59</b>
<b>6.8. SURINAME .....</b>	<b>64</b>
<b>7. FY15 SUMMARY.....</b>	<b>70</b>
<b>8. MONITORING &amp; EVALUATION .....</b>	<b>78</b>
<b>9. GRANTS AND ADMINISTRATION .....</b>	<b>81</b>
<b>10. FUNDING THE ALLIANCE .....</b>	<b>83</b>
<b>11. NEXT STEPS .....</b>	<b>85</b>
<b>12. ANNEXES .....</b>	<b>87</b>

# EXECUTIVE SUMMARY

This is the final report for the six-year A Ganar Alliance: Using Sport to Impact Youth Employment and Youth Engagement program under USAID cooperative agreement #RLA- A-00-09-00057-00. The report summarizes USAID A Ganar Alliance activities for both the fiscal year 2015 and for the entire agreement which took place between September 27, 2009 and September 26, 2015.

Through a six-year, \$8,899,467 cooperative agreement<sup>1</sup> between USAID and Partners of the Americas, the USAID A Ganar Alliance supported youth ages 16-24 to take charge of their life and seek meaningful employment through the development of key employability skills, vocational training, and internship opportunities.

A Ganar exceeded the number of youth registered (served) overall and in seven of the eight program countries. The report will also demonstrate how the program reached 99.5% of the target for youth to graduate from the comprehensive A Ganar training activities and 92% of the target for youth to achieve positive engagement (obtain employment, start a business, or return to school) within nine months of graduation. In addition, while some doubted A Ganar's ability to achieve gender balance due to its sports-based curriculum, 53% of the participants, 55% of the graduates, and 54% of those achieving positive engagement were female.

Partners staff trained and sub-contracted 61 different organizations to implement A Ganar training activities and mobilized 1,057 different organizations to host youth in internships.

This final report is organized in eleven sections and contains the following:

- A comprehensive review of the final program results in relation to the program goals listed in the Performance Monitoring Plan
- A discussion of key highlights, challenges and lessons learned
- Country specific reports that include the following
  - Key program dates
  - List of coordinating staff
  - List of implementing organizations
  - Key indicators for each country over the life of the agreement
  - Important accomplishments and major successes
  - Major challenges
  - Lesson Learned
  - Impact statements from participants
  - A discussion of Baseline and Endline data results from St. Kitts and Nevis
- A review of the FY2015 targets and accomplishments by the key indicators
- A section on Challenges and lessons learned within the M&E system
- A special section on Partners' reflections regarding the Impact Evaluation conducted in Honduras and Guatemala
- A review of program resources used including match and leverage
- Review of grants administration activities along with a list of all sub-agreements with implementing organizations
- Overview of next steps for the A Ganar Alliance
- Annexes highlighting media generated and other documents produced during the six year grant period.

---

<sup>1</sup> A Ganar was initially funded by USAID in 2009 through a \$1,399,467 cooperative agreement to work in four countries. The agreement was extended and expanded to eight countries in 2011.

# 1. INTRODUCTION

The goal of the USAID A Ganar Alliance is to positively impact youth employment and youth engagement using sport. The program's expected results included:

- At least 75% of all youth who enter the program are expected to complete all A Ganar phases attesting to their competencies in teamwork, communication, discipline, respect, focus on results, and continual self-improvement
- At least 70% of graduates from the youth workforce development program will find formal employment, start a business, or return to formal education system
- 60 development organizations implementing and sustaining the proven A Ganar sport-for-development methodology in areas of their greatest need

A Ganar consists of a comprehensive package of activities that prepares youth for employment and entrepreneurship, with active private sector participation. The program addresses challenges to youth employment and engagement across four major program phases:

- **Phase 1** Employability Skills enhancement has a strong focus on building market-driven transferable skills. By translating sports skills to employability/life skills, youth develop their teamwork, communication, discipline, respect, a focus on results, and continual self-improvement.
- **Phase 2** Vocational Skills Training adds market-driven technical, entrepreneurial, or vocational skills. By focusing on locally relevant industries, youth are well-positioned to enter the labor market.
- **Phase 3** Internship is a chance to put the lessons learned in Phases 1 and 2 into practice in a professional environment. Matched with local businesses or work sites, youth gain valuable work experience.
- **Phase 4** Follow-on support helps youth take their first steps after the program, assisting them with the challenges of job placement, developing a business, or re-integration into school.

The beneficiaries of the program are at-risk youth, ages 16-24 from Dominica, the Dominican Republic, Guatemala, Honduras, Jamaica, St. Kitts and Nevis, St. Vincent and the Grenadines, and Suriname. The A Ganar Alliance aims to attract 50% males and 50% females through co-ed groups or all-male or all-female groups in special circumstances when the co-ed groups are not able to reach gender targets.

“At-risk” youth are defined as those who come from low economic backgrounds or marginalized neighborhoods, are part of a minority population, are at risk of dropping out, are already out of school, or have not previously had the opportunity to become productive members of society. In most USAID countries, A Ganar focused exclusively on out-of-school youth, i.e., dropouts and youth who have completed secondary school but have not entered the labor force or a university. Although all youth are at risk of the temptation of drugs/violence/crime/sexual activity/illicit activities, the A Ganar Alliance targets those youth that have less access to social capital and resources and bases its selection on need, motivation and interest in the available technical training focus.

A Ganar's regional outreach utilizes a decentralized structure, prioritizing grassroots, on the ground partnerships. The program works through local implementing organizations (IO) that are supported by country coordinators or country coordinating organizations (CCO). This structure allows local organizations to take greater ownership of the program and embed it deeper into their local activities. Program operations are coordinated through the A Ganar office in Washington, DC, which also acts as the central hub for collaboration with other international donors and stakeholders for the purpose of ongoing sustainability of the A Ganar program.

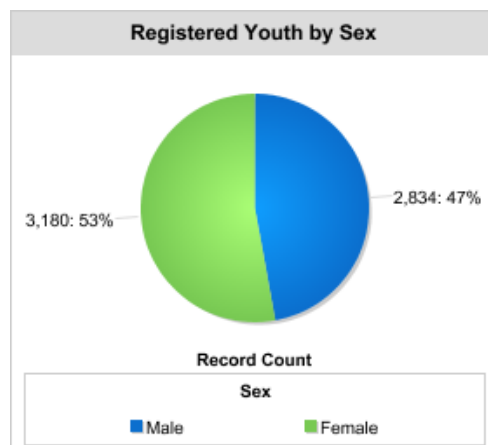
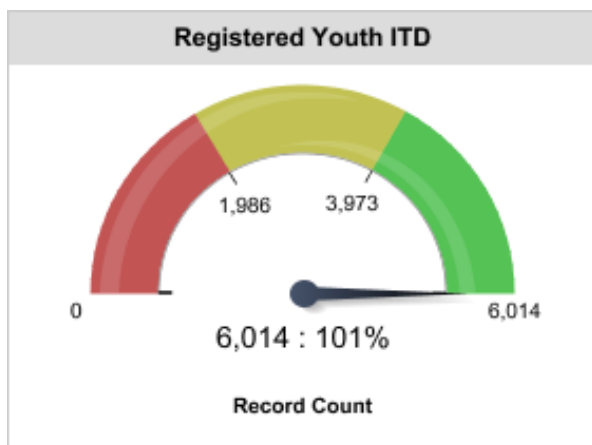
**Overview of the A Ganar Program: Countries, Donors, and Youth Registration Numbers**

Country	Donor	Youth Target Overall	Youth Actual Overall	Youth Actual FY15
Dominica	USAID	330	345	0
Dominican Rep.	USAID/MIF	1050	1,150	0
Guatemala	USAID	800	461	297
Honduras	USAID	1250	1,318	245
Jamaica	USAID/MIF	710	796	75
St. Kitts and Nevis	USAID	650	652	97
St. Vincent and the Grenadines	USAID	650	686	0
Suriname	USAID	520	606	108
<b>Total USAID</b>		<b>5,960</b>	<b>6,014</b>	<b>822</b>

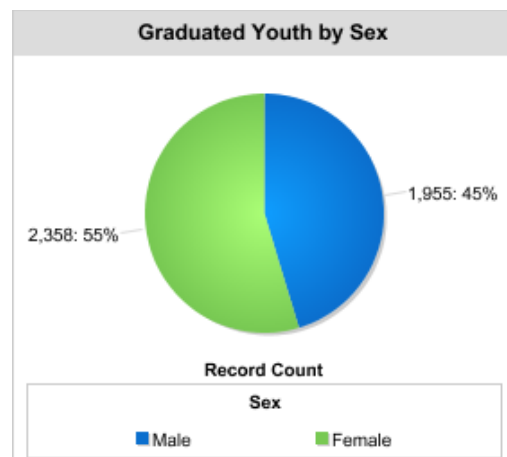
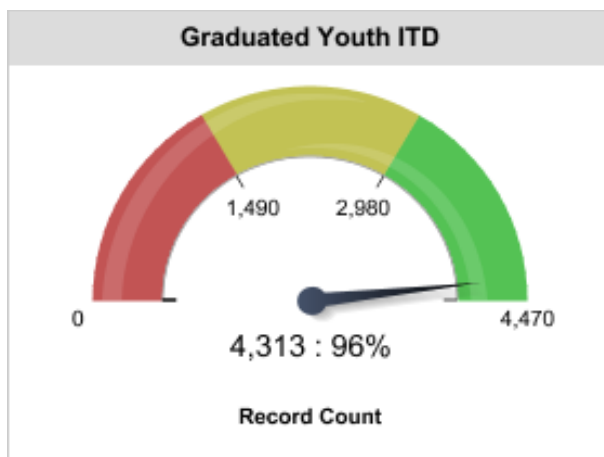
*\*Targets are based on the numbers presented in the Program Monitoring Plan (PMP).*

The following charts illustrate final numbers for three major programs indicators, as compared to the program targets and disaggregated by sex.

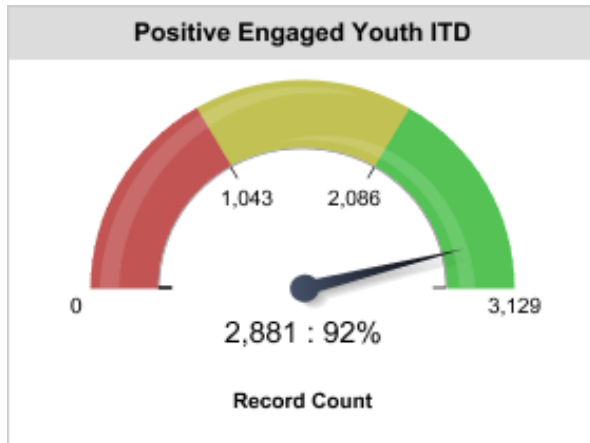
**I. Registered Youth:**



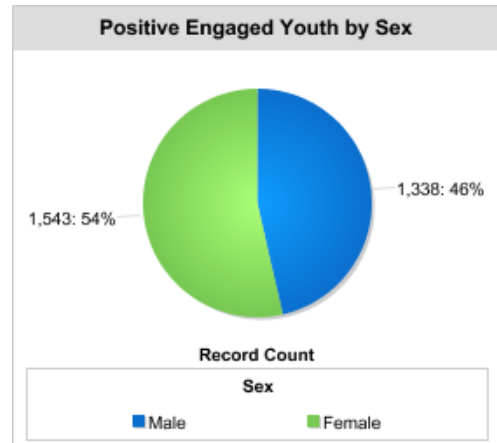
**II. Graduated Youth:**



### III. Positively Engaged Youth



Goal: 3,129

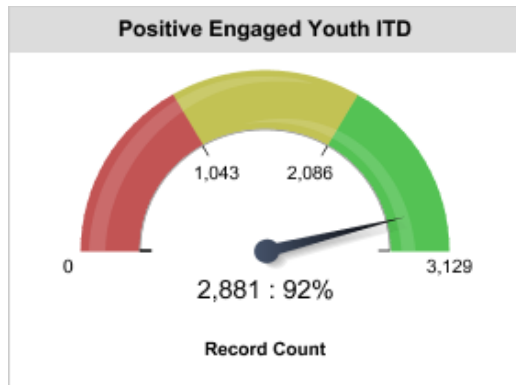


Please see the next section for a more in-depth overview of all program indicators and results.



## 2. PROGRAM INDICATORS AND RESULTS

The overall goal of the USAID 440 A Ganar program was to improve youth economic opportunities while developing the local organizations’ capacity to continue to implement similar youth activities. The ultimate program objective was to create “successful” program graduates – those who obtained employment, started their own business, or returned to school or further training (“positively engaged”).



**Target:** **3,129** “successful” program graduates

**Result:** **2,881 youth** were “successful” program graduates, representing **67%** of program graduates.

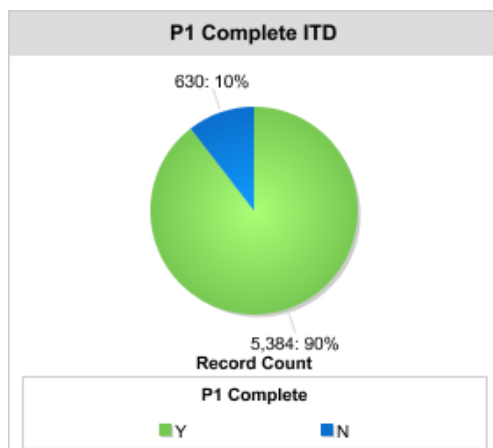
The program reached **92%** of its target.

This goal was to be achieved through two intermediate results (IRs): the first IR focused on the development of youth via training, and the second IR centered its attention on local donors and stakeholder mobilization. Each IR is defined below, followed by the final results from the program. Please see Annex A for the results framework.

### **Intermediary Result 1:** *Successful at-risk youth development (employability and technical skills)*

#### **1.1 Number of youth trained in employability skills (Phase 1)**

A Ganar Phase 1 training is a specific course devoted to transferring sports skills to employability skills.

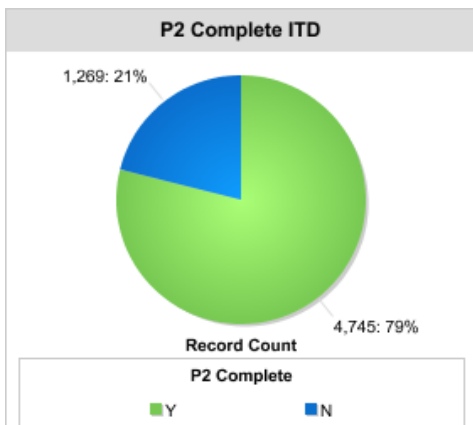


**Target:** **5,960 youth** start the A Ganar program. **5,066**, or **85% of youth** starting Phase 1 training, complete it.

**Result:** **6,014 youth** started the A Ganar program. Of those, **5,384 (90%)** completed Phase 1.

### 1.2 Number of youth trained in technical skills/entrepreneurship (Phase 2)

Phase 2 of A Ganar training is market-driven vocational technical training or entrepreneurial training.



**Target:**

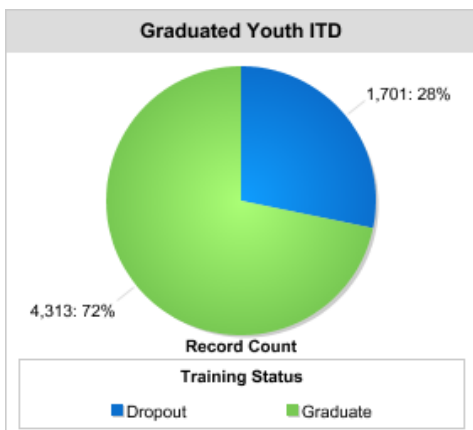
**4,768 youth**, or **80%** of those who start the program, complete Phase 2.

**Result:**

**4,745 youth** or **79%** of those who started the program, completed Phase 2.

### 1.3 Number of youth who graduate from the A Ganar program

The target is at least 5,960 youth start A Ganar training and 75% of that number, or 4,470 youth, complete all phases of training.



**Target:**

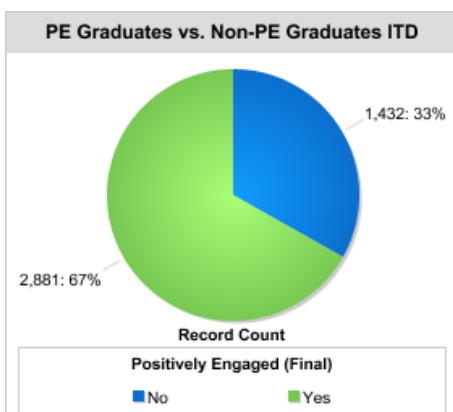
**4,470 youth**, or **75%** of those who start the program, complete it.

**Result:**

**4,313 youth**, or **72%** of those who started the program completed all three phases.

### 1.4 Number of positively engaged youth

Measured by the number of graduates (youth that completed phases 1 through 3) and improve their personal development by achieving new employment, starting their own business or transitioning to further education or training. This is a “composite” indicator with two sub-indicators that roll-up to provide the total number measured.



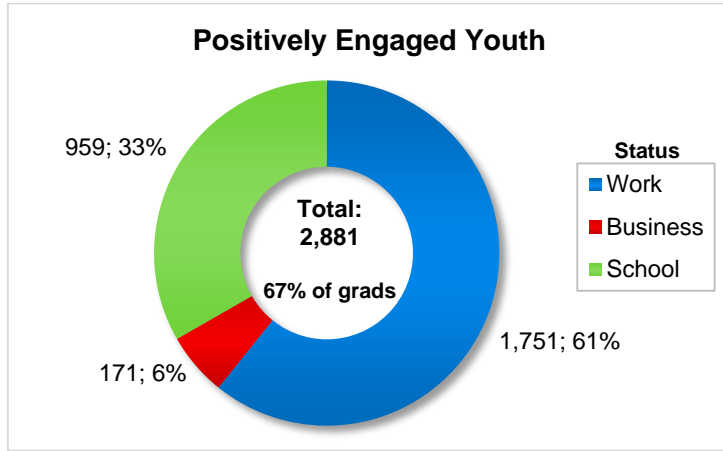
**Target:**

**3,129 youth**, or **70%** of those who completed the program, are positively engaged.

**Result:**

**2,881 youth**, or **67%** of those who completed the program, were positively engaged.

**1.4.1 Number of graduates gaining employment or starting their own business; and  
1.4.2 Number of graduates transitioning to further education and training**

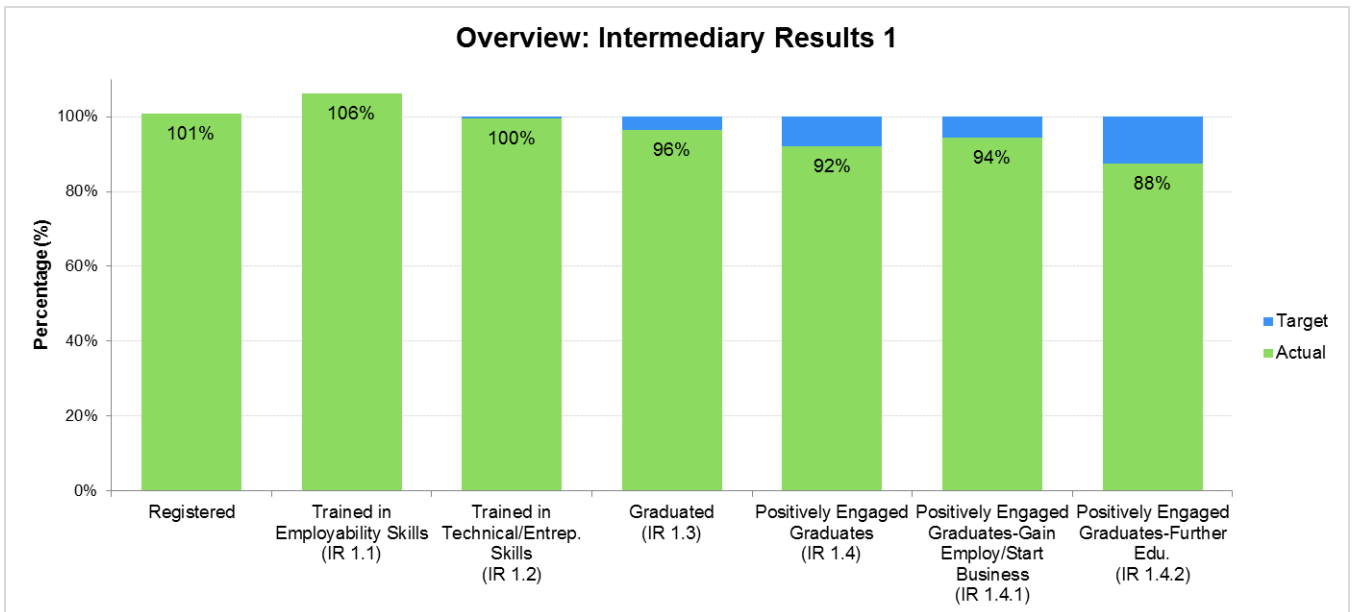


**Targets:**

Within 9 months of completing Phase 3:  
**2,034 youth** gain employment or start their own business; and  
**1,095** youth transition to further education or training

**Results:**

**1,922 youth** gained employment or started their own business; and  
**959** youth transitioned to further education or training



**Explanation of Variances of + or – 10%:** Of the seven indicators under Intermediary Result 1, two were slightly above 100%, one was statistically at 100% (99.5%), three were slightly below 100%, and one result, youth transitioned to further education or training, was 88%. The principal challenge in meeting this result is due to the lack of other training and educational opportunities for youth in the target countries. It is also related to targeting. When Partners originally estimated the number of youth who would further their education or training, it was based on 35% of those youth who were “positively engaged” doing so through a continuation of education or training. In actuality, only 32% of “positive engagements” were due to furthering education or training. A Ganar does not prioritize one outcome over another, but encourages the youth to follow the best path for their individual skills and interests.

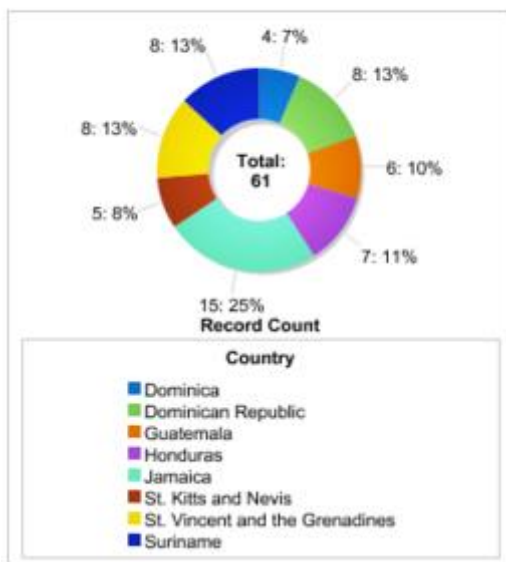
## Intermediary Result 2: Donor and stakeholder mobilization

One of the greatest assets of A Ganar Alliance is the network of organizations that are involved and support it. These organizations will eventually sustain the continuation of A Ganar implementation. The indicators address the critical elements of building the network.

### 2.1 Number of organizations implementing A Ganar

Local organizations applied to implement the program and then were trained in the A Ganar methodology through a Trainer of Trainers.

**# of Implementing Organizations by Country**



#### **Target:**

**60 organizations** fully trained and implementing the A Ganar program.

#### **Result:**

**61 implementing organizations** across 8 countries.

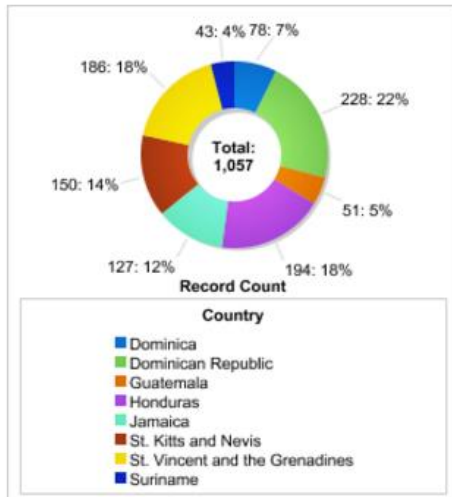
### 2.2 Number of country-based collaborators.

This indicator was originally intended to measure the number of organizations that collaborated with program implementation through in-kind or financial support, providing internship opportunities to A Ganar program participants, supporting training activities, providing guidance and information to determine where job opportunities exist, what specific skills-sets businesses are looking for in their work force, how businesses are willing to support training, etc. This was a “composite” indicator with two sub-indicators that roll-up to provide the total number measured. However, due to the difficulty in identifying “collaborating organizations”, indicator 2.2.2 was dropped as we focused solely on indicator 2.2.1, Number of organizations hosting interns. The main reason for this difficulty was that, unlike implementing organizations, “collaborating organizations” were not under any official agreement with Partners and therefore were not required to submit documentation and reports, making it hard to report with certainty the amount of their contributions.

#### 2.2.1 Number of organizations hosting interns

This indicator reflects the ability of A Ganar Alliance to obtain opportunities for its students to realize the required internship while also reflecting the trust and confidence local organizations have in locally implemented A Ganar youth training programs.

**Total Number of Intern Hosts**



**Target:**

**800 organizations** host A Ganar participants during their Phase 3 internships.

**Result:**

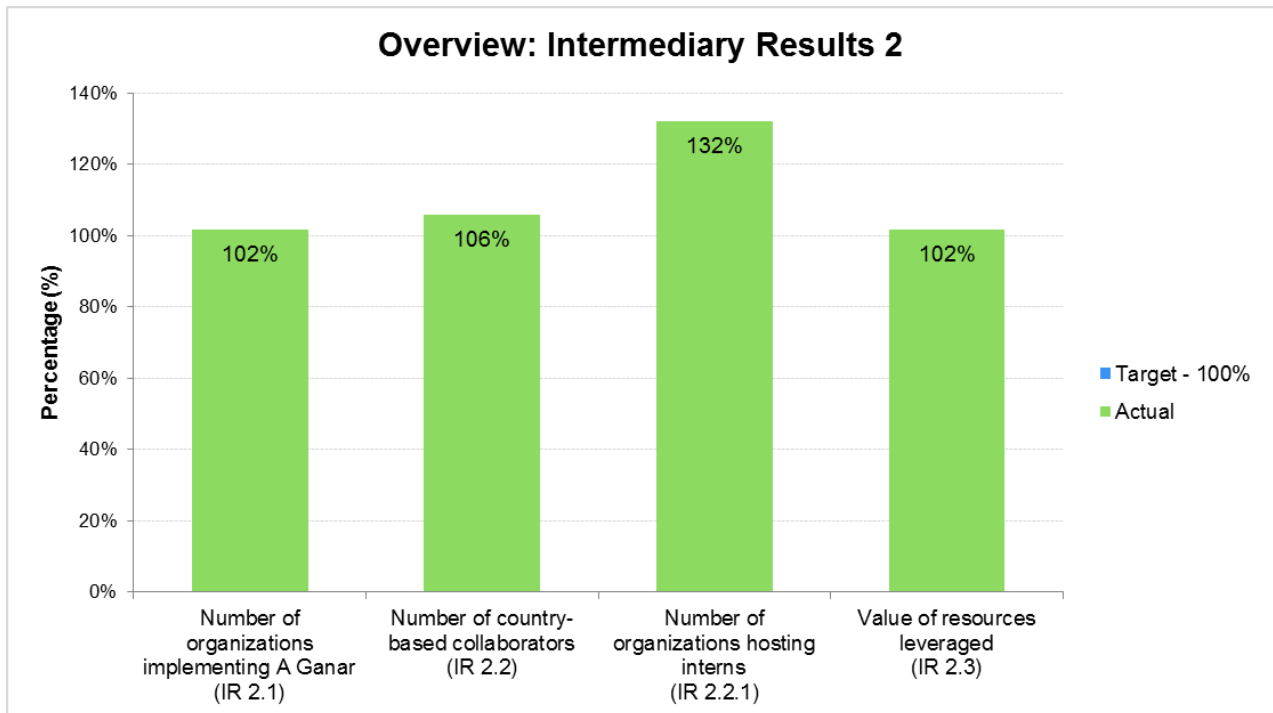
**1,057 intern host organizations**, including large and small businesses, public agencies, and not-for-profits across 8 countries.

**2.2.2 Number of collaborating organizations providing cash or in-kind support**

Country-based collaborators are true stakeholders of the A Ganar Alliance and of upmost importance because they help to establish credibility, sustainability, aid market research to ensure that training is market-driven, and can provide local match and donations. The target was 200 collaborating organizations providing cash or in-kind support. Note: This proved to be difficult to identify and track, and the focus was re-directed to the implementing organizations and intern host organizations.

**2.3 Value of resources leveraged – Please see Section 10**

The target leveraged amount is \$7,869,484 as established in Cooperative Agreement Modification No. 1. During the course of the agreement, Partners obtained \$8,006,514.24 from resources and donated materials from other organizations to be spent parallel to the USAID-funded agreement. Such resources include agreements with local governments and other international organizations.



**Explanation of Variances of + or – 10%:** Of the 4 indicators above, only one indicator, Number of organizations hosting interns, was 32% above the target. Partners has worked with various implementing organizations, and each of these organizations is in control of their partnerships with businesses and other organizations. Partners recognizes that many of the organizations have been successful in strengthening their networks with collaborating organizations for intern host support.

### 3. PROGRAM HIGHLIGHTS AND SUCCESSES

Beyond the numbers of registrants, graduates, and positively engaged youth, the A Ganar program achieved many successes throughout the past six years. These include:

- The overall A Ganar Alliance in the 8 USAID countries represents coordinated work across 61 organizations.
  - *“As a beneficiary of the A Ganar program, I learned a lot about professional skills and how to become involved in the work world, for example: how to work on a team and speak in public. I can become more involved in my work and I found more job opportunities since I have the training on how to look for a job. It has been a great success also for other youth that participated in this program. I have a job and I am very secure in my professional skills, thanks to A Ganar!”* – A Ganar Graduate.
  - *“I am passionate about soccer and with my teammates I’ve learned how to be a better person, leader all through the simple game of soccer. I have to make the most of situations, good or bad, and give the best of myself for my team so I can show them that we can make it through the tough times of life... here in Chamelecón.”* – A Ganar Graduate
  - *“I have experienced a lot of growth in the way I treat the youth and in the way I handle the group.”* – A Ganar Facilitator
  - *“A Ganar helped me learn to be really involved with my students.”* - A Ganar Facilitator
- The program was subject to at least three separate evaluations.
  - Between 2012 and 2014, the Dream Project along with a graduate student from the Clinton School of Public Service conducted an internal evaluation of Dream’s implementation in the Dominican Republic. Their findings from private stakeholders were very positive and the results were to be shared at a CIES conference in March 2014.
  - In 2014, Partners led a qualitative internal evaluation looking the value of Phases 1 and 4, the value of sport, the value of the curriculum, and which staff members were most influential to youth. The evaluation targeted youth in Jamaica, St. Kitts and Nevis, and Honduras.
  - Under a separate contract with USAID, Social Impact continues to lead an impact evaluation of A Ganar in Honduras and Guatemala. The evaluation looks at the two central questions: (1) is the A Ganar model effective? And (2) what is the value of sport in the A Ganar model? Further information regarding the evaluation is found in Section 7.
- The program conducted successful public launches in each of the 8 countries. All of these activities included USAID cooperation and participation and in most involved high ranking members of national governments of the host country. Some highlights include:
  - The first A Ganar launch ceremony was in held in St. Vincent in May 2010. Over 100 youth, parents and community representatives attended. USAID Mission Director for the Eastern Caribbean, Jim Goggin and USAID Program Officer Mansfield Blackwood attended the ceremony along with Paul Teeple, A Ganar Program Director.
  - The St. Kitts and Nevis launch in May 2010 was conducted at the National Stadium with approximately 75 people attending despite a rain storm. A group of inmates from the local prison who were participating in the program were escorted to the event so that they could fully participate.
  - The Dominican Republic launch in June 2010 took place on the opening day of the FIFA World Cup to highlight A Ganar’s link to soccer.
  - The Jamaica launch in September 2010 included a ceremony at UTech. Participants included the USAID/Jamaica Mission Director Dr. Karen Hillard, several USAID officials, representatives of the Jamaican government, the IDB Representative for Jamaica and Partners President Steve Vetter. The event also featured one of the

- most powerful youth speeches given throughout the program.<sup>2</sup>
- A Ganar was the first ever USAID-funded program launched in Suriname. The ceremony took place in December 2011. Over 50 youth, parents and community representatives attended, as well as USAID Mission Director for the Eastern Caribbean, Jim Goggin and USAID Program Officer Mansfield Blackwood, Director of Sport Michael Watson, and kickboxing champion Ilonka Elmont.
  - In Honduras, the A Ganar launch in April 2013 was attended by President Lobo, US Ambassador Kubiske, USAID Honduras Mission Director James Watson, members of the Honduran government, several business and community leaders and approximately 300 A Ganar youth. President Lobo also participated in an A Ganar demonstration with program youth.
  - A Ganar Guatemala was officially launched in March 2014 with an event in Guatemala City. Approximately 80 people attended, including members of the Guatemalan government, the private sector, the media, and the NGO community, along with USAID Guatemala Mission Director Brandts. The event was covered by local media and promoted by USAID, Partners, Glasswing and several media outlets on social media.
- 16 Training of Trainers (TOT) workshops were conducted providing facilitation skills training representing 67 organizations (implementers and coordinating entities). TOTs were conducted in:
    - 2010: St. Vincent and the Grenadines, St. Kitts and Nevis, Dominican Republic and Jamaica
    - 2011: Suriname
    - 2012: Dominica, Honduras, and Suriname
    - 2013: Guatemala, Suriname
    - 2014: Dominican Republic, Jamaica, Guatemala, and Honduras
    - *“My first year, if I had not taken the course everything would have been much more difficult because there were many activities I had no idea existed, and from those activities we developed the whole clinics, it really helped me grow in the subject of facilitating things for the youth.” – A Ganar facilitator*
    - *“Yes it was useful, it serves us as an initial gathering with the local organizations that are contracted by Partners and hopefully an opportunity for the facilitators to understand the methodology and to begin to connect with each other because it helps when various communities, organizations, and NGO’s come together in one piece and start sharing experiences and it also provides a good connection with the Partners team, the local team, and that makes the communication more easy for the program implementation.” – A Ganar facilitator*
  - Four regional workshops for A Ganar coordinators were conducted by Partners staff. These include:
    - A USAID-sponsored workshop in 2011 in the Dominican Republic for representatives of 7 countries designed to collect lessons learned from the first two years of implementation and provide training to coordinators from new counties: Honduras, Dominica, and Suriname. This workshop also utilized experienced staff from Ecuador.
    - Following the success of the October 2011 regional workshop for A Ganar Coordinators in the Caribbean, Partners led a regional workshop for Spanish-speaking countries (plus Brazil and Haiti) in September 2012 in Panama City, Panama. Attending the workshop were A Ganar Coordinators and implementers from Argentina, Brazil, Colombia, the Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Mexico, and Uruguay. Also attending were three youth representatives, one each from Colombia, Ecuador and Honduras, two staff members from the MIF, six Partners staff members and representatives from the

---

<sup>2</sup> “A Ganar means to win or to earn, but to me it means to love...Before A Ganar I was afraid to dream. It seemed impossible that a youth with my background would ever be able to accomplish anything. I was not born rich, but with A Ganar I have gotten the will power, determination, faith and renewed belief in myself.” ~ A Ganar Jamaica participant Brian Turner

- anticipated A Ganar Panama program. The workshop objectives were to:
- Gather lessons learned from across the different A Ganar countries
  - Examine specific components of the A Ganar program and proposed new standards based on lesson and experiences
  - Demonstrate the need and value of including youth in program design
  - Build a stronger regional network and encourage more sharing across countries
- In collaboration with the Fetzer Institute and Partners of the Americas, YFDN in Jamaica created a supplemental curriculum to A Ganar, with activities focused on love and forgiveness. Pilot workshops and trainings were run to test the new curriculum materials with 50 youth across Kingston, Spanish Town and St. Mary. In addition, YFDN and Partners hosted a Love & Forgiveness workshop for A Ganar Caribbean country coordinators in 2014.
  - A USAID-sponsored workshop in the Dominican Republic in 2015 included representatives from all eight countries and focused on close-out requirements and procedures.
- The program developed successful government partnerships in each of the eight implementation countries:
    - The Ministry of Education in St. Kitts and Nevis worked as an implementer by integrating A Ganar into its classrooms, with activities targeted towards youth not expected to advance to the highest grades. Additionally, the US Embassy in Barbados and the United States Military donated \$35,000 to IOs in SKN who worked with A Ganar.
    - The Ministry of Education in St. Vincent and the Grenadines implemented A Ganar through their Continuing Education branch.
    - The Municipality of Guatemala City in Guatemala implemented A Ganar in three low income communities as part of their efforts to provide employment opportunities to youth.
    - INFOP is a nationwide vocational technical training program in Honduras sponsored by the government. In recent years this program has grown and provided quality certifiable training to our youth.
    - A Ganar was officially endorsed by INFOTEP, the Ministry of Education and the National Youth Service in the Dominican Republic aiding in technical training, the transition from training to school and supporting community service activities. Several of the IOs in the Dominican Republic developed relationships with INFOTEP to provide free or low-cost technical training to A Ganar youth.
    - A Ganar has received strong support from both the Ministry of Youth and Sport and the Ministry of Justice in Suriname. Former Director of Sport, Michael Watson, was a mentor for our youth as well as a strong advocate for our program. Mr. Watson now serves as capacity building trainer for our implementing partners and a mentor for alumni. The Ministry of Justice in Suriname has also been a key supporter.
    - The Ministry of Youth, Sports, Culture and Constituency Empowerment in Dominica was an early implementer of A Ganar and consistent partner throughout the grant
    - In 2015, the Ministry of Education in Jamaica implemented A Ganar through its Career Advancement Program, which targets out of school youth for vocational training. The Jamaican Social Investment Fund (JSIF), established as a component of the Government of Jamaica's national poverty alleviation strategy, invested in training 120 youth. The Fund is designed primarily to channel resources to small-scaled community based projects.
    - The model first developed in St. Kitts and Nevis of integrating A Ganar into schools was replicated in Barbados and Trinidad and Tobago with funding from local sources. Adjustments in the program were made to measure education based outcomes in addition to job insertion or return to school. The greater interest was in the value of A Ganar's Phase I as a tool to increase life skills education, improve behaviors, and better prepare youth for vocational training.



- Numerous private sector partnerships were developed at the local level during the course of the program resulting in increased funding plus job and internship opportunities. These included:
  - Sandals Resorts partnered with A Ganar to provide training to youth who would later work in their resorts. Likewise the Oracabessa Foundation and its supporters provided match funding to support training for youth in that region. Most of those youth also earned jobs in the hospitality industry. As detailed below, the Fetzer Institute partnered with YFDN to create curriculum materials focusing on Love and Forgiveness. The NCB Foundation donated \$10,000 to help with the initial curriculum development in Jamaica.
  - In the Dominican Republic, A Ganar was implemented in partnerships with two Major League Baseball clubs that operate academies on the island: the San Diego Padres and the New York Yankees.
  - In St. Vincent and the Grenadines, the Caribbean Youth Environment Network (CYEN), Youth Empowered for Community Action (YECA) a U.S. Peace Corps volunteer supported initiative, Constructive Solutions Inc., Youth Business SVG and The SVG Non-State Actors also supported A Ganar.
  - In Suriname, A Ganar received an \$80,000 grant from Kosmos Energy to implement the program in rural areas and provided much needed organizational strengthening and capacity building support to local IOs.
  - A Ganar has developed a strong relationship with Grupo Intur, a food conglomerate in Honduras in charge of fast food chains such as Little Cesars, Popeyes, and Burger King. Grupo Intur has opened internship opportunities and employment opportunities specifically for A Ganar youth.
  - Over 13,000 One World Futbol soccer balls were donated by Chevrolet and One World Play to a coalition of youth serving NGOs in Honduras. The coalition was organized by the Honduras A Ganar coordinator. Partners also facilitated a donation to Suriname, Guatemala and Jamaica. Furthermore, One World Play has sent over 400 soccer balls to Partners in Washington that were distributed directly to A Ganar coordinating and implementing organizations whenever staff travel. The value of these contributions exceeds \$250,000.
- Several A Ganar youth gained either local or international recognition or participated in important forums. These include:
  - Seven A Ganar youth travelled to Baranquilla, Colombia in 2011 to represent A Ganar at the IAVE Youth Summit
  - Two A Ganar youth travelled to Medellin, Colombia in 2011 to participate in the Partners of the Americas International Convention.
  - Yanique Gordon from Jamaica was named the Sandals Royal Plantation Prestige Employee of the Year in 2014.
  - Between 2014 and 2015, four A Ganar youth from USAID countries were selected to participate in the United Nations Office on Sport for Development and Peace (UNOSDP) Youth Sports Leadership Programme in Bradenton, Florida. Chosen were Kassindra Prescod (St. Vincent), Guido Rivera (Honduras), Dion Browne (St. Kitts), and Johana Cortes (Honduras).
  - Guido Rivera, an A Ganar Honduras alumni and participant in the UN Youth Programme, represented A Ganar and spoke at the United Nations in 2015 as part of their celebration of the International Day for Sport for Development and Peace.
  - Eddie Lainez represented A Ganar youth at the 2014 Partners of the Americas International Convention in Florianapolis, Brazil.
- A Ganar successfully implemented programs inside two Caribbean prisons.
  - In 2010, 30 youth were trained at Her Majesty's Prison in St. Kitts.<sup>3</sup>
  - Between 2013 and 2014, the program worked with 62 prisoners at Stock Farm Prison in Dominica, also known as Her Majesty's Prison. The Dominica program also included one female prisoner who was transported to the prison for A Ganar

---

<sup>3</sup> A report from the International Centre for Prison Studies shows the inmate population per capita in St. Kitts and Nevis is the highest in the Caribbean and the 3rd highest in the world.  
<http://timescaribbeanonline.com/2014/05/10/st-kitts-nevis-has-3rd-highest-prison-population-rate-in-the-world/>

activities.

- Throughout the agreement several A Ganar coordinators travelled to neighboring countries to provide or receive training and support. These included:
  - Honduras coordinator Ana Perdomo was selected by USAID/Honduras to participate in a program led by the US Federal Bureau of Investigation (FBI). In 2013, Ana received training at the FBI Training Center in Virginia, met with high ranking officials in Washington, DC and participated in anti-gang activities led by the Houston, Texas Police Department.
  - A Ganar SKN Country Coordinator Elneth Toussaint-Harvey traveled to Dominica to meet with the local Partners Chapter, implementing groups, and other potential stakeholders including CALLS, Operation Youth Quake, Kalingo Achievers, and DYBT.
  - Ana Perdomo travelled to Ciudad Juarez, Mexico to learn about the program and later travelled to Guatemala on multiple occasions to assist with training of trainer workshops.
  - Mr. Francis Joseph, the A Ganar Dominica Country Coordinator, visited SVG as part of his orientation.
  - Andre Wilson and A Ganar Jamaica hosted a delegation from the Ministry of Education in Barbados to help them plan for an IDB-funded A Ganar program.
  - Andre Wilson traveled to Dominica to run a training of trainers with Program Officer Nadia Moreno.
- Partners completed a review and update of the A Ganar curriculum in 2015.
- A Ganar has been implemented in both urban and rural settings. Programs in every country focused on urban and semi-urban populations, while programs in Suriname, Dominica and St. Vincent additionally focused on rural populations with great youth challenges and few formal work opportunities.
- A Ganar has won or been selected a finalist for numerous awards during the grant period. These include:
  - 2012 and 2013 “Shortlist” for Best Social Inclusion Award at Beyond Sport Awards
  - 2015 “Shortlist” and eventual winner of the Barclays Sport for Employment Award at Beyond Sport Awards.
  - The International Labor Organization recognized A Ganar with its 2013 *What Works Award*
- A Ganar was invited to present at numerous forums promoting the use of sport as a tool for development. These include:
  - Sport-for-Development Discussion at the Clinton Global Initiative (2010)
  - Beyond Sport Conference in Chicago (2010)
  - US State Department Forum and Documentary prior to the 2010 World Cup.
  - “Measuring the Impact of Sports on Youth Development” Event led by USAID (2011)
  - IDB Conference on Sport-for-Development with Major League Baseball Hall of Fame pitcher Pedro Martinez, of the Dominican Republic (2011)
  - Youth – Partnerships – Employability Conference on hosted by the International Youth Foundation (2011)
  - USAID and International Youth Foundation’s YouthBuild Conference in Ciudad. Juarez, Mexico (2011)
  - Bi-Annual US-Mexico Joint Meeting on Drug and Alcohol Abuse Reduction Conference in Mexico City (2011)
  - 2011 Next Steps Conference in Trinidad and Tobago
  - IDB/MIF Conference in Medellin, Colombia “Using M&E to Promote Public Policy for Youth Employment” (2012)
  - Beyond Sports Awards in London (2012)
  - Beyond Sports United Conference in NYC (2012)
  - Comparative and International Education Society (CIES) conference in New Orleans, Louisiana (2013)
  - International Olympic Committee Sport-for-All Conference in Lima, Peru (2013)

- IYF Youth Workforce Development Conference in St. Lucia (2013)
- USAID Worldwide Education Conference (2013)
- 2013 Olympism for Humanity Conference in Olympia, Greece
- Beyond Sport Summit in Philadelphia (2013)
- Global Youth Economic Opportunities conference led by Making Cents in Washington, DC (2010 and 2014)
- Doha Goals Conference Invitees and sponsored travel to Qatar in both 2012 and 2014.
- Beyond Sport United Event in New York (2014)
- A Special Conversation with Coach Luis Suarez and members of the Honduran National Soccer Team focusing on “The Power of Sport to Combat Youth Violence” Event in Washington, DC (2014)
- “World Cup 2014: Let’s Get Serious about Youth and Soccer” panel discussion in Washington, DC, organized by the Center for Strategic and International Studies (2014)
- “How Soccer Promotes Employment and Combats Violence” Event by USAID (2014)
- UNESCO Culture and Development Conference in Seoul, South Korea (2014)
- South By Southwest - SXSW Sport Conference in Austin, Texas (2015)
- Seminario Iberoamericano: El Deporte Como Herramienta de Transformación Social (Sport as a Tool for Social Transformation) in Cartagena, Colombia (2015)
- Discover Football Festival in Berlin, Germany (2015)
- At least two A Ganar implementers or coordinators have leveraged their A Ganar experience to secure part of successful new and direct contracts or cooperative agreements with USAID.
  - ENTRENA, SA in the Dominican Republic won a \$20 million agreement with USAID in 2012 to address youth violence. A Ganar activities are part of that agreement.
  - FUNADEH in Honduras was awarded a \$4.75 million agreement with USAID to run Generando Emprendedores y Sinergias Sostenibles (GÉNESIS), aiming to generate projects with youth living in at-risk areas. A Ganar alumni will be able to participate in GENESIS as well.
- A Ganar has been highlighted and discussed in major publications throughout the eight countries, in the United States and in publications throughout the world. In 2014, A Ganar and the youth violence situation in Honduras was highlighted on the front page of Washington Post Sports Section. In total, A Ganar has generated **\$2,180,692.18** in earned media value. See Section 10 for more details.

## 4. MAJOR CHALLENGES AND LESSONS LEARNED

### Challenges

Like any program, A Ganar encountered challenges throughout the six year agreement. They have been organized by categories listed below.

**Macro Contextual Challenges:** While recognizing that these issues are part of the justification for the program, they were challenges nonetheless to implementation at the local level.

- High Unemployment Rates - According to some studies, nearly 1 in 5 youth in the region neither work nor study and by 2020, the region will have the largest number of young people in its history.<sup>4</sup>
  - A Ganar focused on finding jobs and opportunities within these stressed economies by providing training and opportunities to those youth typically excluded from other programs. It improved opportunities for those youth in tough markets but the fact that overall unemployment rates remained high was an on-going challenge.
- High Crime and Murder Rates – Of the 50 most violent cities in the world, 43 are located in Latin America and the Caribbean including four A Ganar target cities (shown with their 2014 ranking for homicides): San Pedro Sula, Honduras (#1); Central District (Tegucigalpa and Comayaguera), Honduras (#6); Guatemala City, Guatemala (#8); and Kingston, Jamaica (#19).<sup>5</sup> Again, the high crime rates are part of the justification for the program, but they bring countless daily challenges that impact the lives of youth and the ability to operate programs in these communities, including:
  - The violent situation in many of the communities served by A Ganar worsened during the implementation period. Partners and its coordinating and implementing organizations took numerous steps to address the violence and provide counseling to youth as needed. Local leaders pointed to the need for positive engagement programs such as A Ganar but also expressed a desire for guidance on how to support youth and staff whenever a young person in their program or community dies. Partners encouraged follow-up support to the implementing organizations immediately after each tragedy.
  - Classes and activities needed to be moved and rescheduled numerous times due to concerns related to community violence. In Honduras, one of the A Ganar implementers received credible death threats from a local gang. As a result, classes at that facility were moved to another location. Also in Honduras, an A Ganar participant was assaulted by gang members while completing community service activities. In Guatemala, participants and facilitators were threatened during training activities conducted in an approved area within a shopping center. In Jamaica and in Honduras, classes were postponed on various occasions due to violence impacting communities.
  - Youth from the communities with the worst reputations encountered discrimination when applying for jobs. Many local businesses have policies not to hire persons from certain high-crime communities – the same types of communities targeted by the program. A Ganar staff met with these businesses to try and open doors, sometimes successfully and other times not. Youth would sometimes use the address of a family member or friend when applying to get around this problem.
  - The levels of violence also impact the availability of youth and the hours in which activities can be implemented. Implementers needed to make adjustments to assure that everyone could arrive and return home safely.
  - Staff needed to take extreme measures to protect their own safety. In the most violent communities, unplanned visits were not possible due the need to announce visits to community leaders and ensure that even gang members knew when and why

---

<sup>4</sup> <http://www.americasquarterly.org/salazar>

<sup>5</sup> <http://www.insightcrime.org/news-analysis/why-world-most-violent-cities-latin-america>

someone was entering a community. One staff member had to post a sign on her vehicle identifying herself with the local IO and also roll down her windows during each visit so that gang lookouts could see who she was and who was riding with her.

- Because of the ongoing violence, it is difficult for some local IOs to maintain good staff and grow. By and large, the A Ganar staff at the IOs was excellent but the constant threat of violence makes it difficult to retain people.
- The chikungunya virus impacted programs throughout the Caribbean, causing classes to be suspended in some areas and large absences by youth and staff in others.

#### **Lack of Established Vocational Training Centers in the Smaller Islands and Suriname:**

- The *A Ganar* model was originally built to utilize local vocational training centers. Due to the small populations and economies in Suriname, St. Kitts and Nevis, St. Vincent and the Grenadines, and Dominica, these types of centers rarely exist. It is therefore harder to train a group of youth for a specific job skill set. Partners had to adjust the model in these countries to allow for more general training in areas such as retail and with greater emphasis in on-the-job training through internships.

#### **Local Politics:**

- Local politics affected the program in a number of different ways and sometimes made relationships with the public sector more complicated. In the smaller islands, personal politics are magnified as everyone knows everyone else more so than in larger populations. In St. Kitts and Nevis, the program encountered some attitudes and concerns that *A Ganar* would be competing with local government programs instead of complementing them as they were intended to do. This was overcome in time through the relationship with the Ministry of Education.
- Many youth development and especially vocational training programs in the smaller islands are often identified by the public as patronage programs only available for youth from families who openly support the ruling party. This impacted how we could operate and challenged our ability to make the programs truly open and sustainable unless policies for government-led programs are changed to permit and encourage a more diverse population of participants.
- In Jamaica, the intertwined issue of political affiliation with community identity and violence caused a delay in the start of the program. Furthermore, youth from certain communities or groups are labeled by others as having certain political identities or as being more prone to crime and violence.
- In Honduras, families were skeptical of a USAID-funded program. Likewise in Guatemala, strict procedures regarding USAID logo usage and protocols were in place as difficulties have arisen in the past due to US-funded programs not being welcomed in some communities.

#### **Transportation:**

- A youth's proximity to the training site was a major factor in his/her ability to participate. The farther youth lived from training sites, the harder and more costly it was to participate. Efforts should be made to locate training as close to the youth populations as possible and additional monies should be budgeted in the future for those cases where youth need to take a bus to make it to a program activity.

#### **Lack of a Paid Internship Culture:**

- The lack of an established internship culture for hiring youth made Phase 3 placements difficult. Added to that was the challenge of finding paid internships. This challenge exists for any program and can only be addressed over time with successful programs like *A Ganar* showing the benefits of internships, as well as governmental policies that encourage and enable them.

#### **Operational and Administrative Challenges:**

- *A Ganar's* extraordinary growth was also a challenge. In 2009, *A Ganar* grew from four to

eight countries with USAID support. In 2010, it grew to 11 countries with additional IDB/MIF support. In 2011, the program grew to 15 countries with the USAID expansion. Since then, four additional counties have started A Ganar programs, totaling 19. The growth of the program is a reflection of the benefits the program brings to the region, but it was a challenge given that time and energy had to be stretched across more programs.

- Between 2013 and 2014, there was a high level of staff turnover within the Partners headquarters staff. This required Partners to regroup, adjust and train new staff while continuing with implementation activities. It also led to delays in implementing new procedures that had been planned. In 2015, the long-time Program Director left three months before the end of the grant.
- A 2014 USAID review of Partners administrative procedures revealed a number of deficiencies, which included a lack of documentation of some field office and implementation organization expenses as well as approvals for some activities and contracts. This led to USAID's revocation of Partners' blanket authority for approval of sub-agreements. Partners sought outside support from BDO and addressed the issues raised, creating new administrative policies and procedures for spending and tracking funds. In 2014, Partners also hired a full-time Administrative and Compliance Officer to oversee the activities of the cooperative agreement.
- To implement a program in dangerous communities and focus on youth at high-risk of violence, programs need to have a strong local presence. By working with organizations that are embedded inside these communities, programs can be safer because they utilize local staff with strong knowledge of the communities in which they operate. The same programs can be more sustainable because the organizations leading inside these communities are much more likely to stay there beyond the USAID funding cycle. However, these same organizations are often small and may not have the level of administrative experience and support to manage programs with stringent donor administrative requirements. Throughout A Ganar, Partners was challenged to find the right balance between true community-based organizations that have the local knowledge and long term commitment to communities needed and those larger IOs that may have less of a community presence but greater strengths in the administrative areas. Focusing on the smaller IOs requires more administrative resources to be used and a much more extensive administrative training.

#### **One Size Fits All vs. Locally Adapted:**

- From its beginning in 2005, A Ganar has strived to be a locally adapted program with its curriculum and activities tailored for local audiences instead of a one-size-fits-all program. Each country is provided with a base curriculum and then asked to adapt it for local use. By and large this approach is successful, but it tends to create some inconsistencies in the level or quality of local adaptations. To address these issues Partners has revised the curriculum and manuals based on feedback from all countries to make it easier to use and easier to adapt in the future. An easier solution is to create the one-size-fits-all program, but this can severely impact the quality of the program as youth consistently highly rate the tailored aspects of A Ganar.
- While the decentralized method is better for training quality and local buy-in, it also increases the challenges to create and maintain universal evaluation standards. Simple terms are interpreted differently across countries and different employment rules and conditions add to the challenges of having more standard indicators.

#### **Phase 4 Consistency:**

- A Ganar's Phase 4 is the follow-on and job insertion portion of the program. This has been one of the more challenging aspects of the program for many reasons. These include:
  - Balancing the need to close out an agreement with an organization with the on-going need to provide follow-on services proved difficult.
  - It is possible in some cases to centralize follow-on through the coordinating organization but only in areas where all the youth are located in the same general vicinity. Otherwise, it is necessary to decentralize follow-on.
  - Phase 4 is voluntary. Some youth move on to employment and education and some

do not have time. All of this reduces the leverage that programs have with youth after graduation and the effectiveness of follow-on activities.

- As mentioned above, context counts. Even with great training and excellent follow-on activities, the program cannot make up for violence and bias against youth from certain communities. Likewise, context affects youth's ability to participate in activities.

### **Monitoring & Evaluation Challenges:**

- Challenges related to the program's M&E section are detailed in Section 7, Monitoring and Evaluation.
- Numerous challenges resulted from the Impact Evaluation that ranged from making adjustments in the program to fit evaluation requirements, requiring more staff time towards supporting the evaluation than anticipated, and finding appropriate comparison programs in Guatemala. Section 7 provides greater detail about these challenges.

### **Lessons Learned**

There are many additional lessons learned over the course of the program. We have tried to narrow them down to those that can be applied in A Ganar and in other youth development programs. Please see the country sections for lessons specific to those contexts, and Annex B for thematic A Ganar tips documents that were compiled in 2014.

### **Sport Works:**

- Both Partners' internal M&E as well as the Impact Evaluation point to the great value of sport in the model. This value is not so much with sport as the convener but with sport as the educational tool.
- Through sport, youth learn to relate to each other, deepen the meaning of the daily and weekly lessons, and bring fun to education. Sport also strengthens the bond between facilitators and youth in a positive environment. In numerous interviews with facilitators and youth, both groups pointed to how they learned to trust each other thanks to the sport-based activities.
  - *"The theory is ok to learn in the classroom but the practical, was a lot better in the field, I was able to learn the development of everything else and how I should treat other people, and how to integrate and be part of the group, and learn how to adapt to other types of people."* – A Ganar Participant
- Through sport, youth learn to test their abilities and can physically see themselves improving on and off the field. Through sport, youth gain confidence and learn to celebrate success.
  - *"At the field, or both you could say because sometimes we would do everything in the classroom, and there are many things that they teach you in the classroom that you don't need to go in the field, you go to the field when you cannot explain something in the classroom and you feel more comfortable in the field cause you can't see it in the classroom. Going out on the field helps you learn better, it would be a good thing to do how you could see it and touch it for your oneself."* – A Ganar Participant
  - *"The truth is that in the beginning of the program I felt that this was a game for 'sipotes' (young men) and even I did not really understand it. When we advanced to the second phase I was able to see that fútbol was not just a game but that it had really helped them understand the fact that those six skills we talked about could be put to good use in the classroom, their jobs, our workshops, etc..."* – A Ganar Facilitator
- Sport gives youth relatable subject matter and reference points. Most A Ganar youth have struggled in the academic setting and with the traditional methods of learning. By using sport in literacy, math and socialization activities, youth develop and learn common and enjoyable reference points for positive learning experiences. A boring text or math lesson suddenly becomes interesting because the subject matter is based on a relevant sport discussion; the same type of discussion that youth use outside the classroom. Instead of hating math, they

can see how math is a vital part of soccer or basketball and learn to love the other applications of the skill.

- *“To teach these skills, soccer is better than a book or a manual, or any text, because it is a practical tool. Through fútbol or basketball we can use an activity in the field that makes it easy for us to interact with the youth through sports, it is easier for us and the youth don’t feel ashamed as they sometimes do in the classroom.”* – A Ganar Facilitator
- Sport increases the enthusiasm of facilitators and other program officials. Instead of only relating to youth in classroom settings, sport enables staff to step away from traditional roles and experience the joy of learning through play.
  - *“This is a job I really feel connected to. It’s not a job, it’s my life. I love what I do. It did and in a big way, it softened me up...especially the parts on Love and Forgiveness. I am very very strict and this program helped me relax. One day one of kids got in trouble, big time, and I surprised myself because we really helped him out. My focus was not on doing what I thought was the right thing, no.... It was how to help him. That surprised me.”* – A Ganar Facilitator
- Sport also brings needed attention to the program and the issues. The uniqueness of the sport-based approach is attractive to the press and to policy makers, thus increasing the impact of A Ganar beyond just the youth in the program.
  - *“To me, using fútbol equals using a very precise tool, because there are two things that get people moving in Honduras, politics, and fútbol. I see that fútbol has really achieved a lot of things here, I see fútbol as a tool that allows me to really make contact with the youth and by using this tool I find out what skills they have, and which ones need a lot more work.... How else could I possibly find out otherwise? I see fútbol as that tool that allows us to really understand what the situation is in our country, at least that’s how it works for me. Like I said, this country moves to the beat of politics and fútbol.”* – A Ganar Facilitator

### **Community Service:**

- Community Service is a vital program component. Although it receives less attention than other program phases, anecdotal evidence suggests the power and importance of the community service to youth development and workforce development.
  - Youth commented on learning leadership skills, the importance of volunteering and problem solving skills through service activities.
  - Youth also indicated how service allowed them to feel important and valuable within their communities. Many youth commented on how they are typically treated as having no value or skills but that the service activities helped them change the perceptions they have of themselves.
  - Some community service events were set up to allow youth to use their new vocational or technical skills to give back to the community (ex: installing lights in daycare centers).

### **Focus on Facilitator Quality:**

- A Ganar’s internal evaluation procedures as well as the external impact evaluation all indicate the importance of the facilitator in the A Ganar model. Those facilitators determine the quality of the sessions led, and the quality of interaction and support provided to youth.
- Over the course of the grant, Partners worked to lengthen and improve facilitator training and support. Using feedback from the facilitators, Partners increased the length of the Training of Trainers workshops initially from two to three days and then to five days. For any programs going forward, Partners will devote even more time and attention to facilitator quality and support.
  - *“It is a key thing that the facilitator is always there to show us the way to discover these skills within us.”* – A Ganar Participant
  - *“Yes, of course it was very useful cause like I said, they told me, “look, here’s a program that uses soccer to teach” and it fits me like a glove because I love to play the sport and I play for this team, so I thought it was going to be a piece of cake, but when I took the TOT I understand that the program is not really about sports, but*



*about developing skills, there is learning involved.*” – A Ganar Facilitator

#### **Rethink Program Follow-on:**

- Despite the success rate for positive engagement, Partners believes that Phase 4 can be improved by standardizing more activities and applying lessons learned from individual cases and countries.
- The challenge of a centralized approach versus a localized approach remains and should be reviewed in the future.
- Furthermore, steps should be taken to provide follow-on contracts that allow implementers to complete the training activities and receive payments without delaying resources and activities that are tied to longer term goals.

#### **Adjustments for Violent Communities:**

- Budget more time and money for working in violent communities. On numerous occasions the program has been delayed due to violence. These delays impact annual plans and reporting goals. But more importantly, violence costs more money to address. It requires additional training for staff and additional time spent reporting to and coordinating with USAID and local safety experts. Violence causes the need for additional counseling, greater security measures, better transportation options, and violence limits youth’s ability to move around and interact in their community and in the job market. Simply put, violence cost more and this cost should be considered by all stakeholders from the start.
- Utilize organizations that have an established presence in the violent communities. Local knowledge and credibility is extremely important when working with youth in these environments. This must also be balanced with donor needs for more established organizations that have a higher capacity for the administrative aspects of a program but may not have the local connections that allow them to be successful.

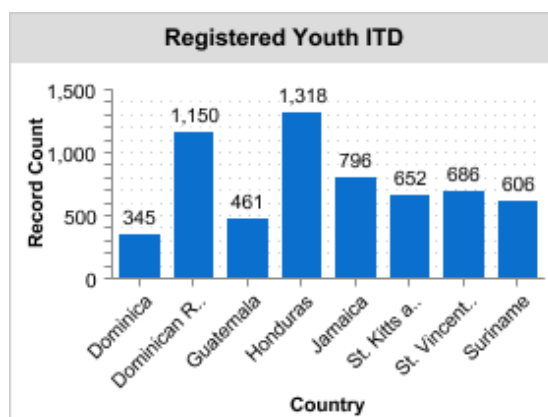
#### **Focus on Administration:**

- Resist pressures to start programs quickly when M&E, administrative procedures and other program development aspects are not in place. Partners was pushed at times to start programs quickly to help address pressures of the Mission or the local government. In doing so, we gained local support and demonstrated a great can-do attitude. However, in hindsight, we should have pushed back harder to only start those programs when the above mentioned aspects were more fully developed and addressed.
- Invest more in local administration. As mentioned above, the A Ganar model is to use a decentralized model with strong local coordinators. This model is cost effective as it allows for local coordinators to work without a large investment in local infrastructure and to be more mobile. However, increasing donor demands in the administrative area makes this approach more difficult going forward. Despite the increased cost and the need to shift funds from training to administration, greater investment in administrative procedures at the local level is a necessity in future programs such as this.

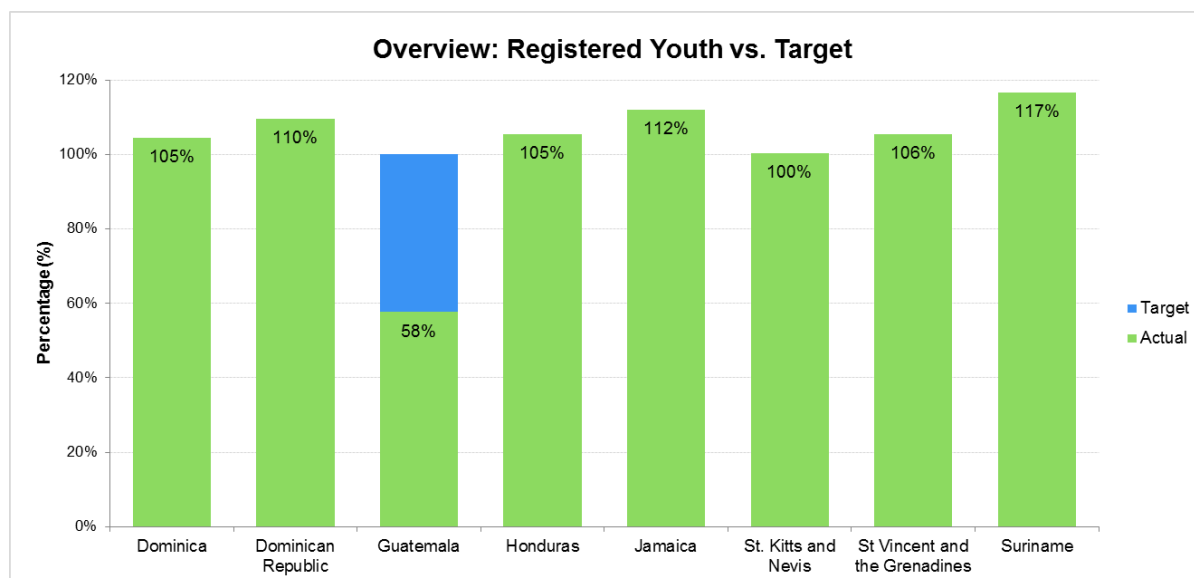
## 5. OVERALL COUNTRY NUMBERS

This section compares 2010-2015 results across the USAID A Ganar Alliance countries. Partners analyzed project results in two ways, both of which are defined in the Program Monitoring Plan (PMP):

- 1) By comparing registration, graduation, and positive engagement results to the target numbers set for each country; and
- 2) By comparing percentage rates for graduation and positive engagement with the program goals of 75% of all registered youth graduate and 70% of all graduates are positively engaged.

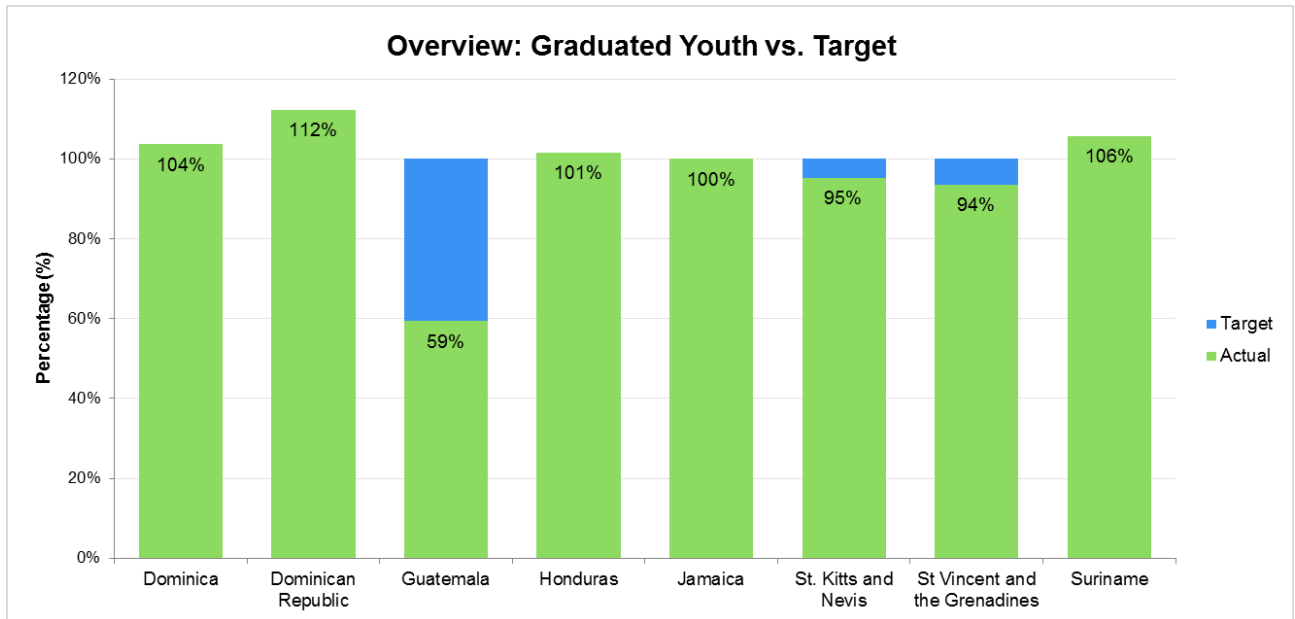


**Figure 1.** Number of registered youth across USAID A Ganar countries.



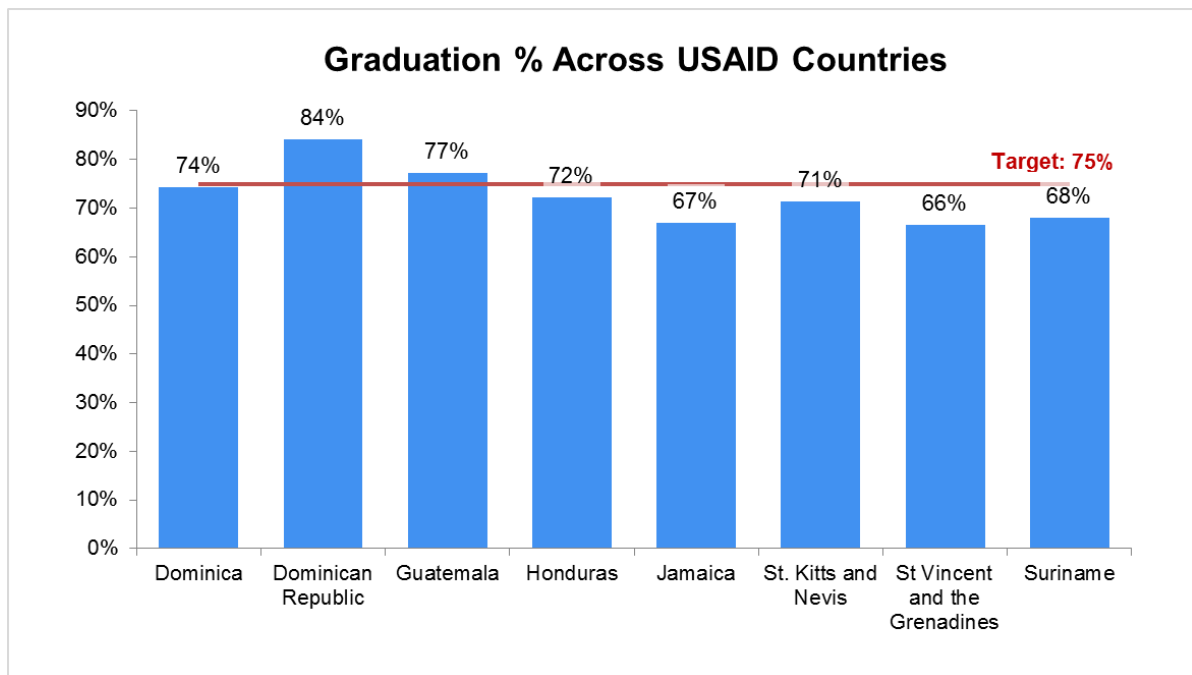
**Figure 2.** Percent of country registration target achieved.

Each country was given a specific target number for youth registration. *Figures 1 and 2* highlight registration outcomes across all countries, and show that seven out of eight countries were successful in meeting or surpassing their goal. Suriname surpassed its target number by 17%, Jamaica by 12%, the Dominican Republic by 10%, and St. Vincent and the Grenadines by 6%. Both Honduras and Dominica exceeded their target by 5%. Guatemala's low registration outcome is connected to obstacles in the impact evaluation which caused delays in implementation. Because the other countries went beyond their original registration targets, the Alliance as a whole exceeded the registration targets.



**Figure 3.** Graduated youth numbers against the graduation target.

Figure 3 presents graduation outcomes across all countries, showing that five out of eight countries managed to reach or exceed their target numbers. Both St. Kitts and St. Vincent fell short, but were within 6%. The Dominican Republic is the only country to have topped their target number by more than 10%. Guatemala’s low graduation outcomes were directly related to the low registration numbers. Although A Ganar only reached 96% of its overall graduation target, this chart shows that the number of youth who benefited from all three phases of the program was incredibly high in seven of the eight countries.

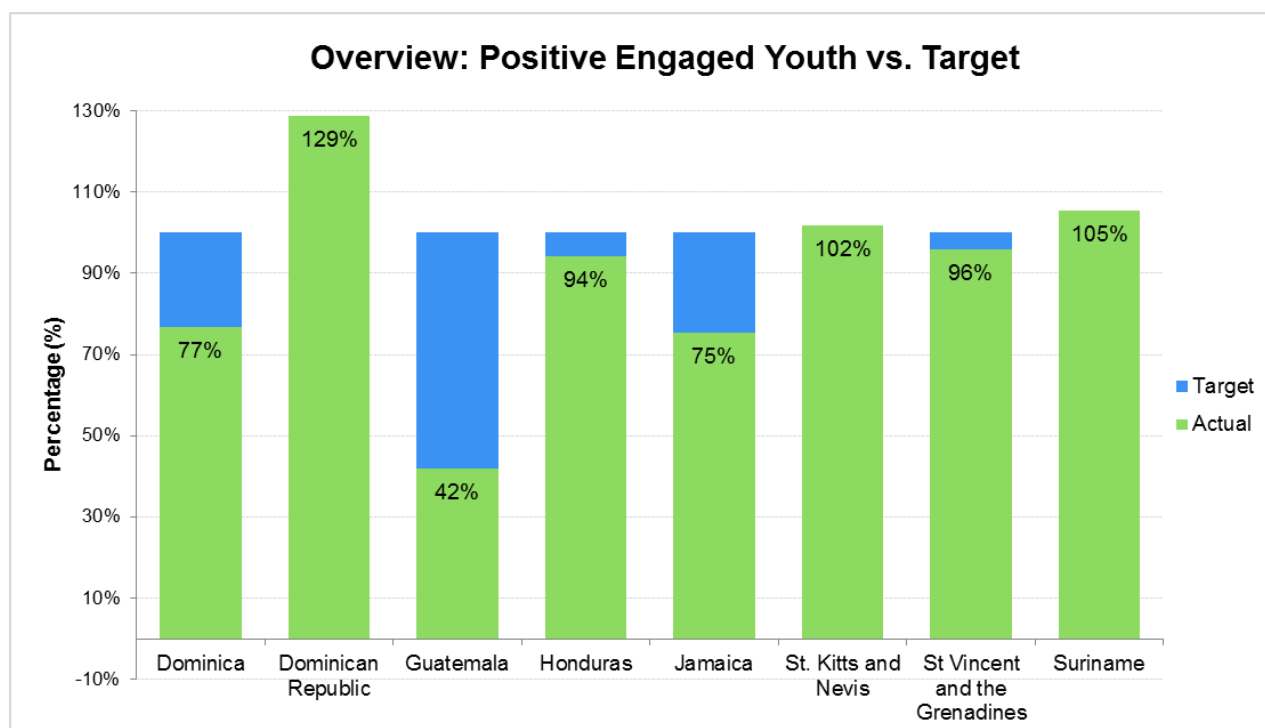


**Figure 4.** Graduation rates across all countries compared to 75% goal.

Figure 4 shows the graduation percentage rate across all countries. A youth is considered a graduate after they have completed Phases 1, 2, and 3 of the program. Each country is given a specific target number for graduated youth; however, all countries aim to have 75% of their registered youth graduate

the program. As many countries registered more youth than anticipated, it is useful to look at both the number and percentage of graduates. The overall actual graduation rate for the Alliance was 72%.

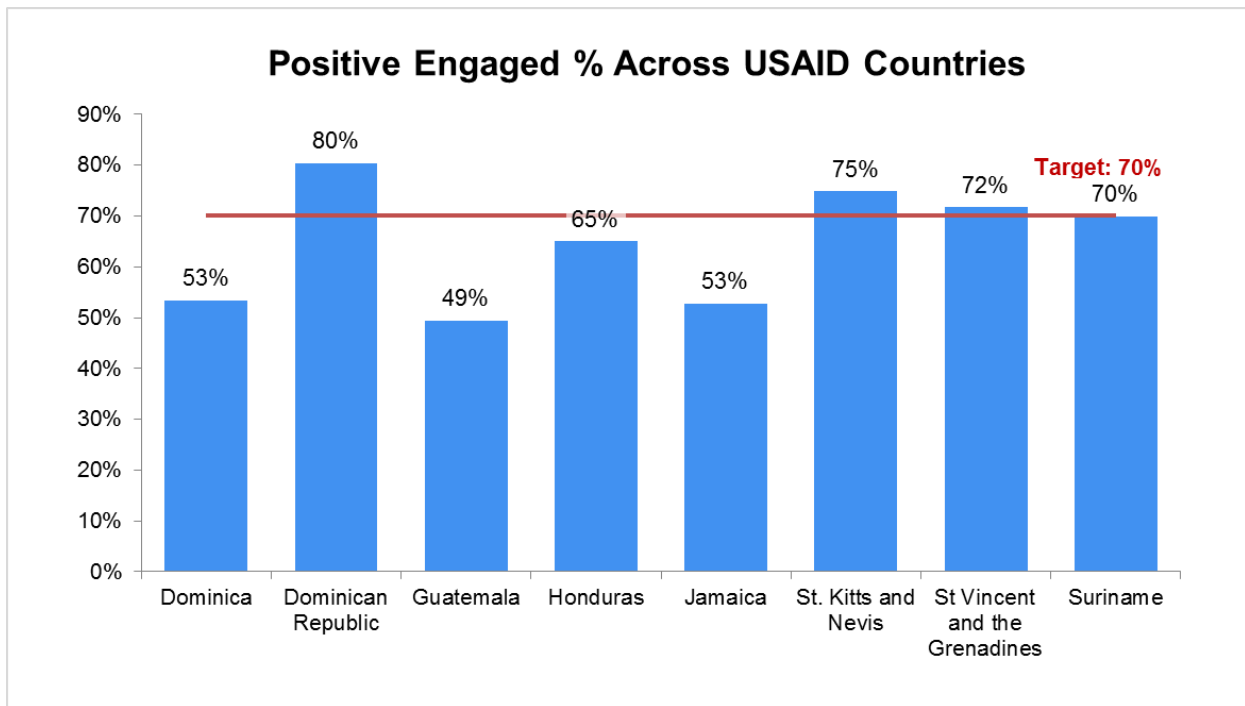
The Dominican Republic and Guatemala are the only countries to surpass the target percentage goal. While Guatemala did not graduate many youth overall, those who did graduate were very likely to be positively engaged. Despite not meeting the desired graduation rate, Dominica, Honduras and St. Kitts and Nevis were relatively close to reaching the target. Noticeably low in graduation rates were Jamaica, St. Vincent, and Suriname. Jamaica’s low graduation rate can be attributed to challenges encountered in the first two years of the program there. Some of the IOs in that time period were not able to successfully complete their programs and were subsequently replaced by others. In St. Vincent and Suriname, the low graduation rate speaks to the lower capacity of the smaller community-based organization partners.



**Figure 5.** Percent of positive engaged youth against the positive engagement target across all countries.

Figure 5 shows positive engagement outcomes across all countries in relation to their target numbers. Positive engagement is defined as having found a job, gone back to school, or started your own business, as reported at graduation and nine months later. The information is obtained through two measurements. The first is conducted in the weeks immediately following the conclusion of training and a second measurement is taken 9 months after the end of Phase 3. If a youth is employed, has started their own business, or is in school both immediately following the program and at 9 months, they will only be counted as positively engaged once. Tracking youth for this length of time proved challenging, and many were unable to be reached. Across the Alliance, A Ganar reached 92% of its target positive engagement numbers.

Three countries, Dominican Republic, St. Kitts, and Suriname, met their targets, while Honduras and St. Vincent were very close to meeting their target. Dominica, Jamaica, and Guatemala had a difficult time meeting their goals. The final training groups in Guatemala, Honduras, Jamaica, St. Kitts, and Suriname all graduated within the last three months of the grant. As nine months have not elapsed since that time, their positive engagement was only measured at one point, which also contributes to lower numbers. Despite subcontracts having ended, most IOs continue to support youth in job insertion activities and the eventual positive engagement rates are expected to rise over time.



**Figure 6.** Positive engagement rates across all countries.

*Figure 6* shows the rate of positively engaged youth across all countries, as measured at graduation and nine months later. Each country was given a specific target number for positive engagement, but the overall goal is for each country to have 70% of their graduated youth become positively engaged. The overall actual positive engagement rate for the Alliance was 67%.

The Dominican Republic holds the top rate for positive engagement, with a 10% lead over the target rate. Additionally, St. Kitts, St. Vincent, and Suriname met the target goal.

Collecting data for positive engagement proved to be difficult across all countries. Although Guatemala had high graduation rates, their rate for positive engagement is 21% below the target goal, the lowest percentage in the USAID Alliance. Dominica and Jamaica also had extremely low positively engaged rates. As previously mentioned, the last training groups in Guatemala, Honduras, Jamaica, St. Kitts, and Suriname all graduated within the last three months of the grant. As nine months have not elapsed since that time, their positive engagement was only measured at one point, which also contributes to the smaller success rates. Low rates can additionally reflect weak Phase 4 implementation, as reported positive engagement rates are dependent on the ability of either the IO or CCO to stay in touch over a nine month period.

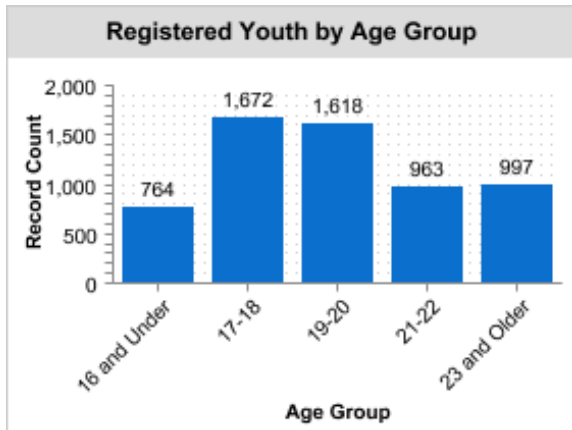


Figure 7. Overall registered youth by age group.

55% of registered youth are between 17 and 20. Overall, the 16 and under age group is the smallest cohort within every country except St. Kitts and Nevis (see Figure 10). This contrast between St. Kitts and Nevis and the other countries is due to their implementation through the Ministry of Education, which works with adolescent youth who are still enrolled in the education system.

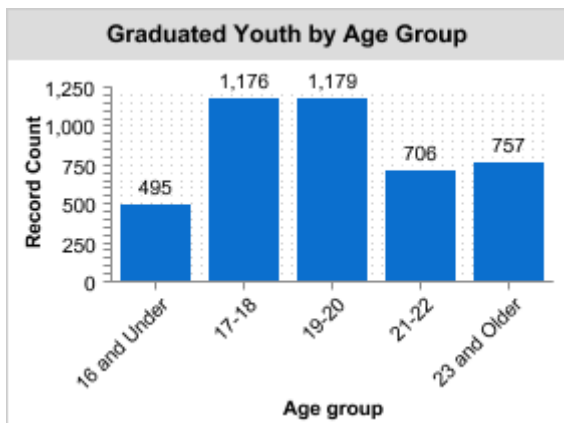


Figure 8. Overall graduated youth across by age group.

The ages of graduated youth largely mirrored those of registered youth, but *Figure 9* serves to demonstrate the graduation rate variances across age groups. The graduation rate increases in the older age groups, but only slightly. The average graduation rate across all age groups is 72%.

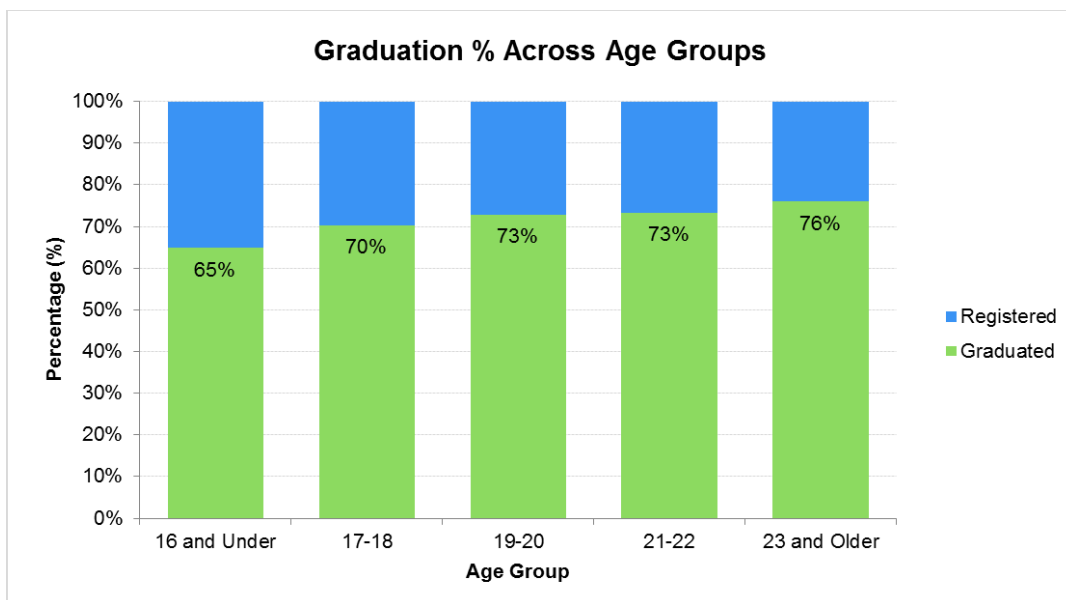
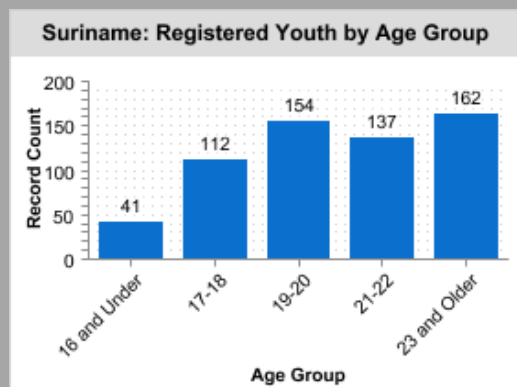
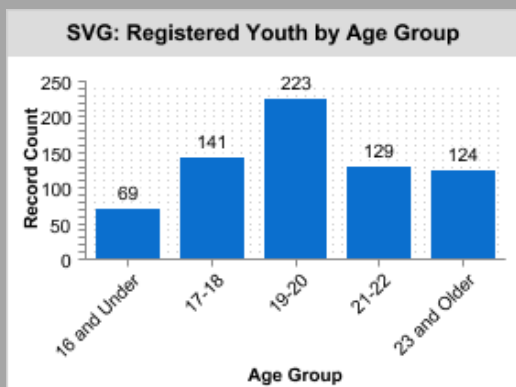
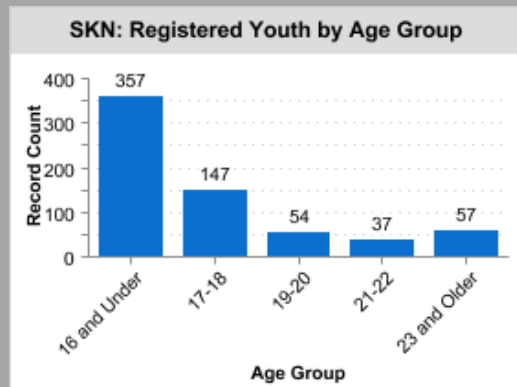
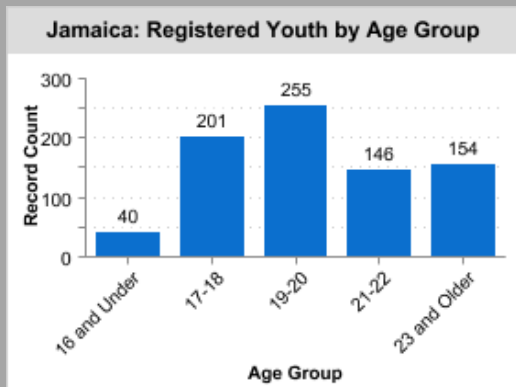
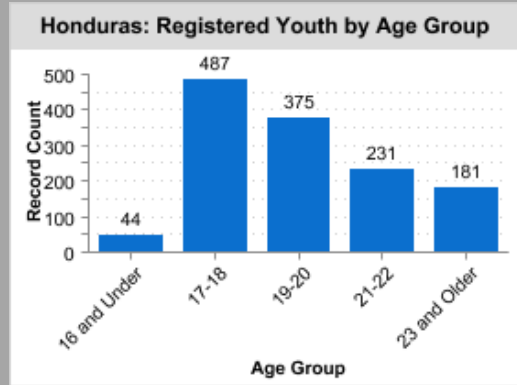
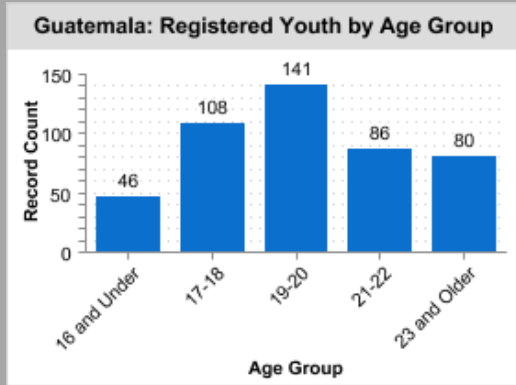
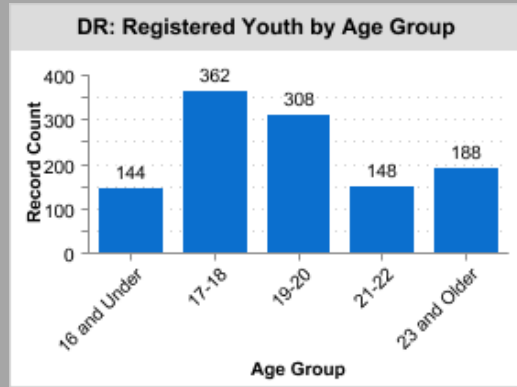
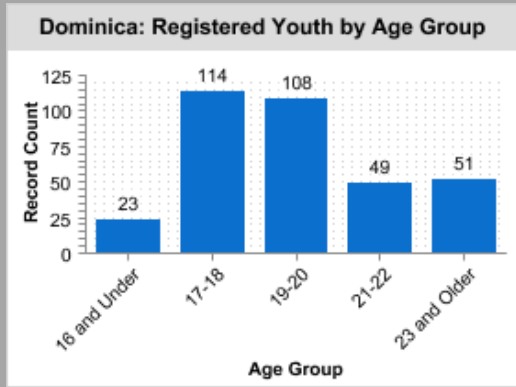


Figure 9. Graduation rates by age group.



**Figure 10.** Number of registered youth by age group for each country.

# BASELINE AND ENDLINE ANALYSIS

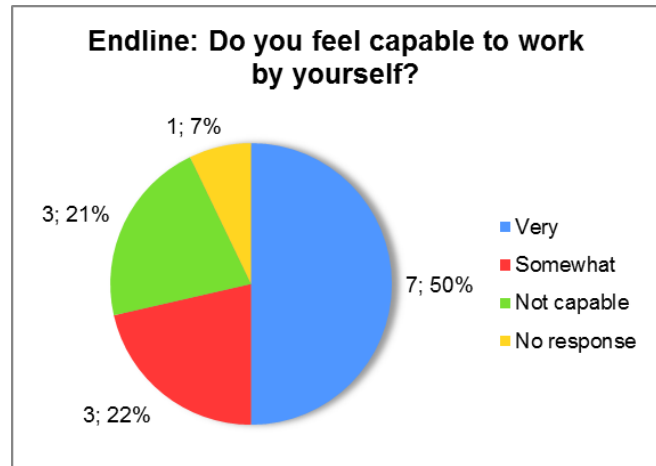
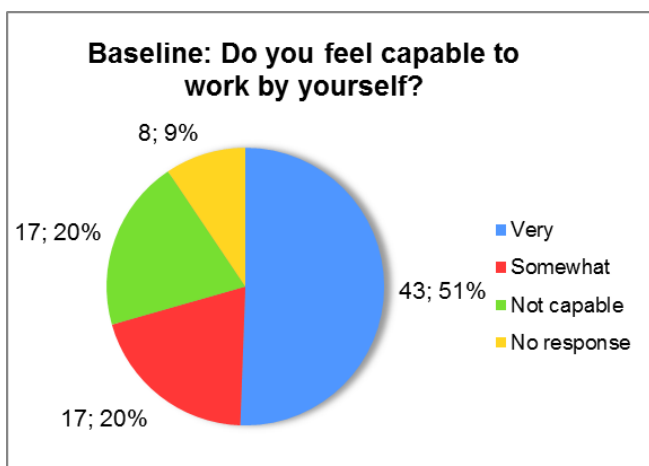
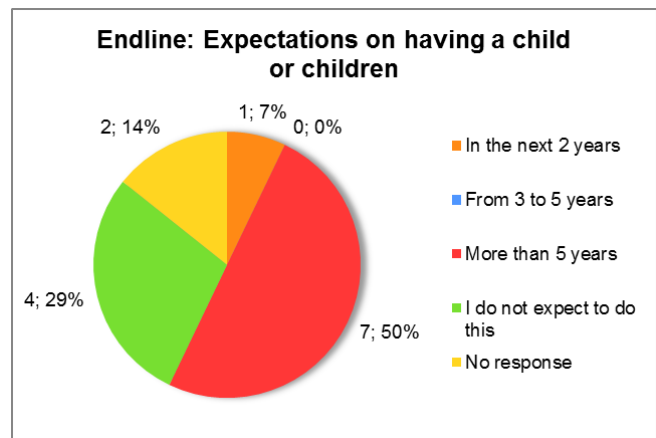
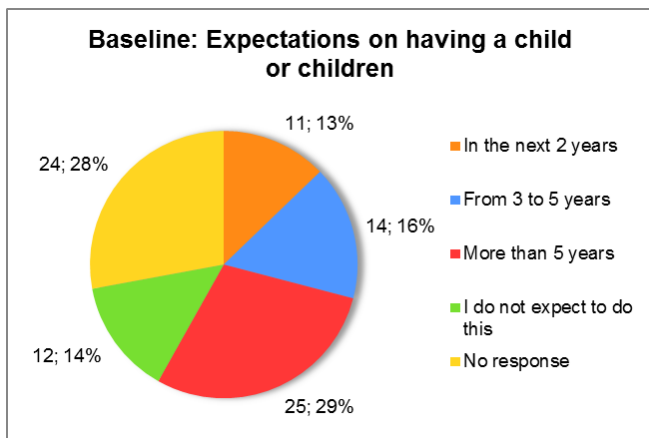
Baseline and endline surveys were distributed throughout the course of the project and were submitted to Partners, but several countries had challenges collecting this data. Honduras and Guatemala were subject to a separate impact evaluation by Social Impact, and so obtaining survey data was not feasible. Suriname also was unable to participate in these surveys as language and cultural barriers impeded organizations ability to collect this data as well as went against their organizational norms.

St. Kitts and Nevis was consistent in their reporting and served as a good sample to analyze program impact. The following data is based on 2011 and 2013 implementation cycles through St. Kitts' Ministry of Education. Analyzing baseline and endline data proved to be difficult for two reasons:

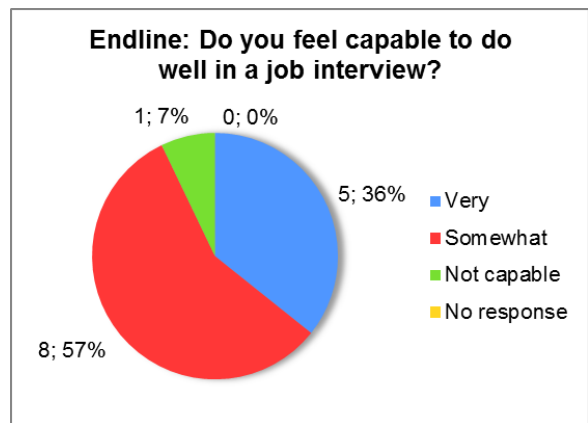
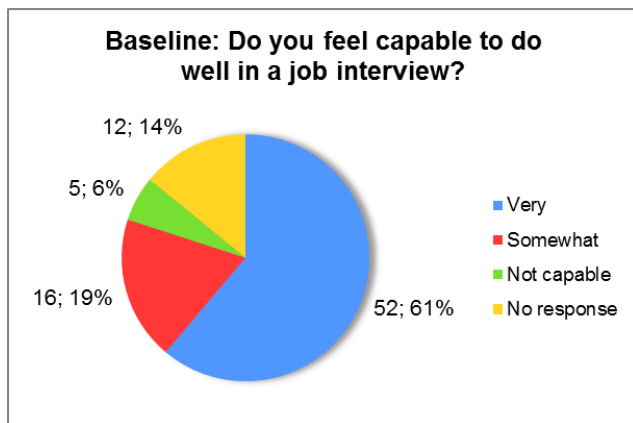
- 1) Baseline surveys were conducted with all registered youth, while endline surveys were conducted only with youth who graduated the program, a smaller sample size.
- 2) Surveys were often carried out as interviews between youth and the in-country coordinator, which took time and limited the number of youth graduates who completed the survey.

## 2011 RESULTS

*The value to the left of the semi-colon is the number of youth who responded.  
The value to the right of the semi-colon is the percentage of youth who responded.*

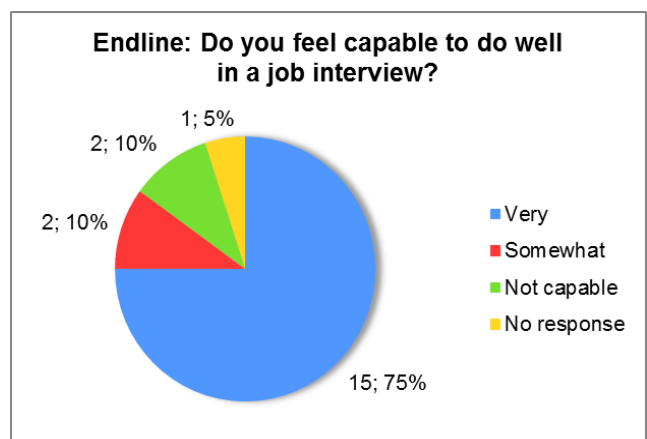
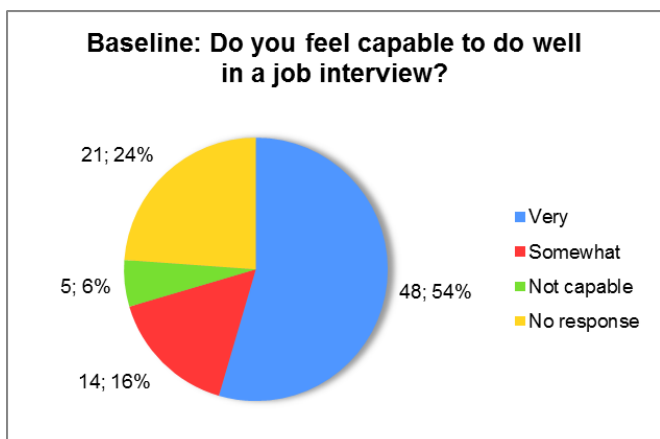
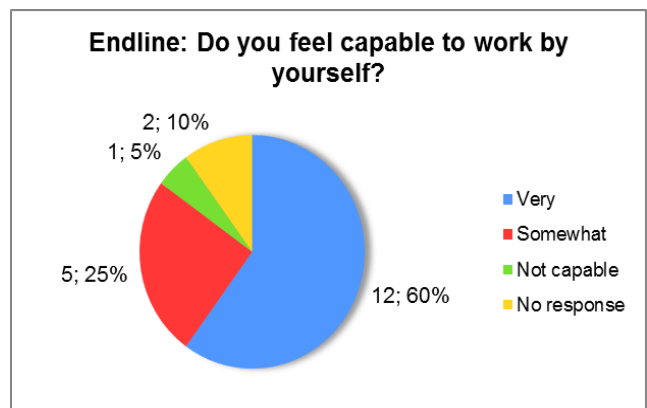
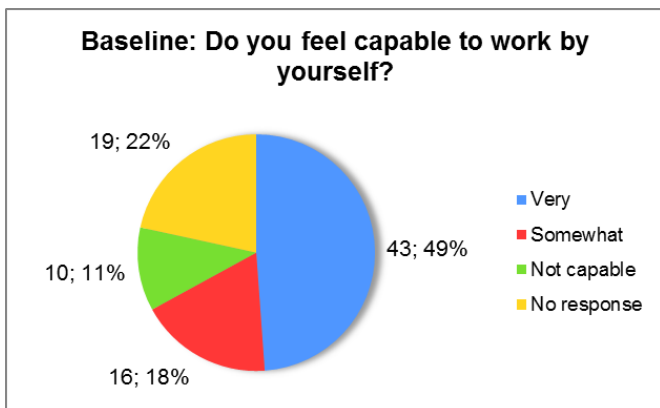
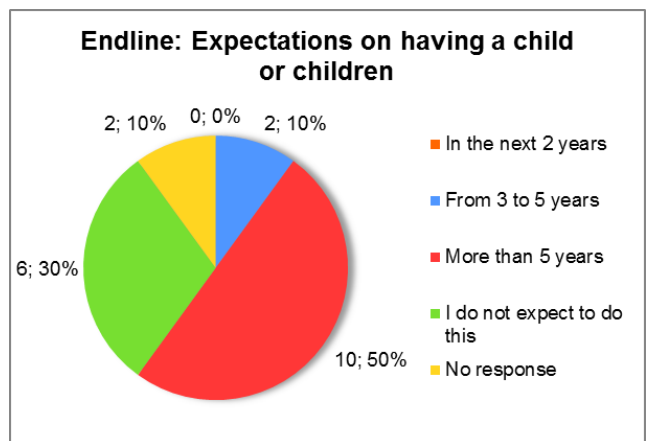
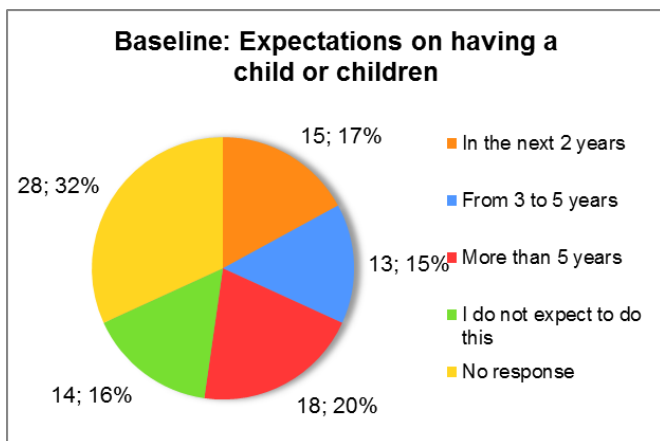






## 2013 RESULTS

*The value to the left of the semi-colon is the number of youth who responded.  
The value to the right of the semi-colon is the percentage of youth who responded.*



For 2011, results show that youth's expectations to have children went down dramatically, which is a positive outcome because it indicates youth are being more mindful of their futures. There was no major change for youth's capability to work independently. It is unexpected to find that less youth felt capable of doing well of in a job interview after completing the program.

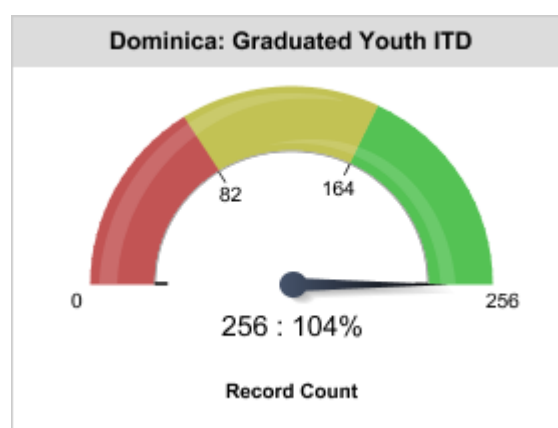
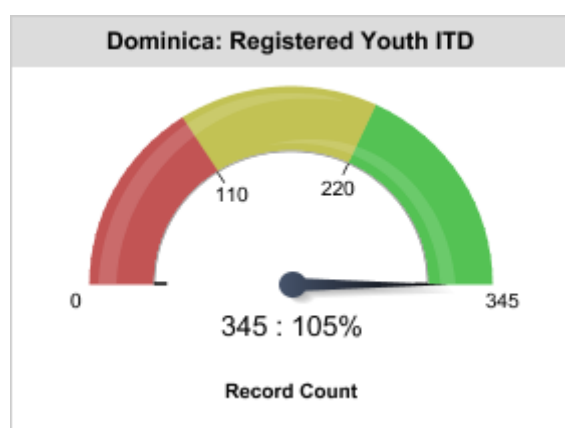
Interestingly, for the 2013 group, more youth felt capable of working independently and doing well in a job interview after completing the program. The noticeable change can be attributed to the improved quality of the program implementation. Another factor to consider when analyzing baseline and endline data is the fact that the sample size after the program finished is significantly smaller than at the start, and this is because dropouts occur.

## 6. COUNTRY SUMMARIES



### 6.1 DOMINICA

<b>Country Coordinating Organizations</b>	Dominica Association of Partners of the Americas (2012-2015)
<b>Implementing Organizations</b>	Youth Development Division (YDD) (2012-2015) Center Where Adolescents Learn to Love and Serve (CALLS) (2012-2015) Dominica State Prison (2013-2014) The Social Centre (2013-2014)

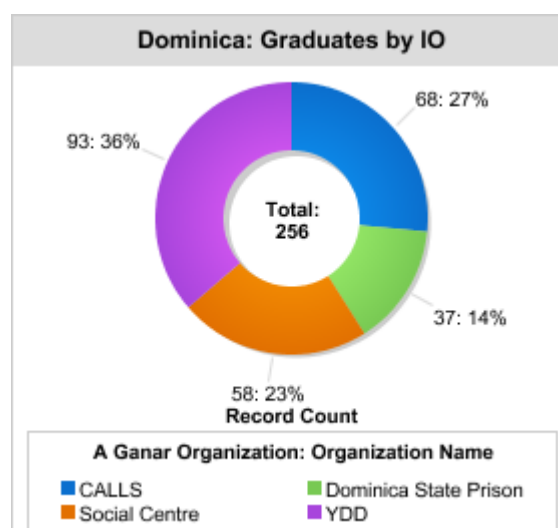


Youth Numbers	ITD Total	ITD Male	ITD Female
# of Youth Registered	345	233	112
# of Youth Graduated	256	160	96
# of Youth Positively Engaged	132	76	56
# of Youth Returning to School	47	26	21
# of Youth Entering the Workforce	85	50	35

#### **PROGRAM IN REVIEW:**

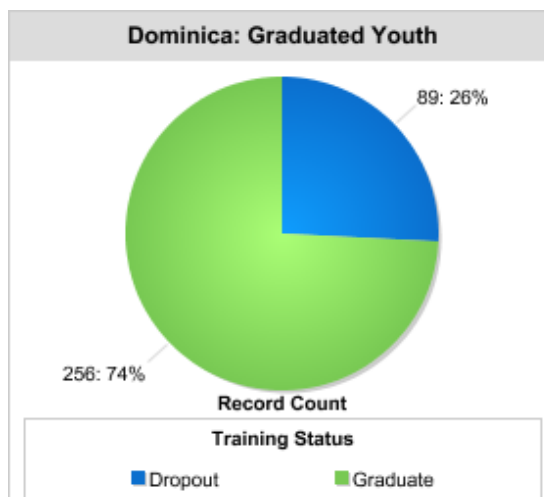
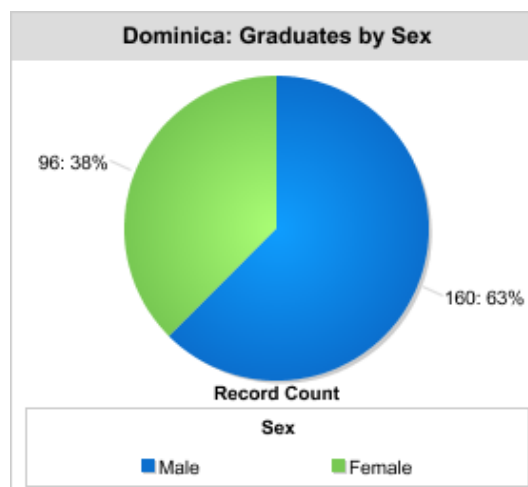
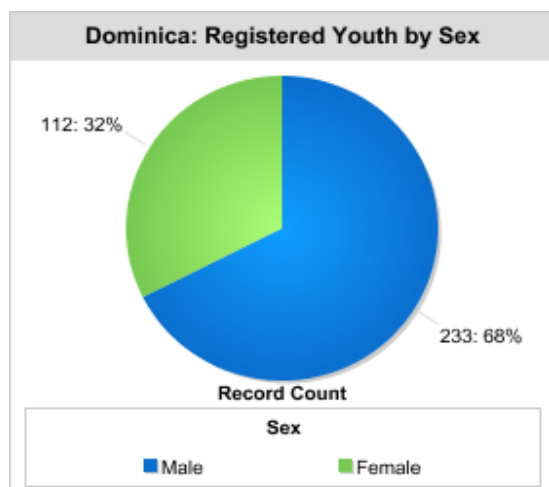
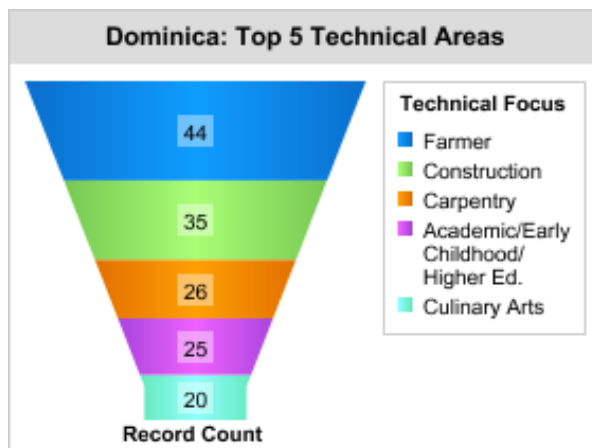
The A Ganar program officially began in Dominica in February of 2012 with two organizations, CALLS and the government's Youth Development Division (YDD). In 2013, the program expanded to include two additional implementers, the Dominica State Prison and the Social Centre, as well as one of YDD's rural sites. After reaching its registration and graduation goals, the program shifted its focus to Phase 4 follow-on in 2015.

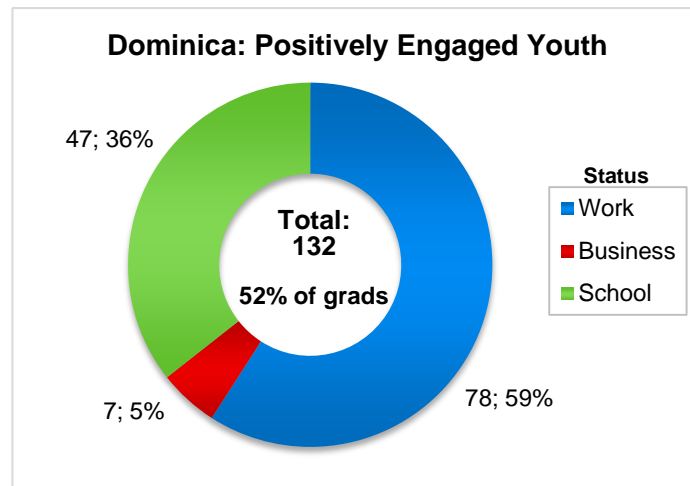
Over the life of the program, 345 youth were registered, 256 graduated, and 132 were positively engaged, which translates to 105% of the registration goal, 104% of the graduation goal, and 77% of the positive engagement target.



**By the Numbers:**

*Partners Analysis:* Despite high graduation rates, Dominica had a very low positive engagement rate due to an extreme scarcity of jobs and weak Phase 4 follow-on. The remote community of Marigot and the Dominica Prison groups were less likely to be positively engaged, the former due to the depressed economy in the area and the latter due to uncertain release dates and a lack of a supportive network after release in the same way that other A Ganar alumni could access through their implementing organizations. The prison population also largely accounted for the high percentage of male participants.





<b>Top Employers (Phase 4)</b>	
<b>Sector</b>	<b>Name of Business</b>
Restaurant	Perky's Pizza
Hospitality	Secret Bay Resort
Retail	Astaphans

### Highlights:

- While only working with four implementing organizations, the A Ganar Dominica program was able to work with wide segments of the population:
  - Urban youth: The two organizations in the capital of Roseau and one in the secondary city of Portsmouth.
  - Rural youth: During the expansion of the program in 2013, A Ganar began implementing at the YDD site in Marigot, a rural town over an hour away from a major city.
  - Prisons: The program worked with 62 prisoners over two implementation cycles.
- The partnership with the Dominican government's Youth Development Division laid the groundwork for longer term engagement beyond the program dates. Even if YDD does not continue to implement A Ganar, they will continue to use lessons and skills developed from this program in their future youth activities.
- The coordinating team formed a strong alliance with the local organization of the Caribbean Male Action Network (CariMAN), focused on the promotion of social justice including bringing to an end all forms of violence including violence against women, children and men. Through frequent workshops, A Ganar youth and alumni were able to learn about and discuss issues such as domestic violence and abuse, which are very relevant in the Dominican context.
- Mr. Francis Joseph, the A Ganar Dominica Country Coordinator, visited SVG as part of his orientation. The "south to south" exchange allowed for countries with similar characteristics to share and learn from each other.
- US Ambassador Larry Palmer and the Prime Minister of Dominica, Honorable Roosevelt Douglas, paid a visit to the CALLS Center in 2012.

### Lessons Learned/Challenges:

- As seen by its low positive engagement rates, job insertion and internships continued to be a challenge due to a drop in local business activity and distances from youth homes to work sites. This problem is particularly challenging in Dominica due to mountainous terrain, dispersed population, poor roads and frequent flooding. This also affected the attendance of alumni at alumni events. If closer training and internship opportunities are not available, additional resources in the transportation budget are recommended.

- According to the 2010 Country Poverty Assessment, an average of 50% of Dominica’s children live in poverty and 15% of the general population lived in indigent poverty. Due to the levels of poverty and varied socio-economic backgrounds of the families, youths exhibit issues related to attendance of sessions and not having breakfast before leaving home. This sometimes contributed to difficulties in concentration and participation, and it should be addressed with additional snack budgets.
- Pursuit of matching funds proved difficult in a declining economy. Dominica is a very poor country with very limited funds for public and social programs. There should be more realistic matching funds targets.
- Additional challenges include administrating the appropriate discipline to youth who present anti-social behaviors and running the program on thin staffing. Any future programming should include training on working with youth who display behavioral challenges.

### **Program Impact – Success Story:**

“I am twenty four-year-old Rico Warner from Tarish Pit. I am a proud individual who has gone through the A Ganar program. I am the father of a two-year-old daughter. I found myself in a difficulty with the law that I am not proud of but that lead to my success through the A Ganar program. While at the State Prison, I had problems communicating with the authority as well as my peers. Just the situation of being behind bars affected my level of discipline and respect.

With the introduction of the A Ganar program I learnt a lot. I was able to overcome my fears in communicating with others and I realized the importance of respect and discipline. With a constant approach on teamwork, discipline and respect through the sporting activities of the A Ganar program, these troubles I slowly overcame.

Today I am no longer at the State Prison and I am reaping the benefits of the A Ganar program. I am self-employed in the fishing industry as a fisherman. I owe much thanks to my mentors and coordinators of the A Ganar program Mr. Wilbert Daniel and Mr. Alvin Auguiste. These officers have been to me more than just mentors but the fathers that I never had.

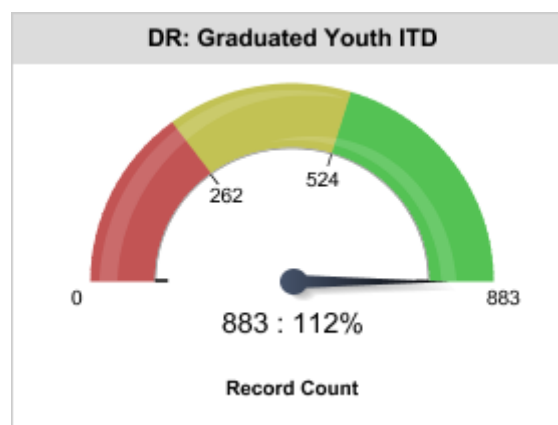
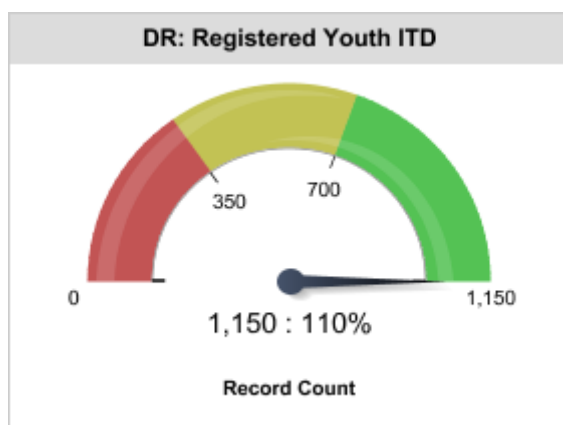
Thanks to the A Ganar program for all that it has done for me.”



## 6.2 DOMINICAN REPUBLIC



<b>Country Coordinating Organizations</b>	Entrena S.A. (2010-2015)
<b>Implementing Organizations</b>	Acción para la Educación Básica, Inc. (EDUCA) (2010-2011) Asociacion de Samanenses Ausentes, Inc. (2010-2011) Children International (2010-2014) The DREAM Project (2011-2014) Fundación Niños y Niñas de Cristo (FONICRIS) (2013-2014) Fundación Sur Futuro (2011-2014) Instituto Dominicano de Desarrollo Integral (IDDI) (2011-2014) Save the Children (2010-2011)

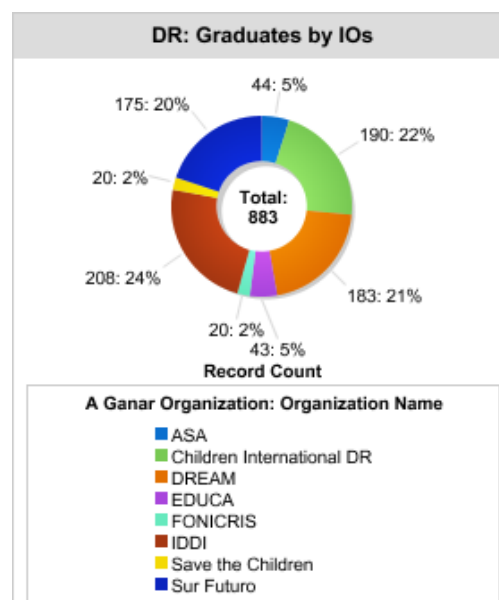


Youth Numbers	ITD Total	ITD Male	ITD Female
# of Youth Registered	1,150	520	630
# of Youth Graduated	883	396	487
# of Youth Positively Engaged	710	318	392
# of Youth Returning to School	298	114	184
# of Youth Entering the Workforce	412	204	208

### **PROGRAM IN REVIEW:**

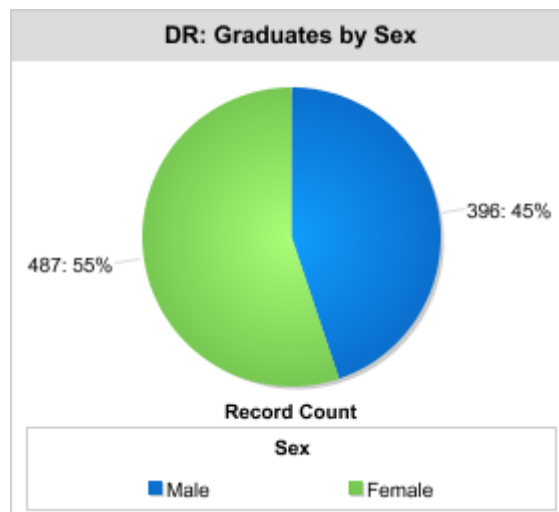
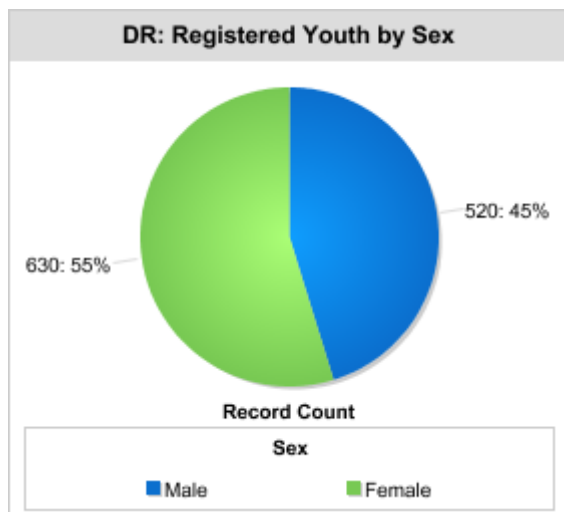
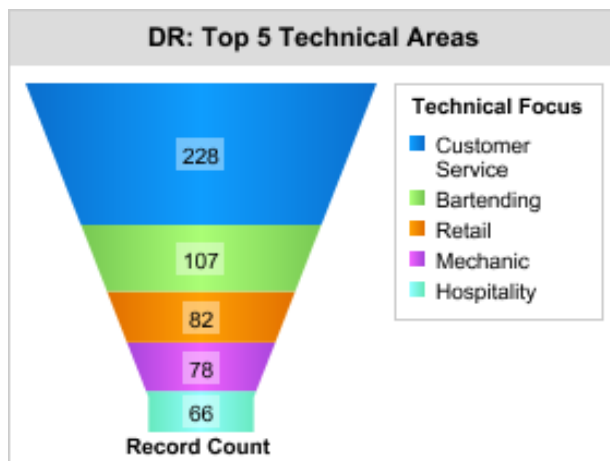
A Ganar began in the Dominican Republic in 2010 with support from USAID. Later that year, the MIF agreed to also provide funding. The program was coordinated by Entrena and implemented through five local implementing organizations, all with extensive youth development experience as well as strong ties to their communities. Having exceeded its targets by 2014, the DR focused in 2015 on alumni engagement and the ongoing sustainability of the A Ganar program.

The second-largest of the USAID programs, A Ganar Dominican Republic registered 1,150 youth, 883 graduated, and 710 were positively engaged throughout the duration of the program, which translates to 110% of the registration goal, 112% of the graduation goal, and 129% of the positive engagement target.

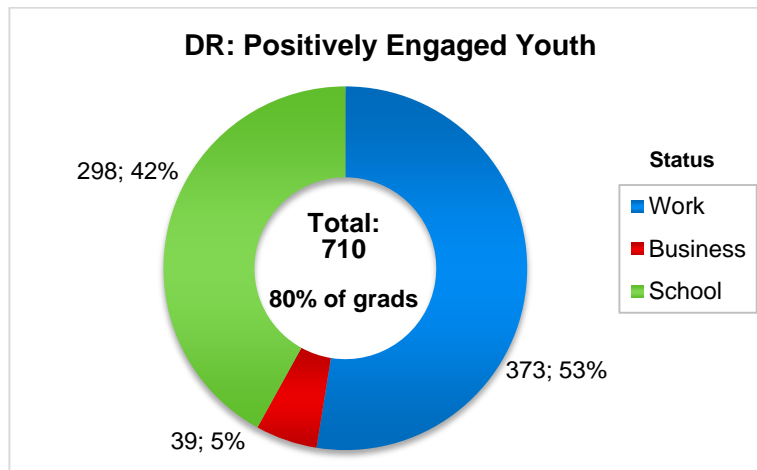
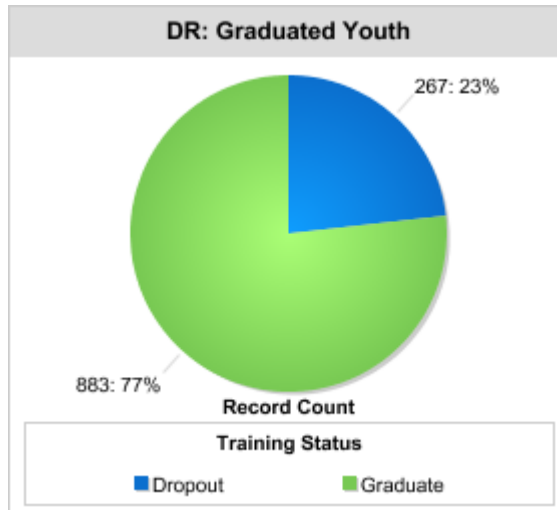


**By the Numbers:**

*Partners Analysis:* Reflecting a strongly tourist-focused economy, over a quarter of registered youth received customer service or hospitality training. While more females participated, males and females graduated at almost identical rates. With a graduation rate of 77% and a positive engagement rate of 80% of those graduates, the DR was one of the most successful countries in key indicators. Males were far more likely to find employment, while females were more evenly divided between going back to school and finding employment. The implementing partners in the Dominican Republic also tended to be the strongest in the Caribbean region with significant community and private sector ties to support A Ganar. A good example is the work of The Dream Project in Cabarete with their well trained staff, good administrative systems and their strong links to the local tourism industry.







<b>Top Employers (Phase 4)</b>	
<b>Sector</b>	<b>Name of Business</b>
Customer Service	Zona Franca
Customer Service	Centro de Internet
Welding	Alambres Dominicanos

**Highlights:**

- The program worked with youth in Santo Domingo as well as other areas of the island including Cabarete, Sosua, Colon, and Samana.
- The program created successful partnerships with Major League Baseball training spaces, where youth were able to receive training in state of the art facilities as well as complete their internships. Both the New York Yankees and the San Diego Padres hosted A Ganar programs at their training facilities.
- The curriculum was adapted to baseball during the first year to reflect the cultural role of baseball on the island. Over the life of the program, they also expanded the manual to include additional 28 hours of literacy, 14 hours of basic math, and 20 hours of HIV/AIDS education from the “Deportes para la Vida” program, which is based on the internationally-acclaimed Grassroot Soccer curriculum.
- A Ganar reached a unique form of sustainability through the local country coordinating

organization. A Ganar became part of Entrena's Alerta Joven program funded by USAID, in which A Ganar will continue to be implemented through 2015 and 2016. Entrena continues to seek additional funding from private sources to continue A Ganar through a licensing agreement with Partners.

- The implementing partners in the Dominican Republic were on average to be the strongest in the Caribbean region with significant community and private sector ties to support A Ganar. Some were successful in raising funds from individual donors to complement USAID funding.

#### **Challenges and Lessons Learned:**

- The literacy rate was very low for many of the youth. To address the need for more targeted materials, a new literacy component was developed by Entrena. In addition, more basic math was included, as well as practical money-related lessons.
- The collection of accurate data was challenging for many of the implementing organizations. While workshops were held with the IOs to train them on the Microsoft Excel tracking sheets and the importance of collecting accurate data, there was limited buy-in from implementers and data gathering was difficult.
- Girls who became pregnant during the program either dropped out or faced discrimination on the part of employers and internship supervisors. It is recommended that life skills training go hand in hand with sexual education training and engaging the youth in discussions about topics such as HIV.
- Minor difficulties existed in continuing to keep youth participants and graduates engaged and motivated despite their economic challenges. In order to combat the lack of engagement and motivation, organizations implemented recreational events with young girls and boys from their organizations. They also provided opportunities to attend job fairs and engaged the youth in talks about topics such as HIV, bullying, and job hunting.

#### **Program Impact – Success Story:**

Carina Brito Sierra, 20, comes from a low-income household in the neighborhood of La Piña, a suburban zone plagued with unemployment, violence, and drugs. As a result of pressures stemming from her community environment, Carina dropped out of school.

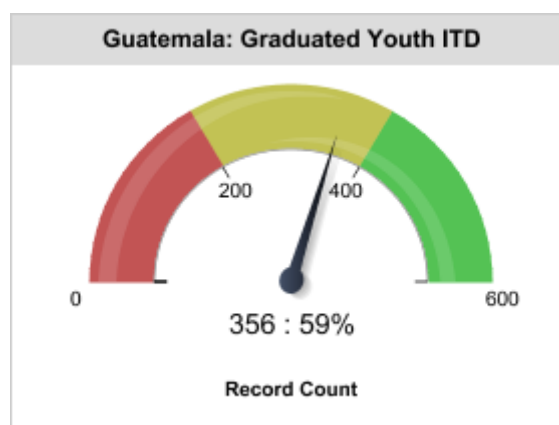
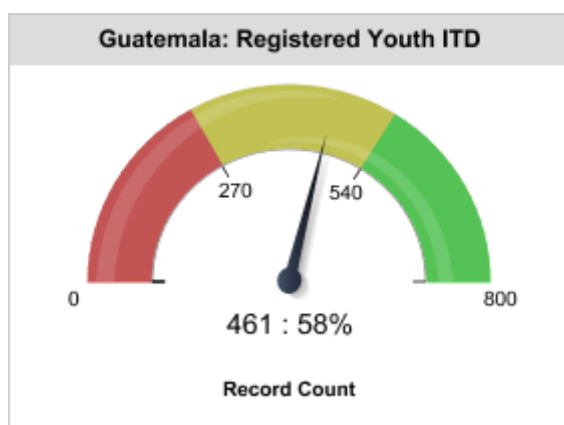
When Carina heard about the A Ganar program, she made the decision to join. While in the program, she demonstrated her best and took advantage of everything the program had to offer. Motivated and enthusiastic about what she gained from A Ganar, Carina went back to high school and graduated from Escuela Marcos Castaños de Fe y Alegría. She is now in college, studying education, and thanks to the skills she learned in A Ganar, has been hired as an Administrative Assistant for the program Quisqueya Aprende Contigo that works to help disadvantaged youth.

*"For me, A Ganar has served as a platform to launch my future...I don't think I made a mistake when I decided to join this amazing program that has truly helped me and my A Ganar classmates." -  
**Carina Brito, A Ganar Graduate***

## 6.3 GUATEMALA



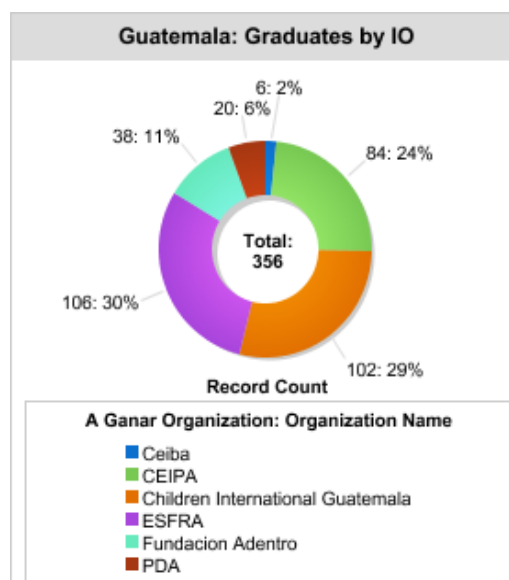
<b>Country Coordinating Organizations</b>	Compañeros de las Américas Guatemala-Alabama (2013) Glasswing International (2013-2015)
<b>Implementing Organizations</b>	Centro Ecuménico de Integración Pastoral (CEIPA) (2014-2015) Children International Guatemala Diner (2013-2015) Fundación Adentro (2014-2015) Fundación Ecuménica Guatemalteca Esperanza y Fraternidad (ESFRA) (2014-2015) Fundación Paiz para la Educación y la Cultura (2014-2015) Grupo Ceiba (2013-2014) Asociación de Desarrollo Palencia (2014-2015)



Youth Numbers	ITD Total	ITD Male	ITD Female
# of Youth Registered	461	174	287
# of Youth Graduated	356	130	226
# of Youth Positively Engaged	176	73	103
# of Youth Returning to School	53	15	38
# of Youth Entering the Workforce	123	58	65

### **PROGRAM IN REVIEW:**

In the 2011 USAID expansion of the A Ganar program, an additional Central American country was approved. In 2012, following further discussions with USAID, Guatemala was chosen based on the belief that conditions were there to meet the rigorous requirements of the USAID Impact Evaluation. That evaluation required comparison programs that were similar to A Ganar in key areas (youth focus, number of hours, life skill-technical skill-internship based curriculum, and community service). The idea was that Partners would locate those programs and then contract organizations to run an A Ganar-style program alongside the local program. This would provide comparison data needed for the evaluation. To assist in meeting this challenge, USAID/Guatemala and USAID/Washington arranged that a locally funded contract with Fundación Paiz would also meet the impact evaluation requirements. However, this process was long,



complicated to establish and complicated to manage.

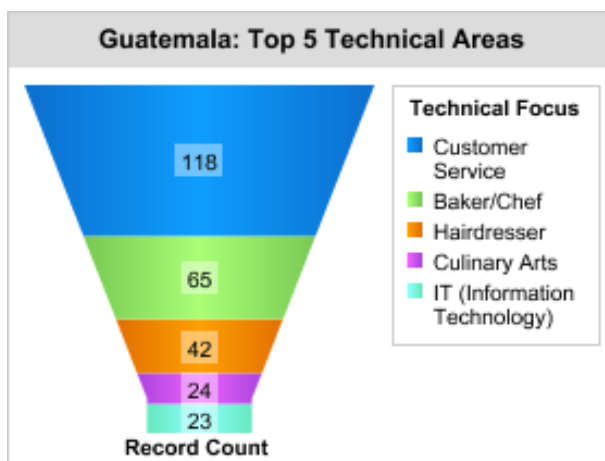
Originally, the Guatemala-Alabama Partners chapter served as the CCO. Following a competitive bid process, Glasswing International took over coordination in July 2014.

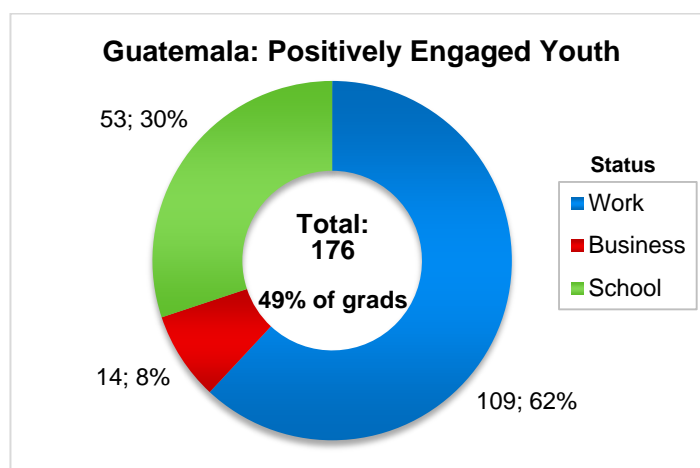
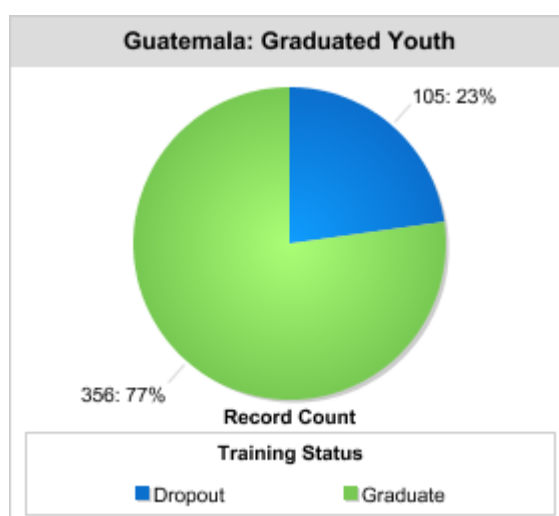
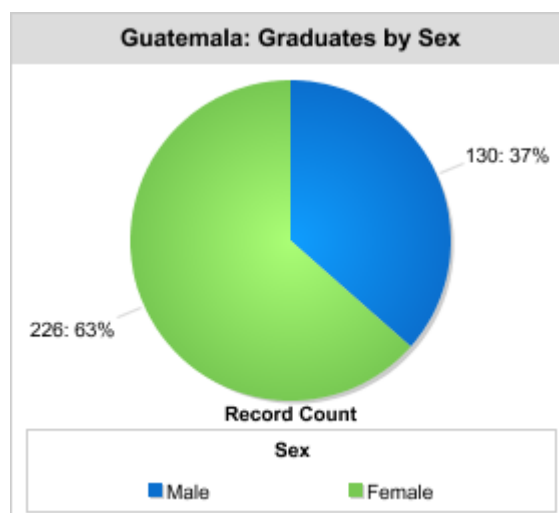
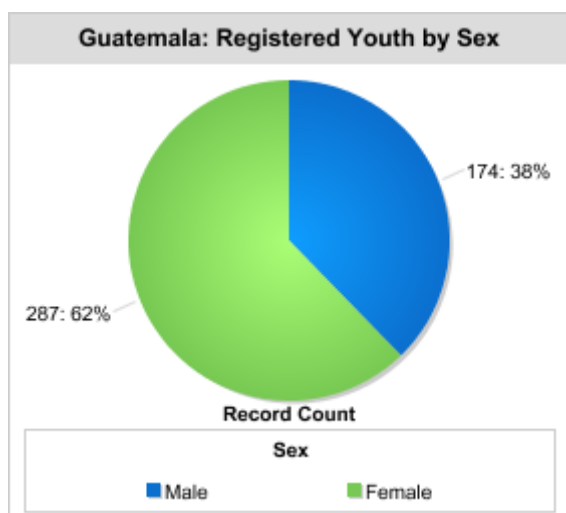
The program started with an original goal of training 900 youth. This goal was later adjusted to 800 youth. However, due to several complications related to the impact evaluation design and the difficulty in finding acceptable comparison programs, the Guatemala program fell short of its targets. 461 youth were registered, 356 graduated, and 176 were positively engaged, translating to 58% of the registration goal, 59% of the graduation goal, and 42% of the positive engagement target.

### By the Numbers:

*Partners' Analysis:* Challenges related to the impact evaluation led to program delays which affected outcomes significantly. The most difficult one was finding IOs that fulfilled the requirements and could implement A Ganar alongside their own programs. Partners also experienced difficulties in identifying a strong coordinating organization, providing timely contracts, and building the necessary relationships, which caused further delays for implementation. Upon realizing that it would not be possible to reach the registration numbers in Guatemala, these numbers were shifted to Honduras and St. Kitts in 2014.

However, the implementation that did occur in Guatemala was largely successful. Females participated at a higher rate, but males and females graduated at roughly similar rates. At 77%, Guatemala had one of the highest graduation rates in the Alliance. While the reported positive engagement rates are low, this is largely due to the recent completion of program implementation in Guatemala. As many organizations did not finish until August or September 2015, Partners was only able to report on their status at graduation, without the benefit of tracking and support for the standard additional nine months. It is expected that this rate will rise as they search for jobs or further training opportunities after the conclusion of the program.





Top Employers (Phase 4)	
Sector	Name of Business
Retail	Chatia Artesana
Restaurant	Café Barista
Restaurant	Restaurante Al Macarone

**Highlights:**

- While originally focused only in Guatemala City, the second cycle of implementation featured a successful expansion to more rural areas including at-risk communities in Villa Nueva, Chinautla, El Progreso, Palencia, and Quetzaltenango.
- A Ganar developed a successful partnership with the Municipality of Guatemala through ESFRA. There is a high possibility of continued cooperation and counterpart funding if additional core funds for A Ganar were made available.
- CCO Glasswing International offered strong mentoring sessions that were linked to their volunteer program, which the majority of A Ganar youth were able to participate in.
- Although we did not meet our targets, the testimonies from Guatemala are very powerful. In focus groups run by program officer Nadia Moreno, she found that many participants were young mothers or the main caretaker of kids in their household, a very vulnerable group.

**Challenges and Lessons Learned:**

- The program suffered numerous delays due to the level of violence in the targeted communities. Partners, Glasswing, and USAID/Guatemala needed to take special precautions to assure the safety of participants and staff during training sessions. It is recommended that in high violence zones, the appropriate measures are in place prior to the beginning of implementation.
- Identification of organizations capable of meeting evaluation requirements and who were willing to participate was more difficult and took longer than was expected. In many cases, organizations were found to be either incapable of complying with evaluation requirements or unwilling to have their program evaluated. Additional time and money should be budgeted when planning an evaluation.
- Grupo Ceiba and Children International were the only implementing partners able to adapt to the hours of a comparison program. They faced recruitment challenges and did not want to continue doing additional rounds of impact evaluation youth due to the increased responsibility and financial burden on their existing programs. It is essential to ensure that there are appropriate comparison programs before accepting an evaluation, and that the necessary funding for these programs is available as well to account for the extra burden.
- Implementation of Phase 1 training with Fundación Paiz took more time than expected due to differences in date commitments, as well as delays in the approval and execution of a new sub-agreement with Glasswing International for the training of 250 Phase 1 youth. Continue to be adaptable and flexible to scheduling issues and concerns.

**Program Impact – Success Story:**

“My name is Ilda Biatricia Morales Oxlaj, I am 24 years old and I am from Olintepeque, Quetzaltenango. I am a single mother of four girls, ages 12, 8, 6 and 3. It is with great difficulty and with the support of

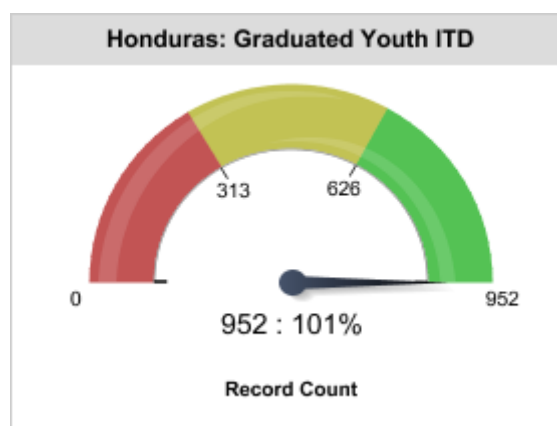
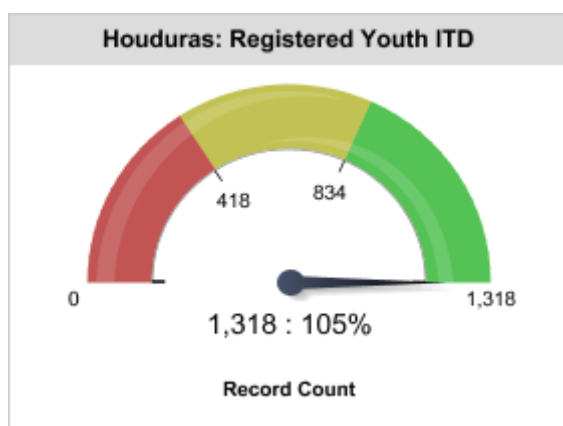
my mother that I am raising my children. I did complete school because I needed to be there for my kids. I used to sell fruit in the streets and in the markets.

One day a family friend told to me to go to CEIPA to check out a program that helped me start over. I was grateful to the opportunity to participate in this free program at CEIPA. I'd never participated in a group outside of my family, I never had friends, so being in Phase 1 changed my life. I learned how to share my opinions with friends and communicate my ideas. This helped me communicate with my daughters and everything I learned I apply to my family so that I can help my daughters communicate, especially my oldest daughter. In Phase 2, I learned how to work by myself at a great restaurant *Gran Karmel*. I am still working there and can now provide for my daughters and also give them food they have never tried like hamburgers. If I hadn't joined this program I would still be selling fruit on the street. Thank you to this program that changed my life." ---*Words of program participant and edited by Julissa Rios*

## 6.4 HONDURAS



<b>Country Coordinating Organizations/ Country Coordinators</b>	Asociacion de Ex-becarios para el Desarrollo de Honduras (ANEDH) (2011-2013) Fundación para la Educación Técnica Centroamericana (FUNDETEC) (2011-2012) Jony Navarro (2013-2014) Anna Perdomo (2013-2015) Enma Perea (2014-2015)
<b>Implementing Organizations</b>	Asociación CESAL (2013-2015) Asociación Libre Expresión (2012-2015) Centro Asesor para el Desarrollo de los Recursos Humanos (CADERH) (2012-2015) Centro Nacional de Educación para el Trabajo (2012-2015) Children International (2013-2015) Fundación Nacional para el Desarrollo de Honduras (2012-2015) Organización de Estados Iberoamericanos (OEI) (2013-2015)



Youth Numbers	ITD Total	ITD Male	ITD Female
# of Youth Registered	1,318	560	758
# of Youth Graduated	952	390	562
# of Youth Positively Engaged	619	263	356
# of Youth Returning to School	277	103	174
# of Youth Entering the Workforce	342	160	182

### **PROGRAM IN REVIEW:**

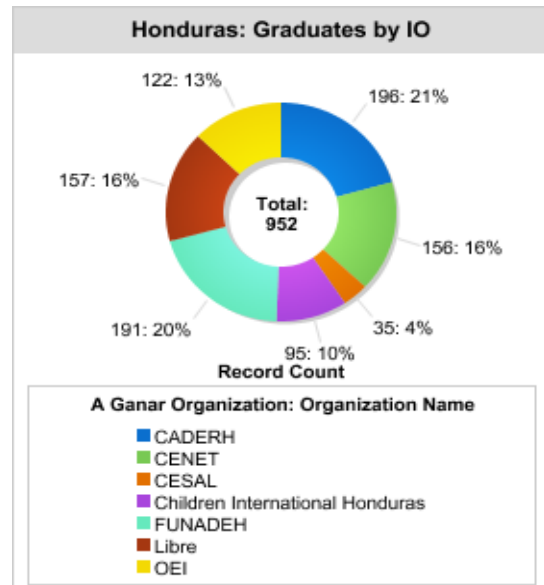
A Ganar Honduras was approved in the 2011 USAID extension, and training officially started in June 2012. Work originally focused on communities in and around Tegucigalpa and San Pedro Sula, two of the most violent cities in the world. Despite the challenges of working in these areas, Honduras was the largest USAID A Ganar country. Before the program concluded in 2015, training expanded to La Ceiba on the northern Honduras coast and Comayagua in central Honduras. The Honduras program had a high capacity, and it was able to absorb some of the planned Guatemala numbers in 2014-2015.

Originally coordinated by ANEDH and FUNDATEC, Partners shifted to a two individually contracted coordinator model in 2013, with one overseeing Tegucigalpa and one in San Pedro Sula. It is the second country undergoing a comprehensive impact evaluation conducted by Social Impact that measures the



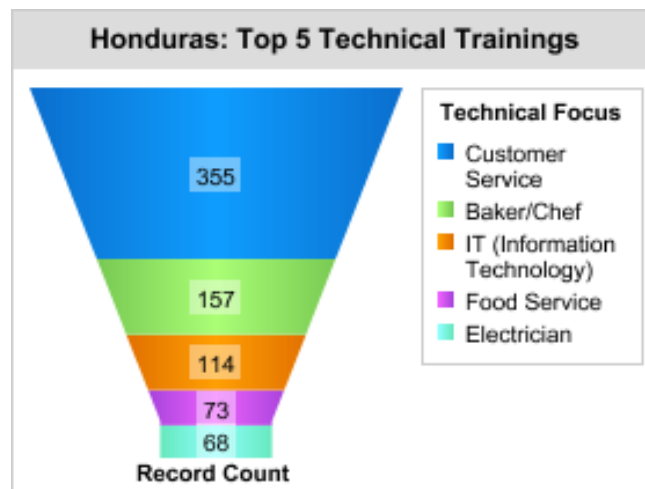
effectiveness of the A Ganar program.

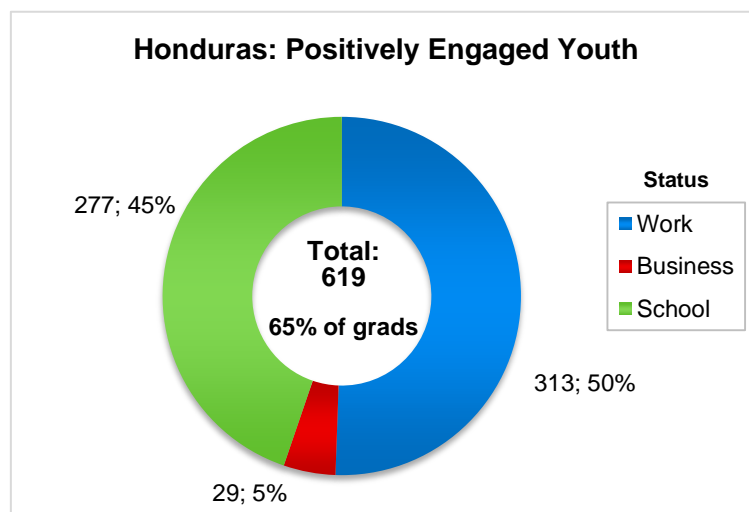
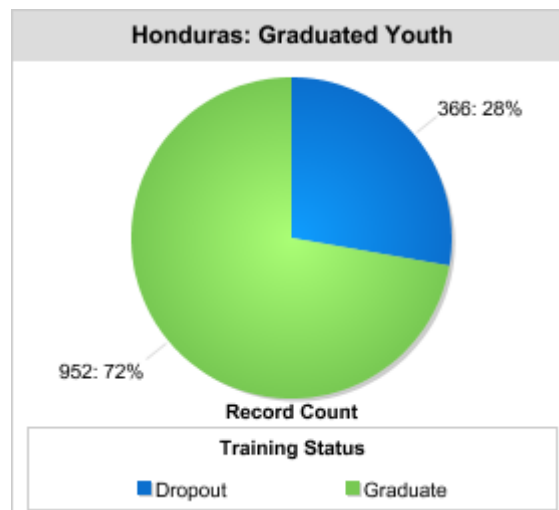
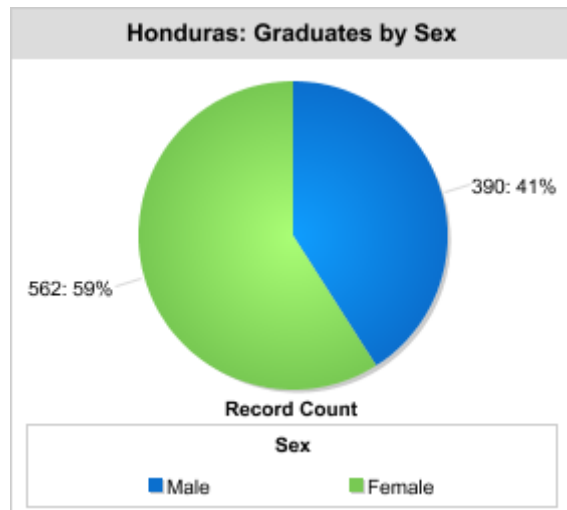
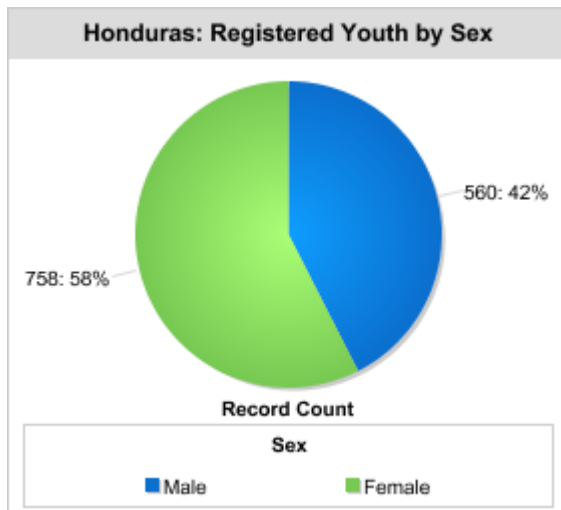
Throughout the life of the program, 1,318 youth were registered, 952 graduated, and 619 were positively engaged, translating to 105% of the registration goal, 101% of the graduation goal, and 94% of the positive engagement target.



**By the Numbers:**

*Partners' Analysis:* In spite of challenges related to coordination of a program under such violent circumstances and the impact evaluation, the quality of training was excellent throughout. It proved to be harder to recruit females than males, which was partially tied to the role of males in the gang culture in these communities and the difficulty for girls to gain permission to attend activities outside the home. Over a quarter of participants were trained in customer service. The positive engagement percentages for youth in pilot groups were low, but improved throughout to reach 65% by the end of the program. Youth who graduated recently were unable to be tracked over the full nine month follow-on period, but positive engagement is expected to rise as they search for job or training opportunities.





Top Employers (Phase 4)	
Sector	Name of Business
Retail	DIUNSA
Hospitality	Indura Beach Resort
Hospitality	Hotel Clarion

## Highlights:

- Alliance building was a great strength of the program in Honduras:
  - The local coordinators and the implementing organizations worked closely with USAID's METAS program that has provided materials and trainings, technical support and certifications for the majority of the youth in the A Ganar program to receive additional training in applied math, reading and information gathering.
  - Alliances were formed with business and the private sector for youth to have internships and employment opportunities at companies like Diunsa, Corporación Lady Lee, Wal-Mart, Almacén el Rey, Supermercado La Colonia, and bilingual schools.
  - FUNADEH created a strong alliance with Unidad Técnica de Inserción Laboral (UTIL) to help give youth additional training on job insertion. Youth received talks and presentations from UTIL to help them increase their chances of finding a job upon completing Phase 3.
- While there were initial recruitment challenges for the impact evaluation's intervention and control groups, close cooperation between Partners and Social Impact staff members led to the impact evaluation process going well.
- Three Honduras participants were selected to travel on exchange opportunities to different countries: Guido Rivera first travelled to Panama in 2012 to participate in the A Ganar coordinators regional workshop. In 2014, he attended the United Nations Office on Sport for Development and Peace (UNOSDP) camp in Florida. He also participated via video in a special presentation on A Ganar held at USAID/Washington. In 2015, Guido was invited to New York to participate in the UNOSDP celebration of the International Day of Sport and Peace in New York. He extended the trip to Washington, DC where he helped lead a presentation on A Ganar for approximately 50 invitees. In 2014, Eddie Laenez travelled to Florianopolis, Brazil to present his experiences at the Partners of the Americas International Convention. Johana Cortes attended the 2015 UNOSDP camp in Florida.
- A Ganar hosted several high-profile visits by members of the US Congress and high-level USAID officials.
- The A Ganar Honduras launch in 2013 was attended by President Porfirio Lobo, US Ambassador Lisa Kobinski and approximately 300 program participants. The launch received extensive coverage on Honduran TV and the print media.

## Challenges and Lessons Learned:

- Partners cancelled its CCO agreement with ANEDH in 2013 for failure to uphold contractual obligations. Partners informed the USAID's office of the Inspector General as well compiling internal supporting documentation. This issue required considerable attention and close communication with the USAID Mission was essential.
- Heightened levels of insecurity were reported throughout the A Ganar program both in Tegucigalpa and San Pedro Sula, which this resulted in delays in implementation timelines and multiple rescheduling of events. In these contexts, it is critical to have a flexible team that is ready to adapt in any given moment. USAID responded by providing regional security support to implementing organizations working in these areas.
- Many businesses have educational requirements that prevent youth from applying or entering these companies. It was challenging to get companies to open doors to youth from certain crime ridden neighborhoods. It is important to socialize business and community members from day one of programming.

## Program Impact – Success Story:

**Name:** Yasmina Judith Huete Madariaga, program participant with CENET

**Age:** 18

“Before getting involved in A Ganar I had never had a job. I had been to many businesses and left my resumes with them, even the business where I currently work. As a youth, as an educated person, I didn’t have the opportunity to work. Later, when businesses realized that I was from A Ganar, a lot of doors were opened for me and I had the opportunity to provide my knowledge and put into practice what I had learned from A Ganar.

Now and I can attest and give witness to the fact that fighting for what you want is worth it, and that you should never lose hope in life, and always say “Yes” to what you want. Only the person who fights for what they want and is a visionary will get far. That is key to this program.

I have had the opportunity to get to know many people. We’ve been together through some very positive moments, like working with the sick, with children, with people very different from myself, and from a different social class. Before, I thought that I’d be nothing more than professionally jobless, and that it was no longer worth it to prepare myself for a working life. No one was going to see me as someone who could triumph, and that the only “suite and tie” people are those with a lot of money or from the upper class. Now I know that I can make a difference and lead many youth to this program.

I am very thankful to this program, especially to the people who were with me each step and to those who taught me the value in saying “Yes you can” and to always have that #10 jersey on. To Emma Perea, to Yoni, to Noelia Castellanos, to all of them thank you. Thank you DUINSA for opening your doors!

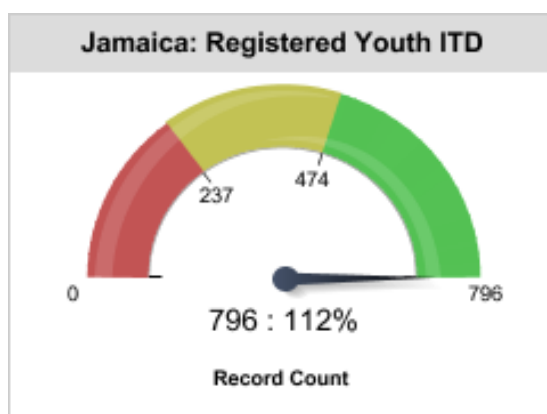
I leave the program very thankful, and asking that you continue bringing these opportunities to the youth. The desire to better oneself is there for anyone who opens the doors to success and who allows themselves to be instructed. To walk without looking back, without knowing where they are going, but to be sure that that road will allow them to advance, and to grow. Those who once told you: “you can’t” now see you reaching great heights-- that is where I am now.” ---*Words of program participant and edited by Ana Perdomo*



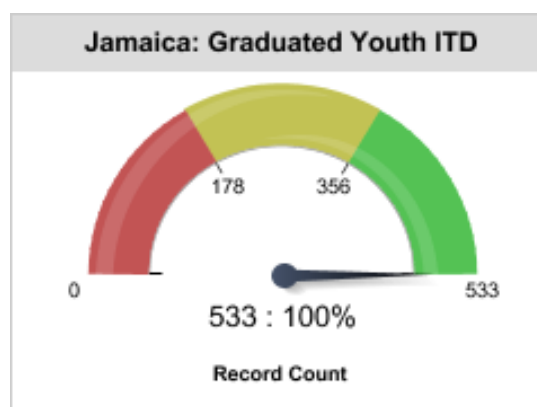
## 6.5 JAMAICA



<b>Country Coordinating Organizations</b>	Partners of the Americas Jamaica-Western New York Chapter (2010-2012) Youth for Development Network (YFDN) (2012-2015)
<b>Implementing Organizations</b>	BREDS Treasure Beach Foundation (2011) Community Training and Development Institute (2013-2015) Greater Brown's Town Community Development Benevolent Society (2013-2015) Halfway Tree Community Development Committee (2010-2013) Jamaica Cricket Association (2010) Joy Town Community Development Foundation (2014-2015) Kintyre/Hope Flats Benevolent Society (2010) Oracabessa Foundation (2011-2015) Rockfort Development Council (2013-2015) Transforming Lives Training Center (2013-2015) Whole Life Sports and Violence Prevention Alliance (2010-2012) Youth Enhancement Service (YES) (2011-2012) Youth Opportunities Unlimited (YOU) (2010-2011) YFDN (2013-2015)



Goal: 710



Goal: 533

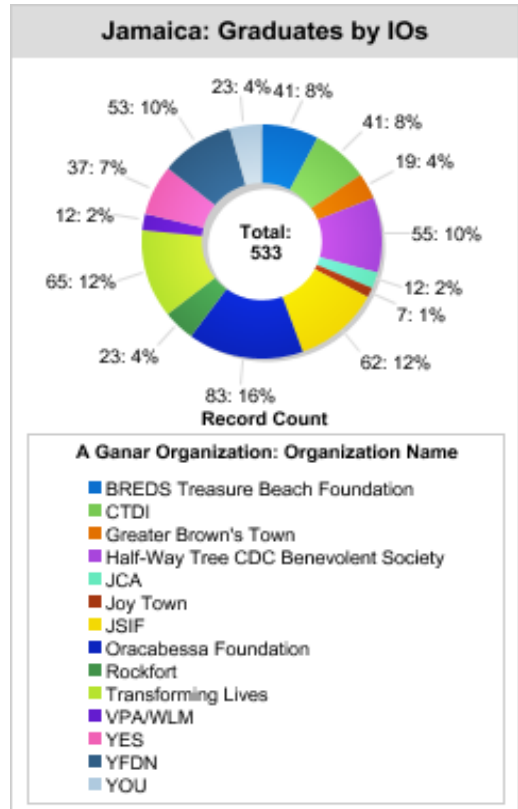
Youth Numbers	ITD Total	ITD Male	ITD Female
<b># of Youth Registered</b>	796	501	295
<b># of Youth Graduated</b>	533	316	217
<b># of Youth Positively Engaged</b>	281	176	105
<b># of Youth Returning to School</b>	76	40	36
<b># of Youth Entering the Workforce</b>	205	136	69

**PROGRAM IN REVIEW:**

Following approval by USAID in 2009, the A Ganar program began in Jamaica in May 2010. The program was officially launched with key donors, stakeholders and implementing partners on September 22, 2010. Originally focused primarily on the Kingston area, A Ganar Jamaica expanded to organizations throughout the country.

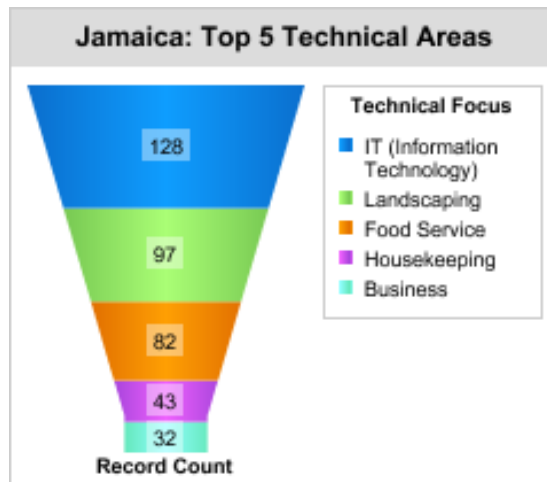
After two years of coordination by the Jamaica Partners Chapter, the Youth-For-Development Network (YFDN) grew out of the chapter and became the coordinating organization. Jamaica faced early implementation challenges and its registration numbers were revised downwards. However, implementation showed significant improvement throughout the life of the program and exceeded the revised registration targets.

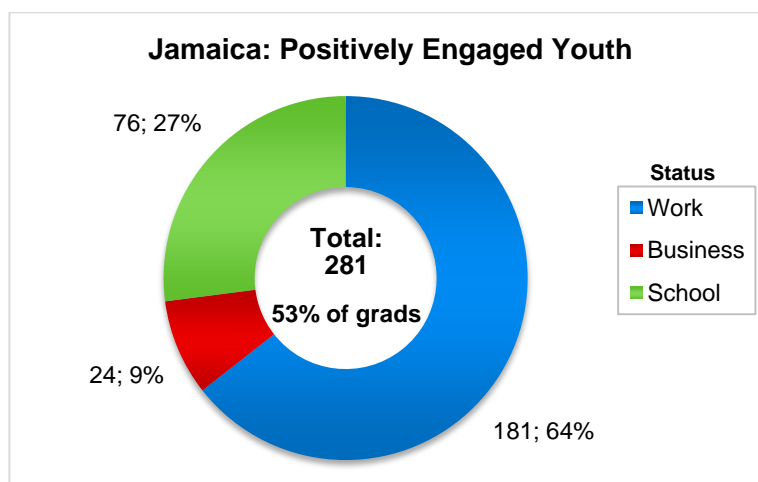
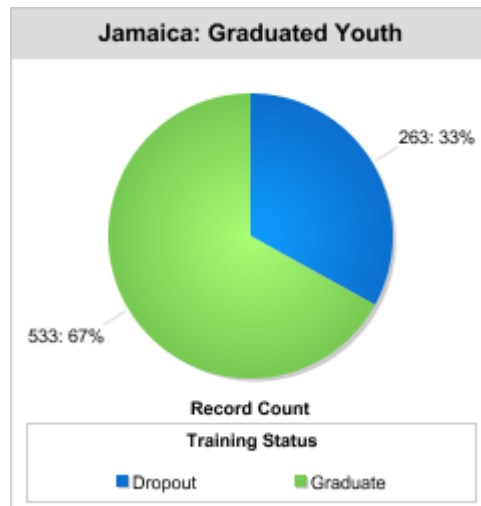
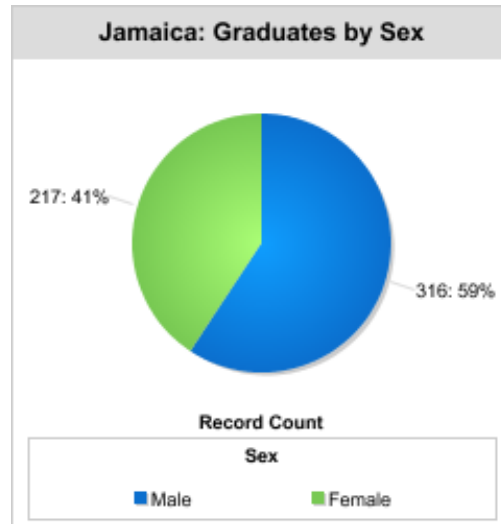
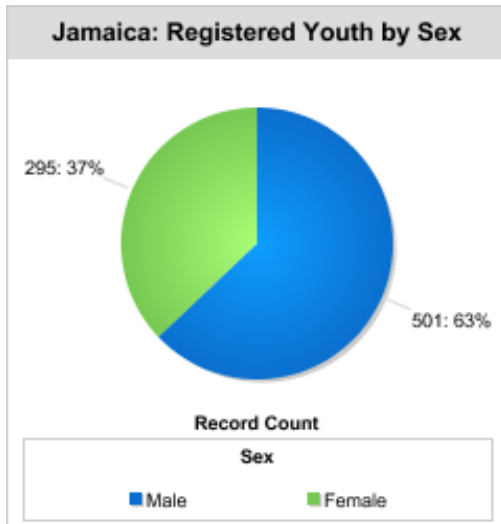
796 youth were registered, 533 graduated, and 281 were positively engaged throughout the duration of A Ganar in Jamaica, translating to 112% of the registration goal, 100% of the graduation goal, and 75% of the positive engagement target.



**By the Numbers:**

*Partners' Analysis:* The program in Jamaica had one of the highest dropout rates in the A Ganar Alliance. Much of this occurred in the early years of training, when some of the selected IOs were unable to complete the program. Over time, selection of the implementing organizations improved, leading to more prepared organizations and successful programming. The program worked with more males than females, in line with a local focus on the roles of males in youth violence. However, females graduated at a rate of 74%, while only 63% of males graduated, likely reflecting these same external pressures on males. Males were far more likely to enter the workforce than go back to school. Positive engagement numbers were low overall, reflecting a challenging economic climate, the recent graduations of youth who we were unable to track through 9 months, and weak Phase 4 implementation.





Top Employers (Phase 4)	
Sector	Name of Business
Hospitality	Sandals
Restaurant	Island Grill
Public Sector	Urban Development Corporation

**Highlights:**

- Alliance building was a strength of the Jamaica program, largely due to the efforts of coordinating organization YFDN:
  - The NCB Foundation granted \$10,000 to the Jamaica Partners Chapter in Jamaica for curriculum and material development.
  - A partnership with the Jamaica Social Investment Fund (JSIF) allowed for the implementation of A Ganar in three of Jamaica's most troubled and vulnerable communities in Kingston and St. Catherine. Through this partnership deal, signed in 2012, 120 youth were trained with a significant cash investment from JSIF.
  - HEART Trust/NTA, the national training organization, became a crucial partner and enrolled many of the youth in Kingston.
  - A Ganar was piloted in four of the Ministry of Education's Career Advancement Programme (CAP) schools, targeting high school dropouts from 16-18 years old.
  - Sandals was a strong partner in both Montego Bay and Oracabessa, and A Ganar trained youth specifically for jobs in their hotels.
- Youth in Jamaica noted that this is the first time they have ever been encouraged to interact with other peers across neighborhood/political lines and for the first time they felt a sense of Jamaican national identity instead of political identity. The last two years of the program featured "Operation Golden Eye" events, which brought together all the youth from the implementing partners for a day at the Oracabessa Foundation.
- Partners created a supplementary literacy/numeracy manual with the assistance of Mr. Seymour Riley from UTech Jamaica. Basic materials were developed in Jamaica and were distributed to IOs in Jamaica, SKN, and SVG.
- There were concerns that the number of target youth in Jamaica would have to be cut even more than expected. However, Jamaica experienced a strong turnaround between 2013 and 2015. They did not meet their original targets but additional cuts were not necessary. At the same time, there is an increase in local funding for programs and better prospects for sustainability.
- Working with the Fetzer Institute and the Jamaican Youth for Development Network, Partners developed Phase 1 activities that focus on Love and Forgiveness as key aspects to developing life skills. A workshop was conducted in Jamaica in July 2014 to train the Caribbean coordinators on how to use the curriculum, and feedback was positive.
- The coordinating organization in Jamaica allowed the A Ganar program to maintain continuity and a strong base of knowledge, even with frequent implementing organization turnover.

**Challenges and Lessons Learned:**

- The A Ganar program in Jamaica fell behind on its numbers in FY12, with some of the numbers moved to the Dominican Republic and St. Vincent in FY13 to take advantage of better local capacity to implement the program.
- Jamaica had significant turnover in its implementing organization, which led to a continual need to identify and train new organizations. This was largely due to increasing financial and human resources needed to successfully implement the program over a 6-9 month period. The community-based organizations (CBOs) and NGOs were unable to provide the matching funds and resources to sustain and implement A Ganar for a second round. However, the program did work with a variety of CBOs across the country, reaching communities that many programs may not have. Over time, both Partners and the local coordinating organization improved the selection process, and the final implementation groups graduated over 90% of their youth.
- The high turnover and low capacity of IOs meant that many did not participate in Phase 4. This meant that a high burden of tracking and follow-on fell on the coordinating organization, and it was often hard for them to contact and connect with youth across many geographic areas. Hiring a follow-on coordinator increased YFDN's capacity to track and support youth, including significant focus on entrepreneurship support in 2015.
- The intertwined issue of political affiliation with community identity and violence caused a delay in the start of the program. Furthermore, youth from certain communities or groups are labeled by others as having certain political identities or as being more prone to crime and violence. It is essential to do additional interviews with participants before placement in order to identify these



problems.

- Three agreements were closed out early due to noncompliance regarding reporting and implementation: Jamaica Cricket Association, Kintyre-Flats Hope Benevolent Society, and the Violence Prevention Alliance/Whole Life Ministries.

### **Program Impact – Success Story:**

“In 2011, Javan Blake, who lives in Montego Bay, St. James, and describes himself as an ‘unattached youth’ with little family support, discovered that he was heading towards a life of crime.

Desperate to prevent this from happening, Mr. Blake seized the opportunity to become part of the A Ganar Alliance, a programme led by the international support agency, Partners of the Americas, which aims to tangibly address unemployment of at-risk youth in Latin America and the Caribbean, through training.

The 27-year-old Mr. Blake says the programme became the catalyst for the transformation that has taken place in his life, thus far.



Javan Blake, right, with Country Coordinator Andre Wilson and fellow alum Yanique Gordon at the 2015 Jamaica Closeout Ceremony.

‘I don’t really have a strong family background, so I have had to seek other ways and means to get by. By joining the programme, my life changed completely. I was involved in a lot of (inappropriate) things, and this programme helped to motivate me to turn from all those activities that I was indulging in,’ he says.

...it was the use of football which originally piqued Mr. Blake’s interest in the programme.

‘Football was like icing on the cake. It really attracted me and I can talk for my fellow participants that that is what brought us together and gave us unity,’ he points out.

Mr. Blake, who is now a supervisor with Allied Protection Limited, continued to work with the A Ganar Alliance after graduating from the programme, to help in motivating and counselling other young participants.

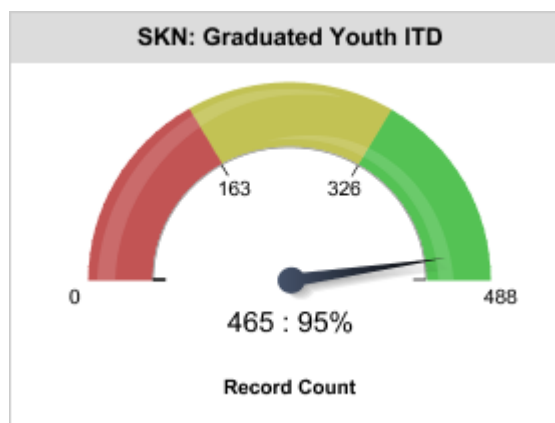
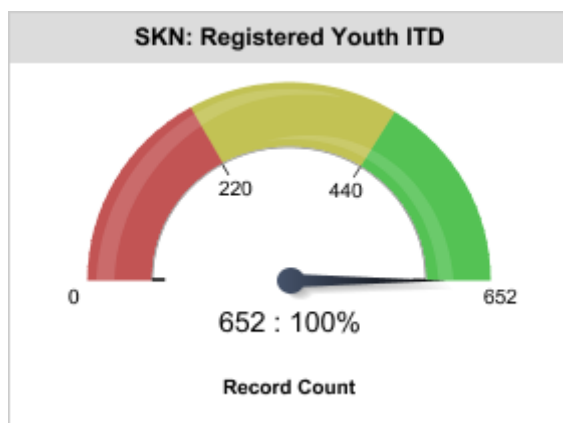
‘There are a lot of youth who look up to me as a leader, so I have to maintain that (status) right now. One of the key things out of the programme is communication and self- improvement. Youngsters have to search themselves first and then find people who can help them and lead them to the right path. They also have to find something that they enjoy doing.’”

– Excerpts from “Tailoring Assistance for Unattached Youth” by Denise Dennis, *Jamaica Information Service*, September 29, 2015. Available at: <http://jis.gov.jm/a-ganar-alliance-tailoring-assistance-for-unattached-youth/>

## 6.6 ST. KITTS AND NEVIS



<b>Country Coordinators</b>	Elneth Toussaint-Harvey (2010-2015) Ruby Thomas (2010-2015)
<b>Implementing Organizations</b>	Community Achievers Project (2010) Caribbean Healthy Lifestyle Program (2010) St. Kitts District Wesleyan Holiness Men (2011) St. Kitts and Nevis Football Association (2010-2011) St. Kitts and Nevis Ministry of Education (2012-2015)



Youth Numbers	ITD Total	ITD Male	ITD Female
# of Youth Registered	652	413	239
# of Youth Graduated	465	275	190
# of Youth Positively Engaged	348	206	142
# of Youth Returning to School	133	87	46
# of Youth Entering the Workforce	215	119	96

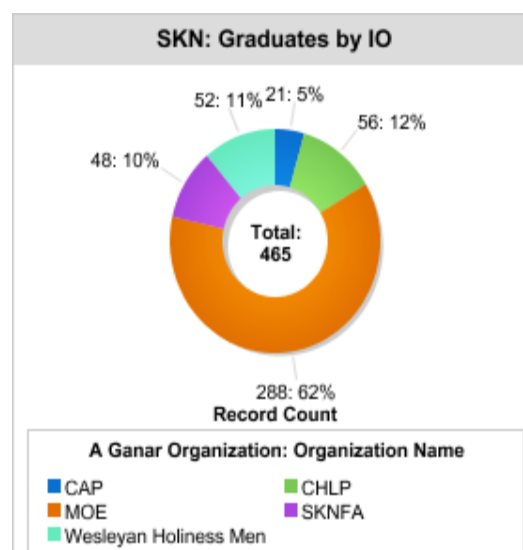
### PROGRAM IN REVIEW:

Approved by USAID in 2009, A Ganar began in the Federation of St Kitts and Nevis in 2010. Originally implemented by local organizations, a local agreement with the Ministry of Education led to a shift in implementation strategy towards secondary schools in 2012. While the original target numbers were reached in 2014, an additional group was registered for the 2014-2015 school year in schools across the island.

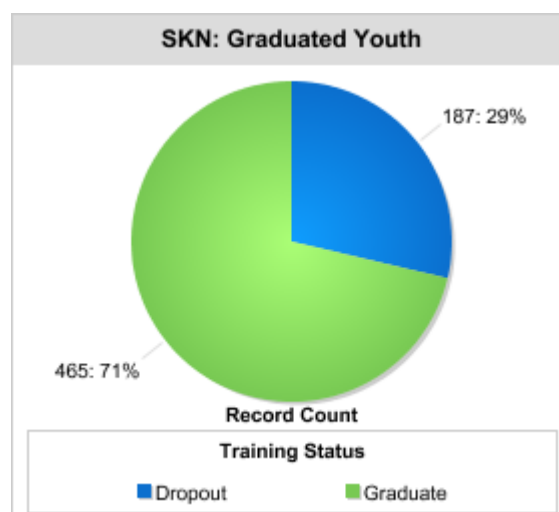
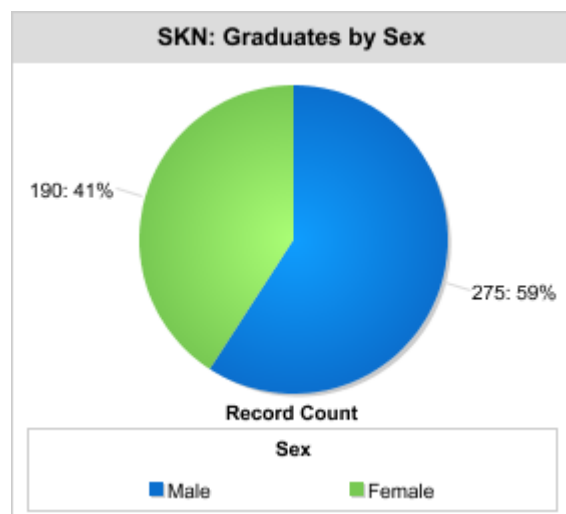
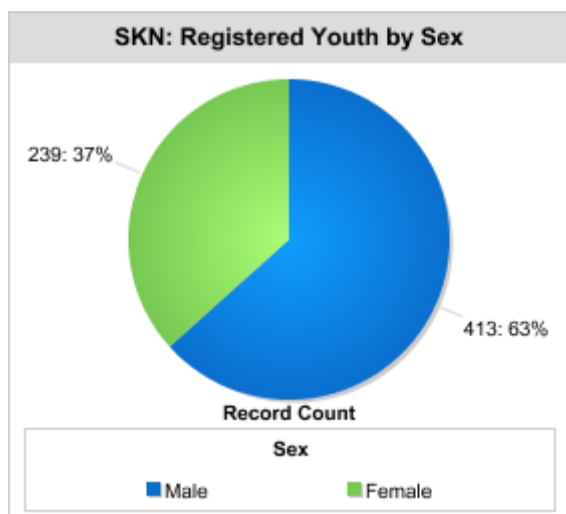
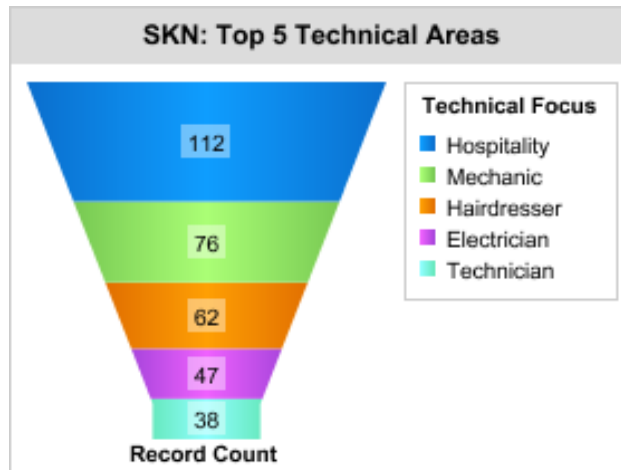
Over the life of the program, 652 youth were registered, 465 graduated, and 348 were positively engaged, translating to 100% of the adjusted registration goal, 95% of the graduation goal, and 102% of the positive engagement target.

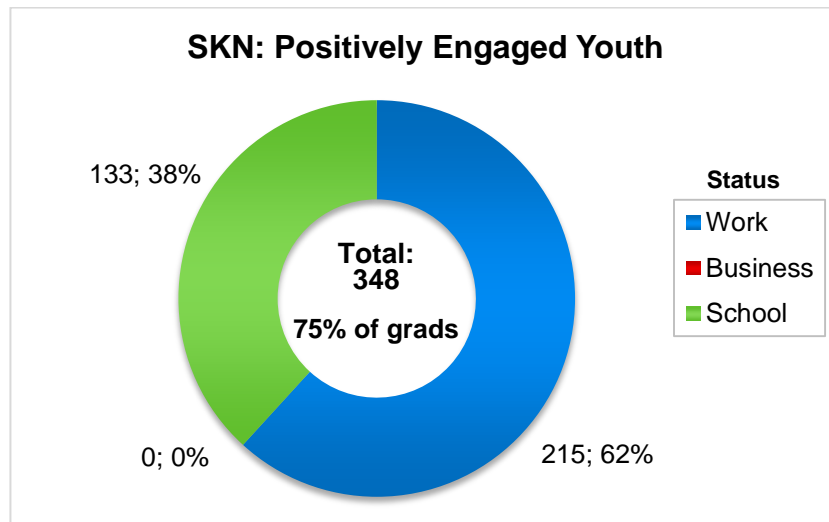
### **By the Numbers:**

*Partners' Analysis:* St. Kitts led the way in implementing both in the formal education system and the prisons. Significantly more males than females participated in the program for two main reasons: 1) The youth that were in the prison groups were all male; and 2) once implementation switched to secondary schools, the administrations were largely responsible for identifying students for the A Ganar classes. As we have seen in other countries where A Ganar is implemented in the education system (ex: Barbados),



educators are far more likely to identify male students as “at-risk”, often due to more pronounced behavioral problems in the classroom. However, females graduated at a higher rate than males. Overall, St. Kitts was slightly behind its graduation goals, but succeeded in positively engaging many youth, especially noteworthy as Phase 4 activities were run by the country coordinators. Despite focused entrepreneurship classes, very low levels of entrepreneurship were reported.





<b>Top Employers (Phase 4)</b>	
<b>Sector</b>	<b>Name of Business</b>
Retail	Rams Supermarket
Manufacturing	Kajola Kristada
Public Sector	Public Works Department

**Highlights:**

- Based on the success of the project’s implementation during Cycle 1, the Ministry of Education was inspired to find a way to incorporate the program in the secondary schools on St Kitts. This groundbreaking agreement led to significant adaptation of the A Ganar curriculum, as well as implementation in four high schools across St. Kitts.
- The model first developed in St. Kitts and Nevis of integrating A Ganar into schools is now being replicated in Barbados and Trinidad and Tobago with funding from local sources. Adjustments to the program have been made to measure education-based outcomes in addition to job insertion or return to school.
- Caribbean Healthy Lifestyles Program (CHLP) implemented with a group of 30 youth who were trained while incarcerated at Her Majesty’s Prisons, the first time that A Ganar was implemented in the prison system. This served as a model for Dominica.
- Caribbean Healthy Lifestyles Program (CHLP) and subsequently the St. Kitts Wesleyan District Holiness Men (SKWHM) were able to partner with The National Entrepreneurial Development Division to bring lessons on Entrepreneurship to the participants.
- St. Kitts had a very strong mentoring program, with both youth and mentors receiving training led by Coordinator Ruby Thomas beforehand. With many mentors staying multiple cycles, the program achieved almost a 1:1 mentor to mentee ratio.
- Dion Browne, a very active member of the alumni, participated in the United Nations Office on Sport for Development and Peace (UNOSDP) Youth Leadership Camp in Florida in June 2014.

### Challenges and Lessons Learned:

- In the smaller islands personal politics are magnified as everyone knows everyone else. In St. Kitts and Nevis there were concerns that A Ganar would be competing with local government programs instead of complementing them as intended. The People's Employment Program was especially seen as competition as it offered more generous stipends, but the relationship improved and some A Ganar graduates went on to be employed through them.
- The economic situation of adult participants hinders their successful completion of the program. Young adolescent parents who have an interest in advancing themselves are often unable to complete the program because of severe financial difficulties. The country coordinators worked to find more internships that offer stipends and other support so that the youth could support themselves while still participating.
- The global economic downturn resulted in declining employment opportunities for youth in the country. Youth reported experiencing a sense of frustration and hopelessness when they had completed the program and there was no prospect of finding meaningful employment. The Alumni Association shifted to include more entrepreneurial trainings, speakers, and workshops to encourage the youth to start their own businesses.
- Irregularity of attendance at some schools led to increased efforts to engage parents regarding the importance of their children's participation in the program.
- The weakness of local NGOs was quite evident in St. Kitts. For example, early on Partners attempted to work with the St. Kitts and Nevis Football Association due to its logical connection to soccer. After two years, this program was not renewed due to low quality of implementation and program administration by the association. Additional capacity building training should be included for those programs who are inexperienced with grant funding requirements.

### Program Impact – Success Story:

Denicia Rouse did not have the opportunity to complete her secondary school education. At the end of her fourth form year at the Washington Archibald High School she was encouraged to enroll at Project Strong, an institution that allowed her the opportunity to engage in vocational training. However, Denicia's tenure at that institution was short-lived when she discovered that she was pregnant at the age of 16.

Shortly after she became pregnant with her second child, she was encouraged by people in her community to actively pursue skills training opportunities. Hence, she applied to the NSTP and became a participant in the A Ganar Secondary Schools work-based program, where she was trained in hair dressing and nail art.

It was a decision she has not regretted. She thoroughly enjoyed the training, saying: *"A Ganar helped me a lot. I am now in better position to take care of my children. My favorite part of the training is the technical skills. I am now able to do my hair better as a result of the things I learnt in the program. Because of these skills, I am now able to make a little extra money on the side."*

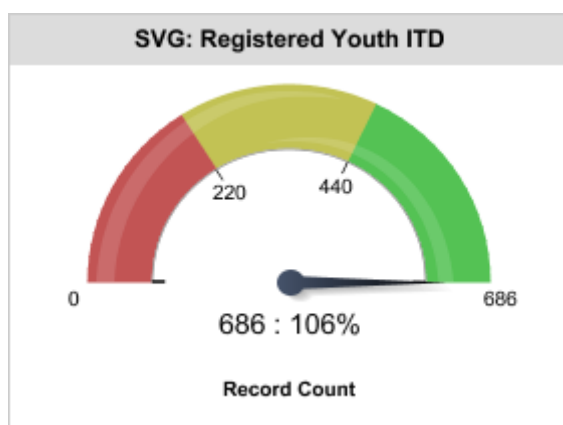


Denicia's determination and dedication were spoken of highly by facilitators as well as the supervisors during the Phase 3 internship. After successfully completing all components of the program, Denicia graduated in October 2014. She has since been able to secure full-time employment at Sun Island Clothing.

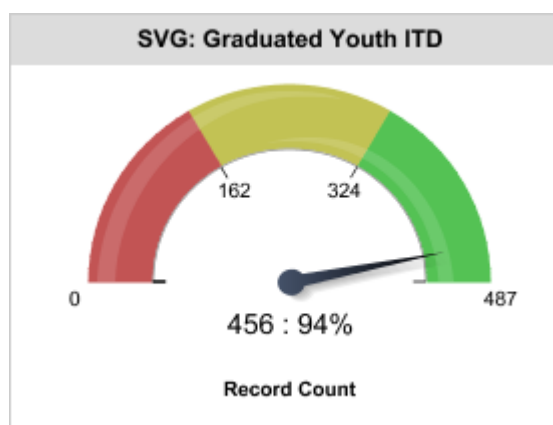
## 6.7 ST. VINCENT AND THE GRENADINES



<b>Country Coordinating Organizations</b>	St. Vincent/Long Island Partners (2010-2015)
<b>Implementing Organizations</b>	Adult Continuing Education (ACE) (2010-2013) Caspar/Maria Marshall Centre (CASMAC) (2010-2013) Green Hill Sports and Cultural Club (2013) Liberty Lodge Boys Training Centre (2010-2012) Marion House (2010-2013) Rose Hall Working Group (2012-2013) Youth Affairs Department (2010-2012) St. Vincent/Long Island Partners (2014)



Goal: 650



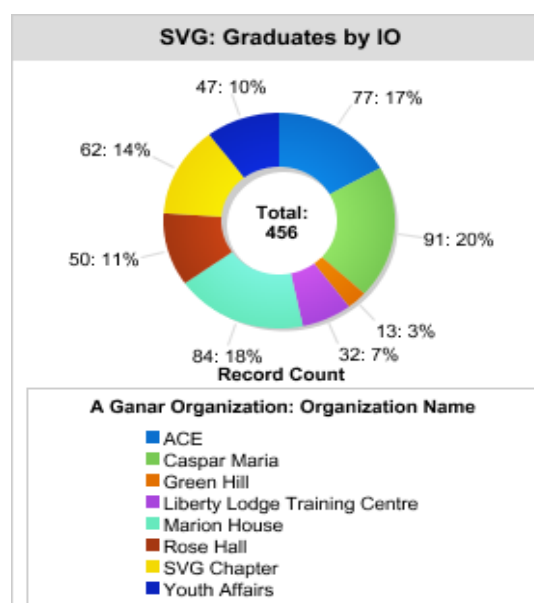
Goal: 487

Youth Numbers	ITD Total	ITD Male	ITD Female
# of Youth Registered	686	234	452
# of Youth Graduated	456	160	296
# of Youth Positively Engaged	327	120	207
# of Youth Returning to School	30	8	22
# of Youth Entering the Workforce	297	112	185

### **PROGRAM IN REVIEW:**

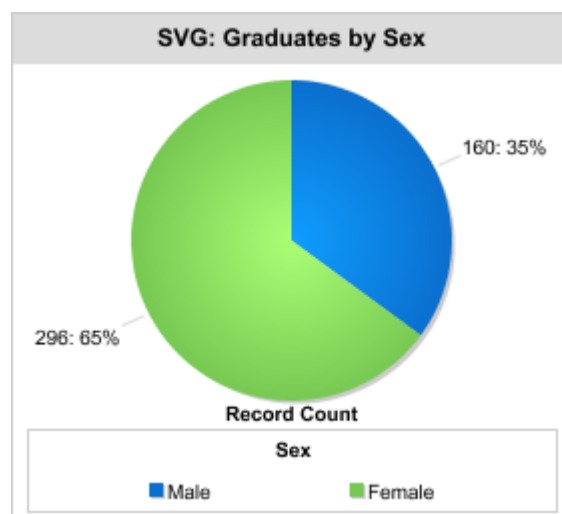
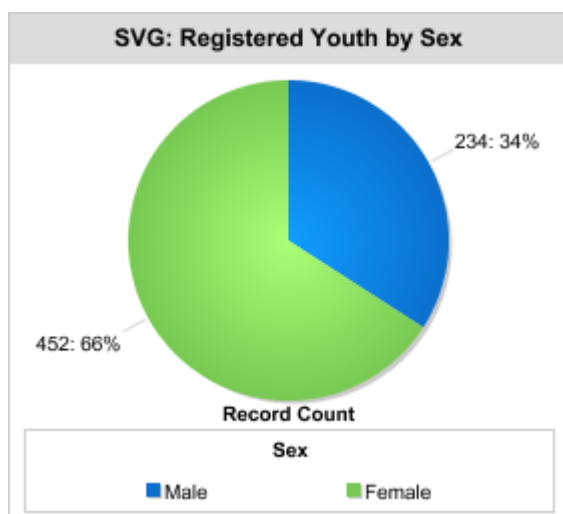
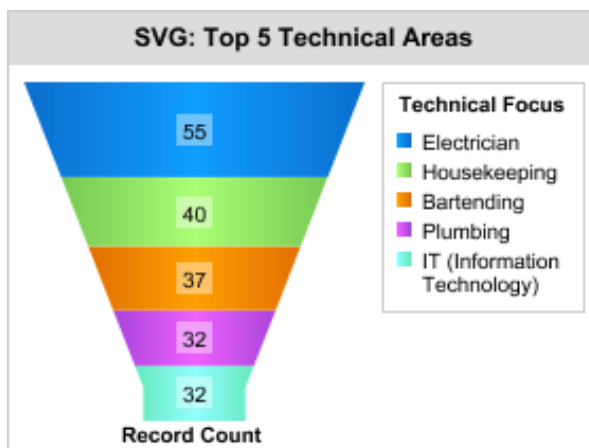
Approved by USAID in 2009, St. Vincent and the Grenadines (SVG) was the first A Ganar program to begin implementation in the Caribbean in 2010. Working through small community-based organizations and government employment organizations, SVG was able to both reach its original registration goal and take on an additional 100 when numbers were transferred from Jamaica. Having reached these targets by the end of 2014, they shifted their focus to alumni engagement in 2015.

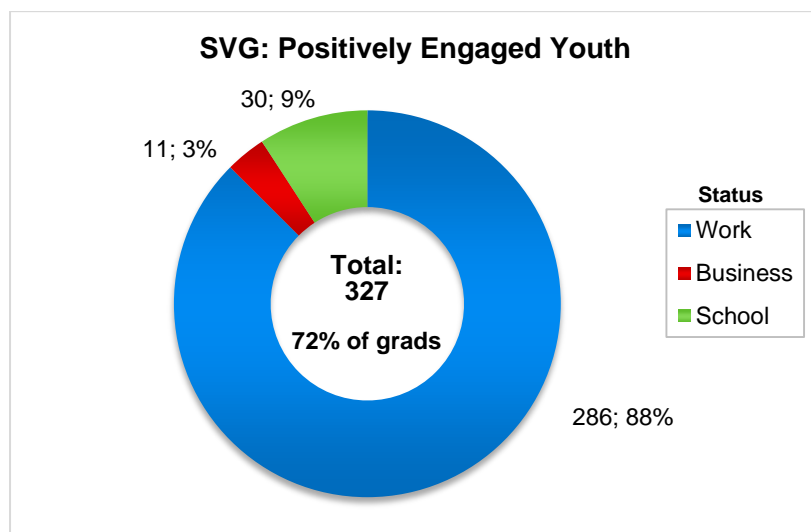
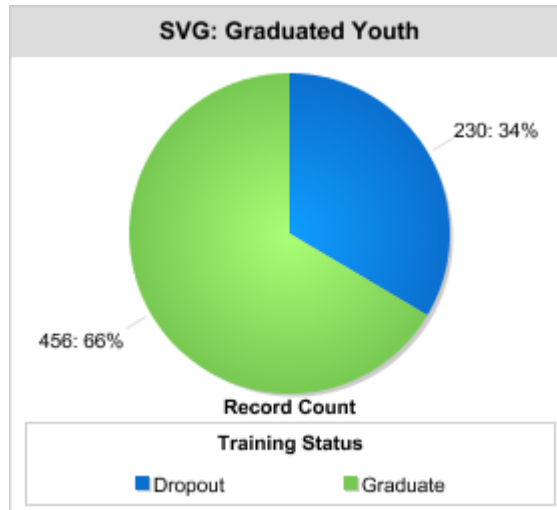
Over the life of the program, 686 youth were registered, 456 graduated, and 327 were positively engaged, translating to 106% of the registration goal, 94% of the graduation goal, and 96% of the positive engagement target.



**By the Numbers:**

*Partners' Analysis:* SVG had the lowest graduation rate in the A Ganar Alliance at 66%. This was due to the low capacity of implementing organizations, as well as the major challenge of having few large businesses and no vocational training centers, making it necessary to find individual placements for both Phases 2 and 3. While originally low, SVG improved in its positive engagement numbers, which may reflect the benefits of having individual placements – those youth who stayed in the program were able to work with businesses over the entirety of Phase 2 and 3, gaining key experience that increased their chance of being kept on at the end of the program. The low number of vocational institutions is also reflected in the low number of positively engaged youth who were going back to school or continuing on to further training.





<b>Top Employers (Phase 4)</b>	
<b>Sector</b>	<b>Name of Business</b>
Childcare	TGS Early Childcare Centre
Restaurant	French Verandah Restaurant
Retail	Bondie's Supermarket

**Highlights:**

- The first launch ceremony was held in St. Vincent in May 2010. Over 100 youth, parents and community representatives attended, as well as USAID Mission Director for the Eastern Caribbean, Jim Goggin and USAID Program Officer Mansfield Blackwood.
- Three government entities served as implementing organizations: ACE, Liberty Lodge, and Youth Affairs Department.
- While originally based in Kingstown, additional partners and expansion brought A Ganar to the more rural areas of Layou, Barrouallie, Sandy Bay, and Rose Hall.
- The A Ganar program in Jamaica fell behind on its numbers in FY12, and some of these numbers were moved to St. Vincent in FY13 to take advantage of better local capacity to implement the program.
- The SVG Chapter implemented the final program cycle. While this was their first time directly implementing, they engaged experienced facilitators who had worked in previous IOs including



- ACE, Liberty Lodge, Green Hill Sports Club, and CASMAC
- A Ganar alumnus Sachin Bess attended the United Nations Office on Sport for Development and Peace's (UNOSDP) 2014 Youth Leadership Program in Florida, while alumnus Seon Collis Barranquilla, Colombia attended the 2<sup>nd</sup> World Summit on Youth Volunteering in November 2011.

**Challenges and Lessons Learned:**

- The island has very few large businesses or vocational centers, thus making it necessary to find individual placements. This was a very time-intensive process for both implementing organizations and the local coordinator. Also, several participants lived in rural areas where jobs are even scarcer. Identifying the challenges of working in rural areas early in the process would allow organizations to budget more for transportation and other associated needs.
- Finding placements for Phase 3 presented a challenge; fortunately some of the institutions where participants were training agreed to keep them for the attachment phase. This showed the benefits of forming strong relationships through conducting Phase 2 in local businesses.
- Many of the IOs struggled to provide adequate transportation and snack stipends, leading to increased efforts to ensure that budgets reflected realistic costs.
- The low capacity of the implementing organizations required a high level of involvement of the coordinating organization on financial and reporting matters. However, these processes sometimes led to tension between the coordinating and implementing organizations, requiring high levels of staff intervention by Partners staff. Additional training on these areas should be included in trainings.
- The participants come from difficult backgrounds and family situations, which can hinder their participation if they are not provided with adequate counseling and emotional support. Some of the IOs, such as Marion House, did offer counseling, and it is recommended that this becomes more widespread.
- SVG struggled with Phase 4 follow-on, as transportation and communication challenges made it hard to convene the youth. Budgeting more funds for these items could help mitigate the effect of these.

## Program Impact – Success Story:

Seon Collis understands the value of career development through sport. He's lived it.

“A Ganar has changed my life in many ways,” says Seon, 25, who grew up in St. Vincent’s capital, Kingstown. “I joined A Ganar and now I’ve graduated. I’ve loved sports and it helped me a lot to become a better team player. It also inspired me to become a better person.”

Growing up around Kingstown, Seon completed school but after that he saw few, if any, future options beyond spending his days on the streets of his neighborhood. There he encountered drug-dealing, gang activity, petty crime and violence. Then A Ganar came into his life in 2011.



“After we heard what the program was about I decide to join but at that point and moment there was only space available of twenty persons and I was number twenty one. I was told that I would only be allowed to join only if I was serious...so I did...I quickly grasped the concept and the potential positive impact of the A Ganar program. I wanted to capture these positive virtues in song, so I went home and took the initiative to write the A Ganar Song...At the end of the program I was one of the people that I must say learnt a lot. ‘I was at the bottom now am at the top.’ ”

Seon took full advantage of what A Ganar had to offer. Upon completing the program, he began a graphics and screen-printing business that not only offers him a steady income, but also security—both physically and in terms of his professional future.

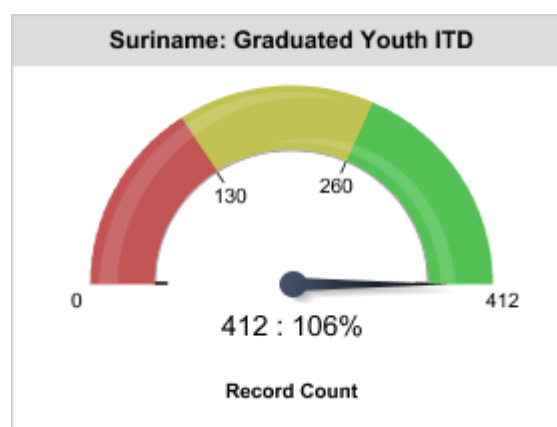
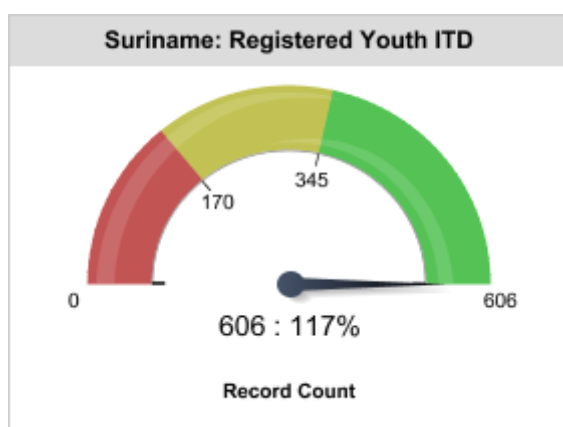
“If it wasn’t for A Ganar,” he says, “I wouldn’t be here... maybe I’d be six feet under.” Seon says that despite the easy money he made in small-time crime, the constant threat of run-ins with police or violence perpetrated by others on the streets was not the life he wanted long-term. Talking about what got him interested in the program, he says it was taking the attitude of sport and applying it to the rest of his life. “It’s amazing what just one word can do: A Ganar—to win. Just win.”

Seon was also able to attend both the Second World Summit for Youth Volunteering in Barranquilla, Colombia and the 2011 Partners Convention a week later in Medellin. It was Seon's first time setting foot outside his small island country. The World Summit was hosted by Partners, the International Association for Volunteer Effort (IAVE), and Barranquilla’s Universidad del Norte (UNINORTE). In all, the event united nearly 900 volunteers and participants from almost 50 different countries and six continents. Participants heard from speakers and participated in panel discussions on ways to best serve their communities through volunteer effort.

## 6.8 SURINAME



<b>Country Coordinating Organizations/ Country Coordinators</b>	Trinidad and Tobago Alliance for Sport and Physical Education (TTASPE) (2012) Belinda Olf (2014) Carol Nijbroek (2014-2015) Gilbert Alken (2013)
<b>Implementing Organizations</b>	Letitia Vriesde (2011-2012) Mati Fu Tego (2013-2015) Pater Ahlbrinck Stichting (2013-2015) RUMAS (2013-2015) Stichting Cure Alternatief (2013-2015) Stichting Towards a New Alternative (TANA) (2013-2015) Vonzell Huiswerkbegeleiding en Bijlessen Foundation (2013) Women's Business Group (2013-2015)

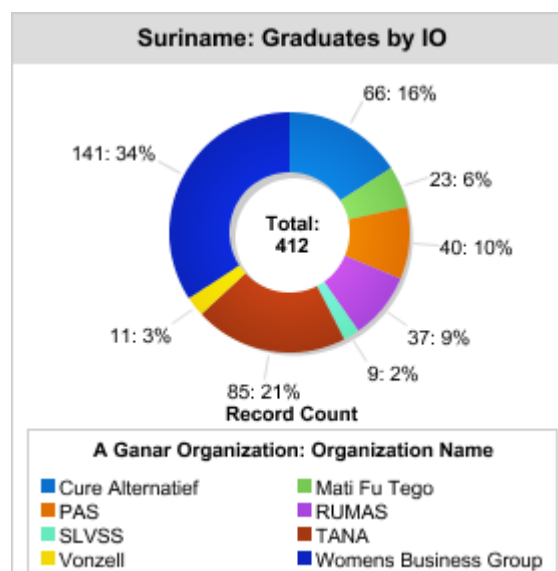


Youth Numbers	ITD Total	ITD Male	ITD Female
# of Youth Registered	606	199	407
# of Youth Graduated	412	128	284
# of Youth Positively Engaged	288	106	182
# of Youth Returning to School	45	13	32
# of Youth Entering the Workforce	243	93	150

### **PROGRAM IN REVIEW:**

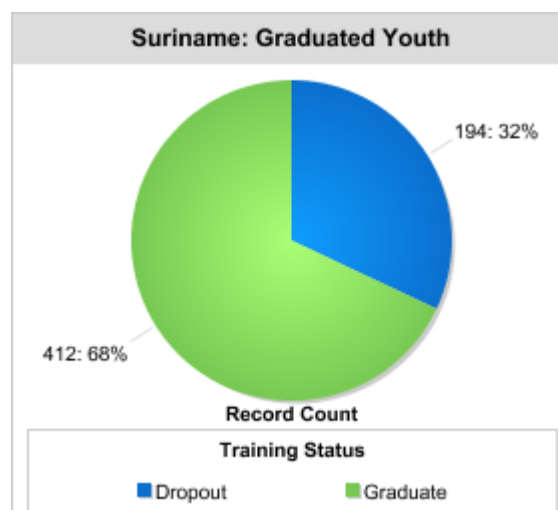
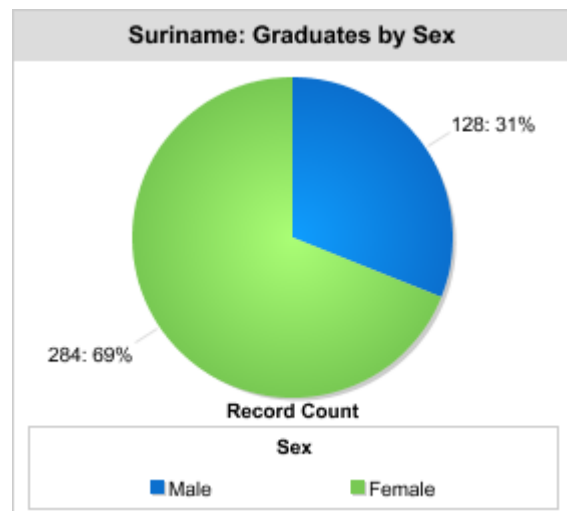
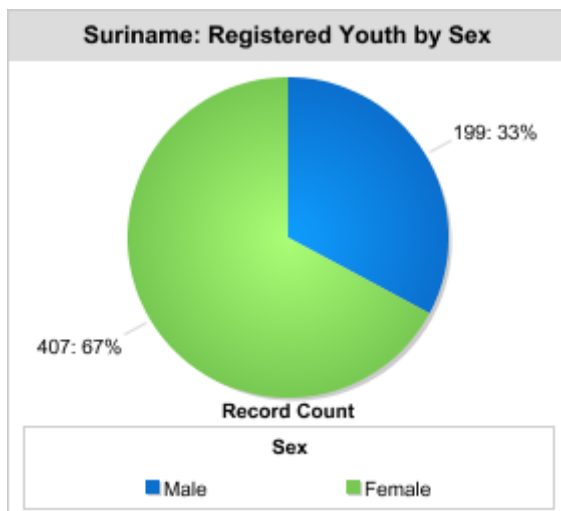
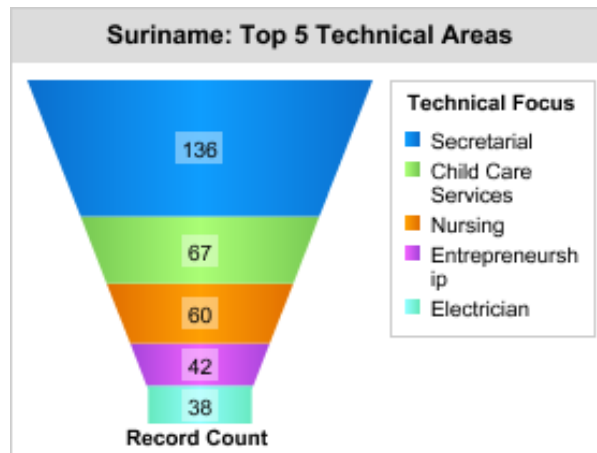
Approved by USAID in 2011, A Ganar began in Suriname in December of the same year with an initial pilot phase as part of a three-year plan to train 480 youth. The first ever USAID-funded program in the country, A Ganar was implanted through IOs in the district of Paramaribo (city of Paramaribo) before expanding to areas in the interior. While it had a weak start in implementation, subsequent cycles were more successful and target numbers were increased slightly.

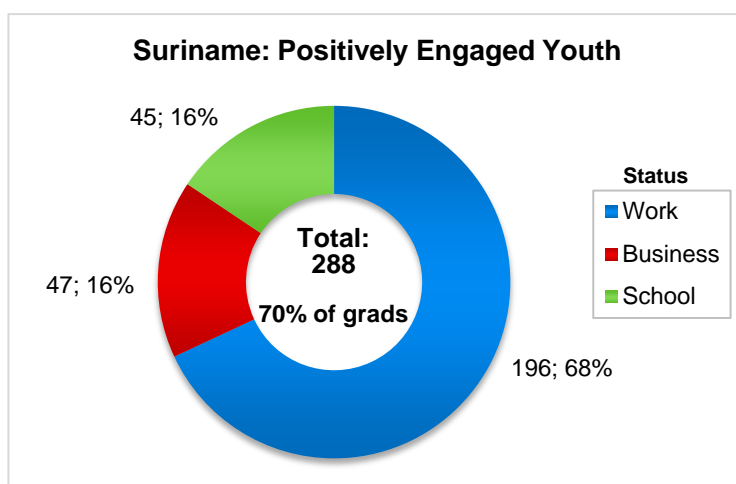
Throughout the program, 606 youth were registered, 412 graduated, and 288 were positively engaged, translating to 117% of the registration goal, 106% of the graduation goal, and 105% of the positive engagement target.



**By the Numbers:**

*Partners' Analysis:* Over 20% of the registered youth received secretarial training. The low capacity of the organizations led to lower graduation rates. However, of those that did graduate, 70% were positively engaged. Suriname had the highest numbers in the Alliance for two categories: entrepreneurship and female participation. 16% of positively engaged youth started their own business, important in a country with a strong informal economy. In addition, the registered participants were 67% female, while the number jumped to 69% of graduates.





Top Employers (Phase 4)	
Sector	Name of Business
Non-profit	Lobi Makandra
Construction	Bane's Construction
HVAC/Electricity	Alginco

**Highlights:**

- A Ganar was the first ever USAID-funded program in Suriname and overcame early challenges to have success with wide segments of a very diverse target population.
- A Ganar was implemented in remote areas of the interior, including Powakkah, Moengo, Stibula and Para.
- The program had strong government sector participation, working closely with the Ministry of Sport and the Ministry of Justice. Former Director of Sport Michael Watson was a mentor for youth as well a strong advocate for the program. Mr. Watson now serves as a capacity building trainer for our implementing partners and a mentor for alumni. The Ministry of Justice has also been a key player, especially with the RUMAS group. The majority of this group has either been incarcerated or is on probation, and the Minister has given speeches to the young male participants.
- Peace Corps Volunteers cooperated closely and worked as facilitators and support groups for our youth, especially during the early years of implementation.
- Two pilot groups grew to eight total implementing partners. While many of these organizations were small, there was significant capacity building around using standardized program materials for the first time.
- KOSMOS Energy donated an additional \$80,000 to do extensive capacity building trainings for implementing partners. Topics included proposal writing and conflict resolution. Portions of this funding were also used to purchase equipment and materials, primarily stocking computer labs for youth to use.
- The youth who entered the program showed significant increases in their confidence levels which reflected in their speech, their behavior and their willingness to ask for help. Many of the youth expressed their gratitude for the help they received from the program, for helping them to achieve and dream of things they thought they never could. A major contributor to this was the fact that the youth felt very comfortable with facilitators and mentors, and would often come to them for advice and support. This coupled with a high level of placement after graduation ensured that the program was a success to all stakeholders.

**Challenges and Lessons Learned:**

- While the official language of Suriname is Dutch, most of the youth participants primarily

speak Sranan Tongo, a Creole language. In consultation with local businesses and NGOs, Partners decided to prepare materials and offer A Ganar training in Dutch as it was the primary business language. However, low literacy rates required facilitators to spend large amounts of time helping youth speak Dutch effectively.

- Funding, continuity, and sustainability of program activities were challenging as groups were able to contribute in-kind support but not monetary contributions. Continue to explore different routes of in-kind support.
- Additionally, Partners was unable to find a strong coordinator to oversee reporting and support to our IOs and experienced severe communication problems with our local coordination team. It is essential to interview extensively before hiring a local coordinator.
- Suriname started in 2012 with two pilot programs in Paramaribo and then expanded into the interior in 2013. The IOs in the NGOs serving youth in the interior was an obstacle, and it was hard to find partners. Prior to expanding into remote communities, it is key to do a diagnostic assessment to identify the unique challenges that would require program adaptations.
- The capacity of the IOs proved to be an ongoing challenge, especially administratively. In addition, due to understaffing, Phase 4 follow-on was weak and it was challenging for them to keep track of alumni. Partners was able to offer additional capacity building trainings using private sector resources (in this case, KOSMOS Energy).

### **Program Impact – Success Story:**

Rachel Hope is 23 years old and she currently resides with her father in Paramaribo. After leaving high school she was faced with very few options in terms of furthering her education or job opportunities.

Rachel was reading the newspaper when she happened to come across an advertisement for the A Ganar program which piqued her interest. Upon further investigation, she decided that the A Ganar program was something she had to be a part of.



After completing the program, Rachel admitted that there were times when the program was difficult because she often had to help some of the students who were struggling with the material. Often she felt like she would miss a lot of the information as a result, but it was not all hardship in the program and she reflected on the moments that brought her joy. The phase that she enjoyed most was the internship phase where she got a chance to see the fruits of her labor and put her training in to action. After graduating she said she felt proud to have finished the program and have a certificate to show for her efforts. When asked if she would recommend the program to other youth she responded with a resounding yes.

Since completing the program she was hired at Sjip Construction firm and wants to go back to school to become an architect.

## 6.9 THEN AND NOW: SUCCESS STORIES FROM 2011-2012

Note: These youth participated in early rounds of the program and were contacted by country coordinators to see how they had fared in the years since the end of the program.

### HONDURAS

In June 2012, A Ganar launched a pilot group with FUNADEH. Marcos Antonio Maradiaga Pineda, 22, joined the program hoping to learn skills that would help him succeed and generate income to support his family.



Colonia Santa Ana is a town which lies within the region that is dominated by the Mara Salvatrucha (MS). Although his safety was at risk because of the territorial conflicts between gangs in Colonia Santa Ana and Chamelecón, which is where FUNADEH is based, Marcos was able to complete all phases of the program. Marcos completed 80 hours of his internship at *Restaurante El Molino*, where he learned to apply and strengthen the professional cooking skills that he learned in his Culinary Skills training during Phase 2.

Sometime after graduating the program, Marcos found a job opportunity in San Pedro Sula at a restaurant called *Restaurante Cayos Grill*. He worked there alongside three other A Ganar alumni youth.

On November 26, 2013, Marcos began working at *Restaurante Taco Inn*, a restaurant which has functioned through rotating shift schedules for almost two years at its branch office located in the City Mall of San Pedro Sula.

Thanks to the trainings provided by the A Ganar program, Marcos was able to gain permanent employment in his technical area interest. In 2015, he is still employed.

Marcos is living proof of perseverance and his story shows that more similar opportunities are needed in Honduras. Many youth graduate high school and are unable to obtain employment immediately after, but thanks to the A Ganar program, these youth have acquired more professional knowledge and have been able to generate income.



Photo (Left-to-Right): Kevin Paredes and Marco Maradiaga at Taco Inn, San Pedro, Honduras

## JAMAICA

In November 2011, Yanique Gordon graduated from the A Ganar program at the Oracabessa Foundation. Referred to A Ganar by a cousin, Yanique was unemployed before she joined the program and says, “Joining A Ganar is the best decision I have made in my life.”

During the program, she interned at Sandals Grand Riveria before securing a full-time job in the Bar Department at Sandals Royal Plantation after graduation. She says that “having a permanent job at Sandals gives me security that I have always wanted,” and it is a role in which she has excelled. In April, she was named the 2013 Prestige Team Member of the Year at Sandals Royal Plantation. In the North Coast Times article about her win, Yanique’s employer described her as “nothing short of remarkable.”

In addition to her job at Sandals, Yanique balanced night classes and was involved as an A Ganar program coordinator and assistant facilitator at the Oracabessa Foundation through 2014. She says she wants to continue to give back to the Oracabessa St. Mary community as a volunteer and role model, giving youth like herself hope. She spoke at the A Ganar Jamaica closeout ceremony in September 2015.

*“There is a second chance in life and all hope is not lost...I am extremely happy and proud of what I have achieved for myself and my son so we can have a better future.” - Yanique Gordon, A Ganar Youth Graduate*



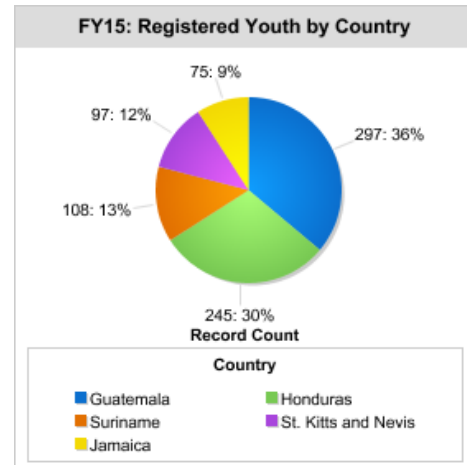
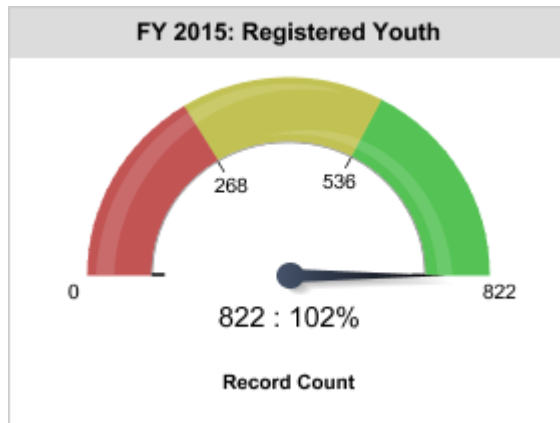


## 7. FY15 SUMMARY

Key highlights from October 2014 through September 2015 include the following:

- 1,496 youth graduated from A Ganar programs during the year. 494 youth graduated from A Ganar programs during Quarter 4.
- Partners A Ganar staff conducted site visits to the following countries:
  - Nadia Moreno to Suriname in October and Honduras in January/February.
  - Anna Barrett to Dominica and St. Vincent in November, St. Kitts in January, and Jamaica in March.
  - Nadia Moreno and Paul Teeple to Guatemala in November.
  - Horacio Correa, Paul Teeple and Alicia Santa visited Guatemala in February.
  - Alicia Santa visited the Dominican Republic in February, Honduras in March, and Jamaica in April.
  - Nadia Moreno and Alicia Santa visited Guatemala in June.
- The following close-out visits were conducted in Quarters 3 and 4:
  - Gabriel Perez Capurro visited Suriname in May and St. Kitts in July.
  - Alicia Santa visited Dominica and St. Vincent in August.
  - Nadia Moreno traveled to Suriname in August.
  - Nadia Moreno and Steve Vetter traveled to Honduras in August.
  - Anna Barrett and Alicia Santa traveled to St. Vincent in August.
  - Anna Barrett, Cindy Rejas, Horacio Correa, and Alicia Santa visited St. Kitts in August.
- Paul Teeple presented the A Ganar program in Seoul, Korea in late October at the UNESCO 2014 Culture and Development Conference.
- From February 23-26, Partners' A Ganar team led a workshop in the Dominican Republic for the Coordinators of each of the eight USAID-sponsored country programs.
- Partners' Paul Teeple presented A Ganar at the South by Southwest (SXSW) Interactive's SX Sports conference in March in Austin, Texas.
- Program alumni Guido Rivera of Honduras and current Assistant Country Coordinator/Facilitator Asha Farrell of Barbados visited the United States from April 14-17 to attend the United Nations "United Action towards Sustainable Development for All Through Sport" celebration in New York. In Washington, Partners of the Americas hosted "A Conversation with A Ganar Youth," a panel discussion featuring Asha and Guido.
- In June, Nadia Moreno presented A Ganar at the Seminario Iberoamericano: El deporte como herramienta de transformación social in Cartagena, Colombia. She also represented A Ganar at the Discover Football Festival in Berlin, Germany.
- Anna Barrett attended the Girl Power In Play Conference in Ottawa, Canada in June.
- Paul Teeple facilitated A Ganar sessions at the UN Office for Sport for Development and Peace (UNOSDP) Leadership Camp in Bradenton, Florida in June. This camp was also attended by A Ganar alumni and facilitators from Barbados, Honduras, and St. Vincent and the Grenadines.
- On June 12, USAID hosted "Does Sport-Based Workforce Training Work for At-Risk Youth in LAC?: Results from the A Ganar Alliance Randomized Control Trial", where Social Impact shared its preliminary findings from the Guatemala and Honduras RCT.
- In late December, Partners hired Alicia Santa as the A Ganar Director of Compliance and Finance.
- A Ganar Program Director Paul Teeple left to pursue a new opportunity at the end of June.

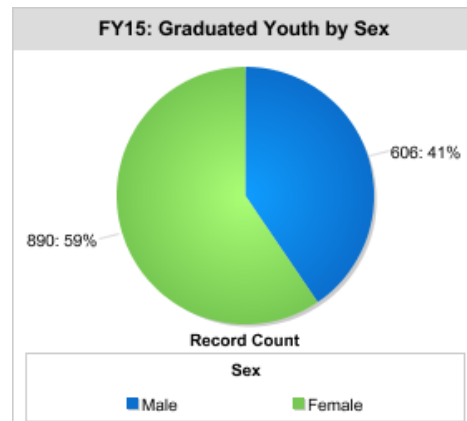
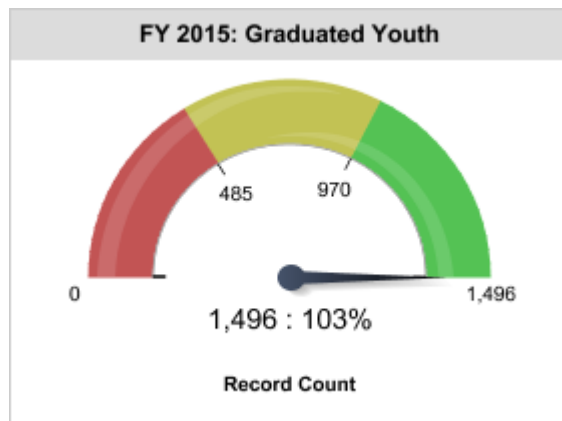
FY 2015	FY 15 Q1	FY 15 Q2	FY 15 Q3	FY 15 Q4	FY 15 Cumulative	FY 15 Goal
# of Youth Registered	100	699	23	0	822	804
# of Youth Graduated	619	232	151	494	1496	1454



## USAID PERFORMANCE PLAN FY2015 INDICATORS

### 1. Formerly 4.6.3 – 4 (Custom) Number of persons completing USG-funded workforce development programs:

Year	Goal	Actual
2014	1300	1137 or 87% (570 F + 567 M)
2015	1454	1496 or 103% (890 F + 606M)



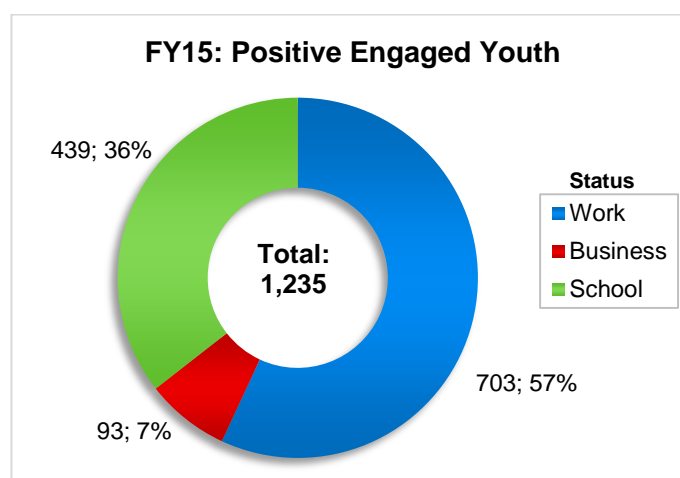
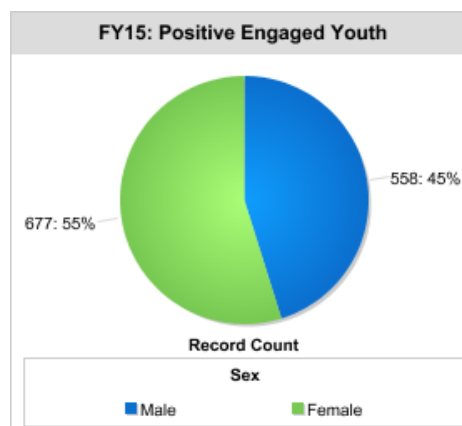
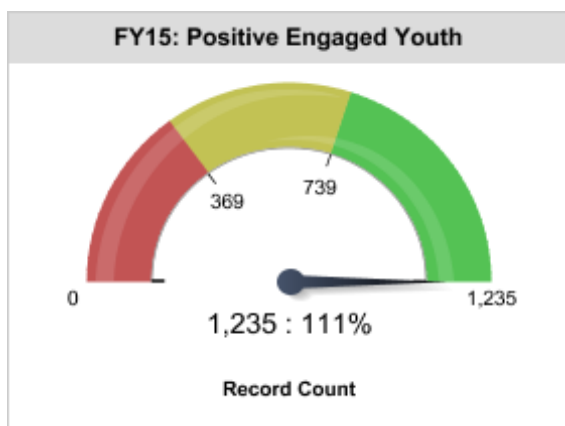
2. **4.6.3-2 (Standard USAID): Number of persons receiving new employment or better employment (including better self-employment) as a result of participation in USG-funded workforce development programs.**

Year	Goal	Actual
2014	522	609 or 117% (297 F + 312 M)
2015	714	796 or 111% (428 F + 368 M)

3. **(Custom) Number of people transitioning to further education and training as a result of participation in USG-funded workforce development programs.**

Year	Goal	Actual
2014	281	342 or 122% (198 F + 114 M) <sup>±</sup>
2015	394	439 or 111% (249 F + 190 M)

*Explanation if +/- 10% of target in 2015:* Partners exceed both the jobs and further education goals by 11%. A higher number of youth graduated in FY15 than expected, and local staff have been making strong efforts to improve Phase 4 alumni follow-on and assure job insertion or returns to school for youth. Due to the strong relationships with internship hosts and the private sector over the life of the program they have been more successful than in past years. In addition, countries like Jamaica have put in further support for entrepreneurs, which led to more informal employment.



## FY 2015 COUNTRY SUMMARY REPORTS

### DOMINICA

	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	0	0	0	0	0
# of Youth Graduated	0	0	0	0	0

Training in Dominica ended during FY 2014, so no youth registered or graduated during this fiscal year. However, 45 youth were positively engaged, reflecting the emphasis on phase 4 alumni follow-on support. Alumni events that took place included an alumni assembly at Marigot and a social gathering at Dublanc during quarter two of FY 2015 as well as a trail walk at Portsmouth beach and a meeting with USAID Representative Mansfield Blackwood during quarter three. A close-out alumni lunch was planned for quarter four, but due to tropical storm Erika the event had to be cancelled.

### DOMINICAN REPUBLIC

	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	0	0	0	0	0
# of Youth Graduated	0	0	0	0	0

Training in the Dominican Republic ended during FY 2014, so no youth were registered or graduated during this fiscal year. However, 125 youth were positively engaged. Alumni events that took place included a discussion on HIV and positive discipline as well as regular meetings with alumni at the various IOs.

### GUATEMALA

	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	0	297	0	0	297
# of Youth Graduated	0	44	126	122	292

During FY 2015, 297 youth enrolled in the program, while 292 graduated, and 170 became positively engaged. During the first quarter of the year, four new organizations began implementing the program in Guatemala: Fundación Adentro, Fundación ESFRA in conjunction with the Municipality of Guatemala, Asociación de Desarrollo Palencia (PDA) in conjunction with the Municipality of Palencia, and Centro Ecuménico de Integración Pastoral (CEIPA). At the end of quarter two, youth graduated from the second group at Children International, while youth from PDA, CEIPA, and Fundación Adentro graduated in quarter four.

## HONDURAS

	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	0	245	0	0	245
# of Youth Graduated	306	60	0	177	543

During FY 2015, 245 youth enrolled in the program, while 543 graduated, and 417 became positively engaged. During the first quarter of the year, graduations were held at CADERH, OEI, FUNADEH, ALE, CESAL, and CENET. During quarter two, in addition to the phase training that was occurring at several IOs, Senators Tim Kaine and John Cornyn visited the A Ganar group in Chamelecón, San Pedro Sula. They both participated in a teamwork building activity, “Mano a Mano.” During quarter three, 186 youth were training in Phases 2 and 3 of the program. In August, graduation and close-out events were held for the youth who completed their A Ganar training.

## JAMAICA

	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	25	50	0	0	75
# of Youth Graduated	119	19	7	71	216

During FY 2015, 75 youth enrolled in the program, while 216 graduated from this cycle and the previous one, with 124 youth becoming positively engaged. During the first quarter, twenty five youth were registered with Youth-For-Development Network through a pilot partnership with the Ministry of Education’s Career Advancement Programme (CAP). Four successful closing ceremonies were held and approximately 119 youth graduated from the program at the end of 2014. “*Operation Golden-Eye*” was a major event connecting over 150 youth and facilitators from implementing organizations across Kingston and St. Mary. During quarter two, in February, 22 youth graduated from the A Ganar program at Greater Brown’s Town Community Development Benevolent Society. A Ganar graduations were held for the 71 youth who completed the program at the remaining IOs-- Oracabessa, Transforming Lives, and YFDN-- in August and September.

## ST. KITTS AND NEVIS

Youth Numbers	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	75	10	12	0	97
# of Youth Graduated	71	0	0	60	131

During FY 2015, 97 youth enrolled in the program, continuing the strong partnership with the Ministry of Education. 131 youth from this cycle and the 2013-2014 school year graduated and 92 became positively engaged. During quarters two and three of the fiscal year, the youth completed Phases 1 through 3, and in September a group of 63 youth became the last to graduate the program in St. Kitts and Nevis.

**ST. VINCENT AND THE GRENADINES**

	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	0	0	0	0	0
# of Youth Graduated	62	0	0	0	62

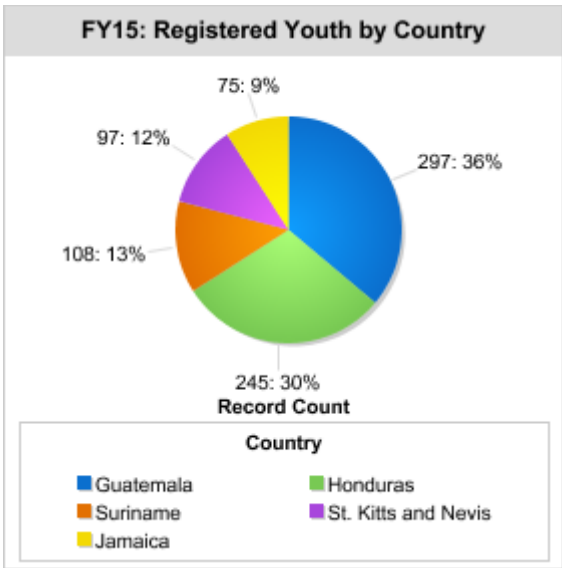
Training in the St. Vincent and the Grenadines ended during FY 2014, so no youth were registered. However, the final implementation cycle of the program concluded with its graduation ceremony on November 4, 2014, with a total of 62 youth completing all of the requirements for graduation. 48 youth were positively engaged throughout the year, engaging in events that ranged from short check-ins to a discussion with WNBA star Sancho Lyttle on the importance of having confidence, being disciplined, and having pride in what you do.

**SURINAME**

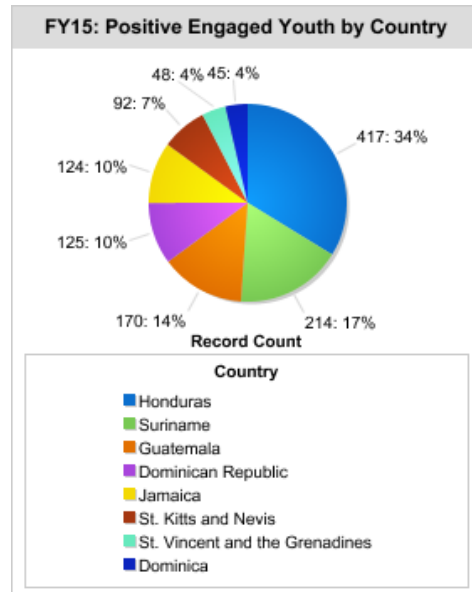
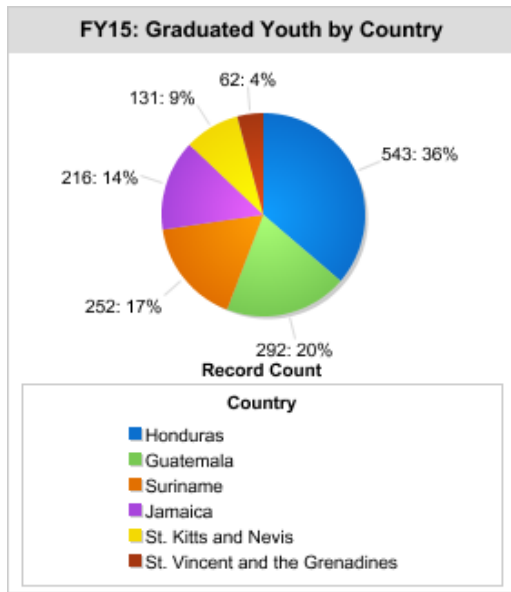
	FY 15 Quarter 1	FY 15 Quarter 2	FY 15 Quarter 3	FY 15 Quarter 4	FY 15 Cumulative
# of Youth Registered	0	101	7	0	108
# of Youth Graduated	61	109	18	64	252

During FY 2015, 108 youth enrolled in the program, while 252 graduated, and 214 became positively engaged. During the first quarter of FY 2015 the majority of the IOs completed implementation or had youth in Phase 3 of the program. The second quarter of the fiscal year included graduations for 17 youth training at PAS, 23 youth at the Mati Fu Tego, 48 youth at TANA, and 21 youth at Women’s Business Group. In June, A Ganar held its graduation ceremony for groups from PAS, TANA, and WBG. There were approximately 120 alumni, family, friends and special guests in attendance, as well as representatives from all recent implementing organizations.

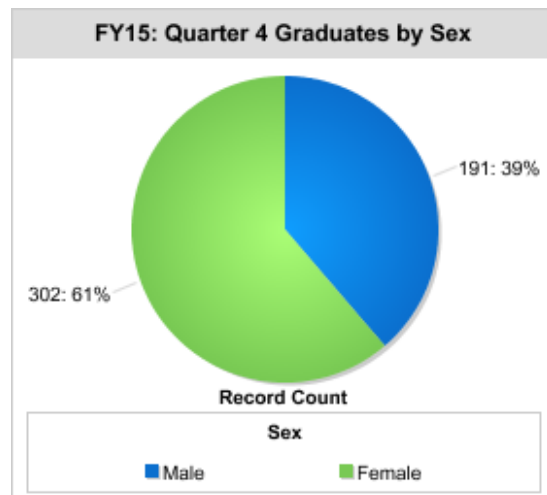
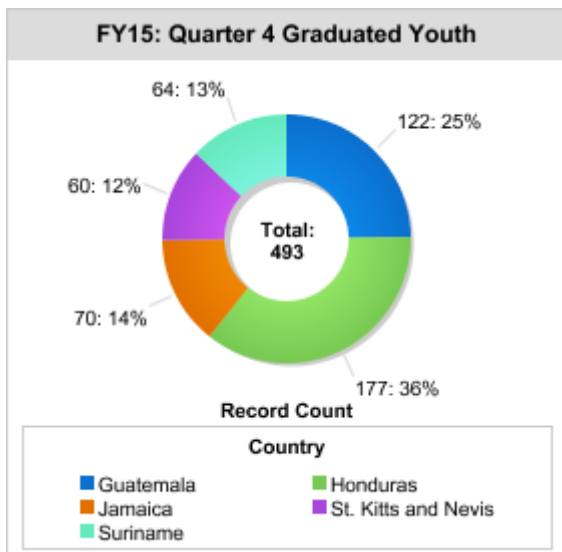
**FY 2015 RESULTS**



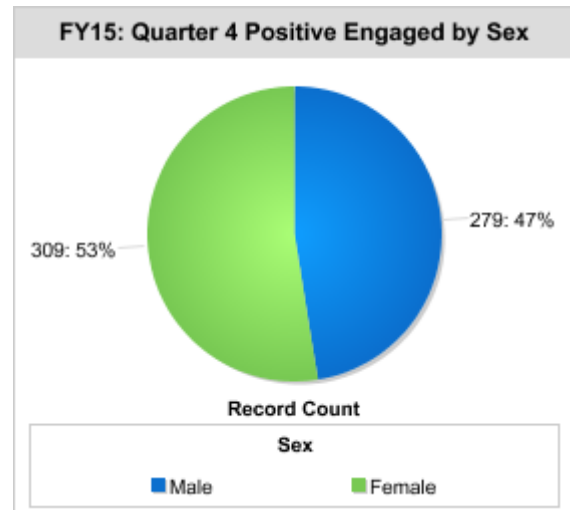
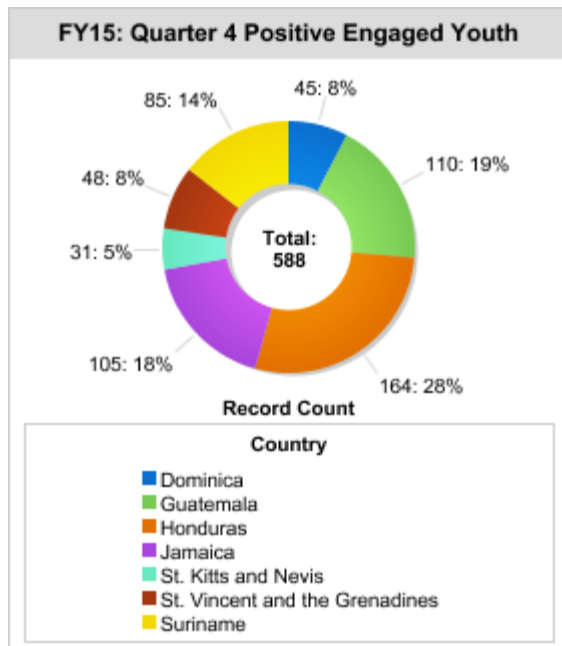
Note: As Dominica, the Dominican Republic, and St. Vincent had already reached their registration goals, they did not register new youth in FY 2015.



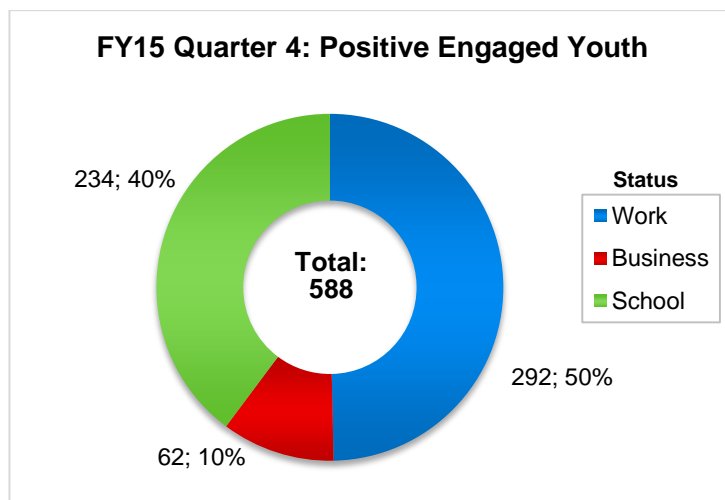
## QUARTER 4 RESULTS



Note: Due to the closing of the 440 grant, there were no youth registered in Quarter 4.



Note: These numbers represent all youth who reported positive engagement in Quarter 4, which includes both graduates from Q4 and earlier quarters. This number does not just reflect Quarter 4 results as nine month tracking data from previous implementers has been received in Q4 and included in these positive engagement results.



**FY15 Quarter 4: Positive Engaged Youth**

	Male	Female	Total
# of Positive Engaged Youth	279	309	588
# of Positive Engaged Youth-Work	160	132	292
# of Positive Engaged Youth-Business	19	43	62
# of Positive Engaged Youth-School	100	134	234



## 8. MONITORING AND EVALUATION

The A Ganar program engaged in constant improvement of its monitoring and evaluation procedures over the life of the program. In 2011, A Ganar consulted with USAID, MIF, and the Nike Foundation to look at the overall M&E system in an attempt to improve and streamline the tools and measurements. The purpose of this collaborative process was to produce better results in a manageable manner for Partners and implementers. Following this, Partners contracted Vera Solutions to develop a customized M&E database on a platform called Salesforce. The Salesforce platform offered a good base for M&E operations but it was determined that it required additional adjustments and enhancements in order for it to be successful.

A Ganar increased its focus on identifying sound improvements to the overall M&E system in 2013. With the hiring of a short-term Senior M&E Specialist in February 2014, the A Ganar program advanced its efforts through an initial assessment of current reporting systems and tools. This assessment included analysis of successful methods and procedures currently being utilized in the field of Sport for Development, with a goal to provide a practical and sustainable approach to collecting and validating program data. This process also included an updated Performance Monitoring Plan (PMP), which was then approved by USAID. A Ganar took three main steps to overhaul the Salesforce database:

- 1) Expanding field-based trainings to provide greater depth to M&E tools and procedures.
- 2) Initiating a scope of work with Salesforce specialists Now It Matters to revamp A Ganar's data management.
- 3) Hired Cindy Rejas as A Ganar M&E Coordinator to focus on management of the database and the reporting of quantitative results

Additionally, a Partners consultant conducted an evaluation of Phase 1 and Phase 4 activities. The results of that study were included in the FY14 Annual Report (for a summary, please see Annex C). By the end of 2014, the Salesforce database was functioning fully, improving both the validity of the data and Partners' ability to access it. To build on these improvements, two follow-up trainings occurred:

- 1) In January 2015, Now It Matters made an on-site visit to train the rest of A Ganar Staff on the program's customized functions of Salesforce.
- 2) In February 2015, the A Ganar staff hosted a Regional Workshop in the Dominican Republic for nine country coordinators. Two M&E objectives were achieved during this workshop, improving the feedback loop of both quantitative and qualitative data.

2015 focused on the closeout and evaluation of the grant, which launched a full review of past tracking sheets to make sure all documentation was on the Salesforce database.

### Challenges

- In 2010, Partners worked with USAID to create an M&E Plan for the Caribbean countries. However, this document was insufficient to serve as a PMP when the program expanded.
- Partners tried to accommodate some local USAID Mission requests to start the program quickly when it would have been better to take more time to develop the M&E systems.
- In 2011, Partners decided to adapt the M&E system it had developed with MIF. This became problematic because Partners chose to use a small-scale M&E system for a large-scale project.
- It was challenging for Partners to carry on the A Ganar program without a full-time M&E specialist. Partners was unable to find a good pool of qualified candidates and who would agree to work within the salary budgeted, so it was decided a short-term consultancy would suffice.
- Baseline and endline survey data has also been isolated from the rest of the data, which created setbacks in data analysis. Some countries found that some of the questions were culturally inappropriate and did not complete them. Guatemala and Honduras did not use it due to the Impact Evaluation procedures. This lessened the analytic value of the sheets.
- Assigning M&E responsibilities to a single person at headquarters set up Partners for knowledge loss. It was a major challenge to manage M&E data on Salesforce when only one individual had the expertise, a problem that further staff training improved.
- All stakeholders did not see the value of M&E since they were not initially exposed to the data analyses after submitting tracking sheets and surveys. Tracking sheets were especially

laborious, and many tracking sheets have been sent back to the implementing organizations because the training facilitators did not fill them out properly.

- Tracking positive engagement was challenging as our sub-agreements were set up so that implementing organizations were no longer under the agreement throughout the Phase 4 Follow-on. In addition, youth were often hard to track for the full nine months, due to high mobility, communication challenges, and few resources.

### **Lessons Learned**

- A full-time M&E specialist is needed prior to starting a project so they can carry out proper program assessments, create a logical framework, develop strong indicators, and evaluate the most sustainable M&E tools.
- A Ganar is an adaptable program, but it is necessary to set standards to maintain valid and reliable data. For example, the hours required by each phase should be the same for every implementation group, most especially Phase 1 hours. In order to make solid correlations, all measures must be clearly defined and standardized.
- Data collection forms and surveys should all be reassessed to promote better data quality. For example, different forms should not ask for the same information as this may create discrepancies.
- Before commencing implementation, it is important to train local staff not just on M&E tool instructions, but on the definitions of each measure and its functionality for the program.
- Headquarters must engage all stakeholders as active participants in M&E. Data should be shared and results should be discussed because this can facilitate programmatic decisions. Doing this will instill the value of M&E to all persons involved in the program.
- All stakeholders possess distinct knowledge about the program, and this information needs to be documented and considered when making programmatic changes. Staff turnover may happen at any given time, so it is very important to archive all project knowledge.

## **IMPACT EVALUATION**

The A Ganar Honduras and Guatemala programs are participating in an ongoing impact evaluation run by Social Impact and funded by USAID. They are two interrelated studies designed to test the A Ganar theory of change; namely that the integrated four-phase sport-mediated program leads to increases in employability, entrepreneurship, and re-entry into the formal education system. Implementing a multi-country study allows for comparison of outcomes across different contexts, which in turn increases the external validity (i.e. generalizability) of evaluation findings.

A secondary evaluation question relates to the role of sport in driving observed impacts. While it was not possible to empirically answer this question in Honduras, the Guatemala evaluation utilizes an additional comparison group to assess the marginal effect of sport in mediating outcomes of interest.

While there is widespread agreement about the value and importance of the USAID impact evaluation in Honduras and Guatemala, the evaluation has had its challenges and has been very time consuming at specific points of the grant. The largest challenges centered on the need to have randomized control groups and the condition that youth who enter the randomized control group cannot reapply for 2.5 years. Other issues around notification of youth and selection of times and places for interviews with evaluators have caused additional challenges, addressed by keeping constant contact between USAID, Social Impact, Partners and representatives of the implementing organizations.

**Honduras:** A total of four video conferences were held between USAID/Honduras and representatives of the Implementing Organizations, Partners, and Social Impact. Based on those discussions, some adjustments in the evaluation design were made that removed additional rounds of requirements. The Honduras evaluation has made great progress due to willing and committed staff. Lessons learned from the Honduras Evaluation include:

- Ensure that the local implementing organizations are sufficiently trained and oriented by the evaluation staff; this year we experienced delays in recruitment and list submissions due to slight changes in interview process;

- Invest in and maintain good communications between the Partners' program coordinator and the Social Impact coordinator so that details can be addressed and resolved quickly and efficiently;
- Orient local evaluation staff to specifics of the A Ganar program and the issues in the communities where it is implemented, as well as involving them in the TOTs;
- Be understanding and sensitive to security concerns in some of the areas we implement in; and
- Continue to engage in baseline findings and evaluation meetings as this builds the capacity of organizations and field staff that have never participated in studies.

**Guatemala:** This has been much more challenging due the fact that the IOs must also implement programs that are very similar to A Ganar, making it very hard to find these partners. There are three main factors that made the Guatemala portion of the evaluation difficult:

- 1) Identify implementing organizations capable of running a program of their own, that has the same hours and structure of A Ganar
- 2) Running a traditional A Ganar program
- 3) Recruit for participants for both programs as well as control group, so three times the standard recruitment.

While Partners exhausted efforts to identify these partners, only two groups participated and showed interest and capacity: Grupo Ceiba and Children International. We were unable to find additional groups or re-engage the groups who did one round of evaluation as it was too costly and time-consuming.<sup>6</sup>

Partners supported the Fundación Paiz portion of the evaluation by providing Phase 1 Facilitators from the country coordinating organization, Glasswing International. This portion of the evaluation required significant amount of time in the planning and logistics but was more practical and easier to support than the portion listed above. It was, however, quite costly as several high-level meetings were required between USAID/Washington, USAID/Guatemala, Social Impact, Fundación Paiz and Partners staff members were needed to establish the program's norms and procedures. It also required several adjustments in the process related to the difficulties of managing two types of programs under one roof.

The impact evaluation results are expected in October 2016. Partners will continue to review documents and respond to requests from Social Impact. However, the majority of our implementers are no longer under contract by Partners so we anticipate some difficulty in contacting youth to conduct the endlines. Partners will do everything possible to collaborate until this study is complete.

---

<sup>6</sup> The local director of one organization informed Partners that once they were included in the study and gained access to the information provided by it, the amount of additional work, planning and cost did not justify their continued participation. Furthermore, she added that planning for the evaluation delayed her own organization's training plans for the year.

## 9. GRANTS AND ADMINISTRATION

Country	# Youth	Organization	Total Contract Amount	Start Date	End Date
DO	25	CALLS	10,000.00	12/1/2013	10/31/2014
DO	20	Dominica Prison Service	8,000.00	12/1/2013	2/28/2015
DO	20	Social Centre	8,000.00	12/1/2013	10/31/2014
DO	20	YDD Marigot	8,000.00	12/1/2013	10/31/2014
DO	20	YDD Roseau	8,000.00	12/1/2013	10/31/2014
DO	60	YDD	\$22,000.00	1/1/2013	8/31/2013
DO	30	Dominica Prison Service	\$12,000.00	1/1/2013	8/31/2013
DO	25	CALLS	\$11,750.00	1/1/2012	8/31/2012
DO	35	CALLS	\$14,000.00	1/1/2013	8/31/2013
DO	50	Social Centre	\$20,000.00	1/1/2013	8/31/2013
DO	25	YDD	\$10,000.00	12/1/2011	8/31/2012
DR	100	DREAM	\$32,500.00	1/1/2013	8/31/2013
DR	40	Fundacion Niños/Niñas	\$13,210.26	1/1/2013	8/31/2013
DR	125	Entrena/IDDI	\$44,000.00	7/1/2012	3/31/2013
DR	50	DREAM	\$21,250.00	4/1/2012	12/31/2012
DR	50	IDDI	\$17,487.18	1/1/2013	8/31/2013
DR	100	Sur Futuro	\$34,049.06	1/1/2013	12/31/2013
DR	50	Children International	\$17,500.00	8/1/2010	4/30/2011
DR	50	Children International	\$20,001.00	6/1/2012	2/28/2013
DR	100	Children International	32,507.77	1/1/2011	8/31/2013
DR	50	DREAM	\$17,500.00	1/1/2011	8/31/2011
DR	50	EDUCA	\$17,500.00	7/1/2010	2/28/2011
DR	60	FONCRIS	\$13,210.26	1/1/2013	8/31/2013
DR	50	IDDI	\$17,265.00	3/1/2011	11/30/2011
DR	50	ASA	\$17,500.00	7/1/2010	2/28/2011
DR	50	Sur Futuro	\$24,958.28	2/1/2012	2/28/2013
DR	50	Sur Futuro	\$17,500.00	1/1/2011	8/31/2011
DR	50	Save the Children	\$17,500.00	8/1/2010	5/31/2011
GUATE	Phase 4	Fundacion Paiz	\$54,258.00	3/18/2015	9/20/2015
GUATE	125	Fundacion ESFRA	\$50,000.00	12/19/2014	7/31/2015
GUATE	100	CEIPA	\$40,000.00	12/19/2014	9/25/2015
GUATE	50	Fundacion Adentro	\$19,975.35	12/19/2014	9/25/2015
GUATE	25	Asociacion de Desarrollo Palencia (PDA)	\$9,893.55	12/19/2014	9/25/2015
GUATE	300	Glasswing International-Fundacion Paiz	\$145,289.29	7/1/2014	3/31/2015
GUATE	140	Children International Guatemala Diner	\$85,184.00	12/1/2013	4/30/2015
GUATE	25	Grupo Ceiba	\$10,000.00	4/1/2013	3/31/2014
HO	100	FUNADEH	\$75,800.45	12/1/2013	8/31/2015
HO	100	CADERH	\$75,839.99	12/1/2013	8/31/2015
HO	100	Asociacion Libre Expresion (ALE)	\$37,902.00	12/1/2013	1/31/2015
HO	100	Centro Nacional de Educación para el Trabajo (CENET)	\$37,895.35	12/1/2013	1/31/2015
HO	100	Asociación Programa Amigos de los Niños/Children International	\$32,218.44	12/1/2013	7/31/2015
HO	100	Organización Estados Iberoamericanos (OEI)	\$37,900.00	12/1/2013	8/30/2015
HO	100	Asociación CESAL	\$18,950.00	12/1/2013	3/31/2015
HO	50	CADERH	\$12,929.50	5/1/2012	5/1/2012
HO	25	CADERH	\$9,535.00	2/1/2013	11/30/2013
HO	50	CENET	12,818.37	5/1/2012	1/31/2013
HO	75	CENET	\$28,786.33	1/1/2013	12/31/2013
HO	50	Asociación Programa Amigos de los Niños/Children International	\$19,052.96	1/1/2013	12/31/2013
HO	50	FUNADEH	\$12,500.00	5/1/2012	1/31/2013
HO	50	FUNADEH	\$18,950.04	2/1/2013	12/31/2013
HO	50	ALE	\$12,500.00	5/1/2012	1/31/2013
HO	75	ALE	\$35,492.00	12/1/2012	11/30/2013
HO	50	OEI	\$18,950.00	1/1/2013	12/31/2013
JA	75	Transforming Lives Centre and Outreach Will	\$30,100.45	12/1/2013	8/31/2015
JA	50	Oracabessa Foundation	\$17,500.00	12/1/2013	8/31/2015
JA	25	YFDN	\$9,787.27	12/1/2014	9/25/2015
JA	25	Rockfort Development Council	\$8,750.49	12/1/2013	2/28/2015

Country	# Youth	Organization	Total Contract Amount	Start Date	End Date
JA	25	Greater Brown's Town Community Development Benevolent Society	\$9,096.94	12/1/2013	2/28/2015
JA	25	Joy Town Community Development Foundation	\$8,764.84	12/1/2013	5/31/2015
JA	50	Community Training and Development Institute	\$17,488.00	12/1/2013	1/31/2015
JA	25	HWT	\$8,750.00	3/1/2013	10/31/2013
JA	30	Youth for Development Network (YfDN)	\$10,490.91	8/1/2013	3/31/2013
JA	50	BREDS	\$17,500.00	1/1/2011	8/31/2011
JA	35	HWT	\$12,250.00	6/1/2010	1/31/2011
JA	50	Jamaica Cricket Association (JCA)	\$17,500.00	6/1/2010	1/31/2011
JA	35	Kintyre/Hope Flats Benevolent Society	\$12,250.00	6/1/2010	1/31/2011
JA	15	Orcabessa	\$5,250.00	1/1/2011	8/31/2011
JA	22	Orcabessa Foundation	\$7,088.23	5/1/2012	12/31/2012
JA	25	Orcabessa Foundation	\$8,750.00	3/1/2013	11/30/2013
JA	50	Whole Life Sports and Violence Prevention Alliance	\$17,500.00	6/1/2010	6/30/2011
JA	26	Youth Enhancement Service	\$9,060.28	10/1/2012	8/31/2013
JA	25	St. James Football Association and Youth Enhancement Service	\$8,750.00	1/1/2011	8/31/2011
JA	30	Youth Opportunities Unlimited	\$10,500.00	6/1/2010	1/31/2011
SK	200	MOE	\$77,370.00	10/1/2013	9/10/2015
SK	120	MOE	\$43,361.80	10/1/2012	8/31/2013
SK	50	SKN Football Association	\$30,000.00	3/1/2010	12/31/2010
SK	50	Caribbean Healthy Lifestyle Program	\$30,000.00	3/1/2010	12/31/2010
SK	20	Community Achievers Project	\$12,000.00	3/1/2010	12/31/2010
SK	50	St. Kitts District Wesleyan Holiness Men	\$30,000.00	2/1/2011	9/30/2011
SK	25	SKN Football Association	\$21,000.00	3/1/2011	8/31/2011
SK	120	MOE	\$55,200.00	1/1/2012	8/31/2012
SUR	40	CURE	\$18,320.00	11/1/2014	9/25/2015
SUR	25	Stiching RUMAS	\$17,540.00	1/1/2014	2/27/2015
SUR	94	Stiching TANA	\$47,195.08	2/1/2014	6/30/2015
SUR	30	Pater Ahlbrinck Stiching	\$3,500.00	2/1/2014	6/30/2015
SUR	100	Women's Business Group	\$48,360.00	1/1/2014	9/25/2015
SUR	25	CURE (Paramaribo)	\$11,750.00	11/1/2013	9/25/2015
SUR	25	CURE (Stibula)	\$11,750.00	11/1/2013	9/25/2015
SUR	25	Mati Fu Tegu	\$11,400.00	11/1/2013	3/31/2015
SUR	30	Stg. Pas	\$22,059.00	2/1/2013	12/31/2013
SUR	25	TANA	\$12,500.00	2/1/2013	12/31/2013
SUR	25	RUMAS	\$20,540.00	1/1/2013	12/31/2013
SUR	25	VHB Foundation	\$12,661.00	1/1/2013	12/31/2013
SUR	25	WBG	\$11,000.00	12/1/2011	8/31/2012
SUR	25	Leticia Vriesde Sportpromotion	\$16,350.00	12/1/2011	8/31/2012
SUR	25	WBG	\$35,379.60	12/1/2012	11/30/2011
SVG	75	SVG Long Island Chapter	\$25,704.59	1/1/2014	10/31/2014
SVG	31	ACE	\$12,000.00	1/1/2013	8/31/2013
SVG	27	Green Hill Sports Club	\$10,000.00	1/1/2013	8/31/2013
SVG	25	Marion House	\$10,000.00	1/1/2013	8/31/2013
SVG	25	Marion House	\$11,250.00	4/1/2012	12/31/2012
SVG	25	Rose Hall	\$10,000.00	1/1/2013	8/31/2013
SVG	53	CASMAC	\$20,000.00	1/1/2013	8/31/2013
SVG	25	ACE	\$11,250.00	4/1/2012	12/31/2012
SVG	50	ACE	\$15,000.00	4/1/2010	9/30/2010
SVG	30	Marion House	\$18,000.00	3/1/2011	8/31/2011
SVG	50	Marion House	\$30,000.00	4/1/2010	9/30/2010
SVG	50	Liberty Lodge Boys Training Centre (LLBTC)	\$15,000.00	4/1/2010	9/30/2010
SVG	25	Liberty Lodge Boys Training Centre (LLBTC)	\$11,250.00	4/1/2012	12/31/2012
SVG	25	CASMAC/Tomorrow's Women and Men	\$12,000.00	4/1/2010	9/30/2010
SVG	25	Youth Affairs Department	\$11,250.00	4/1/2012	12/31/2012
SVG	50	Youth Affairs Department	\$30,000.00	4/1/2010	9/30/2010
SVG	25	ACE	\$15,000.00	2/1/2011	8/31/2011
SVG	20	Rose Hall/National Council of Women	\$9,000.00	4/1/2012	12/31/2012
SVG	25	CASMAC	\$11,250.00	4/1/2012	12/31/2012
	<b>5928</b>		<b>2,532,127.91</b>		

## 10. FUNDING THE ALLIANCE

In addition to training youth, local organizations enhance their ability to use sport as a tool for youth development, leverage local funding to sustain the program locally, and build strong relationships with the private and public sectors.

### *Overview of A Ganar Funding: Donor, Cash and In-Kind Contributions (specific to USAID A Ganar Countries)*

#### 440 USAID Match

	Type of Match	Dec-10	Dec-11	Dec-12	Dec-13	Dec-14	Jul-15	Total
1	Value of Volunteer Time							\$0.00
3	IO Counterpart *			\$2,077.00	\$210,684.00	\$258,089.00	\$29,757.00	\$500,607.00
4	Cash & in kind other				\$1,200.00		\$2,400.00	\$3,600.00
	<b>Total USAID Local Match</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,077.00</b>	<b>\$211,884.00</b>	<b>\$258,089.00</b>	<b>\$32,157.00</b>	<b>\$504,207.00</b>

Additional Match	Dec-10	Dec-11	Dec-12	Dec-13	Dec-14	Jul-15	Total
Value of Media	-	\$32,829.19	\$23,800	\$1,154,994.28	\$961,390.20	\$7,678.51	\$2,180,692.18*

\*Value of Media is determined by the Partners Communications department. This amount includes both local and global media

#### IO Counterpart \*

Country	Local In-Kind
Dominica	12,400
Dominican Republic	180,861
Guatemala	121,502
Honduras	172,111
Jamaica	13,733
St. Kitts and Nevis	0
St. Vincent and the Grenadines	0
Suriname	0
<b>TOTAL</b>	<b>500,607</b>

The USAID Match for the six years of the project is \$504, 207. Partners has reported higher amounts in previous years, but after on-site visits to implementing organizations in countries across the Alliance, we decided to be conservative with the reported amount for match. While we believe that local organizations contributed additional match, this method ensures that all reported match has quality supporting documentation behind it.

*Local Leveraged in 2015*

	Leverage	Dec-10	Dec-11	Dec-12	Dec-13	Dec-14	Jul-15	Total
1	Total MIF Cash	\$609,861.00	\$669,861.00	\$619,565.65	\$852,847.00			\$2,752,134.65
2	Other Donors	\$789,172.00	\$1,443,456.00	\$763,292.59	\$59,174.00	\$883,333	\$1,315,952	\$5,254,379.59
	<b>Total Leverage</b>	<b>\$1,399,033.00</b>	<b>\$2,113,317.00</b>	<b>\$1,382,858.24</b>	<b>\$912,021.00</b>	<b>\$883,333</b>	<b>\$1,315,952</b>	<b>\$8,006,514.24</b>

The Leverage in line 1 corresponds to the A Ganar program financed by MIF between 2010 and 2013. This leverage was carried out in Colombia, Ecuador, Haiti, Mexico, Uruguay, Dominican Republic and Jamaica.

The Leverage in line 2, for the years 2010, 2011, 2012 and 2013, corresponds to donations received by different actors in the third sector, private businesses, public agencies and international star athletes from Colombia, Ecuador, Haiti, Mexico, Uruguay, Dominican Republic and Jamaica. Examples of these donors are Microsoft, Citibank, Coca Cola, Slim Foundation, Clinton Foundation, *Ministerio de Turismo y Deporte de Uruguay*, the Canadian government, *Universidad Quevedo* and Secap. For the years 2014 and 2015, leverage includes contracts and agreements signed with Kosmos (\$80,000); UWI in Trinidad and Tobago (\$53,333); Ministry of Education in Barbados (\$1,762,554); CAF (\$141,398); and a study from Glideslope (\$162,000).

# 11. NEXT STEPS

Partners of the Americas will build on the success of the USAID A Ganar program to expand its impact across Latin America and the Caribbean. We will focus on the following in the upcoming months:

## **Continue Ongoing Programming**

- Partners will continue to support and run programs in the following locations:
  - *Bolivia*: Funded by the Development Bank of Latin America (CAF) and the US Embassy in Bolivia, A Ganar is running an all-female Vencedoras program through 2017.
  - *Barbados*: USAID recently committed additional funds to this program, which was originally funded through a partnership between the Inter-American Development Bank (IDB) and the Ministry of Education, Science, and Technology of Barbados (METI). Implemented in the school system, it is scheduled to run through 2017.
  - *Ecuador and Panama*: A Ganar is a component of Partners of the Americas' Educafuturo Combatting Child Labor program, funded through the Department of Labor and running through 2016. This work has fostered program adaptations, as implementation targets younger youth in rural environments.
  - *Trinidad*: The University of the West Indies (UWI) is funding a program that will run into 2016.
- Partners will continue to engage in sustainability conversations with all USAID countries and support creative ideas from previous implementing partners.
- In Jamaica, licensing agreements are in place with three strong past implementers (Transforming Lives Training and Outreach Centre, Youth-for-Development Network, and the Oracabessa Foundation), who will continue to implement the A Ganar methodology in coordination with their youth programs.
- Partners will continue to support the ongoing impact evaluation in Honduras and Guatemala.

## **Expand Reach**

- In October 2015, A Ganar won Beyond Sport's Barclays Sport for Employability Award. Partners will use this moment to recognize the hard work of our teams in each country, as well as using this platform and opportunity to apply for additional support to continue our successful work in sport for development.
- A Ganar has a strong regional network of key program staff who were funded directly by this grant. We will seek to realign staff, finding alternative ways to engage them in other proposals or ideas.
- New initiatives will launch in Brazil and Argentina in the upcoming year.

## **Improve and Innovate**

- The A Ganar Phase 1 curriculum is highly adaptable and effective. Based on feedback from stakeholders, Partners is exploring ways to tailor the program to work with additional target populations, such as younger in-school youth. Partners is currently waiting for feedback on concept papers exploring these innovations and will continue to seek opportunities to apply the methodology in new settings.
- In August 2015, Partners completed a revision of our materials, incorporating years of comments from our staff who use the tool, as well as additional activities and aesthetic improvements. A Spanish translation of these documents will be completed by December 2015, ensuring that all new programs have the most enhanced version of this manual. A Ganar will continue to advance our program methodology and curriculum based on feedback on these new materials.
- Partners will continue to improve our M&E systems. A Ganar is currently revamping its tracking sheets, baseline and endline surveys, as well as creating new systems to track and store this data. Our use of Salesforce has been helpful, but we hope to continue to engage with the sport for



development community on best practices for M&E that are closely tied to the needs and realities of our implementers.

- A Ganar has been a frequent contributor at sport for development and workforce development forums and events. As a leader in the sport for development field, we will continue to present the programs and lessons learned at major events such as the Global Youth Opportunities Forum, UNESCO Olympism for Humanity, Discoverfootball, Beyond Sport symposiums, and others to be determined.



*Guatemala Youth, 2015*

## 12. ANNEXES

ANNEX A: Performance Monitoring Plan

ANNEX B: A Ganar Tips Documents

ANNEX C: Qualitative Evaluation Excerpt

ANNEX D: Communications

# ANNEX A: PERFORMANCE MONITORING PLAN (PMP)

## Monitoring and Evaluation Plan: The A Ganar Alliance

### Background

The *A Ganar Alliance* is an expansion of the successful *A Ganar (Vencer* in Brazil) program that uses soccer and other team sports as a tool for social and economic development for youth. From 2005-2009, *A Ganar* trained over 3,600 youth in Brazil, Uruguay, and Ecuador with funds from the IDB/MIF and the Nike Foundation. In the fall of 2009, USAID granted \$1.4 million for expansion of the program to train 1,450 youth in four countries in the Caribbean. The USAID grant not only expanded the program to more countries but also supported expansion to a new sport—baseball—and the translation of the curriculum to English. In 2011, USAID amended the cooperative agreement to include four more countries with the goal of registering at least 5,960 high risk youth.

### Project Description

Using sport as a tool for training and motivating youth, the A Ganar Alliance teaches basic employability skills like teamwork, discipline, communication, respect, continual self-improvement, and “focus on results” to at-risk and economically disadvantaged youth between the ages of 16 and 24 years old. It provides youth with demand-driven vocational training, entrepreneurial training, an internship (or other supervised practical experience) and supports their follow-up efforts to assure they have the best opportunities for gaining employment, starting a business or returning to the educational system. The overall A Ganar Alliance goal is to improve the economic situation of at-risk youth in participating countries.

Partners of the Americas Inc. (Partners) is the implementing organization and recipient of USAID funding and houses the Project Coordination Unit (PCU). The **Project Director** leads the PCU and serve as the main liaison between local and international collaborators. Moreover, the Project Director leads the sponsorship fundraising program, quality assurance of program implementation, and supervision of the rest of the PCU members. The Finance and Compliance Director manages the program budget and financial matters and assures that program is compliant with donor and organizational administrative and financial compliance requirements.

The beneficiaries of the program are at-risk youth, ages 16-24 from Dominica, Dominican Republic, Guatemala, Honduras, Jamaica, St. Kitts and Nevis, St. Vincent and the Grenadines, and Suriname. The A Ganar Alliance aims to attract 50% males and 50% females through co-ed groups or all-male or all-female groups in special circumstances when the co-ed groups are not able to reach gender targets.

“At-risk” youth are defined as those who come from low economic backgrounds or marginalized neighborhoods, are part of a minority population, are at risk of dropping out, are already out of school, or have not previously had the opportunity to become productive members of society. In some countries, determined in consultation with USAID, A Ganar focuses exclusively on out-of-school youth, i.e., dropouts and youth who have completed secondary school but have not entered the labor force or a university. Although all youth are at risk of the temptation of drugs/violence/crime/sexual activity/illicit activities, the A Ganar Alliance targets those youth that have less access to social capital and resources and bases its selection on need, motivation and interest in the available technical training focus.

Indirect beneficiaries include the communities and families of the youth, local businesses and companies, local educational institutions, individuals trained as facilitators, private sector mentors, beneficiaries of the service learning projects, and other organizations that participate in A Ganar events and programs.

The A Ganar Alliance uses a combination of electronic tracking sheets and a cloud-based software (Salesforce) to collect data about its activities in all of the implementing countries. Primary data collection is done by implementing organizations (IOs) and reported to Partners at the end of each Phase. Partners manages the database and produces regular reports both for IOs and funding organizations.

### **Overall Program Goal:**

At least 5,960 at-risk youth will participate in the A Ganar program. Of those who participate, at least 75% or 4,470 at-risk youth ages 16-24 from the targeted countries will complete all phases of technical and employability skills training. After graduation, at least 3,129 youth (approximately 70% of participants that complete all phases of training or 52% of all registered program participants), will gain employment, start their own business, or return to formal education. This does not include youth dropping out of the program before completion of all three phases to engage in positive activity.

These targets mirror the USAID Performance Plan and Result (PPR) indicators, which track:

- 1) The number of persons completing USG-funded workforce development programs
- 2) The number of persons receiving new employment or better employment (including self-employment) as a result of participation in USG-funded workforce development programs
- 3) The number of people transitioning to further education and training as a result of participation in USG-funded workforce development programs

To accomplish these goals, Partners has developed two Intermediary Results:

- **Intermediary Result 1: Successful At-Risk Youth Development**
- **Intermediary Result 2: Donor and Stakeholder Mobilization**

The full results framework, the detailed PPR indicators, and their connections, can be found in Annexes A and B.

### **Overall M&E Strategy**

Partners has developed a regional M&E plan, a system for collection and reporting key data stemming from lessons learned in previous programs and adapted from the comprehensive *Vencedoras*<sup>1</sup> M&E plan. Experience from implementing in Brazil, in particular on data collection methods, is being utilized as the base model and to shape activities for better outcomes. One important component borrowed from the *Vencedoras* M&E plan is the baseline and end line surveys, which have been developed through the heavy investment from the Nike Foundation. The original surveys were extensive and specifically developed for an all-girls group; Partners has generalized and streamlined them to be utilized throughout the A Ganar Alliance. An important element of the M&E strategy is to build local M&E capacity and train local staff to properly use tools that Partners developed for the A Ganar Alliance.

### **M&E Staffing Responsibilities**

In each country, staff time must be dedicated to collecting and reporting on monitoring data. IO staff, with the support of the Country Coordinating Organization (CCO) staff, monitor the youth and, if applicable, administer the baseline and end line surveys. The data collected is compiled by the CCO and reported to the Partners staff. At program inception in each country, the baseline survey template is discussed with the CCO to ensure cultural sensitivity and accuracy and is adjusted accordingly to meet the country needs.

---

<sup>1</sup> *Vencedoras* is the girl-focused version of A Ganar implemented in Brazil with the support of the Nike Foundation/Girl Effect. <sup>1</sup>.

Each CCO hires or designates a Follow-On Coordinator (FOC) responsible for organizing and leading follow-on activities. The FOC will be required to make quarterly calls, send e-mails, text messages or other forms of contact with all A Ganar graduates. Responses to those contacts will be the responsibility of the individual youth but Partners monitors the benefits and effectiveness of the methods used.

The FOC develops group and individual activities and services to be provided to A Ganar graduates. Emphasis is placed on helping youth make the challenging transition from training participation to post interview, from interview to employment, and from employment to success on the job. Youth are encouraged to participate in quarterly meetings where they can discuss their successes and challenges, gain support from other graduates, listen to expert guest speakers and learn new information such as job and educational opportunities, interview techniques, etc.

## Methods for Data Collection

**1) Tracking Sheets:** Tracking sheets are an important method of communication between the CCOs, IOs, and Partners, and are the core tool used to report the data collected. Examples are included with the PMP.

- **Student Tracking Sheet:** The first section is completed by the IOs during each cycle of training to capture progress in each of the three phases, progress on the six core competencies, service learning data, and graduation success. It also includes:
  - *Facilitator & Mentors Tracking Information:* provides a list of names and contact information for facilitators and mentors to report the number and variety of facilitators.
  - *Phase Information:* provides a list of start and end dates for each phase.
  - *Internship Site Information:* identifies local organizations that are hosting youth participants during Phase 3.
- **Alumni Tracking Sheet:** The second section of the student tracking sheet, this is completed by the FOC to capture alumni association participation and success after the program. This sheet will be shared with Partners immediately post-graduation and nine months after graduation, although FOCs are also encouraged to track and report on alumni intermediately at three and six months.
- **Counterpart Tracking Sheet:** tracks cash and/or in-kind resources contributed by the IOs to ensure that each IO is fulfilling its counterpart requirement and also allows Partners to analyze capacity strength and IOs' resources availability for A Ganar program implementation. This sheet is completed by each IO and CCO, and submitted to Partners quarterly.

**2) Monitoring and Interim Reports:** careful monitoring of project performance during implementation provides project management with needed information on its efficiency and effectiveness in using resources. Monitoring is led by the CCO but is also supported by IO staff. The monitoring assures project activities are carried out as planned, target the intended groups and achieve the outputs desired:

- Youth are monitored by facilitators at the end of each training phase: employability skills, vocational/technical skills, and internship. IOs are responsible for monitoring and reporting youth's attendance, mastery of vocational skills, and progress towards the six employability skills. This information is provided to Partners on at the end of each phase. In addition, CCOs monitor youth-mentor relationship (by training institution) and youth involvement in the Alumni Association after graduation.
- Facilitators are monitored and supported by the CCO. In addition, both mentors and facilitators are periodically interviewed in small focused groups to obtain qualitative information regarding problems identified, approaches used, and suggestions on the A Ganar model.

- Organizations hosting interns are monitored by IOs or CCO staff while they have *A Ganar* participants to assure the quality of the experience and relevance to the training through a site visit.

**Note:** Program drop-outs are reported based on the reason why they left the program, to distinguish between positive drop-outs (youth dropping out due to employment, educational opportunities, migration, or a family emergency) versus youth who drop out due to dissatisfaction with the program. Partners will work with CCOs and IOs to ensure proper documentation on each dropout.

In addition to these, the CCO will hold quarterly meetings with the implementers to monitor and evaluate performance, identify emerging trends, results and good practices, and fine-tune project design as needed.

**3) Baseline/Endline Data Surveys:** In selected countries, the surveys are conducted during one-on-one interviews with each participant at the time of registration, upon graduation, and, if possible, nine months after graduation. These surveys help evaluate the changes each individual youth experiences during the time of program participation. Due to their extensive nature and varying cultural concerns about the content of the surveys, they are not administered to all youth.

#### Baseline

- Survey with universal questions for all *A Ganar* Alliance countries and questions tailored to each specific country
- Administered to selected *A Ganar* youth prior to their first training activity
- The baseline survey helps provide a snapshot or profile of the youth in the program, in much greater detail than registration forms
- Data obtained through baseline survey includes name, age, ethnicity, religion, education, family structure, children, family connection, living situation, work, jobs, career interests, financial matters, borrowing habits, social integration and solidarity

End line within a month following completion of all three Phases

- Survey administered to all *A Ganar* youth at the end of their training activities, around the time of graduation

**Note:** The ongoing impact evaluation in Guatemala and Honduras has specific baseline and end line data collection procedures. For this reason, these countries do not use the *A Ganar* Alliance baseline and end line surveys.

#### Data Analysis and Verification

IOs and CCOs collect implementation data and analyze the tracking sheets after each training phase. Data verification happens on two levels: in-country and at the headquarters level. Country coordinators monitor youth attendance through periodic visits to implementing organizations, in addition to reviewing each tracking sheet for consistency before submitting to the Partners Regional Coordinators. The M&E Coordinator and Regional Coordinators are responsible for data verification for quality and overall consistency. Before the tracking sheet is uploaded, it is checked for omissions and errors, as well as cross-referenced with the narrative reports and previous tracking sheets.

Once the information from all IOs is updated, the headquarters-designated M&E team members analyze information by country, IOs and individual phases and produce reports that are shared with implementers as well as donors. Data can also be evaluated and/or analyzed more frequently at the request of the CCO or IO, if the monitoring results demonstrate the need for modification or readjustment of the model.

The analysis of information reported becomes part of a feedback loop that helps us see when program participants drop out and why, which of our goals are on target and which are lagging, and in which areas we need to dedicate more resources or make adjustments.

## A GANAR RESULTS FRAMEWORK

The main goal of the A Ganar program is to help at-risk youth gain formal employment, start their own business, or return to the formal education system. A Ganar treats each of these three activities as equally successful in promoting positive youth development. The specific goal for the USAID-funded portion of the A Ganar Alliance is that at least 5,960 at-risk youth will participate in the A Ganar program. Of those who participate, at least 75% or 4,470 at-risk youth ages 16-24 from the targeted countries will complete all phases of technical and employability skills training. After graduation, at least 3,129 (52% of registered or 70% of graduated) youth will gain employment/start their own business or return to formal education. Of those 3,129, it is expected that approximately 65% find employment or start a business and that 35% will return to school or continue their education in some way.

### Targets by country:

	<b>Expected # of Youth Registered*</b>	<b>Projected # of Youth to Complete Training</b>	<b>Projected # of Youth Jobs, School, Business</b>
<i>% of start #</i>	<i>100%</i>	<i>75%</i>	<i>52%</i>
<b>Dominica</b>	330	247	172
<b>Dominican Republic</b>	1050	787	551
<b>Guatemala</b>	800	600	420
<b>Honduras</b>	1250	938	657
<b>Jamaica</b>	710	533	373
<b>St. Kitts &amp; Nevis</b>	650	488	342
<b>St. Vincent &amp; the G</b>	650	487	341
<b>Suriname</b>	520	390	273
<b>Totals</b>	<b>5,960</b>	<b>4,470</b>	<b>3,129</b>

\*Individual countries target numbers are subject to slight adjustments depending on the sub-grant terms. The numbers reflected in this chart indicate adjusted numbers from the original target established at the time of the grant approval.

The achievement of two intermediate results (IRs) will lead to the larger program goal of improving youth economic opportunities while developing the local organizations' capacity to continue to implement similar youth activities. The first IR focuses on the development of youth via training, and the second IR centers its attention on local donors and stakeholder mobilization. Each IR is defined below, followed by a list of proposed outcome and output indicators as defined in the PMP.

### **Intermediary Result 1: Successful at-risk youth development (employability and technical skills)**

#### **1.1 Number of youth trained in employability skills (Phase 1)**

At least 5,960 youth start A Ganar Phase 1 training, a specific course devoted to transferring sports skills to employability skills that is typically 80-100 hours long. Our target is that 5,066 (or 85%) of youth starting Phase 1 training complete it. The number of youth trained in Phase 1 is recorded by the IOs in the "Student Tracking Sheet" and reported to Partners after completion of the Phase. Partners reports achievement of this IR on a quarterly progress report and in the annual program report.

#### **1.2 Number of youth trained in technical skills/entrepreneurship (Phase 2)**

Target for this IR is 4,768 (or 80%) of the youth that start the A Ganar program. Phase 2 of A Ganar training is market-driven vocational technical training or entrepreneurial training, depending on the needs and resources of the specific country. The number of hours of technical training varies upon the complexity of the training skill but typically consists of 150 hours. The number of youth who are



trained in Phase 2 is recorded by the IOs in the “Student Tracking Sheet” and reported to Partners after completion of the Phase. Partners will give a quarterly progress report and annual summary.

### **1.3 Number of youth who graduate from the A Ganar program**

The target is at least 5,960 youth start A Ganar training and 75% of that number, or 4,470 youth, complete all phases of training. Number of youth who graduate from the program is recorded by the IOs in the “Student Tracking Sheet” and reported to Partners after completion of Phase 3.

### **1.4 Number of positively engaged youth**

Measured by the number of graduates (youth that completed phases 1 through 3) and improve their personal development by achieving new employment, starting their own business or transitioning to further education or training. A Ganar does not prioritize one outcome over another, but encourages the youth to follow the best path for their individual skills and interests. This is a “composite” indicator with two sub-indicators that roll-up to provide the total number measured. The goal is that 70% (3,129) of the youth that graduate from the program, or approximately 52% of the youth that registered for the program, are positively engaged.<sup>2</sup> This indicator does not include “positive drop-outs” which are youth participants dropping out of the program to engage in positive activity prior to completing all three phases of the program.

**1.4.1 Number of graduates gaining employment or starting their own business.** The target is that 2,034 youth (65% of all those youth who achieve “positive engagement”) gain employment or start their own business within 9 months of completing Phase 3 of A Ganar. This represents 34% of all youth who begin the A Ganar program. The information is obtained through two measurements. The first is conducted in the weeks immediately following the conclusion of training and a second measurement is taken 9 months after the end of Phase 3. If a youth is employed or has started their own business both immediately following the program and at 9 months, they will only be counted as positively engaged once. Measurements are taken by the FOC and reported in the Alumni Tracking Sheet. CCOs report quarterly, and Partners reports in quarterly and annual program reports.

### **1.4.2 Number of graduates transitioning to further education and training**

The target is 1,095 youth (35% of all those youth who achieve “positive engagement”) transition to further education and training within 9 months after completing Phase 3. This represents 18% of all youth who begin the A Ganar program. The information is obtained through two measurements. The first is conducted in the weeks immediately following the conclusion of training. A second measurement is taken 9 months after the end of Phase 3. If a youth is furthering their education both immediately after the program and at 9 months, they will only be counted as positively engaged once. Measurements are taken by the FOC and reported in the Alumni Tracking Sheet. CCOs report quarterly, and Partners reports in quarterly and annual program reports.

## **Intermediary Result 2: Donor and stakeholder mobilization**

One of the greatest assets of A Ganar Alliance is the network of organizations that are involved and support it. These organizations will eventually sustain the continuation of A Ganar implementation. The indicators address the critical elements of building the network.

### **2.1 Number of organizations implementing A Ganar**

Local organizations that receive the A Ganar methodology training and are fully certified in the curriculum are considered eligible to apply as implementing partners. The target is 60 fully trained

---

<sup>2</sup> If a youth is both in school and in the workforce during the time the indicator is being measured, they will be counted as only having entered the workforce.

and certified organizations implementing the A Ganar Alliance programs for at-risk youth. This information is tracked through the tracking sheets that they submit over the course of implementation.

## **2.2 Number of country-based collaborators.**

This indicator measures the number of organizations that collaborate with program implementation through in-kind or financial support, providing internship opportunities to A Ganar program participants, supporting training activities, providing guidance and information to determine where job opportunities exist, what specific skills-sets businesses are looking for in their work force, how businesses are willing to support training, etc. This is a “composite” indicator with two sub-indicators that roll-up to provide the total number measured. The target is a total of 1,000 collaborators and the CCOs and IOs are primarily responsible for developing these partnerships.

### **2.2.1 Number of organizations hosting interns**

The goal is that 800 organizations (private sector large and small-business, public agencies, not-for profits) host A Ganar participants during their Phase 3 internships. This indicator reflects the ability of A Ganar Alliance to obtain opportunities for its students to realize the required internship while also reflecting the trust and confidence local organizations have in locally implemented A Ganar youth training programs. The internship site information is recorded in the Students Tracking Sheet by the IOs, consolidated by CCOs, and submitted to Partners on a quarterly basis. Partners will report this indicator in quarterly progress report and annual program reports.

### **2.2.2 Number of collaborating organizations providing cash or in-kind support**

Country-based collaborators are true stakeholders of the A Ganar Alliance and of upmost importance because they help to establish credibility, sustainability, aid market research to ensure that training is market-driven, and can provide local match and donations. The target is 200 collaborating organizations providing cash or in-kind support. Collaborators are recorded by the IOs and CCOs on the Counterpart Tracking Sheet to keep track of the individual stakeholders and different type of resources provided.

## **2.3 Value of resources leveraged**

Partners will seek additional cash and in-kind resources from different sources in each country. Examples of private sector support can include sponsoring events, providing cash to pay for training activities, providing food for youth, donating t-shirts, providing free printing, donating bus fares for youth. Value is recorded by the IOs on the “Counterpart Tracking Sheet” to keep track of the contributions. As of FY15, Partners is piloting a new “Partnership Tracking Sheet” to more effectively connect this data with indicator 2.2. The target leveraged amount is \$7,869,484 as established in Cooperative Agreement Modification No. 1 dated July 27, 2011.

## ANNEX A: RESULTS FRAMEWORK

Ind #	Performance Indicators	Indicator definition and unit of measurement	Data source	Method data collection	Target	Actual
<b>Ultimate Program Objective</b>						
	Number of "successful" graduates	An aggregation of the three major indicators of the program's success: work, school, or own business. This will be reported both as an absolute number and a percentage of program graduates.	Partners	Aggregated by POA from CCO's reports of three indicators: number of graduates that return to school, number of graduates that obtain formal employment/better employment, number of graduates that start their own business (measured 9 months after graduation from program).	3,129	2,881
<b>Intermediate Result 1: Youth Success</b>						
1.1	Number of youth trained in employability skills	Measured by the number of youth who successfully complete Phase 1: From Sports Skills to Employability Skills. Disaggregated by country and gender. This will be reported both as an absolute number and a percentage of program participants.	CCO	Recorded on Student Tracking Sheet by IO at the end of Phase 1 and reported to CCO/POA	5,066	5,384
1.2	Number of youth trained in technical/entrepreneurship skills	Measured by number of youth who successfully complete the full Phase 2: Market-driven Vocational Technical Skills. Disaggregated by country and gender. This will be reported both as an absolute number and a percentage of program participants.	CCO	Recorded on Student Tracking Sheet by IO at the end of Phase 2 and reported to CCO/POA	4,768	4,745
1.3	Number of youth who graduate from the program	Measured by youth that complete all A Ganar components ( <b>NOT</b> including the service learning). This will be reported both as an absolute number and a percentage of program participants	CCO	Recorded on Student Tracking Sheet by IO at the end of Phase 3 and reported to CCO/POA	4,470	4,313
1.4	Number of positively engaged youth	Number of graduates (youth that completed phases 1 through 3) that gain employment, start a business or transition to further education or training. Disaggregated by country and gender.	CCO	This is the sum of IR 1.4.1 and 1.4.2	3,129	2,881
1.4.1	Number of graduates gaining employment or starting their own business	Number of youth gaining employment or starting their own business within 9 months of completing Phase 3 of A Ganar. If a youth is employed or has started their own business both immediately following the program and at 9 months, they will only be counted as positively engaged once. Disaggregated by country and gender.	CCO	Measured immediately after and 9 months after the end of Phase 3 training by the FOC and noted in the Student Tracking Sheet; reported to CCO/POA quarterly.	2,034	1,922
1.4.2	Number of graduates transitioning to further education and training	Number of youth transitioning to further education and training within 9 months of completing Phase 3 of A Ganar. If a youth is furthering their education both immediately after the program and at 9 months, they will only be counted as positively engaged once. Disaggregated by country and gender.	CCO	Measured immediately after and 9 months after the end of Phase 3 training by the FOC and noted in the Student Tracking Sheet; reported to CCO/POA quarterly.	1,095	959
<b>Intermediate Result 2: Donor and Stakeholder Mobilization</b>						
2.1	Number of NGOs implementing A Ganar activities	Number of implementing partners that complete the full A Ganar training and implement training.	CCO	Recorded in Stakeholder Tracking Sheet quarterly by CCO and reported to POA	60	61
2.2	Number of country-based collaborators	Number of organizations that collaborate with program implementation through in-kind or financial support, hosting internships, supporting training activities, etc. , tracked by local CCOs, disaggregated by country and partner type.	CCO	Recorded in Stakeholder Tracking Sheet quarterly by CCO and reported to POA	1,000	1,057
2.2.1	Number of organizations hosting interns	Number of private organizations that host A Ganar participants during their Phase 3 internships.	CCO	Recorded in Student Tracking Sheet quarterly by CCO and reported to POA	800	1,057
2.2.2	Number of collaborating organizations	Number of organizations that collaborate with program implementation through in-kind or financial support, supporting training activities, etc. , tracked by local CCOs, disaggregated by country and partner type. (other than organizations hosting interns)	CCO	Recorded in Stakeholder Tracking Sheet quarterly by CCO and reported to POA	200	-
2.3	Value of resources leveraged (match or cost-share)	Monetary value, tracked by local CCOs, disaggregated by country and partner type (sub-national governments, bi- or multi-lateral donors, private sector, NGOs).	CCO	Recorded in Stakeholder Tracking Sheet quarterly by CCO and reported to POA	\$ 7,869,484	\$ 8,006,514
<p>* POA = Partners of the Americas (Implementing Organization)            * CCO = Country Coordinating Organization (Local)            * FOC = Follow-On Coordinator (Local)</p>						

## ANNEX B: USAID A GANAR PPR FY14 INDICATORS

Custom; Formerly 4.6.3	Number of persons completing USG-funded workforce development programs				
	FY14 Target	FY14 Result	FY15 Target	FY16 Target	FY17 Target
	1300	1137	1454	n/a	n/a
Male	650	567	727		
Female	650	570	727		

Matching Results Framework Indicator: *1.3 Number of youth who graduate from the program*

Note: *IRs 1.1 and 1.2 measure progress towards this goal by tracking youth who complete Phases 1 and 2*

4.6.3-2 Standard Indicator	Number of persons receiving new employment or better employment (including self-employment) as a result of participation in YSG-funded workforce development programs				
	FY14 Target	FY14 Result	FY15 Target	FY16 Target	FY17 Target
	522	609	714	n/a	n/a
Male	261	312	357		
Female	261	297	357		

Matching Results Framework Indicator: *1.4.1 Number of graduates gaining employment or starting their own business*

Custom	Number of people transitioning to further education and training as a result of participation in USG funded workforce development programs				
	FY14 Target	FY14 Result	FY15 Target	FY16 Target	FY17 Target
	281	342	394	n/a	n/a
Male	191	114	197		
Female	90	198	197		

Matching Results Framework Indicator: *1.4.2 Number of graduates transitioning to further education or training*



# Lessons from A GANAR

1

using sport for  
workforce development



Since 2005, over 14,000 youth have participated in the A Ganar, youth workforce development, program. [www.aganar.org](http://www.aganar.org) A Ganar uses a sport-based methodology to help at-risk youth learn and develop life and employability skills such as teamwork, communication, discipline and a focus on results. Both field and classroom activities use sport as the catalyst for learning and practicing employment skills. Following are some lessons learned from these experiences:



## 1. CREATE A SAFE (PHYSICAL, EMOTIONAL, SOCIAL) ENVIRONMENT WHERE ALL PARTICIPANTS CAN LEARN.

With sport-based activities this means that the area is free from gang or other types of physical interference. It means making sure that girls and boys are treated equally and respectfully. It also means helping youth establish fair boundaries for criticism and dealing with conflicts. These lessons are vital to the workplace and help youth learn to respect all members of a team and how to deal with conflict in professional and productive ways. Conflicts happen – it is how we deal with them that make us successful.

Goal!!!!



## 2. CELEBRATE ALL CONTRIBUTIONS TO A GOAL, NOT JUST THE GOAL-SCORER.

In soccer, most goals are the result of several players contributing in different ways – from the defender who forces a bad pass, to the player who hustles to complete a less-than-perfect pass, to the person who makes an assist, to the person who scores a goal. The same lessons apply in any team effort in the workplace. Many youth come into a program with low self-esteem and perhaps never having been told that they did something correctly. Use the little things in sport to encourage good behaviors. Help youth build beliefs in their own and in others' abilities. And make sure that team members are recognized when the team finds success.



## 3. STRESS YOUR PARTICIPANTS THE REAL PURPOSE OF THE ACTIVITY OVER SHOWING OFF ONE'S ATHLETIC ABILITY.

In every activity you will have youth who are great athletes and youth who are novices. In workforce development the purpose of the activity is to learn a skill that translates to the workplace, not the soccer field. You may need to remind the more aggressive youth that this is not a World Cup tryout but instead, a job training program. And you might need to encourage and remind the less "sport-talented" youth that the purpose of the activity is to learn a job skill and that he/she will be "judged" on effort and application of the job skill, not on athletic skill.

A GANAR





#### **4. remind coaches-facilitators that the purpose of the activity is to learn a job skill, not to develop the best team possible.**

When using sport for workforce development, coaches/facilitators should remember that the purpose of each session is to learn a job related skill. Sometimes, coaches/facilitators can get caught up in the sport part of the activity and fail to make the transition from sport-based lesson to job-applicable lesson. Competition on the field is good and everyone should try to do their best but the real “winners” are those youth who are testing new skills, working as part of a team, communicating well, showing discipline and respect, regardless of the game’s outcome.



#### **5. remember that youth relationships and conflicts may play-out on field.**

When youth go to the field of play, they likely bring with them the relationships and emotions from their lives outside of the program dynamics. Be aware that there may be existing conflicts, jealousies, or other relationships that impact your activity. Going back to lesson #1, create a safe space for those conflicts to work themselves out, or at least for youth to see their relationships differently. If they can learn to play together, they can learn to work together.



#### **6. you can change the rules to emphasize your point or learning objective.**

Sport-based development activities do not need to be based on the FIFA Laws of the Game or other rulebook guiding the activities. In order to emphasize a particular skill or lesson, or to ensure the participation of certain individuals within an activity, the facilitator should be free to change the basic rules of a game. Explain to the participants what the rule changes are and in the facilitation explain why the rule was changed. This may even help you replicate real-life situations to make the lesson more applicable and transferable.



#### **7. build on the youth-to-youth and the youth-to-facilitator relationships that develop in sport.**

One of the most important consequences of A Ganar training is that youth learn to better communicate with each other and they learn to better communicate with their facilitators and other adults. Make sure that your sport-based activity encourages positive interaction between youth and with facilitators. Likewise, facilitators should focus on building positive/trusting relationships with youth to be effective mentors and guides.



#### **8. have fun. show your passion.**

Sport-based training should be fun. As a facilitator, make your sessions fun so that you connect with everyone in the group. Show your passion for the activity and help youth feel or develop a passion for learning. Discuss how they can translate the passion for learning for a passion for doing a job well. In sport, it is easy to develop a passion for improving, for achieving a goal. Help youth see the correlation between the two so that they can apply this passion in the workplace.

This “Tips” document was developed by Partners of the Americas based on experiences gained through the A Ganar youth workforce development program. A Ganar has been developed and expanded with support from the Inter-American Development Bank, USAID, the Nike Foundation, the US Department of Labor, PepsiCo, Coca-Cola, One World Futbol, Glideslope, Microsoft, the Clinton Giustra Partnership Enterprise, the Carlos Slim Foundation, FIFA, the Fetzer Institute, Kosmos Energy and others. The suggestions provided in this document are provided by Partners solely and do not necessarily represent official policies of the donor organizations.



**PARTNERS of the AMERICAS**

Connect • Serve • Change Lives





# Lessons from A GANAR

# 2

working in violent  
communities



Since 2005, over 14,000 youth from eighteen Latin American and Caribbean countries have participated in the A Ganar, youth-workforce-development, program. [www.aganar.org](http://www.aganar.org) A Ganar uses a sport-based methodology to help at-risk youth learn and develop life and employability skills such as teamwork, communication, discipline and a focus on results and is implemented in some of the most dangerous communities in the hemisphere. Following are some lessons gained through these experiences.



## 1. CREATE A SAFE, NEUTRAL ENVIRONMENT WHERE ALL PARTICIPANTS CAN LEARN.

Make sure that girls and boys are treated equally and respectfully. Help youth establish fair boundaries for criticism and dealing with conflicts. Remember that outside issues and conflicts may manifest themselves within your program. Consider creating a neutral zone and seek to control the periphery so that others cannot interfere with your activities. When youth enter the neutral zone they should set aside the symbols and identities that divide them and instead focus on proper behavior and the things that bring them together. Throughout, give youth the opportunity to get to know each other and recognize each other as equals. If at all possible, do not mix youth from different gang controlled areas.



## 2. HIRE, TRAIN AND EMPOWER LOCAL STAFF.

Local staff know their communities and the many intricate challenges that youth face there. They know when to be flexible and when to be stern. They know the stories behind the conflicts and can advise program leaders when changes need to be made in order to protect the safety of the participants and staff. When local staff recommends making changes due to safety concerns, listen to them. They know what is going on and it is their lives that are at stake each day working in these environments.



## 3. ENGAGE LOCAL LEADERS WHEN YOU ENTER A NEW COMMUNITY AND TO MITIGATE CONFLICTS.

Related to #2, local clergy, teachers, informal leaders, and even former gang members know what is going on in their communities and know what it takes to successfully operate there. Those same leaders can communicate to the different parties who you, what your purpose is there, and can help you resolve issues.



**4. SEEK OUTSIDE SUPPORT AS NEEDED.** Working in a violent community is complex and dangerous. Staff should not feel that they are all alone, nor should they feel that they must have all the answers to problems they face. Consult with experts, take measured approaches and remind staff and participants that they are supported.

A GANAR





## 5. CAREFULLY SELECT YOUR PROGRAM PARTICIPANTS AND CHOOSE YOUTH WHO ARE LEARNING READY.

In development programs, we often want to help those who need us the most. Unfortunately, some of those youth may be too closely linked to gangs or other criminal activities, or they may not have a positive attitude about your program. Especially in high-violence areas, it is important to select youth who are ready to abide by the rules of the program and are able to participate without bringing in interference from gangs or other outsiders, regardless of the game's outcome.

## SERVICE



**6. EMPHASIZE SERVICE LEARNING:** Service becomes a space where young people work for their community. This helps youth understand the importance of building a community and being a part of their community's transformation. Not only does it become a complementary prevention mechanism that impacts the youth economy and provides youth with opportunities, it also helps construct social fabric. Service also provides a mechanism for demonstrating the positive attributes of the youth involved in the program.



**7. INSTILL A NEW SENSE OF YOUTH IDENTITY:** Youth are often seen as "the problem" in their communities, creating a negative stigma. Sometimes they are subjected to harassment by police, increasing their anger and negative stereotypes. Programs in violent areas should promote the positive identity of the group and its individual members. Use unifying symbols and affirmation statements to remind youth of their positive values and help expose youth to opportunities where they can demonstrate their positive characteristics to the community and beyond.



**8. ENCOURAGE MENTORING:** Mentoring in A Ganar reinforces the formal sessions and gives youth the chance to learn from others. Mentorship promotes strategies that result in the inclusion of other members of the community within the program, including families. Youth have an outlet for discussing their issues and mentors, in turn, become their individual and collective advocates.

### ADDITIONAL POINTS AND LESSONS TO KEEP IN MIND:

#### DISCRIMINATION

is a common issue that youth face making it difficult for persons from certain communities to find jobs, scholarships or others opportunities. Advocate for your youth. Allow others to see firsthand their many positive qualities by getting youth out into the communities through your program's activities. Remind potential employers and others that when they support a youth from these communities, the impacts extend well beyond the individual.

**TERRITORIAL DISPUTES BETWEEN GANGS** are real and must be addressed. If possible, do not mix youth from rival territories. However, that is not always possible and furthermore, programs should strive to help youth learn to work with persons different from themselves. One A Ganar program had to move to a neutral location when we realized that the gang controlling the area where the program was located was not permitting youth from "rival" communities to attend activities there. Additionally we identified program participants who were closely associated with gangs. Program leaders monitored them closely to ensure that no outbursts occurred and also looked to outside resources for better understanding on how to deal with gang related issues.

**Drugs:** Recognize that some participants may continue to use drugs, even after they have joined your program. Discuss with youth the impacts of drugs on their health and their potential to find employment. If youth are required to have an internship where they will likely be drug tested, provide them with individual counseling so that they understand the consequences and have the support they need to make good choices.

This "Tips" document was developed by Partners of the Americas based on experiences gained through the A Ganar youth workforce development program. A Ganar has been developed and expanded with support from the Inter-American Development Bank, USAID, the Nike Foundation, the US Department of Labor, PepsiCo, Coca-Cola, One World Futbol, Glideslope, Microsoft, the Clinton Giustra Partnership Enterprise, the Carlos Slim Foundation, FIFA, the Fetzer Institute, Kosmos Energy and others. The suggestions provided in this document are provided by Partners solely and do not necessarily represent official policies of the donor organizations.



**PARTNERS** of the AMERICAS

Connect • Serve • Change Lives



# ANNEX C: QUALITATIVE EVALUATION

*A Ganar Alliance*  
**Qualitative Evaluation**  
Conducted September/October 2014

In the framework of the 2014 Annual Report, Partners asked program consultant Aleysha Serrato to conduct a qualitative evaluation on the A Ganar Program. Excerpts are included below.

## **Introduction**

The purpose of this document is to provide an in-depth analysis on several subjective aspects that affect the process in which impact takes place, as well as to generate information that will help ponder on the explanations of the quantitative findings.

The goal at the core of the A Ganar program aims to help the youth develop life and employability skills, in order to foster a positive outcome in either one of three areas; find a job in the formal economy, start a business, or go back to school.

Therefore, within the frame of this document, this qualitative analysis seeks to further understand the way in which “A Ganar” activities achieve the goal of developing the skills of; communication, respect, discipline, teamwork, self-development, and focus on results that act as a bridge to reach the expected results (finding a job, starting a business, or go back to school).

This qualitative evaluation seeks to find answers to the following questions:

- What are the meanings that the different parties understand by using sports to learn life and employability skills?
- How do we understand the participation of youth in the program? How do they experience A Ganar?
- What are some relevant experiences of the different parties involved in the program and in relation to the participation of the youth in A Ganar?
- How effective are the tools being used in the program and how can they be improved?
- What is the perception of the youth and other actors currently involved in this intervention?
- What are the most important effects (results and/or impacts) as perceived by the youth and the adults in regards to the program?
- How do the youth and the implementers assess the program and their participation in it?
- What changes need to be made in order to enhance the program?
- How do youth perceive the program’s 4th phase and what activities do they suggest for follow on?

The purpose of the document is to provide an in-depth analysis on several subjective aspects that affect the process in which impact takes place, as well as to generate information that will help ponder on the explanations of the quantitative findings.

## Conclusions

**The following conclusions have been made by the evaluator:**

1. Youth, facilitators and coordinators have a clear understanding of the concepts discussed/learned in Phase 1.
2. Sport is seen by all youth, facilitators and coordinators as an effective tool for learning and for socialization. There is clear evidence of the importance/value of sport in the program design.
3. There is clear evidence of the many positive impacts of the program with all three key stakeholders interviewed in this process.
4. The most important persons in the program, according to youth, tend to be their program facilitators and coordinators.
5. Facilitator training is helpful but can be improved.
6. Program manuals need to be improved.
7. Phase 4 is not clear for all participants and not conducted with any consistency. Effort needs to be placed in improving standardization and in providing additional services to youth.
8. Local coordinators and facilitators need additional support for participant selection.
9. The transport for the youth is a cost that should be prioritized in the program budget.
10. Partners need to evaluate the use of other sports like netball and volleyball
11. More support for the facilitators is terms of salary, continuous training, and personal coaching.
12. Focus efforts on creating business partnerships with international companies.
13. At the end of the each implementing cycle Partners may conduct a performance evaluation: IO's capacity, zone of implementation, youth selection process, quantitative results, lessons learned.

The evaluation was conducted between September-October 2014 using telephone and Skype interviews with program participants, facilitators and coordinators in Honduras, Jamaica and St. Kitts and Nevis.

# ANNEX D: COMMUNICATIONS



**PARTNERS of the AMERICAS**  
Connect • Serve • Change Lives

In the News

## Print and Online News Coverage

- Total of 46 stories
- 8,278,712 unique visitors viewed these stories
- The earned media value of this coverage is \$7,678.51

**BGISMEDIA**  
A Website of the Barbados Government Information Service

September 21, 2015, 4:34 pm

Headlines >>> Greater Effort To Protect Children In Barbados

HOME ABOUT US NEWS NOTICES NATIONAL INFORMATION CABINET

MINISTRY NEWS

### 'A Ganar' Coordinator Praised

Published on December 11, 2014 by Joy-Ann Gill

Country Coordinator for A Ganar in Barbados Ytannia Wiggins, came in for just as much praise as her charges who graduated last evening from that programme.

Minister of Education, Science, Technology and Innovation, Ronald Jones, who congratulated the on his success, was the one full of praise for Ms. Wiggins, during the ceremony at Lloyd Erskine Sandford Centre.

He described her as having demonstrated a level of commitment to the programme in much the same way she did women's football on the island, "bringing it from nothing and developing it into quite a successful programme that is still continuing".

And, he told the A Ganar team: "That's the kind of commitment I know that Ytannia demonstrates. She has put 130 per cent into this effort and has kept all of the facilitators, as well as you young people, motivated to reach the heights that I know you can meet."

While noting the effort was not without some challenges, the Minister said, however, this ought not to prevent them from reaching their goals. The Education Minister pointed out that graduation did not represent the end of their journey but it was the process and the knowledge which they had acquired on each step of that journey that mattered.

As he encouraged the first cohort of graduates to stay the course and deal with challenges and pitfalls along the way, Mr. Jones said: "Long may A Ganar continue to give our young people that courage, that dignity, that respect and that discipline."

A Ganar forms part of Component Two of the US\$20 million Skills For the Future Program, funded by the Inter-American Development Bank on behalf of Government. It is being coordinated by Partners of America, Washington D.C., to help Barbados meet the aim of improving quality secondary and post-secondary education.

**BEYOND SPORT AWARDS SHORTLIST ANNOUNCED**

07 Aug 2015

Beyond Sport has announced the official shortlist for the Beyond Sport Awards 2015, supported by Comic Relief.

Selected from over 350 entries reaching 68 different countries, the shortlist represents the standout and unique work being done by organisations across the globe, from figure skating in Harlem to encourage young girls interested in STEM education, capoeira as a way to rehabilitate displaced young people in the Middle East to socially conscious gym classes as a way to support isolated older people in the disadvantaged communities across the UK.

Two new categories have also been introduced this year. Highlighting Beyond Sport's long-time Global Partner's focus on supporting financial literacy and employment, the **Barclays Sport for Employability Award** is recognising best practices of using sport to tackle issues of unemployment in the communities around the world. Building on the work that started in 2008 with Sport of Soccer and CDFP and continued with the launch of the Child Safeguard Standards at the Beyond Sport Summit 2014 in Johannesburg, the **UNICEF Safeguarding Children in Sport Award** is celebrating organisations that have taken steps to make sport safer for children.

Taking place in London from Monday 10th October to Wednesday 23rd October, the seventh annual Beyond Sport Summit will bring together the world of sport, business, government and community development with a powerful and timely theme: Beyond the Divide, which addresses how sport can be used to reduce ignorance, discrimination and exclusion.

The Beyond Sport Awards promote, support and reward the best projects across the globe that are using sport for positive social change. Since 2006, Beyond Sport has awarded over \$4million worth of business support and funding has been made available to over 150 winning projects for their innovations and impact through sport.

The shortlisted entries from each category receive a bespoke business support package with opportunities for business mentoring and become members of an influential group of social entrepreneurs in the sporting and financial sphere.

The winners of all of the categories addressing social issues including health, social inclusion, education, new project, and conflict resolution receive funding from the Beyond Sport Foundation, courtesy of Comic Relief.

In addition to recognising winners from each of the categories, the Beyond Sport Awards celebrate pioneering and standout initiatives and individuals through special 'Judge' Awards, which are announced during the ceremony. Previous years have seen the likes of Kofi Annan, Sir Alex Ferguson, and Sir Paul McCartney.

**Eonomía**

Integridad ciudadana • Conflictividad sindical

### Gm amplió su respaldo al fútbol como herramienta de integración social

La compañía entregó 1.500 pelotas a la Asociación Cristina de Jóvenes y la Fundación A Ganar, en el marco del apoyo solidario de Chevrolet a la iniciativa global 'One World Football'.

FOTO

Luis María Martins, Pablo Ramos y Miguel Sánchez.

Vota por esta noticia: 1 votos

sáb ago 15 2015 04:01

General Motors reafirmó su compromiso con la promoción del deporte como herramienta de integración social en Uruguay, a través de la donación de 1.500 pelotas de fútbol a la Asociación Cristina de Jóvenes y la Fundación A Ganar. Ambas instituciones utilizarán el material recibido para desarrollar actividades junto a niños...

**Miami Herald**

### At U.N., Barbadian athlete credits sports with breaking down barriers

22 RAFT WORLD'S CHAMPION

2015

VIDEO

2015

**Government of Barbados - Office of the Prime Minister**

12/05/2014 | Press release

### IDB Mission December 8 - 10

distributed by noodls on 12/05/2014 23:08

Share 0 Tweet 0 G+ 0 Facebook 0

IDB Education Lead Specialist, Dr. Sabine Rieble-Aubourg chatting with students of the Barbados Vocational Training Board's centre at St. Luke's earlier this year. (FP)

The Inter-American Development Bank (IDB) will conduct a mission here next week from December 8 to 10, to assess the progress of work being undertaken under the GOS/IDB Skills For The Future Program, by the Ministry of Education, Science Technology and Innovation.

The key objectives of the mission will be to review progress on the various components of the loan and the Annual Operating Plan for 2015, particularly the status of the Competency Based Training Fund, and the second round of call for proposals, including the announcement of winners and possible first payment.

It will also review and update the Procurement Plan to ensure the advancement

**EL MEXICANO**

### Ciudad Juárez

Harán públicos los apoyos a las organizaciones sociales

El Mexicano  
15 de mayo de 2015

Carlos Ramírez / El Mexicano

Ciudad Juárez, Chihuahua.-A través de su página de transparencia recién creada, el Fideicomiso para la Competitividad y Seguridad Ciudadana, planea hacer públicos los apoyos a organizaciones sociales, cuyo monto asciende a millones de pesos.

Encabecado el evento por el representante de la Mesa de Seguridad y Justicia Jorge Contreras Fomeli y el director del organismo citado Ricardo Rodríguez, este señaló que durante la tarde del mismo jueves iniciará dicha página de transparencia, denominada seguridadjusticia.ficosec.org/transparencia, donde se anuncia la ayuda y colaboración que se ha realizado a distintas organizaciones sociales sin fines de lucro.

A la fecha han sido apoyados 12 proyectos, con 29 millones 862 mil 452.39 pesos, entre estos destacan, Certificación Policial, para brindar auspicio a familias de policías y los más de 2600 gendarmes municipales, Del Barrio a la Comunidad, Corredor Por la Paz de la Red Tira



# Communications Report

October 2014 – September 2015



Monday, September 21, 2015  
**JAMAICA OBSERVER**  
 HOME NEWS BUSINESS SPORT LIFESTYLE ALL WOMAN REGIONAL ENTERTAINMENT HEALTH PHOTOS CLASSIFIEDS  
 Public Ask the US Embassy Clearing Customs Environment

**IDB** Improving lives  
 Home All the blogs

Cd. Juárez, Chih. México | 21 de Septiembre 2015  
**NorteDigital**

**News**  
**Violence-prone Trench Town to benefit from Comic Relief**  
 Sunday, October 12, 2014 | 2:00 PM | 1 comment  
 Like Share 0 Tweet 6



Major Richard Cooke (left) President of the Joytown Community Development Foundation takes Frank Van der Post, Managing Director for Brands and Marketing at British Airways on a tour of Trench Town. (Contributed Photos)

**KINGSTON, Jamaica** — A social intervention programme in Trench Town, being organised by the Joytown Community Development Foundation, is to get financial support from the UK-based Charity Comic Relief.

British Airways (BA) passengers and 40,000 employees of the airline have donated

**Fútbol**  
 EVENTO DE RUGBY EN SILLA DE RUEDAS EL MIÉRCOLES 15 DE ABRIL  
**Rugby Criollo**  
 Facebook Twitter

**FUNDACIÓN A GANAR 10**  
**THE BRITISH SCHOOLS**  
**FUNDACIÓN A GANAR - OLD BOYS & OLD GIRLS CLUB Y THE BRITISH SCHOOLS**  
**TE INVITAN A PARTICIPAR DEL PARTIDO EXHIBICIÓN DE QUAD RUGBY DEL EQUIPO URUGUAYO "LOS CRIOLLOS"**  
**ENTRADA LIBRE**

Un partido de exhibición de rugby en silla de ruedas se llevará a cabo este miércoles 15 a las 19:30 horas. El lugar será en el gimnasio de The British School (Máximo Tajes 6411), según informó un comunicado de los organizadores del evento.

Un comunicado oficial difundido por la Fundación A Ganar, en conjunto con Club Old Boys & Old Girls y The British Schools invita a asistir este miércoles 15 de abril a las canchas del British

**Caribbean DEVtrends**

**A Ganar leading social change in Barbadian Youth**

Written by Barbados  
 by The A Ganar Team and Pamaia Proverbs



Photo courtesy of A Ganar Barbados

The A Ganar programme continues to be one of the highlights of the Skills for the Future programme being executed the Ministry of Education in Barbados and financed by the IDB. All we've what was said to them at the first graduation ceremony, that indeed, "Nothing beats a try".

**Ganar Graduation**  
 October 10, 2014 marked a significant milestone for A Ganar Barbados, as over 40 students

**Montevideo Portal** Noticias Deportes  
 Titulo portal | Empresariales | Noticias empresariales 12.08.2015 19:41

**GENERAL MOTORS AMPLIÓ SU RESPALDO AL FÚTBOL**  
**Comprometidos**  
 Twitter Iniciar sesión



**General Motors amplió su respaldo al fútbol como herramienta de**  
 General Motors reafirmó su compromiso con la promoción del deporte como herramienta de integración social en Uruguay, a través de la donación de 1.500 pelotas de fútbol a la Asociación Cristina de Jóvenes y la Fundación A Ganar. Ambas instituciones utilizarán el material recibido para desarrollar actividades junto a niños, adolescentes y jóvenes que viven en condiciones socialmente vulnerables.

La entrega de las pelotas, que se destacan por ser prácticamente indestructibles, va que se no se pinchan ni se desinflan, se concretó en el marco del apoyo de

**Se gradúa otros 167 ninis rescatados por Desafío**

7 agosto, 2015 | 3:40 am  
 Hérica Martínez Prado | NorteDigital

"Hace nueve meses yo no hacía nada, nada más estaba en mi casa", comenzó su testimonio Xóchitl, de 19 años



Fuente: Juan Antonio Castillo

"Hace nueve meses yo no hacía nada, nada más estaba en mi casa", comenzó su testimonio Xóchitl, de 19 años, una de los 167 jóvenes que fueron rescatados durante la séptima generación del programa Desafío, de la Fundación Comunitaria de la Frontera Norte (FCFN).

Aunque al principio sus padres no creían que le fueran a pagar sus estudios a cambio de solo servicio comunitario, como apoyar a albergues de perritos o participar en eventos de personas con discapacidad,

**SKNVibes**  
 Hello. Sign in to get exciting, personalized features & options. New user? Start Here!  
**A Ganar Graduation**  
 news home view comments post a comment print article save article add to favorites email a friend report a typo



"Inside every child are seeds of success. It is our job to cultivate them." This was quite a fitting theme for the graduation ceremony which was held on Wednesday 29th October 2014. The ceremony allowed parents, relatives, facilitators, mentors and well-wishers the opportunity to witness the blooming of 71 youth who had successfully completed all components of the A Ganar program.

The ceremony, which was held at the Zion Moravian Church signaled the completion of the third round of training for youth who participated in the A Ganar Secondary Schools Work Based Program. 41 males and 30 females completed all 3 phases of the program which sought to provide technical and employability skills, supplemented by numeracy and literacy skills.

During Phase 1, the employability skills training component, the following individuals were recognized for their efforts:

- Basseten High School – Ki-Jana Bridgewater
- Verchids High School – Kenroy Pemberton
- Charles E. Mills Secondary School – Janiqua Francis
- Cayon High School – Shakel Hughes
- Washington Archibald High School – Scott Samuel
- NSTP Cosmetology – Toshika Millington
- NSTP – Hospitality – Kya Norford

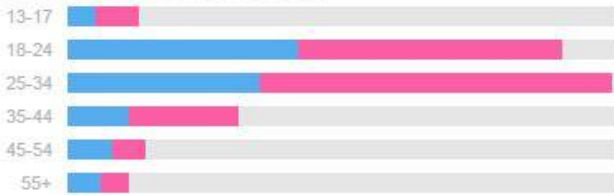




### A Ganar Main Facebook Page

- 484 new fans liked this page for a total of 2,980
- 97,062 impressions by 37,824 users

#### IMPRESSIONS BY AGE & GENDER



#### BY STORY TYPE

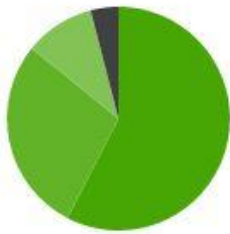
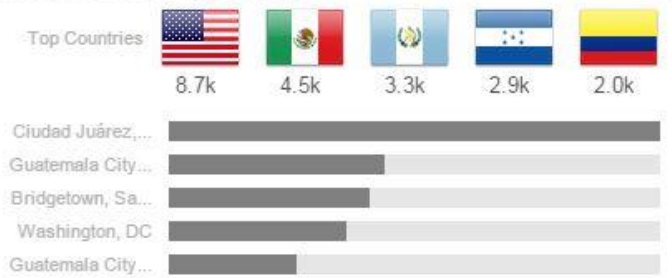


Photo	57
Link	28
Status	10
Video	4

#### IMPRESSIONS BY LOCATION



#### AVG. PER POST TOTAL

Reach	366	<b>36,208</b>
People Talking About This	13	<b>1,296</b>
Engagement	8%	<b>8%</b>

### A breakdown of how your individual posts performed.

Messages Sent	Reach	Engaged	Talking	Likes	Comments	Shares	Engagement
Excellent article on lessons learned about empowering gir... <i>July 21, 2015 11:04 am</i>	1.1k	47	24	21	--	3	4.14%
"A Ganar leading social change in Barbadian Youth" http://... <i>August 10, 2015 12:08 pm</i>	1.1k	88	59	59	1	4	8.07%
Congratulations are in order for Pedro Martinez, the newe... <i>January 06, 2015 3:20 pm</i>	926	81	54	52	--	6	8.75%
"It also includes a focus on employment programs and tech... <i>March 24, 2015 3:35 pm</i>	902	83	46	43	2	6	9.20%
Asha and Guido prep for their big day at the UN <i>April 15, 2015 10:20 am</i>	753	91	52	52	5	1	12.08%





### A Ganar Facebook Pages by Country

- **18 Facebook pages** including Mexico, Dominican Republic, Uruguay, Jamaica, Jamaica Alumni, Santa Rita, Suriname, Trinidad, Trinidad and Tobago, Tela, Dominica, Barbados, Cenet, Argentina, La Ceiba, Funadeh, Honduras, and Trabajo De Campo HND
- **5,477** total likes, not including the main Facebook page

### A Ganar Main Twitter Page

- 100 new fans liked this page for a total of 422



**108,934**  
TOTAL IMPRESSIONS  
▲ **2,675.4%**



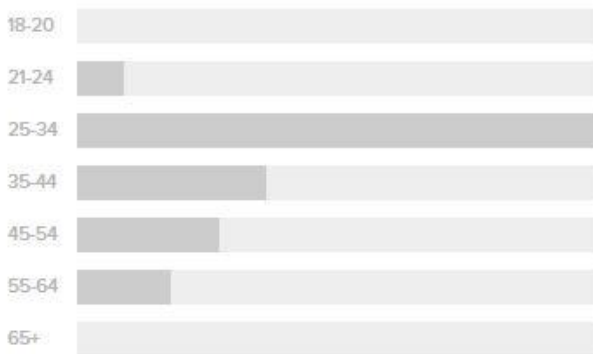
**125**  
TOTAL ENGAGEMENTS



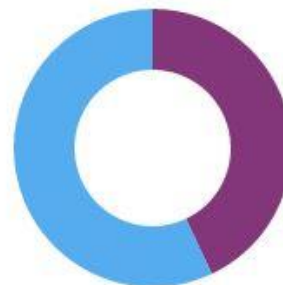
**10**  
LINK CLICKS

### Audience Demographics

FOLLOWERS BY AGE



FOLLOWERS BY GENDER



**43%**  
FEMALE FOLLOWERS

**57%**  
MALE FOLLOWERS





**A Ganar Alliance** @A\_Ganar · Sep 15  
Some great activities focusing on #teamwork

**Right To Play** @RightToPlayIntl  
10 Team-Building Games That Promote Critical Thinking c/o @TeachThought: ow.ly/SfU3q #PowerofPlay

**A Ganar Alliance** @A\_Ganar · Sep 14  
**Thank you!** @USAIDLAC

**USAID LAC** @USAIDLAC  
Happy 10th bday @A\_Ganar! @USAID partner teaches #LatAm & #Caribbean at-risk youth valuable job & life skills. you.tu.be/WBcmPKxT\_5w

A Ganar Alliance retweeted  
**Partners America** @PartnersAmerica · Sep 11  
@A\_Ganar celebrates 10yrs teaching youth skills that can be applied in a job or classroom bit.ly/17jo3fb #WhatWorks2015

**A Ganar Alliance** @A\_Ganar · Sep 4  
Big congratulations to the youth in St. Kitts who graduated from A Ganar earlier this week! We wish them all the best!  
#sport4development

**A Ganar Alliance** @A\_Ganar · Aug 10  
"A Ganar leading social change in Barbadian Youth" bit.ly/1gtiu8h  
@AshaFarrell1 @the\_IDB

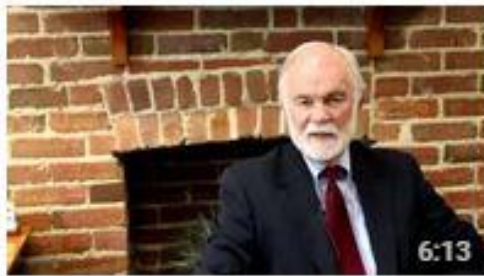
**A Ganar Alliance** @A\_Ganar · Aug 7  
We're so honored to be nominated for the 2015 Barclays Sport for Employability Award! @BeyondSport @USAID

**Partners America** @PartnersAmerica  
Thanks for nominating @A\_Ganar for the 2015 Barclays Sport for Employability Award - we're hugely honored! @BeyondSport @comicroelief @USAID

A Ganar Alliance retweeted  
**Partners America** @PartnersAmerica · Aug 5  
@A\_Ganar gradua 85 jóvenes que reforzaron sus habilidades para la vida y el empleo. @USAIDGuate @Glasswingt bit.ly/1OQj2t

- There were 254 mentions and 120 retweets of the A Ganar program by others during this time period
- In addition to the main A Ganar handle, the program also has two other minor handle that are used by local programs

**A Ganar on YouTube**



**Steve Vetter to the A Ganar Guatemala Graduating Class**  
1 month ago





Partners of the Americas Launched its New Website!

# A Ganar

Through the power of sport, we help youth in some of the toughest communities in Latin America and the Caribbean find employment or return to school.

It's estimated that one in every two youth ages 13–23 in Latin America and the Caribbean is not in school. Nearly one in every five youth ages 15–24 is unemployed. Without the structure and stability of school, a job, strong social networks or a safe community, these youth are vulnerable to gang violence and lack the opportunities and support needed to break the cycle of poverty. A Ganar and Vencedoras, an adapted version targeting adolescent girls and young women, use the power of sport to offer youth a brighter path.

With an innovated series of field and classroom sport-based activities, we help youth transfer lessons from sport, including teamwork, communication and leadership, into market-driven skills and attitudes. We connect our youth with mentors, and provide market-driven vocational training, internships and opportunities for community service. Over just seven to nine months, youth emerge with the practical skills necessary to return to the classroom or launch a career.



- [Connect With Us](#)
- [Learn More](#)
- [Read Our Stories](#)
- [Get Updates](#)



# Communications Report

October 2014 – September 2015





Partners of the Americas Launched its New Blog!

**Partners Sport for Development Panel Selected for SXSW 2015!**

Submitted by admin on Thu, 01/15/2015 - 16:35



Partners is excited to announce that we have been selected to speak at **SXSW 2015!** The panel, entitled **"Sport for Development: Affecting Societal Change,"** will be presented as part of the South by Southwest Sports (SXSW Sports) Conference, held in Austin, TX March 13 - 15.

This panel will focus on Sport for Development as a new frontier of Sports Marketing, and the power of sport to achieve business objectives and societal good simultaneously.

**A Ganar Presents at the United Nations**

Submitted by admin on Wed, 05/27/2015 - 10:08

**Author:** Asha Farrell, A Ganar Barbados Assistant Coordinator, and Guido Rivera, A Ganar Honduras Alumni and Facilitator

Guido and Asha at the United Nations

It's not every day you receive an opportunity to speak at the United Nations, but last month, we were two of the lucky few. On Wednesday, April 15, we were invited to represent **A Ganar** at the United Nations' **"United Action towards Sustainable Development for All Through Sport"** celebration in New York.

In front of Secretary General Ban Ki-moon, the International Olympic Committee President Thomas Bach, and several

diplomats and world class athletes, we shared our life-changing experiences through **A Ganar** and hopes for the future of sport-for-development.

The invitation to present came after we were selected to attend the United Nations Office of Sport for Development and Peace Youth Leadership Camp in Florida in 2014. For two weeks, we, along with 30 other youth from Latin America and the Caribbean, learned about sport-for-development and the many ways to use sport to reduce violence, promote healthy lifestyles, increase gender equity, include persons with disabilities and improve leadership potential.

**Cómo A Ganar Transformó la Vida de un Joven en Honduras**

Submitted by admin on Tue, 02/24/2015 - 17:00

**Author:** Javier Chavez, FUNADEH



Carlos\* nació en 1995 en el norte de Honduras. Viene de una familia disfuncional, su padre no se hizo cargo de él, su madre falleció cuando él era muy pequeño y nunca la conoció. Es por ello que desde su nacimiento, Carlos, convivió con su tía a la cual considera como su madre.

Antes de ingresar al programa A Ganar,

Carlos no tenía visualizado nada para su futuro, así lo expresa él: **"Yo antes de ingresar al programa no quería nada para mi vida, desde que estaba en la escuela fumaba marihuana con mis compañeros y hacía muchas cosas malas también, a la edad de catorce años me salí de la casa y comencé andar con la pandilla, dormía en donde sea, hacía lo que quería con mis amigos y realmente lo único que quería era llegar a ser jefe de la mara, pero siempre creí que muy dentro de mí había y hay una buena persona."**

En la Fase Uno de A Ganar, Carlos mostró varias dificultades: problemas de adaptación, llegaba a las sesiones bajo el efecto de drogas, no respetaba a los compañeros y era maleducado. Pero siempre se mostró de una forma positiva hacia el aprendizaje, tenía voluntad de progresar y quería dejar atrás los malos hábitos.

**The Impact of A Ganar: Q&A with Sport for Development Director Paul Teeple**

Submitted by admin on Wed, 01/07/2015 - 10:38



*A Ganar (Vencer in Brazil) is a youth workforce development program wrapped up in a soccer ball. By utilizing soccer and other team sports to help youth in Latin America, ages 16-24, find jobs, learn entrepreneurial skills, or re-enter the formal education system, A Ganar combats the serious problem of youth unemployment.*

Here, Paul Teeple, Partners' Sport for Development Director, answers a few important questions about A Ganar and its innovative approach. [Read on!](#)

What are some of the top milestones in the life of A Ganar?

A Ganar has served over **14,000 youth** since it began in 2005. It has expanded from a three country pilot to establishing programs in **18 Latin American and Caribbean countries**. The A Ganar curriculum was created and then adapted for use in **5 different languages**. Of the youth who begin the program, approximately 69% of them complete all phases of the 7-9 trainings and **over 75% of those graduates find jobs, go back to school or start a business within one year**. A Ganar has been recognized as a best practice by USAID and the ILO, has won awards and has been presented in international conferences in London, Lima, Seoul, Beijing, Belo Horizonte, Mexico City, New York and Washington.

**A Ganar: Not Just For Youth**

Submitted by admin on Mon, 04/06/2015 - 12:18

**Author:** Gabriela Moore, Sport-for-Development Program Coordinator



Every young person deserves the chance to succeed, and empowered with the right tools, they can. Through **A Ganar**, we equip youth with the skills - communication, teamwork, respect, discipline, continual self-improvement, and a focus on results - to successfully return to school, gain employment, or start their own business. **A Ganar** makes a tremendous difference in the lives of young people, but it's not just youth that benefit from A Ganar.

I recently returned from a Training of Trainers (TOT) workshop in Trinidad and Tobago, where I spent four-days training 20 staff from two organizations, **MyPart** and **Chatham Youth Development and Apprenticeship Centre**, in the A Ganar methodology. While both organizations offer at-risk youth life-skills and technical training, using sport to teach youth life skills was a foreign concept for the staff.

As I trained the staff using our A Ganar Student and Facilitator Manuals, I was pleasantly surprised by the level of enthusiasm from the would-be facilitators, especially given that many of them are retired Trinidadian military officials, and much more discipline oriented than other groups we have worked with in the past. Yet they comfortably took on the role of the facilitator, guiding the group through an activity from the manual or creating their own. They were enthusiastic and creative, and that enthusiasm kept the energy level of the entire group high.

**A Ganar Facilitators – Our MVPs**

Submitted by admin on Tue, 12/16/2014 - 16:19

**Author:** Paul Teeple, Director, Sport-for-Development  
"I believe in the power of sport, and great facilitators, to change lives."

One of my favorite parts of my job is meeting with our amazing A Ganar Phase 1 facilitators. These are the people who work day and night leading field and classroom sessions with youth in some of the toughest neighborhoods in our hemisphere. These facilitators make sport come to life and use it to literally save lives. They open their hearts to youth. They risk their own lives traveling to and from sessions and working in environments that can explode in violence at any time. Some of the youth we work with are dangerously close to gangs, often only one or two steps away from being full-fledged members. For these reasons and more, I always say that our facilitators are the most important members of our A Ganar staff.

Recently I was in Guatemala where I had the opportunity to have dinner with three A Ganar facilitators. (I've withheld their names to protect their privacy and the youth in their groups.) It was a chance for me and my colleagues Nadia and Julissa to thank them for their work training youth in one of Guatemala City's most violent communities. After getting past the usual social graces, we shifted the conversation to A Ganar. My colleagues and I wanted to ask them a few questions about the program. Our first question of "How can we improve A Ganar?" was met with some hesitance. Maybe they couldn't think of concrete ideas on improvement or maybe they didn't want to offend their hosts. Either way, it was difficult for them to answer.



**A Ganar Blog Mentions**

- A Ganar was mentioned on the Partners of the Americas blog 10 times





Map where A Ganar is located

A Ganar Facilitator Manual

**facilitator manual**  
**phase I - A Ganar Barbados**

1. sport-based employability training  
2. technical training  
3. practical experience  
4. follow on

**IDB** **METI**  
Ministry of Education, Science, Technology and Innovation

A Ganar one-pager

**the A Ganar Alliance:**  
Youth Workforce Development Through Sport

A Ganar (Spanish: "to win" or "to earn")

Led by Partners of the Americas, the A Ganar Alliance combats youth unemployment in Latin America and the Caribbean using team sports. In essence, A Ganar is a youth employment program wrapped inside of a ball. At-risk youth, ages 16-24, acquire marketable job expertise by building on six core sport-based skills: teamwork, communication, discipline, respect, a focus on results, and continual self-improvement. In 7-9 months, youth learn life and vocational skills and complete internships with local businesses. They learn to bring the best values of sport and apply them to the workplace.

**10 years of empowering at-risk youth across the Americas**

**PHASES of the program**  
A Ganar training is implemented in four integrated phases:  
**Phase I:** Sports-based training; translating sports skills into employability skills  
**Phase II:** Market-driven technical, entrepreneurial or vocational training  
**Phase III:** Supervised internships and apprenticeships  
**Phase IV:** Follow-up support (job placement, business involvement and/or re-integration into school)

**A Ganar's impact**

- Over 14,000 youth have participated in A Ganar training. In a recent study of A Ganar programs in eight countries, over 65% of all participants completed all phases of training and over 75% of those youth obtained employment, started a business or returned to school within one year. A Ganar youth have completed over 145,000 hours of community service.
- In high crime areas such as San Pedro Sula, Honduras; Kingston, Jamaica; and Guatemala City, Guatemala, A Ganar provides youth with positive identity, security and the opportunity to transform their lives.
- Hundreds of businesses have participated in A Ganar by hosting internships, hiring youth, providing mentors or sponsoring training.
- More than 100 organizations have implemented A Ganar programs.
- A Ganar graduates have gone on to become successful teachers, technicians, business managers, university students and entrepreneurs.

**USAID** **IDB**

The A Ganar Alliance is supported by major donors including the Inter-American Development Bank (IDB) and the United States Agency for International Development (USAID).

1424 K Street NW, Suite 700, Washington, DC 20005  
Tel: (202) 628.3300 Fax: (202) 628.3306  
www.AGanar.org

Partners of the Americas is a certified 501(c)(3) non-profit, non-partisan, non-sectarian organization with international offices in Washington, DC.

“before aGanar ... All I thought about was joining a gang. now I have a real career.”

USAID #Partners4Sport  
f t y i n e

10 year anniversary logo

**A GANAR**

**PARTNERS of the AMERICAS**

sport. life. work  
**10 YEARS**  
2005-2015





A Ganar was featured in Partners of the Americas' 2014 Annual Report

**Sport for Development**  
From the streets of Ciudad Juarez to the stadiums of Rio, we believe sport has the power to transform lives.

**14,000+**  
A Ganar youth served

**21** countries

Partnerships with **100+** organizations

**A Ganar: Youth Workforce Development through Sport**  
In some of our hemisphere's most dangerous neighborhoods, we use lessons from sport to help at-risk youth find employment or return to school. Sport is more than a game—it is an effective tool for breaking down barriers, tackling social challenges and promoting peace. The A Ganar Alliance is supported by major funders including the Inter-American Development Bank (IDB) and the United States Agency for International Development (USAID).

"The beauty of A Ganar is that it seeks to build communities and individuals from the ground up."  
—Asha Farrel

**Sport-Based International Exchanges**  
We equip coaches, administrators and athletes to be effective leaders, promote mutual understanding across borders and achieve positive change within their communities. The Sport for Community program and the Sport for Social Change program are funded by the U.S. Department of State.

