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FINAL REPORT OF THE MID-TERM EVALUATION OF USAID/GUATEMALA'S PUENTES PROJECT

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FINAL REPORT OF THE MID-TERM EVALUATION OF USAID/GUATEMALA'S PUENTES PROJECT

YOUTH WORKFORCE DEVELOPMENT AND EMPLOYABILITY TRAINING IN THE GUATEMALAN WESTERN HIGHLANDS

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Photo Caption: Young woman trainee in Puentes auto mechanics course. Photo provided by the Puentes Project.

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ACRONYMS

ADS	Automated Directives System
AECID	Spanish acronym for <i>Agencia Española de Cooperación Internacional para el Desarrollo</i> (Spanish Cooperation Agency for Development)
AKEBI	Spanish acronym for <i>Asociación Kemow Eta'manik Bilingüe Intercultural</i> (Kemow Eta'manik Bilingual Intercultural Association)
BRM	Barrier Reduction Mechanisms
CEMUCAF	Spanish acronym for <i>Programa Centros Municipales de Capacitación y Formación Humana</i> (Municipal Centres for Human Training and Education Programme)
COCODES	Spanish acronym for <i>Comités Comunitarios de Desarrollo</i> (Community Development Committees)
CONJUVE	Spanish acronym for <i>Consejo Nacional de la Juventud</i> (National Youth Council)
CONED	Spanish acronym for <i>Comisión Nacional de Empleo Digno</i> (National Commission for Decent Employment)
COR	Contracting Officer's Representative
COVID-19	Coronavirus Disease 2019
DEcE	Spanish acronym for <i>Diplomado Emprender con Éxito</i> (Entrepreneurship with Success)
DIDEDUC	Spanish acronym for <i>Dirección Departamental de Educación</i> (Departmental Directorate of Education)
DIGEEX	Spanish acronym for <i>Dirección de Educación Extra-Escolar</i> (Directorate of Out-of-School Education)
DMM	Spanish acronym for <i>Dirección Municipales de la Mujer</i> (Municipal Directorate for Women)
DO	Development Objective
EFPEM	Spanish acronym for <i>Escuela de Formación de Profesores de Enseñanza Media</i> (Training School for Middle School Professors)
ENCOVI	Spanish acronym for <i>Encuesta Nacional de Condiciones de Vida</i> (National Survey of Living Conditions)
EQ	Evaluation Question
ET	Evaluation Team
FGD	Focus Group Discussion
FLACSO	Spanish acronym for <i>Facultad Latinoamericana de Ciencias Sociales</i> (Latin American Faculty of Social Sciences)
FUDI	Spanish acronym for <i>Fundación para el Desarrollo Integral</i> (Foundation for Integral Development)
FUNDAP	Spanish acronym for <i>Fundación para el Desarrollo Integral de Programas Socioeconómicos</i> (Foundation for the Integral Development of Socioeconomic Programs)
FY	Fiscal Year

GIZ	German acronym for <i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i> (German Society for International Cooperation)
IGER	Spanish acronym for <i>Instituto Guatemalteco de Educación Radiofónica</i> (Guatemalan Institute of Radio Education)
IGGS	Spanish acronym for <i>Instituto Guatemalteco de Seguridad Social</i> (Guatemalan Institute of Social Security)
INTECAP	Spanish acronym for <i>Instituto Técnico de Capacitación y Productividad</i> (Technical Institute for Capacity Building and Productivity)
J&A	Juarez and Associates
JICA	Japan International Cooperation Agency
KII	Key Informant Interview
KOICA	Korea International Cooperation Agency
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer
LOP	Life of Project
M&E	Monitoring & Evaluation
MAGA	Spanish acronym for <i>Ministerio de Agricultura, Ganadería y Alimentación</i> (Ministry of Agriculture, Livestock, and Food)
ME&A	ME&A, Inc.
MEL	Monitoring, Evaluation, and Learning
MINEDUC	Spanish acronym for <i>Ministerio de Educación</i> (Ministry of Education)
MINTRAB	Spanish acronym for <i>Ministerio de Trabajo</i> (Ministry of Labor)
NGO	Non-Governmental Organization
OMJ	Spanish acronym for <i>Oficina Municipal de la Juventud</i> (Municipal Office for Youth)
OSAR	Spanish acronym for <i>Observatorio de Salud Sexual y Reproductiva</i> (Sexual and Reproductive Health Observatory)
OMNAJ	Spanish acronym for <i>Oficina Municipal de la Niñez, Adolescencia y Juventud</i> (Municipal Office for Children, Adolescents, and Youth)
PIRS	Performance Indicator Reference Sheet
Puentes	Spanish acronym for <i>Proyecto Puentes</i> (Puentes Project)
RNGG	Spanish acronym for <i>Red Nacional de Grupos Gestores</i> (National Network of Managerial Groups)
SIF	Social Inclusion Fund
SINAFOL	Spanish acronym for <i>Sistema Nacional de Formación Laboral</i> (National System for Job Training)
SOW	Scope of Work
TOC	Theory of Change
USAC	Spanish acronym for <i>Universidad de San Carlos Guatemala</i> (University of Saint Carl of Guatemala)
USAID	United States Agency for International Development
USG	United States Government
VUME	Spanish acronym for <i>Ventanilla Única Municipal de Empleo</i> (Municipal Employment Office)
WV	World Vision

ABSTRACT

Puentes is a six-year project implemented from April 10, 2017, to March 31, 2023, designed to improve the quality of life for youth ages 15-24 in the Western Highlands of Guatemala. The project provides knowledge and skills needed to serve as a bridge to economic opportunities and education, health, and social services. The purpose of this mid-term evaluation is to learn from Puentes' experience and inform future youth development initiatives funded by USAID/Guatemala and other USAID Missions. It addresses two questions: 1) What are key considerations for stakeholders and implementers trying to give disadvantaged youth from the Western Highlands of Guatemala access to new or better employment opportunities? and 2) What are the strengths and weaknesses of the Puentes project approach to creating an enabling environment for youth to access new or better employment opportunities and related social support and services? Evaluation methods included analysis of documents and primary data from focus groups and interviews with youth, parents, project staff, and other stakeholders. Findings showed that young people are benefiting from the technical training and in-kind donations, and many are generating some income. Yet numbers remain relatively low for youth finding formal employment or launching businesses that produce substantial income. Financial and in-kind support have suffered major delays due to bureaucratic hurdles, causing frustration. Puentes is increasing formal education levels and fostering key soft skills for employment and entrepreneurship such as increased self-confidence, which especially benefit women. Most youth served by Puentes have established life goals and do not aim to migrate.

EXECUTIVE SUMMARY

EVALUATION PURPOSE AND EVALUATION QUESTIONS

The purpose of this evaluation is to learn from the ongoing Puentes Project's youth workforce development and employability training in the Guatemalan Western Highlands to inform and improve future youth development initiatives across the Guatemala Mission under the United States Agency for International Development in Guatemala's (USAID/Guatemala) Country Development Cooperation Strategy (2020–2025). Evaluation findings inform activities under Development Objective (DO) 1: Partner with the Government of Guatemala and other stakeholders to increase economic prosperity, inclusion, and stability in areas with high irregular migration. Findings may be also used to design activities under DO 2: Partner with the Government of Guatemala and other stakeholders to strengthen effective and accountable governance to improve quality of life and deter irregular migration. The results of this study will be used primarily by USAID/Guatemala to learn from Puentes' relevant recent and ongoing experience and inform future investments in youth and workforce development. Secondary audiences for the study include USAID/Washington, the Government of Guatemala, the private sector, and service providers.

The evaluation questions (EQs) are: 1) Drawing on the experience of Puentes and looking forward to future youth workforce development programs, what are key considerations for stakeholders and implementers trying to give disadvantaged youth from the Western Highlands of Guatemala access to new or better employment opportunities? and 2) What are the strengths and weaknesses of the Puentes project approach to creating an enabling environment for youth to access new or better employment opportunities and related social support, services, and opportunities?

PROJECT BACKGROUND

Puentes was designed through co-creation under a Broad Agency Announcement to reach disenfranchised youth in the Western Highlands of Guatemala to develop young people's basic capabilities for work and entrepreneurship, create expanded economic opportunities through capacity building, and increase fair access to support services. Puentes is implemented by World Vision (WV) (prime) and its consortium members.¹ The project's overall goal is to improve the quality of life for youth ages 15-24 through the provision of information, knowledge, and skills needed to bridge the gap to employment and economic opportunities as well as education, health, and social services. Puentes' long-term goal is that meaningful life changes will lead to reduced migration patterns and improved personal and economic conditions for youth and families across all departments in Guatemala where implementation is taking place (Huehuetenango, San Marcos, Totonicapán, Quiché, y Quetzaltenango).

METHODS AND LIMITATIONS

The evaluation primarily employed qualitative methods and included analysis of secondary data and collection and analysis of primary data. The evaluation team (ET) collected primary data through key informant interviews (KIs), focus group discussions (FGDs), and a survey.

The ET conducted primary data collection in the five targeted departments of the Western Highlands. This was done in person for most of the FGDs/KIs, and in some cases KIs were done virtually or by phone calls. A survey was used with one informant group (business owners/managers), in addition to KIs,

¹ The following partners have been part of the Puentes consortium: Juarez & Associates (J&A), Asociación Kemow Eta ímanik Bilingüe Intercultural (AKEBI), Fundación para el Desarrollo Integral (FUDI), FundaSistemas, Vitruvian Consulting, Asociación Grupo CEIBA, Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP), Mundo Posible, Red Nacional de Grupos Gestores (RNGG), and Universidad Galileo.

in order to reach a high number. Data sources also included quantitative data from consortium members' monitoring and evaluation (M&E) indicator reporting.

Limitations of the evaluation included partially limited data obtained from KIIs with business owners/managers due to scheduling difficulties and a low survey response rate. Additionally, there were no youth with disabilities or lesbian, gay, bisexual, transgender, or queer (LGBTQ) participants in the youth FGDs, which limited the team's ability to understand how to tailor interventions to this group, as intended with EQ1a. The ET sought to overcome these limitations through desk review information and KIIs with Puentes staff and facilitators.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

EQ1: Drawing on the experience of Puentes and looking forward to future youth workforce development programs, what are key considerations (promising approaches, as well as anticipated challenges) for stakeholders and implementers trying to get disadvantaged youth from the Western Highlands of Guatemala access to new or better employment opportunities?

Through the *Diplomado Emprender con Éxito* (DEcE), Puentes is fostering soft skills that help prepare youth for employment and entrepreneurship. Soft skills training through the DEcE is particularly important for young women. The young people that participated in Puentes report changes in their attitude, life vision, and self-perception, which were also noticed by parents and Puentes stakeholders. The project helps them to seek employment or self-employment and/or acquire technical skills.

Puentes has been effective at helping youth continue their formal studies, which has been especially important for the most disenfranchised youth. Additionally, some young people are generating income from their improved technical skills. The opportunities of technical or alternative education and finding employment/self-employment are generating prospects for their future and shifting their plans away from migrating to the United States, in some cases. However, it is not clear that Puentes is targeting the youth with the highest levels of increased risk, as seen in participants' relatively high levels of education and proximity to municipal centers. Furthermore, consortium members feel a pressure to meet targets which drives their recruitment strategies. It has also prompted changes in the roles of the organizations that form the consortium; instead of each organization offering youth their specialized services and referring youth to other consortium members for different ones, each organization will offer all services to the youth they recruit. While some consortium members see this as positive, others are concerned that youth will not receive specialized services or be referred when they seek a different service. Finally, youth need more guidance from facilitators to enroll in courses that line up with their life plans and market demand. More women than men participate in Puentes activities, and Puentes is helping women to raise their education level that, in general, tends to be lower than that of men. However, youth in the ET's sample showed that a higher proportion of male participants obtain employment and/or self-employment, likely due to both the external and internal barriers women face. Additionally, there is no strategy at the project level to address youth with special needs, LGBTQ youth, and youth with children. However, Puentes has made efforts to tailor interventions to Mayan youth by including a consortium member that specifically focuses on reinforcing Mayan identity.

Young people face an opportunity cost when they have to decide between pursuing work and continuing their technical education. Young people with the most limited resources who are doing the DEcE and pursuing education prioritize continuing studying instead of working. Yet many youth seem to organize their time to pursue their studies and/or technical training and generate some income. A common solution was that young people organized their schedules to take the DEcE, work, and/or continue their education.

Puentes establishes alliances with different companies for internship and apprenticeship opportunities, yet a well-defined strategy by which the project aligns the training courses to the specific needs of the labor market is missing. Many Puentes training courses teach hard and soft skills relevant for the labor market and related to prominent sectors in the area, which, in some cases, can open opportunities to successful ventures, especially in the agriculture market. Overall, private businesses consider that youth coming from Puentes demonstrate many soft skills important for the labor market, but there are opportunities to improve certain attitudes and core skills, and Puentes has yet to use objective ways to measure these skills to adapt training and ensure that the target skills are developed.

Puentes is promoting some non-conventional career paths in agriculture with innovative cultivation methods, which might improve productivity. However, the ET did not identify a clear and active strategy promoting non-conventional careers aside from the agricultural sector. Lastly, Puentes' BRMs have been important in helping youth access education and training programs to overcome economic barriers. Yet, the complex process to apply for them and the delays in their arrival have frustrated youth and resulted in desertion by some young people.

Youth face internal attitudinal barriers related to Puentes opportunities such as not wanting to leave their comfort zones and a lack of trust in their capacity to reach their life goals. Yet the DEcE is an important driver of positive attitudinal changes in youth's self-perception about their capacities and skills. Parents and facilitators also play a key role in supporting youth to overcome attitudinal barriers.

Conclusions

1. Although Puentes has not met the employment/self-employment target due to myriad reasons (restricted labor market, budget cuts, the COVID-19 pandemic, delays in financial support for youth), many young people are generating some income from the courses they have received and most have identified goals for the future, which is dissuading many from migrating.
2. More youth seek to launch a business than employment, and some do this with their resources and networks rather than through a business plan a priori – an approach that seems effective.
3. The opportunity to continue studying through alternative education is especially valuable to the most disenfranchised youth and to help women catch up to men in terms of education levels.
4. Youth tend to lack a focus on their long-term paths, leading them to take courses in different subjects rather than in the same subject that could lead them to a specialization and even certification. They need more guidance from facilitators, yet they tend to be stretched too thin to give such support.
5. Puentes is helping to develop soft skills in youth that are key for employment/self-employment, which is especially important for women who often need improved self-confidence to pursue their studies and careers and delay family formation -- a trend apparent in Puentes participants.
6. Puentes is not reaching the most disenfranchised youth, which is likely due to targeting youth in or near municipal centers rather than in deprived and remote communities.
7. The pressure to meet targets has likely driven the recruitment strategies and created competition between consortium members. Puentes lacks a unified vision, approach, and effective project-wide coordination, which negatively impacts youth by limiting their options.
8. A higher percentage of women participate in Puentes, yet fewer become employed/self-employed, likely due to internal barriers (e.g., lack of self-confidence, fear of requesting help).
9. There is no evidence that Puentes has established a project-wide strategy to recruit youth with special needs, LGBTQ youth, or young parents.

10. In most cases, young people are organizing themselves to take the DEcE, work, and/or pursue their education and/or technical training. Yet, the most marginalized need an income from full-time work, limiting their options for education or training. Others, with low education levels and limited study opportunities, opt to continue studying rather than entering the labor market.
11. Puentes has established key linkages between youth, businesses, and youth organizations, which have contributed to employment opportunities, the most important being alliances for internships and business acceleration. Yet administrative delays have slowed the latter.
12. The ET did not identify a well-defined strategy to align training courses with the specific needs of the labor market, although information exists to do this. However, Puentes is an innovative, non-conventional approach to agricultural/farming work that is relevant for the labor market.
13. The DEcE fosters important employability skills in youth, although gaps remain (e.g., formality, responsibility, initiative) and Puentes does not objectively measure soft/employability skills.
14. Puentes' BRMs have been important for youth to access education, training, and employment/self-employment opportunities; yet they take too long and often do not arrive which reduces the number of Puentes-supported youth that find employment/self-employment.
15. Puentes has been successful in reducing the attitudinal barriers of youth, mainly through the DEcE.

Recommendations

Puentes should:

1. Incorporate effectuation theory into the entrepreneurship training to help youth identify and draw on available resources and networks for launching businesses.
2. Ensure facilitators give youth enough guidance early on to plan their training in accordance with their planned career path and ongoing support to navigate opportunities and realize their plans.
3. Ensure the DEcE continues to foster key soft skills in youth by measuring its effectiveness through objective means/tools and monitoring the quality of implementation.
4. Define "marginalized" or "vulnerable conditions" and use this to target youth for Puentes and future initiatives to ensure those with the most propensity to migrate are reached.
5. Hire an external consultant to initiate a process to foster more trust, effective coordination, and a unified vision and goals among consortium members.
6. Publish a video that explains all services offered by Puentes and put it on the project webpage/Facebook page and/or send it to youth via WhatsApp so they learn about all services.
7. Have female facilitators work with young women on overcoming internal barriers, which can be incorporated into the DEcE training.
8. Puentes should develop a project-wide strategy to recruit and serve youth with special needs, coordinating with municipalities and community leaders who can identify them.
9. The DEcE training should raise awareness with youth about special needs and LGBTQ youth.
10. Track the different tradeoffs that youth face and ensure that BRMs are provided to in a timely way so that youth can take advantage of the opportunities for education, training, and work/entrepreneurship.
11. Develop new strategies and approaches to increase internship placements, including formal agreements with businesses that define youth obligations such as compliance with work hours.
12. Review its internal procedures to ensure the service contracting processes are expeditious to strengthen the business acceleration model; creating pre-defined service packages is an option.
13. Develop a strategy to align private sector needs with its training options, including bolstering soft skills demanded by employers and/or still incipient in Puentes participants.

14. Puentes should develop/support non-conventional career paths in other sectors, such as the installation of solar panels or hydropneumatic connections for moving water.
15. Simplify and expedite the application and approval of BRMs to ensure youth don't lose hope.
16. Scale up and sustain soft skills training through the Guatemalan Institute of Radio Education (IGER), Directorate of Out-of-School Education (DIGEEX), and junior high/high school teachers.
17. Puentes should develop a strategy to reach parents to encourage them to actively support their children to persist in their studies and training, employment seeking, and/or business initiatives.

EQ2: What are the strengths and weaknesses of Puentes' approach to creating an enabling environment for youth to access new or better employment opportunities and related social support, services, and opportunities?

The ET found that Puentes has the following strengths: 1) developing attitudes and employability/soft skills essential for entering the labor market and a plan to work towards this; 2) helping young women break with culturally traditional roles and develop increased self-confidence, goals for a career, and skills towards financial independence; 3) supporting youth to participate in flexible alternative education and technical training; 4) reducing the number of young people that want to migrate to the United States by providing opportunities in Guatemala, and 5) building the capacity of IGER and DIGEEX to provide soft skills training to more youth, including those in remote places.

Puentes' weak points are: 1) lacking a well-defined strategy to align training with needs of the labor market; 2) not coordinating the work of the consortium members adequately to offer the different specializations to youth through the referral system; 3) lacking a project-wide vision and goals; 4) not providing sufficient guidance and follow-up for youth to develop and implement their life plans and overcome internal barriers; 5) recruiting youth that do not represent the most disenfranchised and underserved population; and 6) not establishing coordination with all departmental Chambers of Commerce to facilitate youth employment. Barriers between the training youth receive and the direct linkages to the labor market are Puentes' lack of: 1) direct linkages and coordination with business networks connected to the local productive sector; 2) specific strategies to link youth with local productive sectors (e.g., textiles, honey production, vegetable farming) to expand employment/entrepreneurship opportunities; and 3) a labor intermediation system that formally links youth with businesses.

Recommendations

To improve linkages between training and the labor market, Puentes should: 1) establish direct linkages and ongoing coordination and communication with the local business sector to respond to their needs and interests; 2) define a strategy to coordinate with local businesses and enterprises; and 3) learn from Puentes para el Empleo in El Salvador and incorporate practices that could work well.

With regards to which project activities could be expanded or sustained, Puentes could: 1) prepare INTECAP and DIGEEX staff in soft skill training as well as Ministry of Education (MINEDUC) junior high and high school teachers to help them implement the Productivity and Development part of the national curriculum; 2) facilitate training through virtual methods that do not require internet but rather use simulators, such as the RACHEL tool used by *Puntos Crea*; 3) establish a formal agreement (or grant) with INTECAP to support vulnerable youth with longer technical courses that let them increase their skills to find formal jobs; 4) establish alliances with other donors to learn new technical careers and business possibilities to open new and different career possibilities for youth, and 5) strengthen the capacity of

IGER to expand alternative basic education and the DEcE to more youth, especially those that are geographically isolated.

1.0 EVALUATION PURPOSE & EVALUATION QUESTIONS

1.1 EVALUATION PURPOSE

The primary purpose of this qualitative research activity, as defined by the Scope of Work (SOW), is to learn from the Puentes Project's (Puentes) ongoing experience to inform and improve future youth development initiatives across the United States Agency for International Development Guatemala Mission (USAID/Guatemala). Findings will inform the design of future youth and workforce development activities under USAID/Guatemala Country Development Cooperation Strategy (2020–2025) and will most directly inform the design of future activities under Development Objective (DO) 1: Partner with the Government of Guatemala and other stakeholders to increase economic prosperity, inclusion, and stability in areas with high irregular migration. Findings may also inform activities under DO 2: Partner with the Government of Guatemala and other stakeholders to strengthen effective and accountable governance to improve quality of life and deter irregular migration.

The results of this study will be used primarily by:

- USAID/Guatemala, to learn from Puentes' relevant ongoing experience and inform future investments in youth and workforce development.

Secondary audiences for the study include:

- USAID/Washington, to share with other USAID Missions and offices funding youth development for vulnerable, at-risk, and/or marginalized youth.
- The Government of Guatemala, the private sector, and service providers, to improve access to quality services and generate new training, employment, and economic opportunities for at-risk youth throughout Guatemala.

1.2 EVALUATION QUESTIONS (EQs)

EQ1: Drawing on the experience of Puentes and looking forward to future youth workforce development programs, what are key considerations (promising approaches, as well as anticipated challenges) for stakeholders and implementers trying to get disadvantaged youth from the Western Highlands of Guatemala access to new or better employment opportunities?

Relevant issues and questions to explore in answering the above question include:

- a. Consider differences based on age, prior work experience, gender/gender identity, ethnicity, disability, sexual orientation, poverty, marital and parental status, and geographic proximity to violence and/or urban areas. How might interventions need to be tailored for these different sub-groups? What approaches have been successful or challenging for different sub-groups and why?
- b. What tensions (*e.g.*, trade-offs, opportunity costs) do youth face in terms of pursuing education versus employment opportunities?

- c. What are key programming considerations or lessons learned from:
 - i. Creating linkages between youth, youth-serving organizations, and employers?
 - ii. Aligning programmatic Puentes activities and economic opportunities with market needs?
 - iii. Supporting youth to enter new or non-conventional career paths?
 - iv. Helping disadvantaged/marginalized youth access relevant programs and services (through barrier reduction mechanisms [BRMs], *etc.*)?
 - v. Highlight the assumptions underlying the BRMs that have been selected and utilized for Puentes.
- d. What are successes/challenges in reducing attitudinal barriers for disadvantaged youth in the Western Highlands (*i.e.*, changing perceptions and expectations from employers, community members, family members, and youth themselves)?

EQ2: What are the strengths and weaknesses of the Puentes project approach to creating an enabling environment for youth to access new or better employment opportunities and related social support, services, and opportunities?

In answering the above EQ, the following sub-questions, among others, should be considered:

- a. Which Puentes activities could and should be expanded or sustained and how? For example, how could USAID or Puentes support national institutions (*i.e.*, Technical Institute for Capacity Building and Productivity [INTECAP]) to sustain and scale successful activities?
- b. What were the barriers between the training youth received and the direct linkages to the labor market (with public/private sector partnerships)?
- c. What additional or alternative modalities (*e.g.*, Education, Workforce Development, Entrepreneurship, other) might be considered for a future project with similar or related goals?

2.0 PROJECT BACKGROUND

The *Puentes Project (Proyecto Puentes)* is a \$65,000,000 United States Agency of International Development (USAID)-funded cooperative agreement (AID-520-A-17-00004) implemented in five departments of Guatemala's Western Highlands (Quetzaltenango, Huehuetenango, Totonicapán, Quiché, and San Marcos) from April 10, 2017 to March 31, 2023.

Puentes was designed through co-creation under a Broad Agency Announcement to reach disenfranchised youth in the Western Highlands of Guatemala to develop young people's basic capabilities for work and entrepreneurship, create expanded economic opportunities through capacity and abilities building, and increase fair access to support services.

Puentes is implemented by World Vision (WV) (prime) and its consortium members: Juarez & Associates (J&A), Asociación Kemow Eta ímanik Bilingüe Intercultural (AKEBI), Fundación para el Desarrollo Integral (FUDI), FundaSistemas, Vitruvian Consulting, Asociación Grupo CEIBA, Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP), Mundo Posible, Red Nacional de Grupos Gestores (RNGG), and Universidad Galileo.

The project's overall goal is to improve the quality of life for youth ages 15-24 in the Western Highlands of Guatemala. This population, that represents 20% of the residents in all the five departments of Puentes implementation,² is particularly disadvantaged due to a lack of investment by the government in the region. This lack of investment is compounded by restricted access to available services and opportunities for youth who are female, indigenous, poor, have disabilities, have children, and/or live in violent or geographically remote communities. In the five departments of Puentes' implementation, roughly half of children and youth ages four to 29 do not attend formal education (ranging from 49% in Quetzaltenango to 60% in Huehuetenango) and report the lack of money as the main obstacle to not going to school. Furthermore, in the majority of these five departments around 20% of the young women between 15 and 17 years old have their first baby.³ Through Puentes, marginalized youth receive the information, knowledge, and skills needed to bridge the gap to employment and economic opportunities, as well as to education, health, and social services. Youth will also develop the capacity to engage with local government, the private sector, and service providers to improve access to quality services and generate new employment and economic opportunities.

Puentes' goal is that meaningful life changes will lead to reduced migration patterns and improved personal and economic conditions for youth and families across all departments in Guatemala where implementation is taking place.

The Puentes Project Theory of Change (TOC) is as follows:

- If youth have opportunities to learn basic life and workplace skills and expectations, as well as receive structured support on how to channel their interests and talents into employable skills; if workforce training for youth is tailored towards skills that are in demand by employers, and if linkages are created to connect employers with youth who have in-demand skills,
- Then youth will have increased employment options, youth will be better able to obtain new and better jobs that meet their own needs and the needs of the marketplace, employers will be more inclined to hire youth, and youth will be more likely to engage in entrepreneurial activity.

The project has four distinct phases.

1. Phase I (first nine months): Consolidate best practices from each of the partners into the Puentes Project, hire and train staff, identify municipalities, map and create linkages to available opportunities and services, build partner capacity, finalize monitoring and evaluation (M&E) systems, produce information and training materials, and consolidate relationships with private sector and other actors driving youth employment.
2. Phase II (~month 9+): Build contacts and prepare to go to scale.
3. Phase III (~year 2+): Enable replication at scale.
4. Phase IV (final six months): Capture and share learning.

² National Institute of Statistic (INE), National census 2018 <https://www.censopoblacion.gt/graficas>

³ National Institute of Statistic (INE), National census 2018 <https://www.censopoblacion.gt/graficas>

Several important events occurred between 2017 and 2021 that impacted Puentes' implementation. Firstly, there were substantial cuts to the budget in 2019 that forced the implementers and USAID to make important decisions. As a result, seven of the consortium members discontinued their services in the project and the other members were forced to reduce staff. The members who discontinued implementation were AKEBI, Vitruvian and its partners Mundo Posible and Universidad Galileo, and J&A and its partners Grupo Ceiba and FUNDAP). At the time of this evaluation, Virtruvian, AKEBI, J&A and Grupo Ceiba were being reincorporated into the Consortium again. The change in the implementing actors caused a modification in the responsibilities and functions. New actors took over implementation in the geographical and technical areas of those who left the project due to budget cuts. For example, the educational part of Puentes such as the DEcE and other related vocational trainings passed from the control of J&A and its partners to WV. Furthermore, the budget cut and the related reduction of personnel in the organizations that remained in the consortium caused difficulties in reaching some project targets. Secondly, the COVID-19 pandemic that initiated in March, 2020, and continued up through the time of this evaluation affected project implementation, as described in the Puentes Project FY2020 Annual Report, which highlights the following: 1) a new DEcE classes methodology through a distance or hybrid modality, which caused a lack of engagement of many participants, 2) a new recruitment strategy to attract youth through attractive posters with contact information, Puentes' Facebook page, social media, and WhatsApp, 3) new training content adequate to the emerging reality during COVID-19 for youth starting a business, and 4) a reduction in internship and employment opportunities due to the negative impact of COVID-19 on businesses.

Figure 1: Puentes Project Results Framework⁴

Goal: Improved quality of life for youth aged 15-24 in the Western Highlands of Guatemala, as measured by new or better employment, education, developmental assets, and hopefulness		
Result 1: Youth with improved basic, work, and entrepreneurship competencies	Result 2: Increased Employment and entrepreneurship opportunities	Result 3: Foster an enabling environment for youth to access social support, services, and opportunities
Intermediate Result 1.1 Soft skills in youth strengthened	Intermediate Result 2.1 Employment & Better Employment Opportunities Increased	Intermediate result 3.1: Increased equitable access for all youth, regardless of gender, physical disability, or sexual orientation
Intermediate Result 1.2 Access to alternative education increased	Intermediate Result 2.2: Entrepreneurship Opportunities Increased	Intermediate result 3.2: Indigenous youth supported through the recognition and integration of their cultural heritage, as well as access to opportunities and social supports
Intermediate Result 1.3 Access to vocational and technical training increased		Intermediate result 3.3: Barriers reduced for participation in project activities and access to social support systems
Intermediate Result 1.4 Improved access to agricultural training		Intermediate result 3.4: Youth Agency Strengthened through Holistic Vocational Counseling
Intermediate Result 1.5 Ministry of Education supported		Intermediate result 3.5: Youth Engagement and Youth Networks Strengthened
		Intermediate result 3.6: Community structures mobilized to provide an enabling environment for positive youth development

3.0 EVALUATION METHODS & LIMITATIONS

⁴ *Puentes* adapted the framework during implementation to better reflect its integrative approach. The implementer used this version for the purpose of this evaluation to reflect a number of activities that were described in the project description, but the approaches were not fully developed. There are also elements that were added because they were found to be very important, such as vocational orientation and psycho-social support. Most of the key activities added respond to R3 because it was under this Result that the project was implementing several key activities not reflected to report under the original results framework.

The evaluation primarily used a qualitative approach, as was outlined in the Scope of Work (SOW). Methods included analysis of secondary data and collection and analysis of primary data from interviews, focus groups, and one survey. Additionally, descriptive statistics were used for analysis of consortium members' indicator reporting, the youth sample characteristics, and survey data. Below each step of the methodology is explained in detail. (See Annex II for an Evaluation Design Matrix summarizing the data sources and data collection and analysis methods by EQ).

3.1 DESK REVIEW

The ET carried out a comprehensive desk review of documents relevant to the project, initiated at the start of the evaluation and continued through data collection and analysis. Documents included:

- The Puentes project description, or cooperative agreement
- Sub-agreements with consortium members
- Puentes annual and quarterly reports
- Puentes Project Systematization
- Puentes Monitoring, Evaluation, and Learning (MEL) Plan
- Gender Evaluation and Analysis of Barriers
- Labor Market Evaluation Report
- External and internal evaluations of Puentes⁵
- Puentes curricula for youth: Modules and facilitator guides for the Diploma Entrepreneurship with Success, or the *Diplomado Emprender con Éxito (DEcE)*

A complete list of sources used for the desk review is in Annex IV.

The ET reviewed annual reports and other documentation with the implementer's annual indicator reporting. The team analyzed the target indicators in relation to reported results and triangulated this information with the qualitative data to better understand which interventions and approaches may have been more successful and/or challenging.

The ET used a qualitative software program, Atlas.ti, to which all documents were uploaded. The team created a coding system consisting of codes and subcodes based on the EQs and analytic categories and wrote a clear definition for each code to ensure team members were clear about where to place different segments of text. (See Annex II, Table 11, for the coding scheme). Coding the desk review sources enabled the ET to group information according to themes for each EQ. For example, annual reports describe Puentes' interventions and explain variations between planned and implemented activities and the reasons for these changes. External or internal evaluations provide important information on successes and challenges that have occurred during Puentes' implementation that are relevant to the EQs of the present evaluation.

After creating the coding scheme in Atlas.ti and uploading all documents, the ET carried out an intercoder reliability exercise to understand how each team member conceived the code and subcode definitions and categories. For codes that were interpreted differently across team

⁵ These include the *Informe de Resultados: Sesión Estratégica (SRS)* (Result Report: Strategic Session) done in July 2019 by Patricia Bourdeth and the Puentes consortium and the *Evaluación de la Segunda Fase del Proyecto Puentes* (Evaluation of the Second Phase of the Puentes Project) done by FLACSO. (n.d.).

members, the team adjusted definitions and codes as necessary to ensure that all team members had a shared understanding of the codes and subcodes.

After completing the intercoder reliability testing, the ET systematically read through and coded each document assigning codes to different segments of text. This allowed the team to analyze the patterns and trends related to each EQ and analytic category. During the content analysis phase, the ET documented areas that required more information and/or more nuanced information. The ET used data matrices to document information gaps and need for further inquiry, which the team addressed through primary data collection by probing during KIs and FGDs.

3.2 DATA COLLECTION

The ET initiated primary data collection through a two-day workshop with members of each of the organizations that form the consortium. This workshop served to shape the evaluation design and deepen the ET's understanding of the project. Afterward, the ET defined the sample, developed data collection tools, and conducted three weeks of field work in Guatemala (November 2-19, 2021), including KIs and FGDs with key stakeholder groups and constituents. Each step of data collection is detailed in this section.

3.2.1 Design Workshop

The ET led a two-day workshop to: 1) develop a deeper understanding of Puentes' implementation and any discrepancies between the planned approaches and activities and those carried out; 2) understand key events that occurred during Puentes' implementation period that affected the project's targets and/or results; 3) discuss Puentes' TOC and the consortium members' perceptions of the TOC and its underlying assumptions; and 4) gain better knowledge of Puentes' target population and key stakeholders to inform the sampling strategy for data collection. Workshop participants included USAID staff, WV staff, and members of Puentes' consortium. Several key takeaways from the workshop helped the ET determine aspects that merited further exploration in data collection. The ET gained insight into the factors during Puentes' implementation that affected its approaches and activities and ability to meet targets, such as budget cuts and the COVID-19 pandemic. This background knowledge made the ET aware of the need, during data collection, to parse out the effects of these external factors from internal ones. The ET developed a better understanding of Puentes' TOC and the consortium members' interpretation of the TOC in practice. Specifically, the team identified the key causal mechanisms and underlying assumptions leading to each intermediate result. This helped the ET be aware of which mechanisms and assumptions to further examine during data collection in order to understand how the TOC was working in practice. Additionally, the ET realized that the consortium members had different understandings of the TOC, revealing the need to better understand these different visions during data collection.

In addition, the ET obtained detailed information about Puentes' key stakeholders and constituents in each department and municipality of the project's implementation, which informed the sampling strategy for the evaluation. The ET shared the evaluation purpose, EQs, and overall evaluation approach with consortium members. Follow-up and next steps were agreed upon, which helped to ensure that all implementers would be prepared to support the evaluation,

by facilitating communication and access to the constituent population and key stakeholders for data collection.

3.2.2 Sampling and Site Selection

Given the qualitative nature of this evaluation, the sample was not, and was not meant to be, statistically significant. Rather, the aim was for the sample to be representative of Puentes' key stakeholders and constituents. For that reason, the sample included constituents from different ethnic/linguistic groups, equal proportions of female and male informants, persons with disabilities, youth with different gender identities and sexual orientations, and youth that live in environments presenting different types and levels of challenges in terms of poverty level, violence, employment opportunities, and other relevant factors. Additionally, a criterion for defining the sample was the level of challenge in implementation—inclusion of municipalities in which implementation had proved more successful at achieving Puentes' expected results and outcomes and those in which there were challenges in achieving the desired results and outcomes.

Sample Municipalities

The ET decided to include two municipalities from each department to have a sample that was inclusive of all geographic regions of Puentes' implementation and represented the following:

- Municipalities in which Puentes' implementation has been more successful at enrolling and retaining youth as reflected in the high number of enrolled young people, according to the Puentes database
- Municipalities in which Puentes' implementation has been less successful at enrolling and retaining youth reflected in the low number of enrolled young people, according to the Puentes database
- Municipalities with varying levels of municipal support towards the Puentes Project
- Municipalities that present varying levels of risk factors
- Municipalities that have higher rates of migration
- Municipalities that have high numbers of youth with disabilities enrolled in Puentes

The ET requested the Puentes database of youth enrolled in Project interventions and provided the above criteria to WV. Then the ET met with WV's senior management team several times to decide which 10 municipalities collectively represented all criteria (see Annex II, Table 10, for a list of municipalities by department and the corresponding characteristics that were relevant for inclusion in the sample) The following municipalities were selected:

- Chiantla and San Sebastián (Huehuetenango)
- Malacatán and San Rafael Pie de la Cuesta (San Marcos)
- Totonicapán and Momostenango (Totonicapán)
- Quetzaltenango and Cantel (Quetzaltenango)
- Santa Cruz del Quiché and Quiché (Quiché)

Youth

For youth, the sampling criteria to be represented collectively were:

- Youth from all ages targeted by Puentes (15-24), disaggregated by age group: 15-19 and 20-24 years old

- Youth from all different ethnic/linguistic groups participating in the program
- Youth with disabilities
- Youth from both rural and urban communities
- Youth living in varying degrees of marginality, as reflected in their distance from municipal centers
- Equal numbers of men and women
- Lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth
- Youth that have gained employment, youth that have furthered their education, and youth that have not changed their employment and/or education status after beginning participation in Puentes
- Youth that receive or have received technical training and youth that receive or have received academic training from Puentes

The ET provided the sampling criteria to WV along with a matrix detailing the desired composition of youth FGDs per municipality, which included one focus group with five young women and one with five young men per municipality.⁶ FGDs were used for data collection from youth participants to: 1) include youth from each municipality, 2) reach the highest number of youth possible while also maintaining social distancing; and 3) ensure equal numbers of women and men per municipality. The resulting sample differed slightly from the proposed criteria and number of young people per focus group, which was due to youth availability vis a vis the geographic locations of the ETs field visits. More women were available than men, resulting in a higher percentage of female participation in youth FGDs. FGDs also had an average of six to seven youth rather than five, which was more favorable for data collection yet still allowed for social distancing. Although the ET had requested the inclusion of LGBTQ youth and youth with special needs, neither were included in the sample. Additionally, the ET had requested that the consortium members aim to structure the FGDs by age ranges (15-18 and 19-24) due to their different life stages, yet this was not all ended up as such. Furthermore, the education level of the youth in the sample tended to be relatively high in relation to the overall youth population in the Western highlands, rather than varying from very low levels to high levels as the criteria had specified.

It is important to note that, while the ET had anticipated the sample to consist of youth ages 19-24, the sample ended up including some young women and men ages 25-29. This is due to USAID and WV's decision to expand the age range to reflect the age group that the GOG officially and legally considers "youth".

The ET conducted 20 FGDs (two in each of the five departments) with a total of 133 youth. (See Table 1 for the characteristics of the sample and Annex II, Table 9, for a more detailed breakdown of characteristics of the youth sample).

⁶ Based on the ET's prior experience interviewing youth in the Western Highlands, the team decided that separating women from men for the youth FGDs would allow the women to express themselves more freely.

Table I: Characteristics of the Youth Sample

Age	Number of Informants	Sex		Ethnicity			
Range	#	F	M	Maya	Garifuna	Ladino/Mestizo	Not specified
15-17	36	25	11	16 (8 F, 8 M)	1 (F)	10	9
18-20	46	30	16	17 (14 F, 3 M)	1 (F)	25	3
21-24	43	16	27	23 (10 F, 13 M)	0	19	1
25 and older	8	1	7	6 (0 F, 6 M)	0	2	0
Total	133	72	61	62 (47%)	2	56 (42%)	13

Education levels of FGD participants were defined as the current level being studied or the last level completed, if no longer studying. Most young women sampled (64 percent) were at a junior high level (grades 7-9) (37 percent, n=27) or secondary level (28 percent, n=20). The young men in the sample tended to have a higher education level, with 36 percent (n=22) at the university level, as opposed to 18 percent of young women (n=13). While 44% of women had not yet reached secondary school, this was the case for only 21% of young men, (see Figures 2 and 3 for a breakdown of education levels).

Figure 2: Education Levels of Female Youth

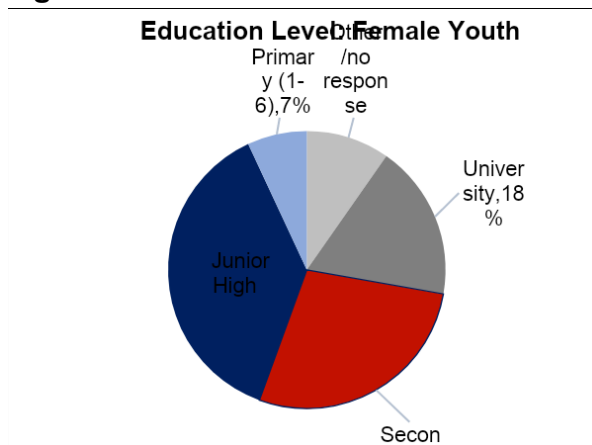
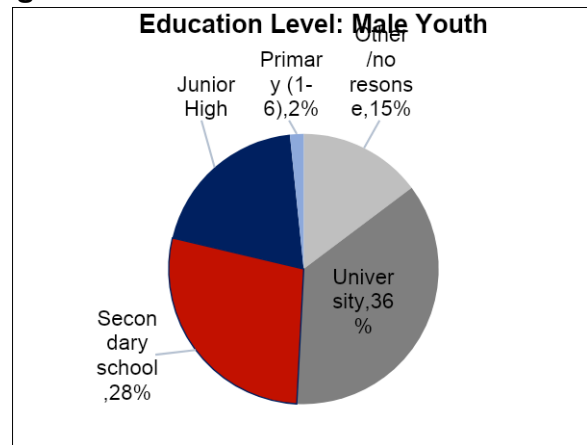


Figure 3: Education Levels of Male Youth



Consortium Members

At the start of data collection, the ET conducted KIs with all members of the consortium (current and former) who could speak to the EQs including senior management, technical and field coordinators, and trainers/facilitators. In total, the ET interviewed 19 consortium members (see Annex IV, Table 12, for a complete list).

The ET conducted KIs with consortium members from the central offices during the first week of data collection (November 2-6), which occurred in Guatemala City. During the second two weeks of data collection, the ET interviewed consortium members located in the different departments of Puentes' implementation.

Private Sector

The ET interviewed business owners or managers that were known to support Puentes youth participants. The ET requested contact information of businesses that had provided internships to youth, had interviewed Puentes youth for employment, and/or had employed Puentes youth. The ET's main criteria for selecting private sector actors were:

- Businesses of different sizes in terms of number of employees
- Businesses run by men and businesses run by women
- Businesses that are well established in terms of years of existence and stability, and business that are less well established
- Business owners/managers that have provided internship and/or employment opportunities to youth and those that have not
- Businesses that have been receptive and supportive of Puentes and those that have been less supportive in terms of offering internship and/or employment opportunities to youth
- Businesses located in the different geographic areas of Puentes' implementation

The ET provided the above criteria to WV and based on these criteria, WV recommended private sector stakeholders in the different departments and municipalities of Puentes' implementation. In total, the ET conducted KIIs with 10 business owners/managers (see Annex IV, Table 14, for a complete list).

Government Institutions

The ET conducted KIIs with representatives of governmental institutions at the central, departmental, and municipal levels who served as a liaison for Puentes or were designated to coordinate with Puentes staff and, thus, could speak knowledgeably about implementation. These institutions were chosen because they all play a role in Puentes' implementation through providing training or other services and opportunities to youth. These included, among others, the DIGEEX, Ministry of Labor (*Ministerio de Trabajo/MINTRAB*), and INTECAP. At a municipal level, the ET interviewed individuals from governmental institutions such as the Municipal Office for Youth (*Oficina Municipal de la Juventud/OMJ*), the Municipal Directorate for Women (*Dirección Municipales de la Mujer/DMM*), and the Municipal Employment Office (*Ventanilla Única Municipal de Empleo/VUME*.) In total, the ET conducted KIIs with 31 government employees (see Annex IV, Table 15, for a complete list).

Other Stakeholders

Additionally, the ET interviewed individuals who could provide information about youth such as their perceptions about their skill development, barriers they face, and Puentes' effectiveness at reaching and helping them overcome barriers. These interviewees included: 1) workforce and soft skills facilitators/trainers; 2) parents and partners of youth benefitting (or having benefited) from Puentes 3) community leaders; and 4) representatives from youth-serving organizations such as local non-governmental organizations (NGOs).

In total, the ET conducted KIIs/FGDs with 31 parents and partners of youth, 28 facilitators, and 24 community leaders (see Table 2).

Table 2: Number of Informants by Category

Informant Category	FGDs	KIIs	Female Informants	Male Informants	Total Number of Informants
Youth	20		72	61	133
Parents and partners of youth	7		23	8	31
Community leaders	9		7	17	24
Facilitators/Center trainers and staff		15	12	16	28
Business owners		10	4	6	10
Staff from government institutions		22	17	14	31
Staff from youth serving organizations		2	1	1	2
Consortium members/Partner organizations		9	5	14	19
Organizations that coordinate with Puentes		9	5	9	14
Total	36	67	146	146	292

3.2.3 Key Informant Interviews

For the KIIs and FGDs, the ET used semi-structured interview guides with open-ended questions and sub-questions directly related to the EQs (see Annex III for draft KII and FGD guides). Some KIIs were with one individual, while others were small group interviews with two to three people, depending on the interviewees' organizational affiliation and position. For example, KIIs with senior management staff from the same organization were done in small groups (2-3 people) as well as facilitators or coordinators from the same organization. Similarly, in municipal offices in which there was more than one person working in a unit, the others would also be included if they could speak to the EQs. Individual KIIs lasted 30-45 minutes while small group interviews lasted up to one hour.

3.2.4 Focus Group Discussions

Each FGD had five to seven participants. FGDs with youth lasted roughly 90 minutes and FGDs with parents and community members lasted roughly one hour. To ensure that the KII and FGD guides were adapted to the local context and programmatic language used by Puentes, the ET asked WV to provide feedback on each of them prior to initiating data collection. The team contracted two translators for each language spoken in the areas of implementation (Mam and K'iche') for data collection in the Western Highlands. Translators were present for all FGDs with young women and young men, as well as for those with community leaders and parents. This proved important in several FGDs with parents and community leaders, as well as in three FGDs with youth; it helped to ensure that interviewees could understand all questions and express themselves in their mother tongue and generated trust and rapport.

Youth participants were asked to write down information on a registration sheet at the beginning of each FGD. This allowed the ET to collect the following information: 1) age; 2) education level; 3) courses studied or studying (aside from the DECE); 4) organization that they are studying with;

and 5) whether they have a business or employment and, if so, what it is. The ET consolidated the information in Excel and used it to report on the sample and characteristics of the youth in the findings section.

All KIIs and FGDs were audio recorded, pending consent of each informant. Prior to initiating a KII or FGD, the ET requested that each participant sign a consent form for being interviewed and recorded.⁷ (see Annex III for consent forms). Audio recordings were transcribed using intelligent transcription, which aims to convey ideas in a concise and understandable way while maintaining the essence of the meaning conveyed, as opposed to verbatim that captures every expression uttered.

The ET also used a technique of having youth write down their responses to questions that they may have been intimidated to disclose in a group context. The team gave each young person blank papers and a pen and posed two questions: 1) what knowledge and/or skills did you develop by taking the DEcE; and 2) thinking about yourself before becoming involved with Puentes and now, what are the most significant changes that you notice about yourself? The ET collected the papers after participants had sufficient time to finish writing and then opened the FGD space to share responses if any young women or men chose to do so. The ET scanned all papers and consolidated the information in an Excel file for analysis.

The ET held FGDs separately for young women and men with the assumption that these groups, in general, faced different types of challenges. This assumption turned out to be correct. For example, after several FGDs held simultaneously with young men and young women, the ET learned that women often mentioned internal barriers that they faced, which was not often mentioned by young men. Thus, after the first five FGDs with women, the (female) ET members conducting interviews with the young women decided to add a question to the writing exercise, which was: "What barriers, if any, do you face when wanting to apply to a job or launching a small business?" The responses to this question yielded valuable information (shared in EQ1a findings).

3.2.5 Survey

The ET developed a survey using Google Forms to collect data from private sector actors, such as business owners and managers that had had a relationship with Puentes through providing internships and/or employment to youth or demonstrating an interest in this. The ET decided to conduct a survey with this informant group, in addition to the KIIs due to the difficulty of establishing meeting times with them (according to Puentes consortium members) and in order to reach a higher number than KIIs alone would allow. Additionally, due to their familiarity with technology and relative stability with email addresses (unlike youth), the ET considered this to be a feasible way of reaching them. The survey consisted of scales (*e.g.*, Likert scales) and short answer questions to yield both quantitative and qualitative data related to the opportunities that the private sector is providing to youth, as well as their perception of youth qualifications when entering the labor market (see Annex III for the questionnaire for business owners). The ET distributed the survey through email contact information provided by the consortium members with a three-week deadline for responses. Given the low response rate after the first week, the ET

⁷ The consent form also requested permission to take photos that may be used in the evaluation presentation and/or brief for dissemination.

requested the support of FundaSistemas to send emails encouraging the recipients to respond to the survey. In total, the survey was sent to 276 private sector actors, of which 29 were returned due to invalid emails. Of the 247 business owners that received the survey, 17 responded (a 7 percent response rate), and only seven respondents had previous experience with youth receiving Puentes services.

3.3 DATA ANALYSIS

Data analysis consisted of data consolidation and organization, coding, identification of themes and patterns, and tabulation. All audio recorded KIIs and FGDs were transcribed and uploaded into Atlas.ti. For circumstances in which the ET took notes instead of audio recording the KII or FGD, the notes were uploaded to Atlas.ti, as well as other field notes taken during data collection. The ET also consolidated data in data matrices that corresponded to the EQs. Using the same coding structure as used during the desk review, the ET coded all transcripts and notes. Patterns and trends in transcript data were identified according to EQ, which constituted the main qualitative findings. The ET had team discussions about interview notes, coding schemes, codification, categorization, and conclusions to ensure that all team members had the same or similar interpretations of the qualitative data.

The ET obtained secondary quantitative data and databases from the MEL System and from the indicator reporting in the annual reports. Quantitative data obtained through the implementers' indicator reporting were consolidated, organized in Excel, and disaggregated by sex, disability status, and ethnicity, if available. The ET analyzed these data according to the respective EQ and used them to complement the analysis of the qualitative data in the evaluation report.

The ET consolidated the survey data from Google Forms. In the case of Likert Scale questions, the ET tabulated the results to be visually represented in graphs and charts. The team consolidated and analyzed open answer responses to complement the rest of the qualitative data in the evaluation report.

To help ensure validity, the ET used triangulation of methods and sources. Specifically, the team compared and contrasted data from KIIs, FGDs, indicator reporting, and the survey. Similarly, the ET examined data from different informant groups to compare and contrast the various perspectives and opinions.

3.4 LIMITATIONS

The ET faced several limitations, yet none that substantially sacrificed the quality of the evaluation. These limitations were:

- Four of the fourteen planned KIIs with business owners/managers were not possible as they were unavailable, even after confirming the time and place. This partially limited the qualitative data that the ET was able to obtain. The ET compensated for this by using data obtained from the survey with the same informant group.
- There was a low response to the survey sent out to businesses, despite efforts to coordinate with consortium members providing follow up to the initial email sent with the survey link. This resulted in a small sample, with insufficient entries for representative data, which—if adequate—could have allowed for stronger descriptive statistics. As such, the ET

was only to obtain limited illustrative and non-generalizable information on the business owners'/managers' perceptions of youth. The ET compensated for this by triangulating the survey data with qualitative data from KIIs with business owners and consortium members as well as with data from the desk review.

- There were no youth with disabilities or LGBTQ youth in the youth sample. Additionally, there were very few young people in the sample with prior work experience or youth living in proximity to violence. This limited the ability to understand how to tailor interventions to these sub-groups group, as intended with EQ1A. The ET sought to overcome this limitation through desk review information and KIIs with Puentes facilitators.

4.0 FINDINGS, CONCLUSIONS & RECOMMENDATIONS

4.1 KEY CONSIDERATIONS FOR HELPING DISADVANTAGED YOUTH GET ACCESS TO NEW OR BETTER EMPLOYMENT

EQ1: Drawing on the experience of *Puentes* and looking forward to future youth workforce development programs, what are key considerations (promising approaches, as well as anticipated challenges) for stakeholders and implementers trying to get disadvantaged youth from the Western Highlands of Guatemala access to new or better employment opportunities?

4.1.1 EQ1: Findings

Puentes is helping some youth to find employment and some to start businesses. According to indicator reporting (see Table 3), to date, Puentes has helped 1,819 young people find employment or start a business. According to the Performance Indicator Reference Sheet (PIRS) in the MEL plan, “employment” can be full time or partial time and “self-employment” or “entrepreneurship” is when someone sells a product or service that generates income (with the amount or steadiness of this income not specified).

Table 3: Puentes’ Cumulative Achievement for Indicators Related to Youth Accessing New or Better Employment Opportunities and Tailoring Interventions to Sub-Groups

Indicator	Cumulative Achievement	LOP Goal	Percentage Achieved
EG.6-1: Number of individuals with new or better employment following completion of USG- assisted workforce development programs	1,819 (56% Female)	4,000	45%
EG.6-2: Number of individuals with improved skills following completion of USG-assisted workforce development programs	21,590 (57% Female)	22,500	96%

Indicator	Cumulative Achievement	LOP Goal	Percentage Achieved
EG.6-3: Number of individuals who complete USG-assisted workforce development programs	23,292 (57% Female)	25,000	93%
I-20: Number of microenterprises started with USG assistance	452 (58% Female)	500	92%
ES.1-3: Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance	546 (60% Female)	450	121%
ES.1-4: Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance	10,136 (58% Female)	8,000	127%
I-23/GNDR2: Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)	56%	50%	112%
I-24: Number of indigenous youth linked to knowledge exchange programs	32 (69% Female)	40	80%

Of the youth in the ET's sample of 133 youth,⁸ roughly half of the women (n=35) were employed, self-employed, or both, while this was the case for 66 percent of the men (n=40) (see Figure 4 below).

Figure 4: Employment Status of Youth in Sample



As the numbers demonstrate, in the sample there is a substantial difference between women and men with regards to having the means to generate income. The level of development and success of the different business endeavors and stability of employment tended to vary, yet there were indications that that the project directly contributed to youth acquiring means of generating income. This was reflected in the FGDs

and KIIs with youth, parents, and consortium members staff that referred to youth having found employment through Puentes and/or selling their entrepreneurial services. Furthermore, higher numbers of women and men had some form of self-employment (19 and 23, respectively) than those who reported solely employment.

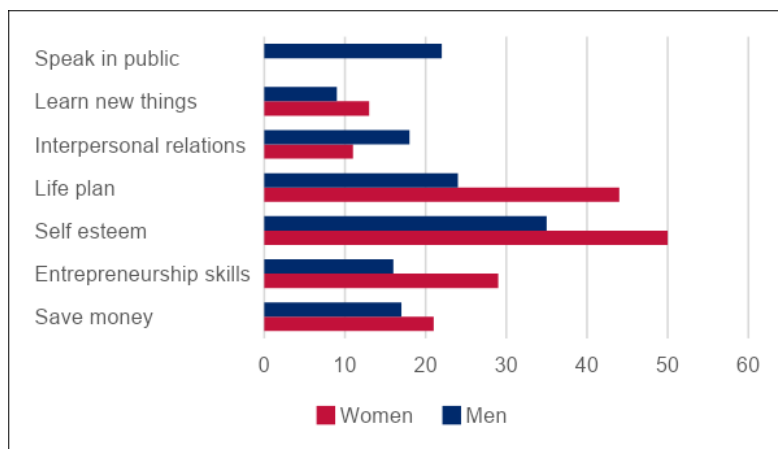
While youth noted on the FGD registration papers whether they were employed/self-employed, it was not clear if or how the employment/self-employment was attributable to Puentes. In the

⁸ These data were extracted from the registration sheet on which each young person in the FGDs wrote down their names, ages, courses they have taken with the project, and their employment or self-employment status. It is not clear that all the employment/self-employment was generated by Puentes.

FGDs, young women discussed their current employment or how they were using their training to generate income. For example, in FGDs with young women, 12 participants attributed their self-employment to Puentes. The most common self-employment reported was making clothing/tailoring, followed by food production, doing gel nails, and baking. Regarding employment, one young woman had a job cooking in a restaurant and another, while not yet employed, was interning at a store where she hoped to become employed. Of the 18 young men that discussed their self-employment in FGDs, 12 participants were producing and/or selling food, and others reported a range of initiatives (e.g., hair styling, and phone or computer repair). The three young men that talked about their employment, mentioned small, local businesses (photography, mural painting, and a cell phone repair store).

Several young people mentioned how Puentes positively influenced their decision to start their own businesses, look for employment, or improve their job position. As one young woman stated, *"One of the parts of the module called 'persist in your business initiative,' I liked [it] a lot and I learned and put it in practice in my business."* A young woman in San Sebastian discussed how she is generating income from what she learned: *"I do haircuts at home for 10 Quetzals and people come. Now many boys are showing up because they are going back to school."* Another young woman from the same FGD explained, *"I took the course in baking and pastry making. I don't have an oven in my home. I make doughnuts that you just have to fry. But I can't make bread or pastries."* The strong entrepreneurship focus of the DEcE was apparent in the FGDs with youth.

Other youth and parents commented on employment opportunities related to Puentes. One mother in Totonicapán explained how Puentes opened opportunities for her daughter: *"I have a 17-year-old daughter who studied her three years of junior high, and she studied baking at INTECAP. She also studied customer service at FUNDAP, she has been studying a lot in this project. My daughter is now working at a pharmacy, since she studied customer service it helps her a lot in her work. For us it has been a great blessing that she has been able to study various things with Puentes."*



numbers are substantially below the life of project (LOP)

Figure 5: Soft Skills Acquired Through the DEcE

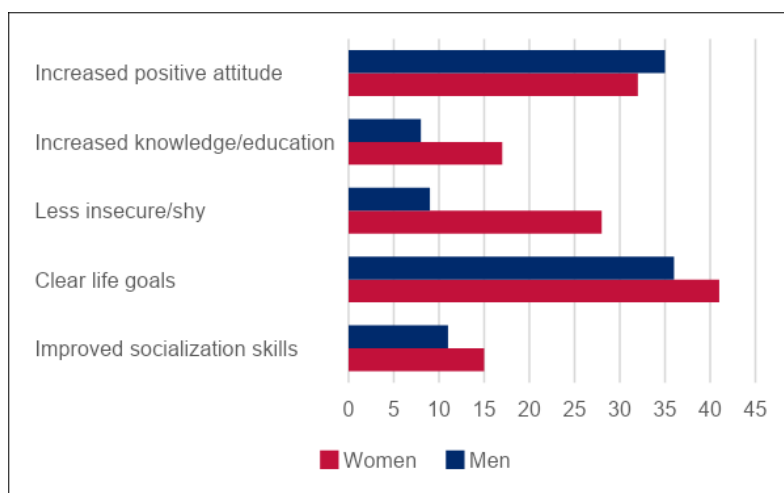
Another mother in Totonicapán explained how her son found employment through what he studied: *"I have a son who studied here in the project, he studied nursing at INTECAP and graduated, now he is working in the Ministry of Health and also in the community health center."*

Although Puentes is helping to generate employment and entrepreneurship for youth, the

goals. The progress towards this target thus far is 45 percent, falling short of the goal by 2,181 young people who did not find new or better employment. According to annual reports and in KIIs with business owners/managers, the COVID-19 pandemic made it

difficult for businesses to hire new employees or seek interns. Information from annual reports and KIIIs with consortium members pointed to additional reasons that it made it difficult to reach the target, including budget cuts that affected staff capacity due to staff reduction and a restricted labor market in the Western Highlands. Other factors that contributed to the low level of target achievement, as explained in KIIIs with consortium members, were the major delays in making available to youth the Social Inclusion Fund (SIF) and in-kind support (as discussed in EQ1civ); and the lack of a clear strategy to align training with market needs (as discussed in EQ1cii).

Figure 6: Changes Reported by Youth After Joining Puentes



Through the DEcE, Puentes is fostering soft skills that help prepare youth for employment and entrepreneurship.

The DEcE aims to foster soft skills that are important for employment as well as foment entrepreneurship in youth. As part of it, youth must develop life plans. To date, 23,292 youth have completed the DEcE through Puentes and, according to self-reports in FGDs, this has fostered skills and attitudes that are associated with workforce outcomes. Youth in FGDs were asked to write down which skills

and knowledge from the DEcE they found most important (see Figure 5). They were also asked to write down how they see themselves differently after joining the Puentes Project compared to before (see Figure 6).

Generally, the DEcE had a positive impact on both young women and young men, especially on their self-esteem and life planning. Goal setting, according to research, is associated with increased job performance,⁹ and increased self-esteem has been linked to multiple improved work outcomes such as employment, job performance, and wages.¹⁰ Learning to save money was another common response, which was also frequently discussed in the FGDs.

The changes youth reported seeing in themselves after joining Puentes also reflect improved ability to set life goals and self-confidence (“less insecure/shy”). After “clear life goals” the most cited change for both men and women was “increased positive attitude,” which is also key for helping young people launch a business or seek employment.

The young women and men elaborated how being part of Puentes and the DEcE has provided them with support and changed their lives. For example, a young woman in Momostenango shared: *“The course helped us a lot to orientate [sic] ourselves. Many times, one has an idea but feels lost, so at least in my case it helped me to know in which direction I wanted to go, what I wanted for*

⁹ Genesis Analytics. (2019, July 5). *Impact Evaluation of the IYF Passport to Success Life Skills Curriculum*.

¹⁰ USAID (2021, September). *Soft Skills and Youth Workforce Development in Sub-Saharan Africa: Study Brief*. Link: [Soft Skills and Youth Workforce Development in Sub-Saharan Africa Study Brief](#)

myself and for my family. In that sense I consider that it helped me a lot and also gave us the initiative to aspire to something better.” Young women described how facilitators and the DEcE gave them the direction and motivation to achieve their goals even while facing the challenges caused by COVID-19. In Totonicapán, a young woman shared how she changed her attitude towards life from passive to active: *“In my case, before I was a person who didn't like to study, I didn't have goals, I just wanted to live life. I remember that I told my mum that I did it [Puentes] just to complete it and not to better myself, but in the end I changed my mind from negative to positive, now I have dreams to achieve things.”*

Soft skills training through the DEcE seems to be particularly important for young women and seems to be influencing them to delay family formation. It is interesting to note that increased self-esteem and being “less insecure/shy” was especially apparent for women, of which 28 percent reported this latter change as opposed to 9 percent of men while roughly 25 percent more young women than men reported improved self-esteem (Figure 5, p.15). Research shows that women sometimes benefit more than men from soft skills training, especially in low-income countries.¹¹ Soft skills training has been shown to help women feel increased control over their lives,¹² which is especially relevant for women in rural Guatemala where men traditionally hold positions of power. In KIIs with young women, most of them said that their life plan was to complete their studies and/or career training prior to forming a family, which some young women directly attributed to having a clear life plan.

Parents and Puentes stakeholders have seen changes in youth that support them in seeking employment/self-employment. Aside from the changes that youth noted on paper, during FGDs, parents in various communities mentioned the positive behavioral and personality changes in their children. For example, one mother from San Sebastian said: *“She has had changes thanks to her academic training, because she has lost her fear of presenting her ideas in meetings, and she has even become a leader in the municipal youth group, they did some kind of voting and my daughter was elected to be part of the youth commission of the municipality where we live. My daughter's self-esteem is now quite high because she has now studied.”* Another mother from the same group stated: *“I have seen a change, because my daughter now feels more confident as she has learned to cook, she knows that she now has the confidence and the courage to go and look for a job in a canteen or restaurant, she feels capable of doing it, and seeing everything in a different way. She knows that she can get ahead here.”* The coordinator of the OMJ in Chiantla stated: *“They are shy at the beginning, but once they finish, they change their behavior. When they leave the*

¹¹ Acevedo, P., Cruces, G., Gertler, P., & Martínez, S. (2017). *Living Up to Expectations: How Job Training Made Women Better Off and Men Worse Off*. National Bureau for Economic Research (NBER) Working Paper No. 23264. <https://www.nber.org/papers/w23264>.

Salam, D., Olobo, P., & Mpiira, R. (2016). *Educate!'s Lessons from an At-scale Impact Evaluation*.

¹² Adoho, F., Chakravarty, S., Korkoyah, D.T., Lundberg, M., & Tasneem, A. (2014). *The Impact of an Adolescent Girls Employment Program: The EPAG Project in Liberia*. Policy Research Working Paper. The World Bank. <https://doi.org/10.1596/1813-9450-6832>.

Noble, E., Ascencio, L., Wilondja, T., Mateba, A., Angelucci, M., & Heath, R. (2020). *The Impact of Women for Women International's Economic and Social Empowerment Program in the Democratic Republic of Congo*. Women for Women International. https://www.womenforwomen.org/sites/default/files/202010/DRC_RCT_ResultsBrief_Oct2020_FINAL.pdf.

diploma, they are clear about what they want to study, this is due to the methodology and the material used."

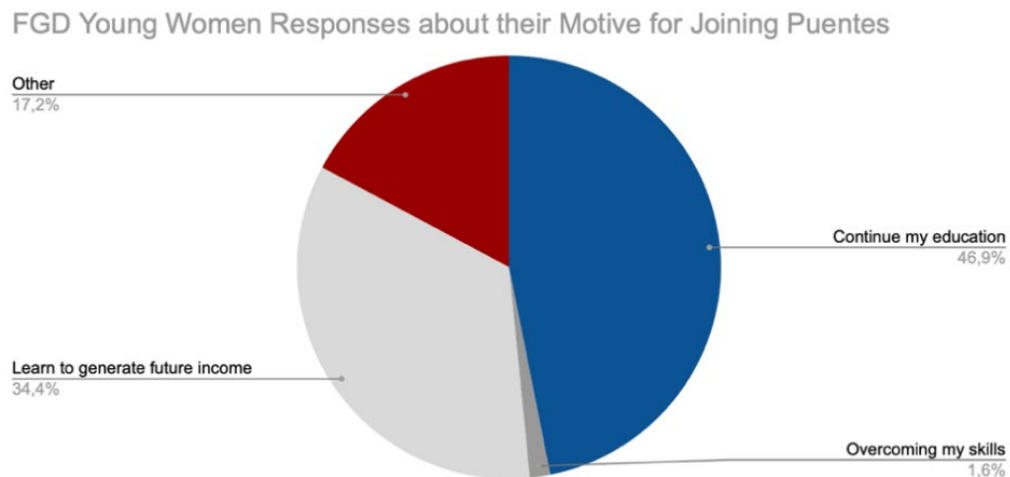
Puentes has been effective at helping youth continue their studies, which has been especially important for the most disenfranchised youth. As can be seen in the indicator reporting (see Table 3, indicators ES.1-3 and ES. 1-4), Puentes has financially supported youth to continue studying their formal education studies; the project exceeded the LOP goal for both the primary education (127 percent achieved, with 546 young people benefitting) and secondary education (121 percent achieved, with 10,136 young people benefitting). A total of 10,682 youth, 78 percent of whom are female, have continued their academic studies with Puentes' support through scholarships and the provision of alternative education. Of the youth in FGDs, 22 (17 percent) were currently studying through Grupo CEIBA or the Guatemalan Institute of Radio Education (*Instituto Guatemalteco de Educación Radiofónica/IGER*) with scholarships provided by Puentes. In FGDs with parents of Puentes participants, many said that they were thankful to the project that their children were able to continue to study. A facilitator at Grupo CEIBA explained: *"Since we have access to their life plans, almost all of the youth that are with us now are opting for education...their life plans are projected towards education."* He said that of the youth that graduated last year (from secondary school), almost all of them are now in university. In the FGDs with young women, roughly 15 had stopped studying for different reasons (family problems, lack of resources, etc.) and said that Puentes allowed them to resume their studies. One young woman from Momostenango explained: *"I am 19 years old and I was studying in my community, then I no longer had this opportunity, my father died and I was alone with my mother. Then here they gave me this great opportunity, so I want to finish it all, reach my dreams and goals. Here they are giving me a lot of support. I am just in my first year of high school studies."* A mother from San Sebastian explained that Puentes made it possible for her daughter to study. The translator related her words, which she had expressed in Mam: *"She says that her daughter is a participant in the project, that she is currently completing second grade and that she has already completed the nail design course. She says that due to the limited resources they have had, there was no possibility of continuing to study, but that thanks to the project, now her daughter can do it and she is very grateful for the opportunity that is given to them."*

The opportunities to study (academic studies and/or technical training courses) and find employment/self-employment is generating prospects for the future, which has shifted the vision of some youth away from migrating. This was even more pronounced for the young men interviewed, who tended to have more employment, entrepreneurship, and advanced education levels. When asked in FGDs if they plan on migrating, all 61 young men said that with the opportunities offered by Puentes, they do not want to migrate (even in the case of several who had family members who would facilitate migrating to the United States). One young man (Chiantla) said he had almost migrated to the United States twice but his parents stopped him, and he considered it again when he finished his teaching degree: *"I finished my teaching degree and wanted to leave, but that's when I entered Puentes, and they open up your mind that you can excel in Guatemala."* Of the young women in FGDs, roughly eight (out of 72) said that they still had a vision of migrating to the United States, while roughly 20 said that they had that goal in the past but since participating in Puentes they no longer want to migrate. As one mother (Tonicapán) explained: *"I have two daughters, one who is 19 and one who is 20. One of them*

studied pastry making and acrylic nails and the other the diploma in employment. This helped her get a job in a store and my other daughter sells pastries to be able to get ahead. Our idea is not to go to the U.S. but to stay in Guatemala working." Another mother from San Sebastian commented: "In the case of my daughters, it has helped them, because one of them is opting for an internship in her supermarket and as she took a haircutting course; she now cuts hair at home and generates money, so I have seen that thanks to the courses the doors are opening for her to be able to earn a living here." A facilitator in San Sebastian explained: "There was one young woman who wanted to commit suicide because of so much debt and with the help of the Puentes project she has become better and now has a textile business."

Based on the youth in the ET's sample, roughly half of the youth aimed to continue studying as opposed to other motives for joining Puentes. There was also a variation between the aims of young women and men. The ET asked young people in the FGD what their main reason for joining Puentes was. Out of 72 women, 64 responded. Of these, the main reason was to continue studying (n=30), followed by learning more to generate income in the future (n=22) (see Figure 7). The most common response for "other" was "because it was part of my studies through IGER" (n=9).

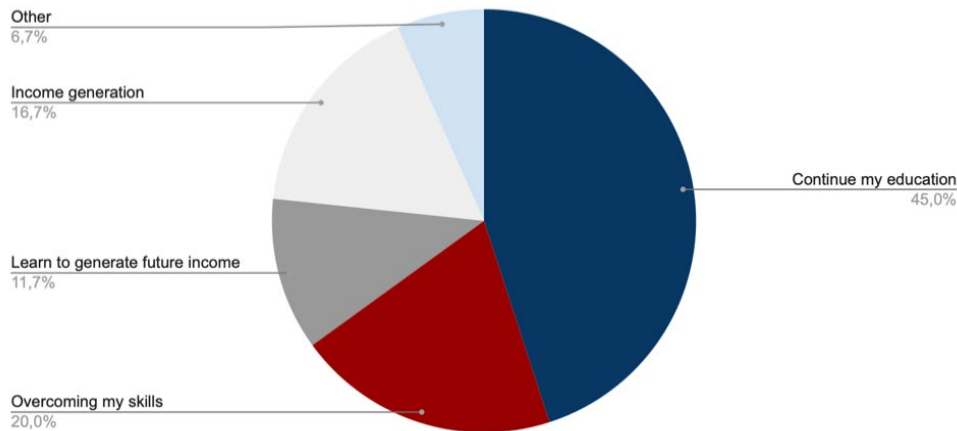
Figure 7: Young Women Motives for Participating in Puentes



Of the 61 men, 60 responded. Their responses showed a slightly different tendency: the same percentage said that their main motive was to continue studying (n=27), 17 percent (n=10) replied that it was to generate income, 11 percent aimed to learn so that they can generate income in the future, while another 20 percent aimed to be successful in general.

Figure 8: Young Men Motives for Participating in Puentes

FGD Young Men Responses about their Motive for Joining Puentes



While many young people aim to continue studying, participants report multiple motivating factors that led them to join Puentes.

It is important to note that, while the youth in the FGDs were asked about their main motive for joining Puentes, most youth also offered additional reasons. For example, it was common for a young man or woman to say that her/his priority was to continue studying yet she/he also wanted to learn to generate income or to generate income now. The ET found that most of the youth had multiple goals that involved some income generation or plans for a future business, after completing her/his studies and/or accumulating enough capital to launch a business. Their aims tended to be non-linear and multifaceted. For example, during FGDs, a young man explained: *"One of my plans is to finish my high school and after that to study to become a nursing assistant, if I can't this year, it would be the following year. The advantage of studying there (nursing school) is that they give us the opportunity to leave with a job in a health center, I would be able to pay for my studies at the University of Industrial Engineering, those would be my long-term plans."* During the KII with a consortium member, facilitators reported how the youth are participating in a process shaping their personal development and interests, discovering step by step what they would like to achieve: *"I have seen with the young people who come here that some become so dedicated and happy to keep learning that they decide to continue studying at the university; others group together among themselves and create their greenhouses, others get jobs by getting linked with other consortium members."*

Entrepreneurship, or becoming self-employed, seems to be interpreted differently among youth and consortium members.

As mentioned previously, self-employment (in the case of entrepreneurship), according to the PIRS, is when someone sells a product or service and generates income from this (with the amount or steadiness of this income not specified). Yet, to verify for project indicator reporting that a youth has become self-employed, they must present a business plan, as explained by the MEL team and staff from the Foundation for Integral Development (*Fundación para el Desarrollo Integral/FUDI*). Yet a FUDI staff member also explained a different way of perceiving self-employment; they train youth and encourage them to build a greenhouse and they provide seeds and some other support. Some youth begin to grow vegetables or flowers and sell them, yet they do not have a business plan, which must be created

afterwards to count as a youth that became self-employed through Puentes. According to the FUDI staff member, this approach of working with what one has rather than making a business plan and trying to get all the resources and conditions it entails, has been very effective to get youth motivated to produce and sell. The ET encountered cases that are more in line with this way of conceiving of a new self-employment initiative: 1) a young man who inherited selling bread from his grandfather, but through Puentes he learned to keep track of costs and profit and other aspects that helped him improve his business; 2) a young man who helped his mother make chocolate that learned how to sell it better; and 3) a young man that had chickens, coffee, and pigs that people wanted to buy, and the DEcE motivated him to figure out how to do this effectively. Through Puentes, these young people worked with the resources and social networks that they had to launch or improve a business.

The vocational training provided to youth has helped them to generate some income while they prepare to launch their businesses and/or continue studying. Based on the ET's youth FGD sample, there were five main scenarios with respect to vocational training: 1) youth that took short technical training courses (40-100 hours) who are able to generate some income in order to continue studying; 2) youth that took short technical training courses who are able to generate some income and plan to find a job for capital to start a business (some of whom also plan to study more); 3) youth who were inspired to start a business but had their own means to do this or obtained what they needed outside of Puentes; 4) youth that were able to bolster a family business; and 5) youth who started small businesses with the training who now dedicate their time mainly to that. Most of the youth that took vocational training also received a kit of materials from Puentes, which also helped them to generate income with their newly acquired skills. Many young people said that they are using the short training courses and donated kits to sell services (e.g., nails, hair, doughnuts, pastries/cakes, electricity installation, and others). In most cases the youth also have mid-to-long term goals for studying or a business. For example, a young woman from Santa Cruz del Quiché described her life plan: *"In the short term, to finish my studies; to look for a job in what I am going to graduate in. Long term would be to set up a business."* Another young woman reported: *"My short-term dream is for my two ventures to succeed and grow, to have partnerships with organizations to sell, and in the long term to graduate from the university. My goal is to set up a farm."* In Totonicapán, a young man shared why he joined Puentes even when he has a university degree: *"I think that many people believe that with a university degree they can't do anything else, but I don't think so. You always have to look for something else, many alternatives. Because many people think 'if I finish the university, I've graduated and that's it,' and no. Sometimes you also need to have a business to support yourself...to support your studies.* These types of medium- to long-term plans were very common among the youth in FGDs.

According to youth and other stakeholders, youth need to study more to find employment and the vocational training must be longer for this and include certification. Youth, Puentes staff, and partner organizations expressed that the short training courses do not provide enough time to be considered as specialization nor a certificate of completion, which are both important for finding employment or starting a business. As a staff member of INTECAP in Huehuetenango noted:

"They are modular trainings. We have that option that the modular training qualifies the person in some part of a specialization, but it is not a complete technical career. For example,

in mechanics there is a steering system, a braking system, a lighting system. In the beautician career, they don't study the full careers of an esthetician, but they do look at the unisex cut part, for example, with dye, that's all. There is another career that is only manicure and pedicure, which is another modular training. There is another one called hairdresser, the hairdresser career is pure haircutting...they are of short duration, they are 100-120 hours. As a hairdresser, the young man comes out with the ability to go and cut hair in his community and from that he can earn a living. They received short modules, not full courses. They can earn money, but it is not enough to find formal employment or it is a weakness for establishing their own business."

A young woman in Chichicastenango explained her experience:

"My life plan was to have a business, to set up a beauty salon, as it is what I have liked to do, and through the technical course it was only six months, not very long, I was able to gain a lot of knowledge. And my plan was, that if they could help me get a scholarship or something to be able to continue studying the course. Later on, maybe to work, then to look for capital to be able to have a salon or to have my own business...I would like, if possible, in INTECAP, or wherever it is possible to continue the course. Because I do lack a lot of knowledge."

While Puentes' goal is to reach youth in "vulnerable" or "disadvantaged" conditions, it is not clear that most of the youth benefiting from Puentes constitute high levels of marginalization. This may be due to the definition used by Puentes, which is quite broad.

The definition of "vulnerable people" that is used for PIRS is: *"All young people who take the diploma and are served by the project, who live in the highlands, who present some of the following situations of vulnerability: extreme poverty, lack of job opportunities, needs focused on health, LGBTQ, disabilities, victims of violence in its different manifestations, indigenous population, gang recruitment, natural disasters, situations that put at risk the fulfillment of their Life Plan increasing their chance of migrating."* Based on the characteristics of the youth in the ET's sample, it can be inferred that many young people served currently by Puentes would not fall under this definition. On average, participants studied had a high education level in relation to the overall population in Guatemala. In the sample, 27 percent of youth were in university (18 percent women, 36 percent men) and 28 percent (men and women) had completed secondary school or were studying at that level at the time of data collection.

On a national level only 2.6 percent of Guatemalans aged 18-26 years old have initiated university studies,¹³ and the average years of schooling in rural areas in 2017 was 5.25 for men and 4.2 for women. For indigenous men (national level) that figure was 5.0 years and 3.9 for indigenous women, while for non-indigenous it was 8.4 and 7.5 respectively (INE, 2018a). For the age group 15-24, at a national level it was 8.6 years of schooling for men and 8.2 for women. As for the youth in the sample, 64 percent of the men and 46 percent of the women had already surpassed these national averages (since they were in secondary school or university) and an additional 20 percent of men and 37 percent of women were more or less at the national level of years of schooling

¹³ Instituto Internacional para la Educación Superior en América Latina y el Caribe (International Institute for Higher Education in Latin America and the Caribbean (IESALC), 2018.

(grades 7-9), meaning that 84 percent of the young men (age 15-24) and 83 percent of the young women (age 15-23) had already surpassed the national average of years of schooling for their age group. Furthermore, out of the 133 youth in the ET's sample, 17 percent (n=22) were studying their alternative education through Grupo CEIBA or IGER with financial support of Puentes. Another 25 percent (n=33) were studying at a public education institution, meaning that half of the youth were not paying for their education. Yet 17 percent (n=23) were studying at the University of San Carlos, which is public but does require fees and the cost of materials. Additionally, 8 percent (n=10) were studying at private universities and 5 percent (n=7) in private schools.

There is not an explicit definition of “disadvantaged youth” that is shared and used by all members of the consortium and multiple recruitment strategies are utilized. The KIIs and FGDs with consortium members, stakeholders, and youth revealed that there is not a common conception and recruiting approach regarding “vulnerable youth.” In the Guatemalan context, people face multiple economic, social, and ethnic inequalities that can be associated with vulnerability and disadvantage of different kinds and levels. The shared criteria for youth selection is also very broad: ages 15-24 years old, ability to read and write, geographic target areas. Consortium members described multiple recruitment techniques to select the constituents. These included presenting the DEcE through the OMJ, local community leaders (community development committees or COCODEs), and social media, or presenting it in secondary schools or universities. While most of the youth that participated in the FGDs reported that they learned of Puentes through family or friends, the third most common form was through local authorities and COCODEs. In Chiantla, community leaders described how they understood the project as an educational opportunity for youth with incomplete formal studies: *“Youth that, for some reason, could not study, young people who have graduated but don't yet have work, youth that have trouble being social and relating to others, and youth that needed a profession, a trade, a job. In these aspects I understood that they were going to take the youth.”* Leaders in other communities had a similar understanding. However, they also explained that the project included youth with university degrees, giving them the opportunity for further specialization. This highlights how the project accepted all youth, including those who already had the resources to attend a university.

Facilitators in Chiantla described how, after presenting the project to local leaders and obtaining the consensus to work in the community, the local leaders organize youth recruitment. To be inclusive, they invite all the young people in the community, and they have no specific criteria to ensure that the most disadvantaged are those attending the meeting. The only apparent criterion is that they are between 15 and 24 years old. As a Puentes facilitator in the community of Aldea Los Regadillos (Chiantla) stated: *“Yes, always if they are between the ages of 15 and 24 years old, they are allowed to receive services. We can't ask any other requirement, just this. We don't discriminate, even if people who have already formed a home, with children, but if they meet the age requirement they can register (with the project).”* Together with the COCODEs, the OMJ coordinates the recruitment process as the link between Puentes and the youth. Once the COCODEs present youth with Puentes' opportunities, the OMJ, with Puentes staff, supports the youth in the training process. In the KIIs with the OMJs of Totonicapán and Chiantla, the coordinators mentioned how their offices work together with Puentes consortium members in

identifying the youth and opening training spaces. No reference to a particular strategy to address disadvantaged youth was mentioned.

The pressure that consortium members feel to meet the targets is driving their recruitment strategy, which seems to be aimed at youth who already have access to education and are geographically closer to opportunities. During KIIIs and FGDs with consortium members, it emerged that all consortium members were feeling pressure to reach project targets for DEcE and vocational training enrollments, as well as for employment or self-employment. For example, one way the youth are exposed to Puentes is through its presentation in schools and universities (including private ones). A young woman in Momostenango explained that the director of her school was the one who motivated her and her classmates to register in the project to learn how to use a computer. In Totonicapán, two young women attending different universities shared that Puentes staff came to present the project. Youth also commented how they discovered Puentes through church youth groups and promotional billboards. It is important to note that in Guatemala, secondary schools, youth centers, and universities are commonly located in urban centers and municipal capitals. Thus, the recruitment has included finding groups of youth who can be served in larger numbers in areas that are relatively highly accessible, thus increasing numbers for meeting targets,

Youth and government officials expressed the need to incorporate more disenfranchised youth from geographically isolated areas. During KIIIs and FGDs with youth participants, a recurring recommendation was to expand the area of intervention to reach communities isolated from municipal urban areas. According to a staff member of the Departmental Directorate of Education (*Dirección Departamental de Educación/DIDEDUC*) in Santa Cruz del Quiché, it is in these isolated communities that lack governmental assistance and national/international support where the action is most needed:

"Before I took charge of the department, I was the supervisor of the municipalities, but that was always my request, that the aid could be taken to various municipalities. Of those 14 or 15 (foreign aid) institutions, they stayed in the same schools, meaning that the aid was duplicated because the same organizations stayed in the same place. There are more communities to help, yet they only help the same ones."

He further explained: *"I mean geographically, because we could have 20 municipalities and only five of these municipalities are taken into account (for donor support) and the others are not...that would be where they (Puentes) could help us, to reach those municipalities where we cannot, that would be the help we would be asking for."* Similarly, a community leader from the Aldea Xejuyu in Santa Cruz del Quiché commented: *"They should go out into the communities to make themselves known, not only in the high schools, because there are young people who did not continue their studies."*

Municipal authorities also shared the view that youth that are more marginalized should be reached by Puentes. In one municipality, a staff member of the Municipal Office for Children, Adolescents, and Youth (*Oficina Municipal de la Niñez, Adolescencia y Juventud/OMNAJ*) stated: *"Now the project only covers four communities and the urban area. There is a need to cover more remote communities, where young people have fewer opportunities. The municipality has 32 communities. it is the municipality with the largest number of populated communities in all of*

Totonicapán." Similarly, the Municipal Secretary in a municipality of a different department explained:

"This morning the COCODE of Pueblo Viejo spoke and expressed that they did not know about the Project until this year. Before, perhaps more young people from that Pueblo Viejo community would have participated. Information did not reach those who need it. He is grateful to USAID for the project but thinks that perhaps they can provide greater coverage and go where there is the most need. Reaching out to young people further away, as many think of migrating. I think it would be ideal because here there are communities that are organized into regions, so it could serve a couple of regions and thus more communities are involved."

In the majority of the FGDs with young women, at least two or three of the participants in each FGD recommended reaching youth who had fewer years of education and/or more geographic isolation than the current Puentes participants. For example, when asked if she had a general recommendation for Puentes or a future project with similar goals, one young woman replied: *"Maybe it would be more in the villages because there are many young women who want to continue studying but they don't have the support of their parents; they only stay in the sixth grade (level) and then they don't continue."* Other young women in the FGD echoed her recommendation.

The pressure to meet targets has prompted some members of the consortium to explicitly shift their target for youth recruitment towards youth who are more likely to become employed or self-employed. Two consortium reported concerns about the initially established selection criteria for recruiting youth as well as the format and content of the DEcE. In their view, the youth selected through the recruitment strategy did not have the right profile to reach the project's employment or entrepreneurship goals, as they stated in KIIs. They perceived that the consortium member that designed the DEcE had the goal of youth attending and completing the DEcE instead of job insertion. Furthermore, they were concerned that the employment and entrepreneurship content in the DEcE only constituted two final modules. The youth recruitment, in their perspective, was excessively directed towards the DEcE attendance, including out-of-school youth, which, in their view, was negatively influencing their goal of vocational training and employment/self-employment. They explained that they were going to shift their recruitment strategy to youth with a higher education level and higher likelihood of wanting to enter the labor market right away. WV staff was aware of this shift in recruitment strategy for these consortium members.

As reported by FundaSistemas in 2019, the analysis of data on Puentes youth aspirations revealed that, of the 23,000 who finished the DEcE, the majority (80 percent) wanted to continue to study while only 20 percent of young people were interested in getting a job or starting a business. For FundaSistemas, as explained by their staff members and by WV staff in KIIs, the fact that the majority of youth have the goal of studying over generating income underscores that recruitment was not aimed at youth with the adequate profile for obtaining work or starting a business.

The pressure to meet targets seems to have driven the decision for each organization to carry out all components of the project and divide up the territory for recruitment and implementation, which some consortium members perceived as positive. One consortium member explained that, to meet targets each member organization decided to provide all project

offerings (e.g., employment and entrepreneurship training, the DEcE) rather than referring youth to other consortium members for services. Additionally, the geographical territories for recruitment will also be divided up so that each consortium member targets different municipalities/communities. While education-oriented partners will continue to offer the DEcE training, more employment/entrepreneurship-oriented partners plan to propose a second version of the DEcE that is shorter and more work-oriented. This second proposal involves different youth recruitment criteria including a higher age and education level, a clear interest in employment or entrepreneurship, and previous work experience. According to FundaSistemas staff, this change will ensure a better connection of the youth with the private sector and employers, helping them to reach the expected Puentes targets. Several FUDI staff members also perceived this change in responsibilities as positive so they could recruit youth on their own without depending on other consortium members to present the youth to them for agricultural training: *"They are going to give it (the DEcE), and our team is going to be trained in this, so our intention is that our facilitators can go to the communities, to the cooperatives, to the organizations to look for young people and to look for those young people who want to do agriculture, if we identify young people we give them the diploma Emprender con Exito to attract them to agriculture and the young people who want other services are linked with others, with World Vision, with CEIBA, so that they can also recruit them for the services that the young people want and can train them so that they can receive those services."*

Some consortium members had concerns that dividing up the territory and each member only working with their own recruited youth would limit offerings to youth and take away from the strength of each organization specializing in different technical areas. The initial conception and co-creation process of Puentes was rooted in the specialization of each organization to provide different options to the youth through referring them to the consortium member offering that service (e.g., alternative education, agricultural training, employment training, technical training). According to several consortium members, this decision of separating the roles and actions of each member in the attempt to facilitate target achievement undermines Puentes' innovative nature and synergy from complementary specializations. As a staff member stated, *"As a project, to break apart and that each one does its own thing, if Puentes was born with so many organizations, it was because of the talent of each organization and now each one is separate, an island."* Several facilitators worried about providing so many services and adequately following up with youth, while this worry was less prevalent among coordinators and senior management.

There is concern among consortium staff that there is a lack of trust and coordination between the different member organizations that negatively impacts the youth participants, which may be exacerbated by each organization working separately. A member of FUDI pointed to the competition between consortium members: *"I think that each consortium member has targets, so everyone wants to achieve their own targets and give less of a chance to others, that is what I perceive."* Vitruvian staff expressed their concern about the lack of coordination among organizations and of their integral project vision. They noted that the presence of multiple actors, each one with its training and education offer, disorients and saturates the youth. Instead of orienting the youth towards their life goals, the youth seem to lack a clear and complete vision of what Puentes offers them, thus missing access to all offerings. Vitruvian

staff also referred to a competition among the members instead of positive synergies due to the pressure to reach targets by recruiting youth. They highlighted how targets were reached without properly giving attention to young people's needs, by orienting them to their own organization's offerings instead of referring them to other consortium member's offerings, even when these other offerings were more in line with the young person's goals. Furthermore, the Vitruvian staff, including Puntos Crea coordinators and facilitators, pointed to a general mistrust among the consortium members concerning certainty that youth will get support for their own aspirations and goals. This mistrust was expressed by a staff member of RNGG as well: *"Several staff members of CEIBA from the youth centers talked to me, but secretly so their bosses don't know, they think I am going to steal their youth, because everyone has the problem here of fighting, that we all want something, when we should be giving integral support (to youth), and that requires teamwork...but this project lacks teamwork, lacks a becoming one project, a family."* Similarly, a staff member of FUDI explained:

"For example, there is a young person that wants something else, that happens at times, I think they pull them for something that the young people don't want." He further clarified: "What World Vision does is that it links a lot of young people to INTECAP, so they kind of guide them in their life plan, that's how I understand it...it's just my perception, yes, that they tell the young people during the diploma (DEcE), 'okay, when you finish here you can go to INTECAP, you can learn about baking, about barbering and everything else, and also that you can start a business there.' So, it turns out that when we (FUDI) go to those meetings to offer agriculture, the young people say, 'no, I already have one, I'm already going to INTECAP.'"

Some youth reported not knowing about the different options for vocational training or training for employment or entrepreneurship. While in some FGDs the young people mentioned knowing the different education and training options available and noted that they had taken advantage of these, others said they knew nothing about the different training options available after completing the DEcE. For example, in some FGDs with young women and young men who were studying alternative education through Grupo CEIBA, no youth were in workforce development courses, nor had they heard about these options. For example, when asked if they were aware that after the DEcE they could study a technical training a young man replied: *"In the course, they said that the important thing is start a business"* However, when asked if they had heard about the option to do vocational training, they replied that they had not. Similar cases were found in other municipalities. For example, in Momostenango, the young women were studying with Grupo CEIBA how to use Microsoft Office on a computer; they had heard of entrepreneurship courses with RNGG, but only a few knew of FUDI's offerings, and none had heard of FundaSistemas. Similarly, in Santa Cruz del Quiché, one young woman who was studying with IGER did not know about the option for vocational training. When asked if the organization presented her the available options that she could benefit from through Puentes, she replied: *"They didn't tell me anything, I just finished the course, that's all."* Similarly, in San Sebastian (Huehuetenango) a young woman wanted to continue her studies but did not know about that option though Grupo CEIBA. During the FGD she said, *"I have a question, as I am hearing that CEIBA...I don't know if it is a grant or not...In other words, it helps Proyecto Puentes, doesn't it?" The fact that this young woman had not learned about the option to study with Ceiba, which is a central*

part of Puentes, also could be indicative that youth are not always made aware of their options with other consortium members. The identified risk is that not only the members will select the youth with the closest profile to their specialization (agriculture, employment, entrepreneurship, etc.), but also that youth will not learn of the different options for continuing their studies, doing vocational training, or receiving training in entrepreneurship or job insertion but rather be steered towards the organization's specialization.

Youth need more guidance and follow up from facilitators to align coursework with their life plans and market needs and ensure execution. When asked during the FGDs if they had enough guidance and support from the facilitators, the majority of young women and men said that they did not, and they needed more. Through the FGDs with youth, it was apparent that, in many cases, there was a lack of guidance and communication about how to make choices for technical training, what options there were for continuity, how to apply for in-kind support, and other important aspects. For example, a young woman stated: *"I withdrew from the project because I couldn't go, and then I didn't hear anything. I wanted to join FUDI, but I was told that I had been in too many diploma courses, so I was told that I couldn't get help from anywhere."*

Facilitators have too many responsibilities and youth to follow up with to provide the level of support that youth need to define and follow a clear life plan. The lack of adequate follow up does not seem to be a result of the facilitators' lack of will or desire, but of being stretched too thin. Many of the facilitators stated (in KIs) that they had too many young people they were responsible for to be able to give adequate follow up to all of them. According to Puentes MEL staff, the ratio of facilitators to youth is roughly one to 110. A facilitator stated: *"we don't just focus on the DEcE, we focus on self-help groups and we don't just have a DEcE group and we don't just have a self-help group either, so we are here, here and here. So, we are kind of the basis of everything, with us everything. So, it would be good if we could divide and focus on one issue. To give them that benefit and to be able to focus more on their growth and self-improvement."*

Several Puentes facilitators mentioned the need to provide more support to youth during the creation of their career path from the beginning of the DEcE until the job insertion or business development. For example, some facilitators mentioned that for youth the first step towards job insertion is hard, and coaching is critical to manage rejection. As the facilitator mentioned: *"There are some young people who suddenly go to a job interview, but the fact that they go to a job interview does not mean that they are already in the job, and many leave discouraged and suddenly, due to the coverage we have, it is difficult for us to go and follow up with the young person. I see it perhaps as a difficulty within the project... I am one of those who would like to accompany each one and make them succeed, but often because of the number of young people we have, it is difficult for us to do so."*

Several employers who received youth as interns explained that those participants needed more guidance prior to an internship to clarify their goals for the future. A local business owner mentioned that the interns seemed disoriented and had a superficial training that was not sufficient to complete the tasks as expected. He suggested that this could be improved through two conditions: 1) a longer internship period, and 2) ensuring the young person's interest in the job. This statement, as well as others from business owners and consortium members, suggest that some young people are not sure about their career path and life plan in this final stage. According to the interviewee's perspective, the internships would bring more benefit to a person who already knows what she or he wants for their entrepreneurship or employment. Several business owners commented that there is a possibility to train the interns, since they can identify the gaps upon arrival. However due to the short time of the internship, it is hard to coach the youth in the proper way due to the limited time: As one business owner explained, *"it is very*

important, not to send them to war without being loaded. I don't know if because of the time factor or other circumstances, the young man or woman is not going to do their internship as they should."

4.1.2 EQ1: Conclusions

1. Puentes has not met the employment/self-employment target due to myriad reasons (restricted labor market, budget cuts, the COVID-19 pandemic, delays in distributing the SIF and in-kind support, and Puentes' lack of a clear strategy with business), yet many young people are generating some income from the courses and supplies Puentes has provided,
2. More young people have sought or are seeking to launch businesses than search for employment, a trend which is likely due to the restricted formal labor market and the strong entrepreneurial character of the DEcE,
3. While employment or self-employment may not be the immediate result for youth from Puentes participation, many young people are developing skills, knowledge, and attitudes that will likely help them to achieve this in the future.
4. While the Puentes technical training can help young people generate income, they tend to lack a focus on their long-term trajectories, leading them to take courses in different subjects rather than taking courses in the same subject that could eventually lead them to a specialization and even certification.
5. The soft skills that Puentes is fostering in young people through the DEcE are key for finding employment/self-employment and realizing their life plans, which is especially important for women who often need improved self-confidence to pursue their own studies and careers and delay family formation, both of which were apparent in the young women participating in Puentes.
6. The scholarships and financial support for young people to continue their academic studies has been invaluable for those in the most vulnerable conditions, which has been especially important for women who tend to fall behind men in advancing their studies. The vast majority of youth participants aim to continue studying, some while generating income, which helps them acquire academic skills that are important to employers and for running a business.
7. Puentes is opening opportunities for youth that deter them from migrating to the United States; due to Puentes many seem to have clear goals about how to make a living in their own country and are working towards this.
8. While Puentes orients youth to develop a business plan and obtain the necessary resources and materials prior to launching it, some young people (especially those studying agriculture) are launching business with the resources and networks they have and successfully generating income. This strategy, based on *effectuation theory*¹⁴ has been shown to be effective for entrepreneurship, especially in resource-constrained contexts.
9. While Puentes is providing support to many young people that need it, the most disenfranchised youth are not being reached by the project. This is likely due to Puentes' recruitment strategies of

¹⁴ Youth Business International (YBI). (2018). *Effectuation and its Application in Youth Entrepreneurship Training*. <https://www.youthbusiness.org/resource/insights-for-success-effectuation>.

Bitga, A., Feige, D., & Pallatino, C. (2020). *Study on the Use of Effectuation Theory in Youth Entrepreneurship Education and Training Programs*. USAID's YouthPower Learning. <https://www.youthpower.org/resources/study-use-effectuation-theory-youth-entrepreneurship-education-and-training-programs>.

targeting youth in or near municipal centers and places, like schools, that tend to be absent of the poorest youth living in remote and deprived rural communities.

10. The pressure to meet targets has likely driven the recruitment strategies and created competition and mistrust between consortium members, which has also contributed to a lack of a unified vision and approach and a lack of effective project-wide coordination. This seems to be negatively impacting the youth, such as some participants only having a partial view of the project's offerings.
11. The decision that each organization recruits its own participants and provides all services undermines the synergies that Puentes and its innovative mechanism initially created; this calls into question the ability of each organization to be specialized enough to deliver all services and ensure youth receive the appropriate training in line with their goals.
12. Youth need more guidance and follow up from facilitators to develop and implement their life plans and select courses towards one coherent path. Yet, currently, facilitators in some municipalities are not able to provide such attention due to multiple responsibilities and the high number of young people that they are responsible for.

4.1.3 EQ1: Recommendations

1. To generate more self-employment, Puentes should incorporate into the entrepreneurship training the effectuation theory approach of helping youth identify and draw on the resources and networks that they have in order to create businesses, which has proven especially effective in resource-constrained contexts.
2. Puentes should ensure that youth are provided enough guidance early on to plan their course selection according to their career path and follow up with them to help them continue to specialize in this area through subsequent courses.
3. Puentes should continue to encourage youth and provide them with financial support to continue their academic studies, especially young women and those in the most vulnerable conditions, while also encouraging them to generate income through employment/self-employment.
4. Puentes should ensure that they are working with youth who have the most propensity to migrate, which may require carrying out a study (if one does not exist) to determine who these youth are and where they are concentrated.
5. Puentes should ensure that the DEcE continues to foster key soft skills in youth by measuring its effectiveness through objective means/tools and monitoring the quality of implementation, especially after each consortium begins to deliver it.
6. Puentes should define what "marginalized" or "living in vulnerable conditions" means in relation to the youth it targets and this should be used as a common recruitment strategy for Puentes and future projects with similar goals to ensure that youth who truly lack opportunities and other government or donor support can benefit. (See Annex VI for a proposed classification structure for "vulnerable conditions").
7. Puentes should initiate a process, with support from an external consultant specializing in organizational behavior, to foster more trust, effective coordination, and a unified vision and goals among the consortium members.

8. The innovative mechanism that was used for Puentes' creation could be used in the future if, from the beginning, goals are clearly defined and different for each organization as well as having distinct target populations (e.g., some organizations focusing on the most marginalized youth with the least education to help them continue studies and take training to generate some income and others focus on youth with high levels of study and ready to find employment/self-employment) and a clear referral system so youth can move between the groups after recruitment or when they are ready for employment/self-employment.
9. Puentes should publish a video that explains all the different services the project offers and put it on the project website or the Puentes Facebook page, as well as sending it via WhatsApp to youth with phones, to ensure all youth learn about all services.
10. Puentes should invest in hiring more facilitators to ensure that the number of young people assigned to each facilitator allows them to provide the necessary guidance and support throughout the project.

4.2 TAILORING INTERVENTIONS FOR DIFFERENT SUB-GROUPS

EQ1a: How might interventions need to be tailored for these different sub-groups? What approaches have been successful or challenging for different sub-groups (age, prior work experience, gender/gender identity, ethnicity, disability, sexual orientation, poverty, marital and parental status, and geographic proximity to violence and/or urban areas) and why?

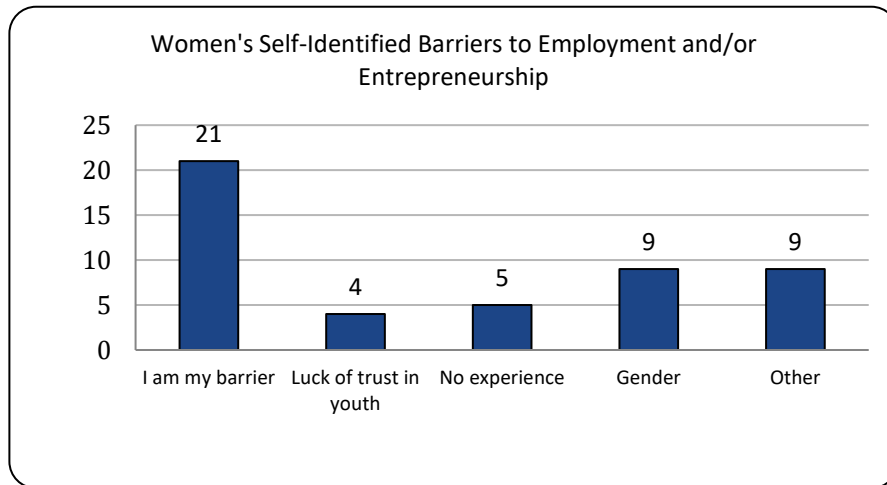
4.2.1 EQ1a: Findings

As mentioned in the limitations section, there were no youth with disabilities or LGBTQ youth in the youth sample, yet the ET was able to get some information from other sources (e.g., desk review, Puentes staff, and external stakeholders). Additionally, there were very few young people in the sample with prior work experience or youth living in proximity to violence, nor could information be verified from other sources regarding these sub-groups. Thus, the findings for the EQ1a are limited to several of the sub-groups listed for EQ1a.

Puentes has a higher participation of women than men in terms of enrollment in the DEcE, alternative education, and workforce development, and in finding employment or becoming self-employed. According to indicator reporting (see Table 3), more than half (57 percent) of the participants in training programs (DEcE, employment or entrepreneurship training, and vocational training) are women, and 56 percent of youth who obtained new and better employment were women. Additionally, women constitute 59 percent of the youth that obtained internships and 58 percent of youth that have been assisted to start microenterprises. The most recent data show a more marked trend in women's participation. At the time of preparing this report (Fiscal Year [FY] 2021), the project was serving 7,857 participants, of which 60 percent are women.

Women and girls tend to have lower education levels than men and Puentes is helping women to raise their education level. Women tend to stop their academic studies sooner than men, as can be seen in national data that reflect women averaging one year less of schooling than men. This was reflected in the ET’s youth sample as well: more than twice as many women than

Figure 9: Women’s Self-Identified Barriers to Employment/ Entrepreneurship



men were still finishing their basic education (44%, or 32 young women versus 21%, or 12 young men). Yet the same proportion of young women and men were enrolled in secondary school (28%, women=20, men=17) and some women had enrolled in a university (n=13), even though fewer than men (n=22). Puentes is allowing many young women to continue their studies, in a context where

women often stop studying before getting to high school, thus helping to reverse that trend with the youth population that it serves yet given the national data of 4.2 years of schooling for women in rural Guatemala (as opposed to 5.25 years for men), reaching more geographically isolated areas would further help to reverse the trend.

The youth in the ET’s sample showed that a higher proportion of men than women are obtaining employment and/or self-employment, likely due to both external and internal barriers women face. Young women in the focus groups were asked if they had barriers for finding employment or launching a small business, for which 36 women provided responses, some of which provided two or three responses, making a total of 48 barriers identified. 21 of the women noted that (at least one) barrier was themselves. Other responses included that employers want them to have experience or that there is a lack trust in youth; nine responses identified gender as the barrier, which mainly consisted in responses about fear of discrimination and/or fear of sexual abuse and/or harassment (see Figure 9). Other responses included “discrimination” based on ethnicity (1 response) and poverty level (1), corruption (3) (e.g., employers asking for money or not paying them), and lack of money (2). Young men did not mention internal barriers as much as young women, and there were fewer (e.g., gender and sexual harassment were not barriers). When asked if they tend to reach out to their facilitators to get help overcoming these barriers, some responded that they did not because they felt more comfortable talking with a woman.¹⁵ For example, a young woman in a FGD in San Sebastian explained that she had problems looking for a job and engaging in job interviews due to negative past experiences. She was willing to seek support from Puentes to overcome this obstacle, but the only facilitator was a man, and she did not feel comfortable sharing this personal issue with him.

¹⁵ Not all youth had facilitators that they worked of both genders. In other words, if a young women wanted to discuss something with a female facilitator but only male ones worked in her region, she could not do this.

Puentes has included some interventions to tailor to Mayan youth and their participation in the project constitutes roughly half of the youth. According to Puentes staff, roughly half of the youth the project serves are Mayan.¹⁶ Additionally, Puentes included a consortium member, AKEBI, to work in the department of Quiché with the Mayan participants (mainly the K'iche' youth). They imparted parts of the DEcE in K'iche' and included elements about Mayan identity (pride to use the Mayan languages and clothing, etc.). A member of AKEBI explained how with organization they: *“help the youth with their languages, with their self-esteem and their Mayan identity, they can discover themselves, they can know more about themselves, and they can know how to carry their identity, who they really are.”* Several young people in FGDs mentioned that they used to feel ashamed of using their Mayan language but now they are proud to. A mother during the FGD in Chichicastenango when describing how she perceived the change in her daughter after the DEcE, she commented how *“she now values her native language and she is no longer ashamed to speak it in any environment.”*

There does not seem to be a strategy, at the project level, to recruit and accommodate youth with special needs. While some members of the consortium have an explicit strategy and practice of targeting youth with special needs because it is what they have historically done (such as Grupo Ceiba), Puentes does not have a homogeneous approach. When asked, facilitators and other consortium staff all said they are open to accepting anyone, but they do not actively search to incorporate youth with disabilities or ask the community leaders to seek them out. Youth with disabilities in Guatemala tend to be in public spaces less as families often keep them at home, making it important to intentionally seek them out. The numbers show that 921 youth with disabilities have been served throughout the LOP. This amount represents 3.66 percent of total youth served, which is not representative of the national population of which 10.38 percent has special needs.¹⁷ While the ET learned about some cases in FGDs and KIs (e.g., accommodating youth in wheelchairs by helping get them to the training space or bringing that to them), there did not appear to be a project-wide explicit strategy. This was apparent in KIs from Tierra Nueva, the Ministry of Agriculture, Livestock, and Food (*Ministerio de Agricultura, Ganadería y Alimentación/MAGA*), and INTECAP, in which staff said that they do not have a strategy or practice of recruiting and/or attending youth with special needs. A coordinator stated: *“There is none or they (Puentes) do not see the participation of youth with disabilities. The children’s office has identified young people with disabilities and can refer them.”* This statement is similar to that of a government official who pointed to a lack of participation of youth with disabilities even though the municipal government had them identified and could refer them. Additionally, the contents of the DEcE do not contain information about special needs, or different abilities, or the importance of inclusion in this respect.

LGBTQ youth are not directly recognized in Puentes activities. Youth and facilitators in FGDs and KIs agreed that Puentes accepts youth with different sexual orientations and gender identities, yet there is a lack of explicit recognition of this (i.e., almost all Puentes staff members say they don’t know of any youth participants with different sexual orientations/gender identities), nor does the topic appear to be something that is addressed or discussed in the project. In FGDs

¹⁶ According to Puentes MEL team, ethnicity disaggregated data is not required by USAID and Puentes has been tracking participation based on ethnicity because it is a sensitive topic to request such information from participants. In the ET’s sample, 48% of the youth were Mayan, which is also true for 16% of youth that had been supported to start a business and 33% that have received technical training.

¹⁷ Instituto Nacional de Estadística, 2018.

with youth, many did not know the term “LGBTQ” and, when explained, said that they did not discuss this in general or within Puentes. Facilitators also said that this was not something that Puentes addressed, and if there were LGBTQ young people participating in Puentes, they had not been identified. Furthermore, the DEcE lacks content that normalizes or even addresses different sexual orientations.

The attention and support to youth with children was acknowledged and appreciated, yet there does not seem to be a unified or explicit strategy for facilitating their participation.

A young woman in Santa Cruz del Quiche expressed gratitude that Puentes accepted her as a participant despite having an infant to care for, when other opportunities for vocational training, according to her, would not accept her participation if she had an infant. She said that the facilitators accepted her bringing her infant to classes and even provided support. Several other young women in FGDs mentioned having young children, that this was not an obstacle for participating in Puentes, and that they had figured out childcare through their spouse or a family member. When consortium member staff was asked about support for women with children such as childcare or stipends for this, a project approach or strategy for this was not mentioned. Rather, different actions (mostly staff member personal initiatives) were mentioned to as ways that they had tried to support young women participants with children.

4.2.2 EQ1a: Conclusions

1. There is a higher percentage of women participating in Puentes than men, which is very positive since women often attain lower levels of education and lack training opportunities. Yet women in particular continue to face various internal barriers that hold them back from seeking employment, training, or entrepreneurship. Not all young women feel that they can reach out to the facilitators about this, which in some cases is because there is not a female one for that region.
2. Puentes has tailored some interventions to Mayan youth through explicitly recognizing and reinforcing the value of Mayan languages and attire as well as including proportions of Mayan youth representative of the population in the Western Highlands.
3. There is no evidence that Puentes has established and/or implemented a strategy to recruit and serve youth with special needs or youth with different orientations (LGBTQ) or to raise participants’ awareness about either of these groups in the DEcE or elsewhere in Puentes.
4. Although Puentes encourages women with children to enroll in the project when they encounter such cases, there does not seem to be an explicit and unified strategy to support women with childcare or reach out to young women who have given up their studies or plans for entering the labor market due to children.

4.2.3 EQ1a: Recommendations

Puentes, through the facilitators, should work with young women specifically on overcoming internal barriers and ensure that there are facilitators of both sexes for each group of youth. A specialized module on overcoming barriers would ensure that this is done well, preferably one that already exists (within Puentes or an organization external to Puentes) so that it can be incorporated soon.

1. Puentes should develop a specific strategy to recruit and serve youth with special needs in close coordination with the Youth Municipal Offices or Childhood, Adolescent and Youth Municipal Offices and with the COCODES. Special needs and inclusion should be addressed in one of the modules of the DEcE, preferably through supplementary materials already created (by Puentes or another organization/entity).
2. Puentes should use supplementary material already created (by Puentes or another organization/entity) to address LGBTQ youth in the DEcE to normalize different sexual orientations and gender identities. Another strategy could be to coordinate with the Sexual and Reproductive Health Observatory (*Observatorio de Salud Sexual y Reproductiva/ OSAR*)¹⁸ to address this issue as well as youth sexual rights, reproductive health, and family planning.

4.3 TRADE-OFFS YOUTH FACE

EQ1b: What tensions (e.g., trade-offs, opportunity costs) do youth face in terms of pursuing education versus employment opportunities?

4.3.1 EQ1b: Findings

Young people mainly face an opportunity cost when they have to decide between pursuing work and continuing their technical education. The socio-economic conditions of young people and their families in the targeted territories are usually difficult, as they live in poor economic conditions.¹⁹ Young people look for a source of income to contribute to the livelihoods of the home. However, most commonly youth have a low income, little remuneration, and few potential opportunities for growth. Due to their need for an income, these young people prefer to continue working in what they are doing, rather than complete the DEcE and then continue their technical training. The Latin American Faculty of Social Sciences (*Facultad Latinoamericana de Ciencias Sociales/FLACSO*) Puentes evaluation (p. 35) summarizes this finding as follows: “*The young people, due to their economic conditions, had to begin to work or continue to work, which prohibited them from finishing the diploma (DEcE).*” Several quotes of young people were included, one young woman and one young man, explaining their difficulty attending the DEcE training due to the need to work to support the family. While the ET did not find these situations in the primary data collected from youth, some of the desertion in Puentes (which is roughly 30 percent) could be attributable to this cause, according to several Puentes staff members.

The ET has found that young people with the most limited resources who were taking the DEcE and pursuing education, prioritized continuing studying instead of pursuing work because they have very few opportunities to access technical training or education opportunities on their own. This was the case for roughly one-fourth of the youth in the ET’s sample. For example, the young people served by Grupo CEIBA, that works with out-of-school youth, have a low education level compared to other youth from their similar age group within their own communities and thus aim to complete their basic education (through 9th grade) in an

¹⁸ <https://osarguatemala.org/>

¹⁹ [The 2015 poverty map \(page 28\)](#) shows that in the targeted departments, in most municipalities more than 75% of the households live in poverty.

accelerated way. As findings in EQ1 showed, several young women in FGDs said that they were able to continue their studies only due to Puentes. The ET also found many cases of young people who want to, and organize their time to, take technical education/training and work simultaneously. For example, in the FGD with young men in Quetzaltenango, 80% of youth were working and studying at the same time. In most cases, young people organized their time to take the DEcE, work, and/or continue their education. In these cases, trade-offs were not apparent, and youth did not report they felt they were missing other opportunities while they were working and studying. With effort and organization, these young people were accessing both: an income (perhaps reduced) that allows them to cover part of their needs and/or contribute to the home while they simultaneously receive training that allows them to develop new and/or improved skills to apply either in their work or in a future job.

4.3.2 EQ1b: Conclusions

1. In most cases, young people are organizing themselves to take the DEcE, work, and/or pursue their academic education and/or technical training. However, the more disadvantaged youth need an income from a full-time job, which limits their possibilities to continue studying or accessing training opportunities.
2. Tradeoffs were apparent with the young people of the most limited resources that chose to complete their alternative education instead of pursuing employment or starting a business, yet this was not the norm (rather only about one-fourth of the ET’s sample).
3. There is a small proportion of youth that are prioritizing their work instead of pursuing education. This is a clear trade-off in the medium-long term. Although their employment can cover their immediate needs, it may prevent them from improving their skills and accessing better job opportunities in the future if they do not access educational and training programs.

4.3.3 EQ1b: Recommendations

1. Puentes should, through the facilitators, track the different tradeoffs that youth face and ensure that BRMs are provided to youth in a timely way so that they can take advantage of the opportunities to advance in one’s studies and develop knowledge and skills to enter the labor market.

4.4 KEY PROGRAMMING CONSIDERATIONS

4.4.1 EQ1ci: What are key programming considerations or lessons learned from creating linkages between youth, youth-serving organizations, and employers?

Table 4: Puentes’ Cumulative Achievement for Indicators Related to Linkages Between Youth, Youth-Serving Organizations, and Employers

Indicator	Cumulative Achievement	LOP Goal	Percentage
Number of key coalitions, federations, or alliances built, leveraged, and/or strengthened	58	35	166%
Number of youth placed in internships or apprenticeships	205 (61% W)	760	27%

Indicator	Cumulative Achievement	LOP Goal	Percentage
Number of firms receiving USG-funded technical assistance for improving business performance	18	120	15%
Number of microenterprises supported by USG assistance	452 (58% W)	500	90%

Puentes establishes alliances with different companies for internship and apprenticeship opportunities, which are key for youth aiming to enter the labor market. These linkages provide opportunities for young people to have their first employment/work experience, gain overall experience, and, in some cases, obtain employment after they complete the internship/apprenticeship. During FGDs, youth explained that attending internships opened the path towards future employment since the majority of employers ask for previous experience that most young women and men do not have. Requiring previous experience was a recurrent barrier mentioned by parents, young women and men, and facilitators. A young man in Cantel, Quetzaltenango explained the value of internships: *“Most of them [...] always ask for experience. One or two years. [...] The fact of giving someone the opportunity to gain experience and not asking for the experience [...] helps a lot, because even if they (the internship providers) do not hire us as workers, we gained the experience and can look for a job where they are asking for experience”* A member of the OMJ in Chiantla, Quetzaltenango, mentioned the importance of establishing alliances with companies. Through the local linkages with small or informal businesses, it is possible for the OMJ to provide internships and employment for young people. Young people or companies come to the office looking for reciprocal opportunities and OMJ facilitates the match between employers and youth looking for a job.

The alliances for internships have been effective in linking youth to employment. FundaSistemas, the consortium member in charge of internship placements, explained how the internship process works, stating that many companies require job experience, but they negotiate with them and provide a young person they think will meet the company’s need when talking about possible internships. FundaSistemas provides a subsidy to the young intern, paying transportation and food for the first month as well as providing a uniform if it is required. If the young person does well at the job, they negotiate for them to get hired. WV reports that, out of the 115 youth participants in internships in FY 2021, 78 were hired by the same companies before completing or upon completing their internships. Additionally, although the target for the “Number of key coalitions, federations, or alliances built, leveraged and/or strengthened” indicator has been already accomplished (166 percent for the LOP), Puentes continues to identify alliances for internship opportunities. For example, WV reports the following for FY 2021 (p. 30): *“FundaSistemas also identified more than 220 additional local businesses that are potential allies for opening up internship and job opportunities for youth. [FundaSistemas] met with a number of them as a first step to creating a formal alliance, to explain how the Project works and to inventory the human resource requirements in order to match the demand with the supply that the Project can offer.”* Despite these efforts, the project has not succeeded in placing enough young people in internships or apprenticeships.

While some young people have been linked with internships, the project has not succeeded in placing enough young people in internships or apprenticeships. The goal of this indicator (Number of youth placed in internships or apprenticeships) for the life of the project is 760 young people, and, at the end of FY 2021, only 205 had been placed (27 percent of the goal). The goal for FY 2021 was 300, of which 115 youth were placed (38 percent of the goal). The COVID-19 pandemic has been an important limiting factor in creating these links with companies, as the downturn in the economy and

health restrictions reduced the options for opening places for interns. World Vision synthesizes the problem as follows (FY 2021 Puentes Programmatic Report, p. 33): *“During FY2021, the pandemic continued to affect this activity, as youth (and/or their family members) as well as partner companies were afraid of the risk of the youth contracting COVID, either from riding public transportation, or in the work setting”*.

Some evidence gathered by the ET suggests that formal agreements between Puentes, youth benefiting from internships, and the business providing the internship are not always in place, which could be limiting internship opportunities. Two business owners (in different departments) mentioned that there was not a formal agreement in place them and Puentes to establish rules and conditions that youth must adhere to and a specific profile that they must match (in terms of abilities and disposition). For example, one business owner said she had had several young people that didn't show up when they were supposed to and/or did not complete the internship. Due to that, now she is asking Puentes for a formal agreement, as she explained, “we left it that, now, we need rules from before receiving youth for internships. I told him (Puentes staff member) that “the doors are open, but the young person must meet the schedule and be responsible for the opportunity given to them.” She wanted Puentes to help ensure that youth were clear about this and would follow them. Another potential employer explained that their company wanted to receive young people for internships but that she wanted to make sure that Puentes referred youth that had the education level and abilities that were right for that work environment. She also wanted a formal written agreement in place detailing these, as well as the responsibilities for complying with the work schedule and business norms. She had been waiting to get this in place with Puentes, but it had not happened yet, and she did not understand why it was so delayed.

Another promising model for facilitating linkages between youth and employers are business acceleration and advisory services, though this has not been carried out as widely as anticipated. In FY 2020, Puentes began implementing a business acceleration strategy to generate employment opportunities and improved employment. A consultant performed business assessments, the results of which fed into growth plans and short-term investment plans for each business (World Vision, FY 2020 report, p. 55). In summary, the document review and KII shows that the capacity of the company to improve its operation is strengthened through this model, potentially making them more productive, which makes companies grow, which in turn creates employment opportunities for young people. This model is not aimed only at small or medium-sized companies but can also be useful for microenterprises. For example, interviewing a chocolate microenterprise, the owner explained that the services helped her to better manage her company, which allowed her to grow from four employees to 13, including a young man from Puentes who did his internship at this company and was then hired. The small-business owner said: *“I am very appreciative because they helped me get more organized. We were a business, but we didn't have a registering system, or statistics. Even though I finished my university degree in Business Administration, I didn't have an organizational system. But they helped me with this. In a certain moment with an order, to know the capacity. So, they helped me a lot.”* However, the project has not been able to provide this type of service to enough companies. The goal of this indicator for the life of the project is 120 companies, and at the end of FY 2021, only 18 had been provided services (15 percent of the goal). The goal for FY 2021 was 55 companies, but Puentes could not provide the service to any company (0 percent execution of the annual goal). As in other areas, the COVID-19 pandemic has also affected the provision of this service (Puentes FY 2020 Annual Performance Report, p. 55). The slow hiring processes for the consultants who give advice and business acceleration is another important limitation. WV summarizes the challenge as follows

(Puentes FY 2021 Annual Performance Report, p. 32): *"One of the main barriers to progress in the activities related to this indicator is the lack of approved options for providing financial support to identified micro-and-small businesses in the target areas that have the potential to grow and create new jobs where Puentes youth can be placed. With regard to the technical consultancies to support business acceleration processes, there were delays in the procurement of said consultancies, as well as delays on the part of the consultants according to the established timelines. The Puentes team has evaluated these factors and has taken steps to reduce the possibility of procurement-related delays in FY 2022, as well as taking steps to penalize contractors that do not comply with the agreed timelines."*

Puentes has established alliances with municipal authorities in some municipalities.

According to Puentes' 2020 annual report, the departmental and municipal authorities received trainings from Puentes facilitators about protection systems for youth that included topics such as human trafficking resulting from misuse of social media, personal care, migration in times of COVID-19, and the legal framework for the protection of children and youth. The municipal authority from San Sebastian (Huehuetenango) explained how they collaborate with Puentes: *"we find it [Puentes Project] very interesting because it focuses on the issue of youth. As CONJUVE [...] we support them in prevention (of risk factors) and support youth to succeed."* Through the collaboration with Puentes, the municipality set up new commissions, such as the education commission, to better collaborate with the project, divide the roles, and effectively coordinate the roles of youth serving organizations (governmental and non-governmental). In Totonicapán too the municipal and local authorities showed gratitude and interest in Puentes' work with youth. As one authority explained: *"They (Puentes) told us about the project and how they were going to support the development of young people, and they were going to do it in a virtual way. Some days [the youth had] to present themselves here in the community hall, where they asked us to make the Mayor's Office the meeting point for them. We were always with them (Puentes) and we observed how they attended to our young people, our young women. ...It is a very serious project. So [...] we feel very grateful to Proyecto Puentes, and it was our duty, our commitment, our responsibility. We are interested that our young people and our young ladies develop, stand out and can be someone in life."*

4.4.2 EQIcii: What are key programming considerations or lessons learned from aligning programmatic Puentes activities and economic opportunities with market needs?

Some of the training courses provided are related to what is common in the area, which in some cases can open opportunities to successful ventures, especially in the agriculture market. Currently, the project provides technical training opportunities for employment in areas that can be considered traditional: dressmaking, beauty, cooking, baking, etc., as well as other areas such as agriculture and vehicle repair. In some cases, these opportunities can be relevant for the market needs, for example, in agriculture. The food-related agriculture sector allows young people to sell their products in the local market due to the high demand for food, and Puentes has been providing agriculture-related training in targeted areas. World Vision summarizes the Puentes approach as follows (FY Annual 2020 report (p. 32): *"Youth from Las Nubes, Chiantla and Tejutla completed the technical, agricultural, and environmental training program. They studied the theory of local crop management, [...] food safety in production, general quality standards for high-value markets, and drip irrigation. They also built their capacities on drip irrigation equipment,*

calculating material, designing, installing, operating, and maintaining drip irrigation systems. Puentes also trained the youth on water and soil management related to environmental conditions. Building these capacities helped youth groups to better manage their crops, improve produce yields and quality, reach more demanding markets, reduce costs, and increase production.” These opportunities are well perceived by different stakeholders. In an interview with a staff member from Tierra Nueva (Chiantla), the informant stated the following about this experience: *“Some young women are studying different things, like fingernail design, and they (Puentes) offered agricultural training. Agriculture is strong in our context, the young people are used to this role. What they do is look for new and better knowledge, to improve their crops.”* A young woman in a FGD in Chiantla mentioned that, thanks to Puentes, her skills improved in agriculture: *“In our case we work with a vegetable planting company, so what we learned about the different planting techniques helped us a lot. Another thing that helped us was about the chemicals that are used in agriculture, some we knew and some we didn’t, so what we learned was very useful.”* Similarly, another informant from the OMJ in Chiantla mentioned: *“In the courses the young people are focused on repairing vehicles, motorcycles, and tuc tucs. It is because in the communities nobody provides that service (to repair and maintain them), so they focus on this to generate income in their own communities.”*

The ET has not found a strategy by which the project aligns the training courses it provides to the specific needs of the labor market. The project did not conduct a labor market assessment to understand what the current market demands are. Currently, the project provides technical training opportunities for employment in areas that can be considered traditional: dressmaking, beauty, cooking, pastry, etc. This represents an opportunity for improvement for Puentes, since although there are some of the courses that are relevant for the market, not all are necessarily in line with the specific needs in the territories, and some markets are saturated. Implementing partners recognize the need to make adjustments. For example, a facilitator from RGGG invited to explore new versions of the trainings courses or new areas to create innovative business opportunities. Especially, referring to young women the interviewee shared: *“we should give other types of technical training, not only the traditional ones of clothing, beauty, sewing; [...] they are ones of the most widely implemented. But currently the market is saturated, so I would love it if there were other courses and if women were given other types of courses that are not so traditional in terms of the profile of women’s culture. I would like to see women learning computer science or creating apps, and I would like to see women in other types of entrepreneurship.”*

Stakeholders recognize that there are opportunities to expand technical training offerings that are not fully exploited. According to the chamber of commerce from San Pedro, San Marcos, there are unexplored opportunities to expand the local economy. Agroindustry, textiles and fabrics, traditional handcrafts as shoemaking, or tourism and rural tourism are some of the areas the interviewee mentioned where there might be economic opportunities. Quality training courses and local production should be valued and promoted to trigger the change motivating people to buy locally instead of purchasing foreign cheaper products. As the interviewee shared: *“we need projects like Puentes to strengthen those processes so that we can satisfy that market with a competing quality [...]. Let’s exploit economic areas like tourism. For example, rural tourism could be a very good initiative and with that of course we would avoid a lot of migration.”*

Instead of a labor market assessment, Puentes conducted a business diagnosis, which provides valuable information for identifying and developing entrepreneurship opportunities. In 2018, the project hired the services of a consultancy to prepare a business diagnosis in 15 municipalities of the five departments where Puentes is implemented. The report indicates the main activities that have economic potential in each municipality. In addition, it provides an index of business climate, which serves as an indication of the ease that companies can find to carry out their commercial activity in a certain municipality. These studies provide information critical to understanding what opportunities exist for business creation (entrepreneurship), but they do not identify the needs of existing companies in terms of training young people. The ET also had access to a non-representative market survey prepared by FundaSistemas at the beginning of 2021, which included 85 companies from three municipalities: Santa Cruz del Quiché, Nebaj, and Chichicastenango. The FundaSistemas survey investigated the areas that present the most employment opportunities in the short term (two years), and which are the main areas with training needs. The survey found that sales and customer service are the main areas with job opportunities—and the areas where there is the most need for training. After this, the largest number of job opportunities are in the administrative, transportation, logistics, and production areas. In terms of training, the main needs are in digital marketing, production, finance, and administration. The ET also learned that Puentes will conduct a representative labor market needs assessment in the coming months, which will likely provide more information to improve alignment between market demands and training.

The soft skills that Puentes aims to cultivate in youth through the DEcE are relevant for the labor market, yet the degree that this is achieved is unclear. The DEcE focuses on five main skills: positive self-concept, higher thinking, social skills, self-control, and communication. Additionally, the DEcE develops another 18 skills derived from the five main skills, including self-esteem, resiliency, empathy, ability to work in groups, leadership, and decision making. Various studies have found that companies look for young people who not only have certain hard skills but also have the necessary soft skills.²⁰ In fact, some of these are also necessary for the development of successful ventures.²¹ The DEcE seems to be helping to develop some of soft skills needs for the market, as reported by business owners through the survey questionnaire results (explained below). Yet Puentes still has no objective way of measuring soft skill development, as explained by WV's senior management team.

Overall, in the view of private business, youth coming from the Puentes project demonstrate key attitudes that are important for the labor market, but there are improvement opportunities in certain attitudes.²² When asked about what attitudinal skills the

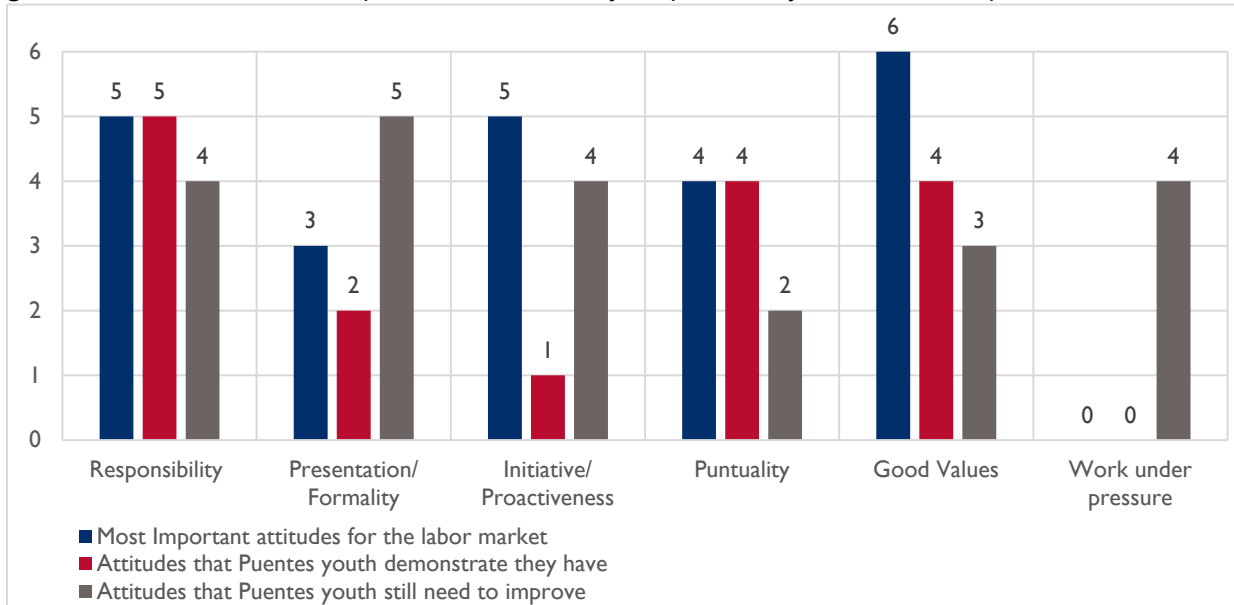
²⁰ For example, the [Final Performance Evaluation of the USDOL funded Youth Pathways in Central America Project \(2020, page 18\)](#) found that the promotion of soft skills was more relevant than vocational training to entering the labor market in both countries.

²¹ For example, Tem, S., Kuroda, A., Ngang Tang, K. (2020), designed a study to explore the importance of soft skills to enhance entrepreneurial capacity. The researchers examined three key soft skills: communication, leadership, and critical and problem-solving skills; entrepreneurial capacity was the dependent variable of this study. The results revealed that critical thinking and problem-solving skills are the most significant soft skills to assist entrepreneurs to improve their competitiveness and productivity.

Reference: [The Importance of Soft Skills Development to Enhance Entrepreneurial Capacity.](#)

²² Given the low response rate, the ET only focused on the trends within the data, as the sample was too small to be generalizable or conclusive.

private business consider are the most important in the labor market, respondents mentioned good values as the most important, followed by responsibility and initiative/proactiveness. When

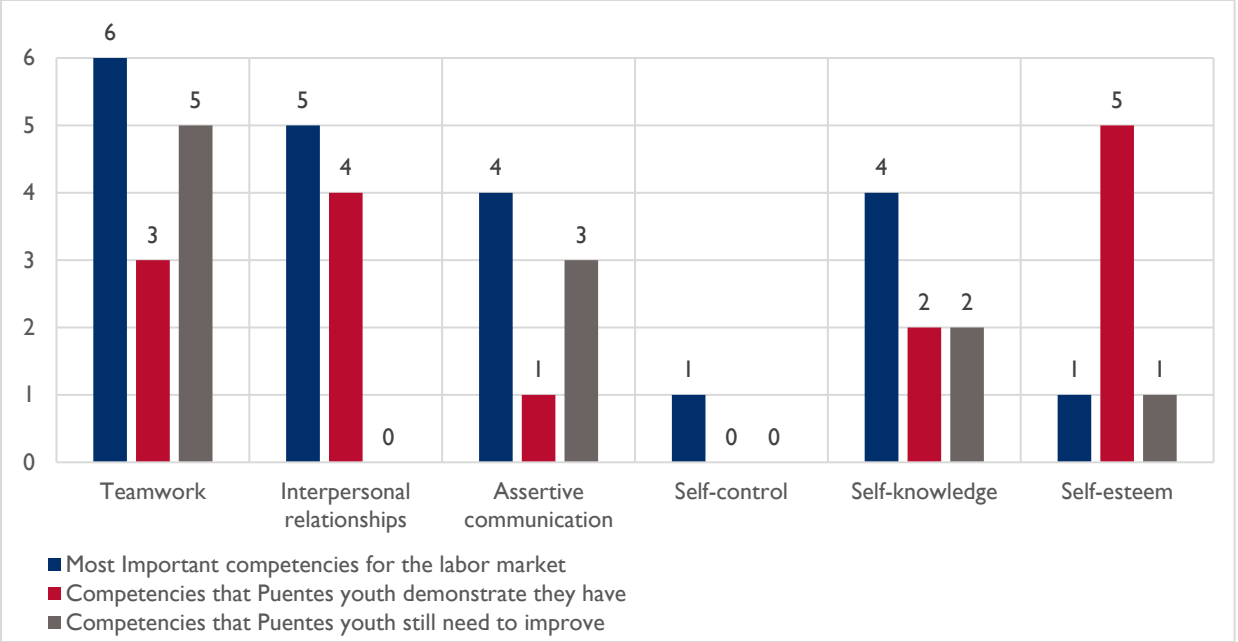


asked what attitudes Puentes participants demonstrate, informants mentioned responsibility (first), good values (second), and punctuality (third) (see Figure 10). However, it seems that employers find that Puentes youth do not demonstrate initiative/proactiveness. Additionally, even though young people demonstrate some of these attitudes, employers most commonly observed that youth still need to continue developing their presentation/formality, followed by responsibility, initiative/proactiveness, and the capacity to work under pressure.

Figure 10: Most Important Attitudes Mentioned by Private Business for the Labor Market

According to private business, youth coming from Puentes still need to further develop core competencies. In order of importance, most businesses mentioned that teamwork is the most important competency for the labor market, followed by interpersonal relationships, assertive communication, and self-knowledge. When asked about the competencies that Puentes youth demonstrate, most businesses mentioned that they have self-esteem, but are behind in terms of all the competencies that they noted as important for the labor market (e.g., teamwork, assertive communication, interpersonal relationships, and self-knowledge), (See Figure 11).

Figure 11: Competencies that Puentes Youth Demonstrate according to the Private Business



Lastly, very few businesses had the opportunity to compare the technical and attitudinal performance of the youth coming from Puentes to other youth (in most cases, because they do not usually receive interns). However, the trend is that, for those that had a point of comparison, Puentes youth are performing better, both in technical and attitudinal skills. For example, from the seven respondents, four said that they do not have a comparison point for attitudinal performance, but all three who did, said that Puentes youth’s attitudinal performance is better than other youth.

4.4.3 EQ1ciii: What are key programming considerations or lessons learned from supporting youth to enter new or non-conventional career paths

Table 5: Puentes’ Cumulative Achievement for Indicators Related to Support to Youth to Enter New or Non-Conventional Career Paths

Indicator	Cumulative Achievement	LOP Goal	Percentage
ES. 2-2: Number of learners in tertiary schools or equivalent non-school based settings with USG education assistance	9,804	9,060	108%

Puentes is promoting an innovative, non-conventional approach to agriculture and farming. Guatemala is an agricultural country, and it is common for young people to continue the same cultivation techniques learned at home with traditional methods. However, through the Puentes training in the diploma with FUDI, the youth have access to innovative cultivation methods, soil management practices and crops, which might improve productivity. In Chiantla, WV Facilitators explained this: *“We [the facilitators] start with the crops, the care and everything related, then they learn methodologies to be able to grow clean harvests...They come out with an agriculture (approach) that is out of the ordinary...We don’t tell them not to grow traditional crops, what we do is give them new techniques, how to improve those crops. We also teach them other kinds of crops, so that they can improve their quality, so that they can be entrepreneurs with new*

cultivation techniques.” Yet this was the only example of non-conventional career paths that the ET encountered, except for some young women taking traditionally male training such as auto repair and some young men studying the beautician careers.

4.4.4 EQ1civ: What are key programming considerations or lessons learned from helping disadvantaged/marginalized youth access relevant programs and services (through BRMs, etc.) What are the key assumptions underlying the selected and used BRMs?

Table 6: Puentes’ Cumulative Achievement for Indicators Related to Helping Disadvantaged/Marginalized Youth Access Relevant Programs and Services

Program in Which Youth Have Participated	Number of Youth	Goal	% Reached of the Goal
Youth graduated from the DecE, who have prepared their Life Plan	20,175 (56% W)	25,000	82%
Youth enrolled on flexible education programs	10,136 (58% W)	8,000	127%
Youth enrolled on technical training programs	9,804 (63% W)	9,060	108%
ES. 2-3: Number of youths accessing educational programs paid for by barrier reduction funds	10,406 (55% W)	10,000	104%
Youth completed workforce training programs	23,292 (57% W)	25,000	93%
Youth who receive cash transfers to facilitate access to a job or a business	468 (65% W)	4,185	11%
Number of youths accessing services paid for through social inclusion funds	7,640 (62% W)	4,500	170%

The BRMs have been important for helping youth access education and training programs.

BRMs are different methods to assist youth to attend and receive education and technical training, which are supposed to help them achieve the end result of employment or entrepreneurship. BRMs include four types of assistance: 1) Vouchers to pay youth tuition for educational and technical programs provided by partners, 2) SIF to assist youth for transportation, meals, and materials to study and Sim Cards and airtime for Internet connectivity (due to forced distance learning with the pandemic), 4) Assistance for transportation, clothes/uniforms, and meals, for apprentice or internships, and 4) In-kind donations to begin a new entrepreneurship.

Observing the indicator achievements (Table 6) the targets of youth enrollment in flexible education (127 percent) and technical training programs (108 percent) have been exceeded. Many young people have received support (financial and in-kind) to help them participate in these courses: the indicator reporting the number of youth accessing educational programs through the BRMs (achieving the goal at 104 percent) and for the SIF (achieving the goal at 170 percent). Analyzing the indicators, it possible to affirm that the SIF has benefited youth more than other BRMs (e.g., cash transfers). Yet the BRMs for youth to facilitate access to a job or business have a much lower use, with only 11 percent of youth having received this support, which may be partly due to the difficulties Puentes has faced regarding youth job insertion and self-employment.

The SIF, as part of the BRMs, has been very important for youth with significant economic barriers. The SIF covers youth transportation, food, and lodging expenses enabling young people to attend Puentes activities. This assistance was assigned to youth who fulfill WV requirements established for receiving this benefit. Those who apply are those who need it to be able to participate in educational or technical programs, which are paid for through the scholarships and vouchers provided by Puentes. Staff from Grupo Ceiba, IGER, INTECAP, and Fundación Kinal indicated that they enroll youth using the fees/vouchers provided by WV, and without this assistance, they can't provide youth with educational or technical training.

All youth enrolled in Puentes-supported training programs and their parents expressed gratitude for this help. One father in Chiantla (who is also president of the COCODE) explained that young people often abandon their studies and get involved with the wrong groups, but Puentes has offered them better opportunities: *"Puentes is giving them the opportunity, changing their mentality; and that's the most important thing I've seen in our community. There are 20 who are enrolled and are already taking their courses. They have some very active young people, they are also considering taking the psychology course (i.e., the DEcE) and they hope to help others and it also serves them. And we have seen young people excited about planting vegetables and many other things that I am amazed at."*

He went on to explain that he only studied for three years due the conditions of poverty, and he wished he had the opportunities Puentes offers. In Guatemala, according to the National Survey of Living Conditions (*Encuesta Nacional de Condiciones de Vida/ENCOVI*) conducted by the National Statistical Institute in 2011, only 4.6 percent of youth between 15 and 29 years old received workforce training prior to becoming employed, and 39 percent of them received it at their job or place of employment. Thus, Puentes' contribution in this regard is very important in that most youth do not have access to such training.

While the BRMs have been useful for helping youth access training, the complex process to apply for them and the delays in their arrival have caused frustration and desertion in many young people. According to the majority of youth groups and facilitators interviewed, the BRMs have been effective in some cases, and slow, unpredictable, and greatly delayed in others. In some cases, young people have withdrawn from the Puentes training programs because they did not receive timely assistance for transportation, meals, and connectivity, or have the inputs required for their technical training (e.g., tools, uniforms, raw materials). The process to receive SIF funds was meant to take one or two months, as explained by Puentes' and partner organization staff. Yet in FGDs and KIIs, youth and Puentes' field coordinators and facilitators expressed that it usually takes three, four, or more months, causing some youth to dropout who can't afford their trips, meals and materials for their education and training. For example, a FUDI facilitator explained: *"The project contemplates the subsidies for transportation and food.... The process has changed several times, on occasions it has been easy, in others difficult, and sometimes on time; when it has been difficult there have been dropouts. Now the TIGO Money system is used, you must open an account, but to receive the money, we must create a file with several applications, but with any error it is rejected, and it is impossible to provide the help to youth. We know other projects where young people only fill out forms and they receive the cash, but here with WV it is a bit complicated."*

According to INTECAP staff from three departments (Huehuetenango, San Marcos, and Totonicapán) the BRMs transferred funds irregularly, especially in 2020, after the COVID-19 lockdown. When INTECAP trainings restarted and a great number of young people enrolled, the youth were not able to receive funds, and thus some dropped out. In 2021, the BRMs had delays, yet the in-kind donations like kits often did not arrive on time and some youth received funds, tools, or equipment when they were finishing or had finished courses for which they needed materials. All depends on the technical course they received. For example, kitchen utensils such as pots, pans, spoons, knives, spatulas; tools for electrical or mechanical work; scissors, combs, razors, and blades for hair cutting. Each course requires its own instruments, in addition to uniforms, gowns, and safety equipment. Receiving or not receiving this support encourages young people to continue or discourages them, sometimes causing them to drop out of the training. For example, a staff member from INTECAP in Huehuetenango explained that INTECAP covers materials for some career training such as mechanic or electrician, but not for others, such as cook and beautician, the youth must bring supplies: *"All those products are expensive, some we buy for them, we try to buy a good amount, but there are other things that we cannot give them....the Puentes project helped the young people but the funds arrived late and that caused some to withdraw, for not having the means for their training."* In the ET's sample, the majority of the FGDs had at least one young person who did not receive their materials on time to use them during their technical training.

In several cases, youth were not informed about how long the support might take to arrive, causing dropouts. In several FGDs, youth commented on friends who dropped out of the training or education programs because of the time spent waiting to receive funds for transportation, connectivity, or tools for the technical courses. They said their friends felt they were not well informed about how much time it would take to receive funds. Those delays caused misunderstanding and frustration. As a young man in Totonicapán explained: *"At first there were about 18 of us, then in about three or four meetings there were only 12 of us, and in the end, I think we were nine. Most of them withdrew. Every time there were meetings, people from Totonicapán and Quiché arrived, I don't know from where else people came to the training sessions. But sometimes most of them (Puentes staff) will promise something, but it doesn't happen, that's the problem, that they say and offer, but then they do not comply. They (Puentes staff) say that it will arrive, and one gets excited and then nothing happens. That is why they withdraw and do not believe."*

A facilitator from FUDI (Salcajá, Quetzaltenango) explained that the BRMs were useful but numerous procedures were delayed, creating discontent among the youth. Consequently, FUDI decided to no longer offer this type of BRM: *We have seen that help is being given to young people who need it, but we did not realize that it is taking such a long time...The processes could be streamlined...we do not promote any type of material support for them, because we would look bad since the aid is delayed. That is why we tell them from the beginning that it can take a while."* Facilitators in San Sebastián explained: *"There are young people who out of 100...15, 20 or more [leave]. They want the process to be quick and they leave because it is not like that, sometimes they (a family member or friend) offer them the opportunity to go to another country and they leave."*

Facilitators explained that they received five different versions of the guide to apply the BRMs, and that sometimes they were using an outdated version of the guide because a new one was

approved. This lack of knowledge about the procedures caused confusion and discomfort between facilitators and youth, sometimes leading to a loss of credibility of the facilitators in the eyes of the youth. A Puentes senior staff member confirmed with the ET that there had been several versions of the manual.

Facilitators from Chiantla when asked if they had suggestions on how to improve Puentes Project replied: *"One of the recommendations would be that sometimes the mechanisms for reducing barriers take a long time, and young people ask us whether we are going to help them or not, that they need the money, and this procedure takes 4 to 5 months. The Social Inclusion Fund is the mechanism that supports young people. The delay of the barrier reduction mechanisms is a limitation, we have to be able to support young people."* As it is possible to understand through the testimonies of the interviewees, the administrative process to study each case and make decisions about assigning the SIF takes too much time and leave the youth without information about the status of their request. The young participants do not know if they will ever receive the SIF to implement to their projects with skills learned through Puentes. This can cause youth to no longer believe in Puentes or to look for other quicker solution to generate income.

The delays or lack of approval of in-kind donations is preventing youth from being able to launch their small business to generate substantial and more stable income. Several young women in the majority of each FGD explained that they were not able to launch their businesses as planned due to a lack of donation of equipment such as a sewing machine or oven. This is consistent with the information from Puentes consortium members. A facilitator from RRGG explained the mechanisms: *"There are two [mechanisms], there is the prototyping, which is a cash through a conditional transfer for supplies and material, in alliance with TIGO, they give it through a TIGO Money transfer, equivalent to USD \$400. However, it is conditional only for supplies and raw material. You cannot buy equipment like a sewing machine and that is one of the main difficulties, because many young people here have inputs because they have the land and planting traditions of their families. What they don't have is the machine, what they don't have is how to make the greenhouse, what they don't have is a professional blender to now make smoothies or make sauce or transform the product, that's what the other mechanism does. And there is also the other mechanism: donation in kind; That is no longer cash, but machinery, but honestly right now it takes nine months to a year. And from nine months to a year, the person has decided to migrate to the United States and if we want to retain him, we have to see how we make the process shorter, because the need is very prompt."*

A staff member of FundaSistemas explained that there was a goal for in-kind donations in 2021 to present and approve 150 proposals for projects. In the end, he explained, 60 projects were introduced the Puentes committee that is charged with reviewing these and, altogether 15 were approved and just two received funds. This lack of efficiency has hindered Puentes' ability to reach the project's entrepreneurship goals and help young people successfully launch their businesses. This was echoed by several other Consortium members. The assumption underlying the BRM to provide such in-kind support was that it would be approved and delivered in a timely way, or at least delivered.

Puentes offered youth support for internet connectivity when training went online due to the COVID-19 pandemic, which has been very useful for young people, yet this BRM has

been hampered by delays. Many young people in the FGDs expressed that they were able to continue studying the DEcE, alternative education, and technical training because of this help. Puentes offered participants SIM cards for cell phones with phone numbers that have connectivity. As a community leader in Chiantla expressed, *"We have realized that the project is giving SIM cards with a balance and that has been beneficial for everyone. Here there are people with few resources that do not have money for their daily balance of five Quetzals."* Additionally, a staff member from INTECAP explained: *"If they came from San Martín or San Juan, from several far places, then they do not live in the town, they live in distant places where have no signal, or there is no internet, they had to go somewhere to be able to connect. And that also demotivates young people a little and frustrates them to finish their training program. Without airtime (phone data for connectivity) they cannot study."* One young man in Aldea Chayen, San Rafael Pie de la Cuesta, explained: *"I did not have work, so it was difficult for me to recharge (the balance on) the phone. However, it was not an impediment to finish the course because the same project gave us a one-month (phone connectivity credit) balance in compensation for what we had spent on balances, it was as an incentive for us to continue forward...the project also offered us the transportation cost, lodging, and food."* Another young man from the same village explained that the BRM of subsidizing connectivity has been helpful but also delayed: *"The mechanism to address this condition (of virtual training) has been subsidiary airtime for connectivity, and delivery of SIM cards with phone numbers and built-in connectivity. This mechanism has been very useful for young people to continue their training, but it has also been hampered by the delivery times to assign and receive these subsidies."* These delays in delivering SIM card credit were mentioned in various FGD in different geographical areas.

4.4.5 EQ1c: Conclusions

1. Puentes has established key linkages between young people, businesses, and youth organizations, which have contributed to increasing employment opportunities for young people. Among the main ones are the internship and apprenticeship alliances, business acceleration model, and negotiations with the private sector to facilitate youth access to other project services. However, there are administrative barriers that have limited the project's capacity to fully implement some of these linkages, specifically the business acceleration model.
2. The internships are valuable for youth gaining work experience and increasing their possibilities of obtaining employment and/or successfully launching a business, yet not enough youth have been linked with these opportunities and formal agreements between Puentes, the business providing this opportunity, and the youth intern seem to be an important missing piece to ensure their success.
3. The links that Puentes has established with some municipal youth-serving organizations in some municipalities has helped to raise awareness and involvement of these local entities regarding youth's needs and opportunities, as well as improving coordination to support youth.
4. Puentes lacks a well-defined strategy by which the project aligns the training courses it provides to the specific needs of the labor market found in a labor market assessment, but there is valuable research done by FundaSistemas that helps to identify entrepreneurship opportunities. Additionally, the planned representative labor market needs assessment is a

step in the right direction and should influence program priorities and technical education offerings

5. Through the DEcE, Puentes is providing highly valuable soft skills training, which is very important and relevant for the labor market. Furthermore, it seems that the private sector is noticing this, as preliminary trends show that, in their view, youth coming from the Puentes project demonstrate key attitudes that are important for the labor market and have a better attitudinal performance when compared to other youth. Yet Puentes still does not objectively measure these soft skills, which limits how to adjust in training to ensure certain skills actually become strengthened in youth.
6. The training in non-conventional approaches to agricultural/farming work that Puentes is providing some youth through FUDI is beneficial and in-line the production possibilities and market needs, yet Puentes has yet to offer non-conventional career paths in other sectors.
7. Youth living in disadvantaged conditions in the Guatemalan Western Highlands need the resources provided by the BRMs to study and learn. Many are willing and eager to change their lives, but without this support many young people could not access virtual or face-to-face training. In FGD several youth emphasized that if they don't receive the assistance from BRMs they couldn't enroll the education and training programs offered Puentes. The major delays in some of the BRMs have frustrated and discouraged some youth, even leading youth to discontinue participation in Puentes.
8. Puentes has reached and exceeded the goals in alternative education and technical training. However, it has not reached the goals in employment or self-employment, which may partly be attributed to the BRMs, including cash transfers to equipment, not arriving on time or at all.

4.4.6 EQ1c: Recommendations

1. Puentes should develop new strategies and approaches to increase internship placements, which are very important for youth. One of these is to ensure formal agreements are made between Puentes and the business providing the internship, also involving the young person, to ensure compliance with hours and established business norms. Another strategy that could be explored is to make it a course graduation requirement for youth to put their newly learned technical skills into practice through an internship.
2. WV should review its internal procedures to ensure the service contracting processes are expeditious to strengthen the business acceleration model. One option is to create pre-defined amounts and service packages that are in line with the approved work plan and do not require going through an overly bureaucratic process internally.
3. Puentes should develop a strategy to align the needs and gaps of the private sector with the training options provided by the project. This can be a comprehensive strategy that also encompasses training needs in terms of soft skills, especially the ones that employers suggest are the most important and/or need strengthening. FundaSistemas should develop a strategic operation plan based on the labor market needs assessment that will be conducted to link youth with training and employment opportunities.

4. Puentes should ensure that they apply objective assessments to evaluate the degree that youth are developing the different soft skills. This will help adjust training to reinforce ones that are more challenging to foster in general or with certain youth.
5. Puentes should develop/support non-conventional career paths in other sectors, such as the installation of solar panels or hydropneumatic connections for moving water to areas with difficult access.
6. The BRM for vouchers/scholarships is a very useful and important tool to ensure youth access to alternative education and training programs. However, the application and approval process must be simplified and expedited to ensure that youth do not lose hope and abandon their entrepreneurship plans or abandon Puentes altogether. If training courses spend two or three months, the approval process should last less than this time. The provision of kits for technical training must arrive in a timely way for youth to be able to use them during and immediately after the course.
7. The BRM to support internships, first employment costs, and entrepreneurs' initiatives, needs to be speeded up and assigned to youth who already applied for those resources. Cash transfers for equipment to launch a business must also be made available in a timely way.

4.5 ATTITUDINAL BARRIERS FOR DISADVANTAGED YOUTH

EQ1d: What are successes/challenges in reducing attitudinal barriers for disadvantaged youth in the Western Highlands (i.e., changing perceptions and expectations from employers, community members, family members, and youth themselves)?

4.5.1 EQ1d: Findings

Youth face different types of internal attitudinal barriers related to Puentes opportunities: 1) not wanting to leave their comfort zone; 2) lack of trust in their capacity to reach their life goals; 3) fear of not being able to comply with requirements for support such as in-kind donations; and 4) the perception of not being sufficiently supported by Puentes as they ask for more guidance and follow up by their facilitators. At FGD youth interviewed explained that, through Puentes 1) They increased their self-esteem and learn to trust themselves, 2) they learned to overcome the fear of talking with strangers, 3) they believe in being able to achieve their goals, 4) they can negotiate better with their parents and other adults and authorities, and 5) they learned that they have the same rights as other young people with a higher level of education. However, many still lack more self-confidence to get a job and they believe that employers don't trust them. Also, they are afraid to launch new ventures because of the requirements to prepare a business plan and apply for support for new entrepreneurs. Some youth in FGDs expressed the desire that the facilitators accompany them longer and more closely to overcome these limitations and fears. A WV facilitator explained these barriers: *"There are barriers for young people to find a job or start a business, they can have two types of barriers; one is internal barriers, for example a lack of credibility or a feeling of being unprepared. And others are external barriers, for example, the attitude of entrepreneurs, the lack of opportunities. One internal*

barrier is the lack of interest to prepare and present a business plan and work plan, to be able to request funds...they do not leave their comfort zone."

Some youth in FGDs, especially young women, explained that they did not apply for something (a course, in-kind donation) not because they did not know how, but they did not want to ask for support or did not want to follow up on a text they had sent to their facilitator about it.

In KIs, various facilitators of consortium members (e.g., RNGG, FundaSistemas, and WV) as well as a coordinator of the OMJ, reported how, in some cases, youth themselves represent their own barrier to achieving their goals. A Puentes facilitator explained: *"There [are] internal barriers [that] exist inside of themselves. I was reading a couple of life plans, where they looked at their weaknesses (in the Strengths Weakness Opportunities and Threats exercise). Their weaknesses were that they were shy, that they had low self-esteem, that they did not believe in themselves...You must first believe in yourself, I said to them, believe in yourself, because if you expect someone else to believe, you may not find it. And it is a very big barrier for them, which can be found in general, not feeling capable of learning and undertaking something."*

Overall, the DEcE is considered as the main driving source of positive attitudinal changes in youth self-perception about their capacities and skills. As previously illustrated by Figure 6 (EQ1 p. 30), during the FGDs, youth identified a difference derived from attending the training. Before the DEcE, they described themselves as shy, withdrawn, without defined goals, with low self-esteem, fearful, and without clarity of the future. When they finished, they perceived themselves as brave, with courage, with clarity of goals, better self-esteem, and optimistic about the future. One young man from Malacatán FGD in San Marcos, describes how he compares himself before and after the DEcE as follows: *"At first, I was very shy, I had a hard time speaking in public, I blushed, and in my studies (with Puentes), they helped me lose that fear. I was also antisocial, I spoke little, I had few friends, but I learned to communicate, to talk with people, to be more social, now I have many friends...I have plans for my life."* This change reported by the youth demonstrates how the soft skills component of the DEcE effectively provides young women and men with the tools and content useful to develop their personality and life skills. These changes are also perceived in youth's relationships with household members, community leaders, and project staff. An informant from MAGA described this attitudinal shift: *"It changes completely after these opportunities that Puentes gives them...The mentality of young people is more open to community development, to participation, to working always in a group. I have seen young people who have come out as leaders of these groups...I see the change in these young people after these workshops. It is very noticeable."* This perception was confirmed by other informants such as parents, municipal youth officials and youth themselves.

Parents play a key role in supporting youth to overcome attitudinal barriers. Many of the fathers and mothers in FGDs from various municipalities such as San Sebastián, Chiantla, Malacatán, Quetzaltenango, Totonicapán, and Santa Cruz del Quiché explained the positive changes they see in their daughters and sons. For example, a mother in Quetzaltenango stated the following: *"There are always people who make bad comments and think that studying is for nothing, but they don't know how important it is. But I tell [my daughter] that this will help her to be someone better in life."* Overall, youth in FGDs tended to feel supported by their parents, which they pointed to as being very important. KIs revealed that parental support can help young

people to lose the fear they may face when starting their entrepreneurship or ventures. For example, a FUDI facilitator recounted how the motivation from the father of a young man who wanted to start a business planting tomatoes motivated his son: *"His father had encouraged him to buy other seeds, so there we can see the role of parents that helps motivate [youth] to believe in [themselves] and in their entrepreneurship."* A mother from Totonicapán shared how she motivated her daughter to study and not migrate, even her husband was against her daughters studying: *"I have a husband who is an alcoholic and he told me that our daughters were not going to study, but I work and cleaning and washing in peoples' houses I gave my daughters a basic education. Then one of them told me that she wanted to go to the United States, but I told her that she did not have to leave, that we could get ahead here, now she does not want to leave. She had the thought of wanting to leave, until the project arrived and that was when I told her that she had to take advantage of it to study and to be able to get ahead."* Yet, some youth did not have this support, this was especially true in the case of young women, because some parents still prefer to support their sons instead of their daughters. This is not a general attitude, but some families maintain a patriarchal way of thinking. Women are also seen more vulnerable, and this affects their opportunity to commute for studying when they live in remote communities. As mentioned by the community leaders in Chiantla, *"(in the case of) a young lady who is a single mother, her parents did not support her because of the distance from her home to INTECAP. Sometimes it is difficult for young people to be encouraged to study, and the lack of parental support affects them."* Yet some young women do not have this support from their mother and/or father, creating an obstacle for participating in Puentes' offerings. ET found four cases of youth that had parents who did not let them study and/or work. The figure of facilitator as mediator might encourage and orient youth in such situations on how to deal with their families to be able to continue attending the training courses and classes.

Consistent and continued support from facilitators, beyond the completion of the DEcE, is fundamental for helping youth to overcome their attitudinal barriers and make choices and commitments towards their life plans. The DEcE has contributed to changing how youth think, but not all internal barriers can be modified. Some of them need more guidance and follow up to reach what they aim for and wrote in their life plans. As discussed in EQ1, Puentes youth participants should have the support of project facilitators to better engage with and take advantage of the opportunities provided by Puentes. Yet, also as previously discussed, facilitators seem to face obstacles in ensuring this continuous and personalized support to the youth. Consequently, the young women and men might not receive the orientation and guidance required to overcome attitudinal barriers they face in reaching their life goals and to identify the steps to achieve them.

A RGGG facilitator in Chichicastenango explained these challenges: *"Young people are staying in their comfort zone, because during the diploma they work on a life plan, they work on it themselves, then there they set objectives, they set goals. So, they should have a projection of what they want to do in the future, because they have an elaborate life plan. They need orientation to define what they would like to do for their future."* A WV facilitator discussed the importance of the facilitators' role in helping youth overcome their attitudinal barriers: *"USAID has a policy called Positive Youth*

*Development.*²³ *It implies that USAID youth projects have an environment, where young people feel supported and like they have spaces to develop positively, that if they have problems, there is some support for it, that is healthy, that can make sure that they are not getting drugs or problems. In the diploma course, young people learn a lot about their threats...drug addiction or even pregnancies at an early age. So, they do have the knowledge...But I think and feel that more than anything, as facilitators, to be able point them towards being positive and optimistic, because from our point of view, it has to be that way for them."*

Many youth in FGDs who were at different stages of their training and pursuing employment or entrepreneurship, expressed this need for support. One young man explained that he needed support with launching his business: *"I sell coffee, this is temporary due to the weather. Right now, the sales are stopped. An advantage is that, in my house there is a family bakery, and I also work with tilapias. I invested a lot and sold little, apart from the fact that people came to steal. I think more guidance is needed."* Another youth mentioned, *"we need support and someone to come to motivate us."* In sum, the support and follow up after completing the DECE, and even attempting to start a job or business, is important to help young people face other attitudinal barriers such as frustration when things do not go as they might expect.

In the FGDs in Chichicastenango, San Sebastian, and Santa Cruz young women reported how they felt detached from the facilitators, without a proper communication with Puentes staff about their educative and training paths, also due to the change of modality to distance learning. Using the same words of a young women from Santa Cruz: *"We feel that there is not much communication with Puentes, we have become disconnected from them"*. In the same FGD, another young woman shared her negative feelings about being rejected in looking for a job and she had almost lost her hope thinking about migration as solution: *"In my case, I've looked for a job, I've been interviewed and they never call me, so it's complicated. The only thing left for me to do is to try to start my own business, if I get it (the support for this), I will (start my own business), but if not, I will leave (migrate to the United States)." The type of holistic support required by youth from facilitators includes encouragement, guidance/advice on practical and logistical aspects and/or emotional support, and orientation to services and opportunities.*

The *Puntos Crea* are an innovative addition to Puentes that can help reduce youth's attitudinal barriers through fostering key soft skills like self-confidence and critical thinking. The *Puntos Crea* is a strategy to provide spaces for learning, problem solving, and creation through different tools, including robotics and more traditional tools (wood, nails, paint, etc.). These points of creative encounter (as the name intends to capture) offer access to multiple information platforms through a system called RACHEL (Remote Area Community Hotspot for Education and Learning), which is a battery powered device that contains educational websites in an offline format, thus making it accessible tablets, smartphones, and computers nearby that do not have internet or data plans (see <https://worldpossible.org/>). The *Puntos Crea* had been discontinued in 2019 when Virtruvian left the consortium due to budget cuts. At the time of the evaluation, Virtruvian was entering the consortium again and was reestablishing and expanding these centers. The ET visited a *Puntos Crea* and discussed this educational approach with consortium member staff and several local government authorities who had seen them operate.

²³ https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf

The two government officials the ET talked with considered them to be innovative ways of developing soft skills (e.g., problem solving, critical thinking, self-confidence), which echoed what the ET heard from various consortium members. A particularly innovative approach is the theater/drama element that *Puntos Crea* includes, which, according to several consortium members and two *Puntos Crea* facilitators (one a former Puentes youth beneficiary) is very effective at developing self-confidence. Additionally, it has helped develop robotics skills in youth, which rural youth do not typically have access to.

4.5.2 EQ1d: Conclusions

1. Puentes has been successful in reducing the attitudinal barriers of the youth and the DEcE is considered to be the main driver of positive attitudinal changes in youth's self-perceptions about their capacities and skills.
2. Parents play a key role in supporting youth to overcome attitudinal barriers, and that support can be a differentiator between youth successfully or non-successfully carrying out their plans for study/training and/or labor market insertion. Parental support is especially important for young women due to the cultural barriers they face.
3. The facilitators' support, follow up, and monitoring are necessary for youth to overcome personal attitudinal barriers and those of their families, and the majority of facilitators interviewed showed an interest and commitment to helping youth do this. However, as discussed in EQ1, they are too overextended to consistently provide youth with support, and they don't appear to give continual attention to youth's challenges with attitudinal barriers.

4.5.3 EQ1d: Recommendations

1. Puentes should scale up and seek to sustain the positive results of transforming young people's attitudes by strengthening IGER's teachers, instructors, and staff capacity to offer soft skills as part of their alternative education to more youth and by preparing DIGEEX instructors and MINEDUC junior high and high school teachers with soft skills and employability/entrepreneurship training.
2. Puentes should train facilitators to help youth reduce attitudinal barriers by providing guidance for this as part of the employment and entrepreneurship training and support, which should be provided prior to them seeking employment or starting a business as well as for a short period of time after they start implementing their plans for employment, entrepreneurships, or continued study.
3. Puentes should develop a strategy to reach parents to encourage them to actively support their children to persist in their studies and technical training, employment seeking, and/or business initiatives.

4.6 PUNTES PROJECT STRENGTHS, WEAKNESSES, AND FUTURE OPPORTUNITIES

EQ2. What are the strengths and weaknesses of the Puentes project approach to creating an enabling environment for youth to access new or better employment opportunities and related social support, services, and opportunities?

4.6.1 EQ2: Findings

The findings and recommendations for EQ2 are based on the evidence and analysis that led to the findings for EQ1 through EQ1d. To avoid duplication, the response (findings and/or recommendations) for EQ2-EQ2c do not repeat the evidence with each finding, but rather refer to findings previously discussed.

The Puentes Project has the following strengths:

1. Through Puentes youth develop: 1) attitudes and skills that give them a positive vision about their own capacities that allow them to establish plans for their future, 2) employable skills and other soft skills essential for entering the labor market, and 3) awareness of the multiple opportunities they have in their local environment. (See findings in EQ 1, p. 13, EQ1cii, and EQ1d).
2. Puentes is especially beneficial for young women by increasing their self-confidence, awareness of their rights and capabilities, and ability to plan for their future in ways that breaks with culturally traditional roles (e.g., delaying family formation, finishing their studies, aiming for employment or to own a business). Puentes is also helping to boost the education levels of women, who tend to cease their studies early due to traditional paradigms. (See findings in EQ1, pp. 16-18, and EQ1a).
3. Puentes has enrolled thousands of young people who were out of the formal schooling process and incorporated them into flexible education programs so that they continue studying to complete their basic education. The flexible modality is especially helpful for the population of youths Puentes serves, that has scarce resources and multiple family demands (e.g., generating income, helping at home or with farming). (See Findings in EQ1, pps.17-19).
4. Thousands of young people have been able to attend technical training programs to develop knowledge and skills to enter at the labor market with the necessary tools required for a job or to start or strengthen a business venture. This training is very important in Guatemala given the small coverage and limited opportunities for youth, especially in rural areas, to receive such training prior to labor market incorporation. (See Findings in EQ1 p. 20 and EQ1civ).
5. The BRMs, when they arrive on time, have facilitated the means and resources to young people who need scholarships for studying, fees for transportation and meals, connectivity for studying, and materials for starting employment or a business. Without this support, many of those youth couldn't participate in educational or training programs. (See Findings in EQ1civ, p. 43).
6. Many young men and women are generating some income from selling their services with the training and material kits that they received through Puentes (e.g., doing nails, cutting hair, baking); this income helps many realize their life plans, which include to continuing to study, accumulating capital to launch a business, and/or further specialize in a trade. (See findings in EQ1 p.2 and EQ 1civ).
7. Through Puentes, many young people have become reoriented away from migrating as they develop their life plans and identify local opportunities for generating income, studying, and/or developing skills through training. (See Findings in EQ1 p. 17).
8. Puentes has raised awareness among some municipal authorities, officials, and community leaders of their responsibility to consider the needs of youth and include them in their municipal government or communal plans. (See findings in EQ1ci p.35).
9. Puentes has recruited and trained a large group of facilitators (more than 900, according to Puentes annual reports) that now have the capacity to train, accompany, and monitor youth

in Puentes and similar, future projects/programs. This is seen positively by several youth serving organizations such as IGER and DIGEEX, because generates more youth-serving capacity in the Western Highlands.

10. Puentes has built the capacity of IGER and DIGEEX to impart soft skills training to youth through the DEcE, which allows a higher number of youth to receive this training, especially since the alternative education offered by IGER is through the radio, which is more accessible than internet in rural regions and offers access to youth that do not have internet access.
11. Puentes has started the implementation of *Puntos Crea*, which includes innovative training to foster critical thinking, creativity, and STEAM (science, technology, engineering, arts, and mathematics) capacities that develop soft skills through performance art and other hands-on methods. This is an innovative way to train youth people through a different social and technical environment that youth in rural areas typically do not have access to. (See finding in EQ1d p. 47)
12. Puentes has recruited young people who benefited from the project to become facilitators and/or to support local offices (three of whom the ET talked with), which gives them employment but also provides an ideal mentor for the youth participants.

Puentes' weak points identifies and recognized during FG and KII are:

1. The ET was not able to identify a well-defined strategy to align the training courses it provides to specific needs of the labor market. For example, Puentes has provided some young people with technical training such as nail design, baking, or haircutting that does not give them the potential to generate employment or self-employment for substantial earnings. It seems that youth opt for certain trainings based on available training spaces at INTECAP and due to their interests, but not necessarily because there is an identified market need for the skills they will develop. (See findings in EQ1cii, p. 36).
2. Puentes has not established close coordination with the chamber of commerce and other business networks in each of the five departments to ensure linkages between the technical training offered for youth and labor market needs as well as having the support of the chamber of commerce for finding employment and internship opportunities for youth. (See findings in EQ1cii p.36).
3. The work of the consortium members has not been adequately coordinated to offer the different specialized services of each organization to youth through the referral system such as technical training, alternative education, and training for entrepreneurship or employment. (See Findings in EQ 1, p. 28).
4. The Puentes consortium lacks a shared vision and goals as one project that works harmoniously, but rather has competing goals, which has led to mistrust and reflects to youth and external actors (e.g., potential employers, government authorities, partner organizations) that Puentes is not one united project (See findings in EQ 1, p. 24).
5. Puentes allows young people to take training courses in different areas without continuity or focus (e.g., nails, cooking, cell phone repair, and others) that are short courses and do not give youth organized or sufficient training to generate substantial or stable income. (See Findings in EQ1cii, p. 38.)

6. Puentes is not providing sufficient guidance and follow up for youth to develop and implement their life plans and overcome difficulties they encounter (lack of understanding of requirements, offerings, etc.) and internal barriers; this is likely due to facilitators having too many responsibilities and to many youths to monitor. (See findings in EQ 1, pp. 25 – 26.)
7. Puentes has not provided the BRMs, in a timely matter in many cases, which are meant to help youth overcome the barriers they face trying to complete their education and training and/or launching a business. This has caused frustration in youth as well as led some to stop participating in Puentes. (See findings in EQ1civ, pp. 40 – 42).
8. Puentes recruits and enrolls youth from geographic areas located closer to the municipal capitals and among young people that already have education opportunities and higher levels of education rather than reaching the most vulnerable youth that live in more distant and isolated communities (See findings in EQ 1 pp. 22 – 23).
9. Puentes is serving municipalities that are already covered by other donors and projects rather than extending to municipalities that do not have and greatly need government and donor support. (See findings in EQ 1 pp. 22 -23).

EQ2a: Which Puentes activities could and should be expanded or sustained and how? For example, how could USAID or Puentes support national institutions (i.e., INTECAP) to sustain and scale successful activities?

4.6.2 EQ2a: Recommendations

With regards to which Project activities could be expanded or sustained, Puentes could

1. Establish (at INTECAP central level) a committee to design a method, standards, and curricula to prepare INTECAP’s instructors to carry out soft skill training with youth.
2. Prepare DIGEEX technical instructors and MINEDUC junior high and high school teachers with the soft skills and employability/entrepreneurship training to help them implement the Productivity and Development part of the national curriculum.
3. Establish alliances with other organizations and projects that train young people in employability/entrepreneurship and workforce development (e.g., Swiss Contact, Save the Children, Plan International) to share best practices and avoid geographic overlap.
4. Coordinate training content and actions according to the demands of the labor market, through the National System for Job Training (*Sistema Nacional de Formación Laboral/SINAFOL*) and the recently created National Commission for Decent Employment (*Comisión Nacional de Empleo Digno/CONED*), which brings together the Ministries of Labor, Education, and Economy
5. Support networks of OMNAJ, OMJ, DMM, VUME, and Municipal Planning Offices, to incorporate entrepreneurship support initiatives into their work plans, as TOTO EMPRENDE does.²⁴
6. Strengthen the capacity of IGER to be able to expand the alternative basic education it offers, combined with the DEcE so that more youth can be reached, especially those that are geographically isolated.

²⁴ <https://www.facebook.com/toto.emprende8/> Toto Emprende began with youth trained by Puentes Project.

EQ2b: What were the barriers between the training youth received and the direct linkages to the labor market (with public/private sector partnerships)?

4.6.3 EQ2b: Findings

Puentes lacks direct linkages and coordination with business networks connected with the local productive sector. A recent document from the MINTRAB of the Labor Market Observatory for Quetzaltenango²⁵ indicates that 16.2 percent of the companies in that department are in the formal economy sector and 83.8 percent are in the informal economy. This relationship shows that job possibilities and options are very limited for youth with a low level of education and training and that more specific strategies and higher levels of training are necessary to insert young people into formal jobs. In the other four departments where Puentes operates, the informal sector is even higher. Annually the education system graduates 180,000 youth and the labor market create 25,000 formal employments.²⁶ There is large gap for many youths to be hired in formal enterprises. The Labor Ministry with National Competitiveness Program has established local competitive committees to increase business and hire employees, which include chambers, municipalities, and NGO's. To date, Puentes has not been active with these networks and entities.

Puentes does not seem to have specific strategies to link youth with the local productive sectors (e.g., textiles, honey production, vegetable farming) that would help youth find employment and/or launch successful business.

Puentes does not have a labor intermediation system that formally links youth with businesses. The ET confirmed with evidence of several individual and personal relationships between some consortium members with some companies but did not find evidence of the existence of formal commitments or agreements with companies or entrepreneurs to carry out specific actions to recruit young people for internships or jobs. USAID Project *Puentes para el Empleo*²⁷ in El Salvador is good model for establishing such a system, like establishing links with Rotary Salvadorian Clubs to hire youth trained in the project.

Recommendations

Puentes should establish direct linkages and ongoing coordination and communication with the local business sector to respond to their needs and interests. RGGG and FundaSistemas should participate in local competitive committees in the five departments where Puentes is present. It will be useful for both to participate in those meetings, job fairs, workshops, and congress they organize to link project attended youth to those businesses and activities.

RGGG and FundaSistemas should define a strategy to coordinate with local businesses and enterprises. This should include establishing collaborating agreements, with formal references to define the terms and conditions for internships and mechanisms for new employees and beginning entrepreneurs to share their experiences with youth.

The Puentes Project in Guatemala should learn from *Puentes para el Empleo* in El Salvador and incorporate practices and strategies that could work well in the Guatemalan Highlands.

²⁵https://www.mintrabajo.gob.gt/images/gobiernoabierto/acances13/Medioverificacion/Hito5/actividad5/Diagn%C3%B3stico_Informalidad_Quetzaltenango.pdf The document is without a date, but since it refers to COVID-19, it was likely published in 2021.

²⁶ <https://cien.org.gt/wp-content/uploads/2018/08/empleo.pdf>

²⁷ <https://www.usaid.gov/es/documents/1862/proyecto-de-usaid-puentes-para-el-empleo>

EQ2c: What additional or alternative modalities (e.g., Education, Workforce Development, Entrepreneurship, other) might be considered for a future project with similar or related goals?²⁸

4.6.4 EQ2c: Recommendations

With regards to additional or alternative modalities, the following should be considered for a future project with similar or related goals:

1. Facilitate training through virtual methods that do not require internet but rather use simulators, such as the World Possible device RACHEL used by *Puntos Crea*.²⁹ This would provide access to knowledge in remote rural communities. While these simulators need to have electricity, being located in remote places, they could use solar energy for their operation.
2. Expand the training modalities (DEcE and training for employment or entrepreneurship) and make them accessible to a greater number of young people by radio, television, and other media sources or use existing virtual training platforms (created by the project or other donor/local organizations) such as the System of Insertion and Education for Work (*Sistema de Inserción y Educación para el Trabajo/SIET*), ones started by *Fe y Alegría*³⁰, the Carlos Slim Foundation,³¹ CCA (*Centros Comunitarios de Aprendizaje*) supported by Monterrey Technologic University.³²
3. Establish a formal agreement (or grant) with INTECAP to support vulnerable youth with longer technical courses that let them increase their skills to find formal jobs.
4. Design workforce training courses in such a way that, to get credit, youth must work for a specified number of hours in a business (e.g., auto repair, restaurant, pharmacy).
5. Take advantage of existing technology tools to establish alliances with other donors, such as Spanish Cooperation Agency for Development (*Agencia Española de Cooperación Internacional para el Desarrollo/AECID*), German Society for International Cooperation (*Deutsche Gesellschaft für Internationale Zusammenarbeit/GIZ*), Japan International Cooperation Agency (JICA), Korea International Cooperation Agency (KOICA) to learn new technical careers and business possibilities (e.g., fruit processing, ornamental plants, flowers, shiitake mushrooms, fish) to open new and different career possibilities for youth.

²⁸ This EQ does not lend itself to findings, rather it is asking for recommendations.

²⁹ <https://worldpossible.org>

³⁰ <https://www.formacionparaeltrabajo.org/siet>

³¹ <https://fundacioncarlossm.org/conoce-la-plataforma-capacitate-para-el-empleo-de-fundacion-carlos-slim/>

³² <https://www.centroscomunitariosdeaprendizaje.org.mx/capacitacion>

ANNEXES

STATEMENT OF WORK

Evaluation of the Puentes Project

1. PURPOSE OF THIS STUDY

The *Puentes Project (Proyecto Puentes)* is a United States Agency of International Development (USAID)-funded cooperative agreement implemented in five departments of Guatemala's Western Highlands (Quetzaltenango, Huehuetenango, Totonicapán, Quiché, and San Marcos) from April 10, 2017 to March 31, 2023. *Puentes* is an important part of USAID Guatemala's youth and workforce development portfolio.

The primary purpose of this **qualitative research activity** is to learn from the ongoing experience of the *Puentes* project in order to inform and improve future youth development initiatives across the Guatemala Mission. Findings will inform the design of future youth and workforce development activities under [USAID/Guatemala Country Development Cooperation Strategy \(2020-2025\)](#). Findings will most directly **inform the design of future activities** under Development Objective (DO) 1: Partner with the Government of Guatemala and other stakeholders to increase economic prosperity, inclusion, and stability in areas with high irregular migration. Findings may also inform activities under DO 2: Partner with the Government of Guatemala and other stakeholders to strengthen effective and accountable governance to improve quality of life and deter irregular migration.

The results of this study will be used primarily by:

1. USAID/Guatemala, to learn from the relevant recent and ongoing experience of the *Puentes* project and inform future investments in youth and workforce development.

Secondary audiences for the study include:

1. USAID/Washington, to share the learning with other USAID Missions funding youth development for vulnerable, at-risk, and/or marginalized youth.
2. The Government of Guatemala, the private sector, and service providers, to improve access to quality services and generate new training, employment, and economic opportunities for at-risk youth throughout Guatemala.

2. PROJECT BACKGROUND

The *Puentes Project (Proyecto Puentes)* is a United States Agency of International Development (USAID)-funded cooperative agreement running from April 10, 2017, to March 31, 2023. The *Puentes Project* was designed through co-creation under a Broad Agency Announcement to reach vulnerable youth in the Western Highlands of Guatemala to develop youth's basic capabilities for work and entrepreneurship, create expanded economic opportunities through capacity and abilities building, and increase fair access to support services.

Puentes is implemented by World Vision (prime) and its consortium partners.³³ The overall goal of the *Puentes* Project is to improve the quality of life for youth ages 15-24 in the Western Highlands of Guatemala. This population is particularly disadvantaged due to a lack of investment by the government in the region. This lack of investment is compounded by restricted access to available services and opportunities for youth who are female, indigenous, poor, have disabilities, have children, and/or live in violent or geographically remote communities. Through the project, vulnerable youth receive the information, knowledge, and skills needed to bridge to employment and economic opportunities as well as education, health, and social services. Youth will also develop a voice to engage with local governments, the private sector, and service providers to improve access to quality services and generate new employment and economic opportunities.

The project's goal is that meaningful life changes will lead to reduced migration patterns and improved

personal and economic conditions for youth and families across all departments where implementation is taking place.

The *Puentes* Project theory of change is as follows:

1. If youth have opportunities to learn basic life and workplace skills and expectations, as well as receive structured support on how to channel their interests and talents into employable skills; if workforce training for youth is tailored towards skills that are in demand by employers, and if linkages are created to connect employers with youth who have in-demand skills,
2. Then youth will have increased employment options, youth will be better able to obtain new and better jobs that meet their own needs and the needs of the marketplace, employers will be more inclined to hire youth., and youth will be more likely to engage in entrepreneurial activity.

The project has four distinct phases.

1. Phase I (first nine months): Consolidate best practices from each of the partners into the *Puentes* Project, hire and train staff, identify municipalities, map and link to available opportunities and services, build partner capacity, finalize M&E systems, produce information and training materials, and consolidate relationships with private sector and other actors driving youth employment.
2. Phase II (~month 9+): Build contacts and practice to go to scale.
3. Phase III (~year 2+): Enable replication at scale.
4. Phase IV (final six months): Capture and share learning.

³³ The following partners have been part of the *Puentes* consortium: Juarez & Associates (J&A), Asociación Kemow Eta ímanik Bilingüe Intercultural (AKEBI), Fundación para el Desarrollo Integral (FUDI), FundaSistemas, Vitruvian Consulting, Asociación Grupo CEIBA, Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP), Mundo Posible, Red Nacional de Grupos Gestores, and Universidad Galileo. The project is implemented in five departments of Guatemala's Western Highlands: Quetzaltenango, Huehuetenango, Totonicapán, Quiché, and San Marcos.

Puentes Updated Results Framework

The figure below illustrates the original Puentes Results Framework. [Annex B](#) contains a proposed modification and rationale.

Goal: Improved quality of life for youth aged 15-24 in the Western Highlands of Guatemala, as measured by new or better employment, education, developmental assets, and hopefulness		
Result 1: Youth with improved basic, work, and entrepreneurship competencies	Result 2: Increased Employment and entrepreneurship opportunities	Result 3: Foster an enabling environment for youth to access social support, services, and opportunities
Intermediate Result 1.1 Soft skills in youth strengthened	Intermediate Result 2.1 Employment & Better Employment Opportunities Increased	Intermediate result 3.1: Increased equitable access for all youth, regardless of gender, physical disability, or sexual orientation
Intermediate Result 1.2 Access to alternative education increased	Intermediate Result 2.2: Entrepreneurship Opportunities Increased	Intermediate result 3.2: Indigenous youth supported through the recognition and integration of their cultural heritage, as well as access to opportunities and social supports
Intermediate Result 1.3 Access to vocational and technical training increased		Intermediate result 3.3: Barriers reduced for participation in project activities and access to social support systems
Intermediate Result 1.4 Improved access to agricultural training		Intermediate result 3.4: Youth Agency Strengthened through Holistic Vocational Counseling
Intermediate Result 1.5 Ministry of Education supported		Intermediate result 3.5: Youth Engagement and Youth Networks Strengthened
		Intermediate result 3.6: Community structures mobilized to provide an enabling environment for positive youth development

During implementation, the Project has adapted the revised framework to better reflect the integrative approach during implementation. For the purpose of this learning evaluation, we use this updated RFW to showcase the project's approach in a more linear fashion, and to reflect a number of activities that were described generally in the PD but the approaches weren't fully developed. There are also elements that were added because they were found to be very important, such as vocational orientation and psycho-social support. Most of the key activities added respond to R3 as it was under this Result that project was implementing several key activities not reflected to report under the original RF.

Contextual Considerations

COVID-19

Due to COVID-19 Government of Guatemala (GoG) pandemic protocols, World Vision/Guatemala decided to suspend most in-person training, activities and events beginning on March 16, 2020. This decision included suspension of all previously approved in-person programming conducted through USAID-funded projects. Accordingly, *Puentes* Project leadership circulated World Vision protocols to ensure beneficiary and staff safety. These protocols required strict adherence to GoG national emergency norms and instructions. It included work from home orders and established internal reporting procedures for identifying and supporting infirm staff. The protocols evolved over the ensuing months as the GoG updated its measures.

The project requested contingency plans from each partner, placing special emphasis on social media

and virtual platforms to guarantee program continuity. Partners quickly adapted, moved to a remote telework posture, and began providing training and technical assistance virtually to continue implementation of the activity.

Funding Interruptions

The cessation of foreign assistance in 2019 put the mission's key youth development program, *Puentes*, at risk. The project was under pressure to prevent irregular youth migration at the same time as the mission lost access to its funding (a reduction of \$22 million in planned funding from frozen FY 2017, 2018, and 2019 resources). To absorb such drastic budget cuts, detailed oversight was critical to ensure continuity of the most impactful results.

Both USAID and World Vision recognized that youth participants and their peers might be at a higher risk to migrate because of an interruption in programs. A *Puentes* survey showed that of youth who expressed an interest to migrate prior to starting the program, 75 percent did not have a desire to migrate after completing the program. Based on project work plans, and contingency planning, communications were initiated to extend this training to another five thousand young people.

3. STUDY FOCUS & KEY QUESTIONS

Bearing in mind the stated purpose and audience of this learning activity (see section I), the following research questions should drive the research design and report.

Question 1: Drawing on the experience of *Puentes* and looking forward to future youth workforce development programs, what are **key considerations** (promising approaches as well as anticipated challenges) for stakeholders and implementers trying to get disadvantaged youth from the Western Highlands of Guatemala access to new or better employment opportunities?

Relevant issues and questions to explore in answering the above question include:

1. Consider differences based on age, prior work experience, gender, ethnicity, disability, poverty, marital & parental status, and geographic proximity to violence and/or urban areas. How might interventions need to be tailored for these different sub-groups? What approaches have been successful or challenging for different sub-groups and why?
2. What tensions (e.g. trade-offs, opportunity costs) do youth face in terms of pursuing education versus employment opportunities?

3. What are key programming considerations or lessons learned from:
 - a. Creating linkages between youth, youth-serving organizations, and employers?
 - b. Aligning programmatic and economic opportunities with market needs?
 - c. Supporting youth to enter new or non-conventional career paths?
 - d. Helping disadvantaged youth access relevant programs and services (through barrier reduction mechanisms, etc.)?
 - i. Underline the assumptions utilized for using and selecting barrier reduction mechanisms
4. What are successes/challenges in reducing attitudinal barriers for disadvantaged youth in the Western Highlands (i.e., changing perceptions and expectations from employers, community members, family members, and youth themselves)?

Question 2: What are the strengths and weaknesses of the *Puentes* project approach to creating an enabling environment for youth to access new or better employment opportunities and related social support, services, and opportunities?

In answering the above question, the following sub-questions, among others, should be considered:

1. Which *Puentes* project activities could and should be expanded or sustained and how? For example, how could USAID or *Puentes* support national institutions (like INTECAP) to sustain and scale successful activities?
2. What were the barriers between the training provided and the direct linkages to the labor market (with public/private sector partnerships?)
3. What additional or alternative modalities (ex. Education, Workforce Development, Entrepreneurship, other) might be considered for a future project with similar or related goals?

In making recommendations based on study findings, the research team should give special attention to the answers to Question 2a & 2b. USAID/Guatemala is particularly interested in learning how to improve, expand, and/or sustain efforts to improve socioeconomic opportunities and, ultimately, the quality of life for disadvantaged youth in Guatemala.

4. GENERAL RESEARCH PARAMETERS

Planning and implementation of this research/learning activity will be closely coordinated with USAID/ Guatemala, the implementing partner (World Vision), and partner institutions.

Youth 15 to 24 years of age in the Western Highlands are the primary intended beneficiaries of the *Puentes* project and represent a key informant group for this study. Other key informant groups of interest may include, but are not limited to:

1. *Puentes* youth participants, including alumni and students who dropped out
2. Project implementation and support staff

3. Youth training and youth service organizations (may or may not be Puentes partners)
4. Local and national private sector organizations (including current/potential youth employers)
5. Guatemalan government at the national and local levels (e.g. Ministry of Education, Ministry of Labor, Ministry of Economy, municipal governments)
6. Relevant community stakeholders (e.g. churches, parents/guardians)

Anticipated place(s) of performance: Primary data collection is likely to take place in Guatemala City (where USAID/Guatemala and the *Puentes* project are headquartered) and the Western Highlands of Guatemala (*Puentes* operates in 23 municipalities within the departments of Quetzaltenango, Huehuetenango, Totonicapán, Quiché, and San Marcos).

Final site selection and key informant groups will be determined in coordination with USAID/Guatemala and *Puentes* implementing partners. All primary data collection should conform to Guatemala health guidelines regarding COVID-19, USAID guidelines, and evaluator institutional guidelines to assure no harm comes to communities, learners, their families, USAID partners, or the evaluation team.

The estimated period of performance for this evaluation is June-August 2021

5. RESEARCH TEAM COMPOSITION

It is of critical importance that the right research team be selected. Selection of the research team should be done in close collaboration with USAID, and according to the following minimum standards described below.

The research/evaluation team should consist of a Team Lead with a clear role as manager, coordinator, and communicator with USAID, as well as a small number of Research Assistants. The team may make use of short-term, task-related consultants as needed and appropriate, given the finalized scope of work and budget constraints. Youth should be included in the extended research/evaluation team where feasible and appropriate.

The research/evaluation team must have an appropriate mix of technical skills to successfully conduct the proposed study. Recognized experts with appropriate credentials should have some combination of the following skill sets: (i) deep familiarity with the local context, ideally the Western Highlands region of Guatemala (ii) strong knowledge of qualitative research methodologies in the social sciences, (iii) experience evaluating or analyzing data from Guatemalan education programs, (iv) strong knowledge of youth workforce development work and research, particularly among disadvantaged and at-risk youth (v) familiarity with USAID's evaluation policies and guidance included in the USAID Automated Directive System (ADS) in Chapter 200.

The Research/Evaluation Team Lead should have:

1. Full English and Spanish language fluency

2. 15 years of experience in youth, workforce development, or education in similar regions. Superior understanding of and prior experience with education and youth workforce development programs in Guatemala or the Central America region
3. An international background in qualitative research methods
4. Demonstrated success in program evaluation and report preparation
5. Outstanding research skills and ability to synthesize large amounts of disparate information into clear, succinct, and readable prose

Given the high likelihood of remote work due to COVID-19 and the need to have at least one product that communicates findings to Guatemalan partners, the research/evaluation team should have a plan in place to work with local firms, researchers, or evaluators who have the expertise, operational capacity, and relationships to work safely and effectively in Guatemala.

All team members will be required to provide a signed statement attesting to a lack of conflict of interest or describing any existing conflict of interest.

The Research/Evaluator should have:

1. Full English and Spanish fluency
2. 5-7 years of experience in youth, workforce development, or education in similar regions. Superior understanding of and prior experience with education and youth workforce development programs in Guatemala or the Central America region
3. An international background in qualitative/quantitative research methods
4. A preferred degree in International Development, International Affairs, Research Methods, Psychology, Sociology, etc.

The Research Assistant should have:

1. Full English and Spanish fluency
2. 1-3 years of experience working with an international development organization, with a particular focus on research and evaluation
3. A background in research methods
4. Demonstrated success in working with a research evaluation team

6. EVALUATION DESIGN AND METHODOLOGY

USAID aims to work with the evaluators to detail an evaluation design and methodology that fits within the budget, matches the purpose and use of the evaluation data, and can be safely implemented in line with Guatemala health guidance regarding COVID-19.

This study will require primary data collection, and often from hard-to-reach or marginalized populations. All primary data collection should conform to Guatemala health guidelines, USAID guidelines, and evaluator institutional guidelines to assure no harm comes to communities, learners, their families, or USAID partners.

Data will need to be disaggregated at a minimum by: age, sex, rural/urban, region, district,

disability, and by other minority/marginalized groups. There may be other contextually-relevant factors added during the inception or design. By answering these questions, the evaluators also must include a cross-cutting approach to gender, addressing gender differences and how the activity provided results in this arena.

7. DELIVERABLES AND REPORTING REQUIREMENTS

1. **Evaluation Work Plan:** Within [2 weeks] of the award of the contract, a draft work plan for the evaluation shall be completed by the lead evaluator and presented to the Contracting Officer's Representative (COR). The work plan will include: (1) the anticipated schedule and logistical arrangements; and (2) a list of the members of the evaluation team, delineated by roles and responsibilities.
2. **Evaluation design workshop:** a virtual workshop involving key stakeholders will be critical to the design of the evaluation. The workshop will be virtual. The evaluator should submit an agenda, goals/objectives to USAID for approval. USAID and the evaluator should work together on the stakeholder list.
3. **Evaluation Design:** Within [8 weeks] of approval of the work plan, the evaluation team must submit to the COR an evaluation design (which will become an annex to the Evaluation report). The evaluation design will include: (1) a detailed evaluation design matrix that links the Evaluation Questions in the Statement of Work (SOW) to data sources, methods, and the data analysis plan; (2) draft questionnaires and other data collection instruments or their main features; (3) the list of potential interviewees and sites to be visited and proposed selection criteria and/or sampling plan (must include calculations and a justification of sample size, plans as to how the sampling frame will be developed, and the sampling methodology); (4) known limitations to the evaluation design; (5) an analysis plan; (6) a dissemination plan; (7) Institutional Review Board or ethics review board plans and procedures; (8) COVID-19 safety plans and procedures.

USAID offices and relevant stakeholders are asked to take up to [10 business days] to review and consolidate comments through the COR. Once the evaluation team receives the consolidated comments on the initial evaluation design and work plan, they are expected to return with a revised evaluation design and work plan within [5 to 10 business days, depending on the complexity of the edits required].

4. **Interim Meetings:** The evaluation team is expected to brief the USAID Mission and activity manager on a regular basis, on the status of the evaluation, including potential challenges and emerging opportunities. All meetings will be virtual.
5. **Brief weekly bullet reports of activities:** submitted to the manager of this Performance Evaluation by electronic mail due every Monday by the close of business.
6. **Draft Evaluation Report:** The draft evaluation report should be consistent with the guidance provided in Section IX: Final Report Format. The report will address each of the questions identified in the SOW and any other issues the team considers to have a bearing on the objectives of the study. Any such issues can be included in the report only after consultation with USAID. The submission date for the draft evaluation report will be determined in the evaluation work plan. Once the initial draft evaluation report is

submitted, USAID and key stakeholders will have [10] business days in which to review and comment on the initial draft, after which point the COR will submit the consolidated comments to the evaluation team. The evaluation team will then be asked to submit a revised final draft report [up to 15] business days hence, and again USAID and key stakeholders will review and send comments on this final draft report within [5] business days of its submission. The executive summary, recommendations and presentation of the evaluation report should be written in Spanish and English.

7. **Final Evaluation Report:** The evaluation team will be asked to take no more than [5] business days to respond/incorporate the final comments. The evaluation team leader will then submit the final report to the COR. All project data and records will be submitted in full and should be in electronic form in easily readable format, organized and documented for use by those not fully familiar with the intervention or evaluation, and owned by USAID.
8. **Dissemination deliverables:** one presentation and one policy brief. The evaluation team should deliver one virtual presentation and one policy brief. USAID and key stakeholders will be the audience for the presentation. The policy brief should be no more than three pages, and should contain relevant visualizations of the data.

8. FINAL REPORT FORMAT

The evaluation final report should include an abstract; executive summary; background of the local context and the strategies/projects/activities being evaluated; the evaluation purpose and main evaluation questions; the methodology or methodologies; the limitations to the evaluation; findings, conclusions, and recommendations. For more details, see "[How-To Note: Preparing Evaluation Reports](#)" and **ADS 201mah, USAID Evaluation Report Requirements**.

The executive summary should be 2–5 pages in length and summarize the purpose, background of the project being evaluated, main evaluation questions, methods, findings, conclusions, and recommendations and lessons learned (if applicable).

The evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (e.g., selection bias, recall bias, unobservable differences between comparator groups, etc.)

The annexes to the report shall include:

1. The Evaluation SOW;
2. Any statements of difference regarding significant unresolved differences of opinion by funders, implementers, and/or members of the evaluation team;
3. All data collection and analysis tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides;
4. All sources of information, properly identified and listed; and
5. [Signed disclosure of conflict of interest forms](#) for all evaluation team members, either attesting to a lack of conflicts of interest or describing existing conflicts of.

6. Any “statements of difference” regarding significant unresolved differences of opinion by funders, implementers, and/or members of the evaluation team.
7. Summary information about evaluation team members, including qualifications, experience, and role on the team.

Refer to the [USAID Evaluation Toolkit](#) and [Assessing the Quality of Education Evaluations Tool](#) (USAID, 2017) for more guidance and best practices.

In accordance with ADS 201, the contractor will make the final evaluation reports publicly available through the Development Experience Clearinghouse (DEC) within three months of the evaluation’s conclusion.

9. CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

Per **ADS 201maa, Criteria to Ensure the Quality of the Evaluation Report**, draft and final evaluation reports will be evaluated against the following criteria to ensure the quality of the evaluation report.³⁴

1. Evaluation reports should represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the strategy, project, or activity.
2. Evaluation reports should be readily understood and should identify key points clearly, distinctly, and succinctly.
3. The Executive Summary of an evaluation report should present a concise and accurate statement of the most critical elements of the report.
4. Evaluation reports should adequately address all evaluation questions included in the SOW, or the evaluation questions subsequently revised and documented in consultation and agreement with USAID.
5. Evaluation methodology should be explained in detail and sources of information properly identified.
6. Limitations to the evaluation should be adequately disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
7. Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or simply the compilation of people’s opinions.
8. Findings and conclusions should be specific, concise, and supported by strong quantitative or qualitative evidence.
9. If evaluation findings assess person-level outcomes or impact, they should also be separately assessed for both males and females.
10. If recommendations are included, they should be supported by a specific set of findings and should be action-oriented, practical, and specific.

³⁴ See ADS 201mah, USAID Evaluation Report Requirements and the [USAID Evaluation Toolkit](#)

10. TIMELINE

The estimated period of performance for this study is X-X 2021

Activity/Milestone	Anticipated Timeline
Research Team Selected	
Key Reference Materials Shared with Team	
Kick-Off Planning Meetings	
Research Work Plan	May, 2021
Research Design Planning Workshop	May, 2021
Research Design Complete	
Data Collection	
Draft Research Report	
Final Research Report	
Presentation	
Policy Brief?	

BUDGET

Personnel

Name	Labor Category/Position Title	Daily Rate	LOE	Unit(s)	Total
	Team Lead	\$	45	Days	\$
	Researcher/ Evaluator	\$	30	Days	\$
	Researcher/ Evaluator (Workforce development Expert)	\$	30	Days	\$
	Research Assistant (USAID Education programming experience)	\$	45	Days	\$

Other Potential Expenses:

1. Travel (airfare, transfer, lodging, MI&E, etc)
2. Local transportation
3. Data collection/data entry/transcription
4. Report editing
5. Translation
6. Meals/refreshments
7. Other (communications, bank fees, photocopies, etc).

Annex A: Key References and Reading for Researchers

The following documents are mandatory background reading for the research team and will be provided upon selection of the research team and prior to initial planning meetings to discuss the study design with USAID:

Subject Matter Resources

1. [What Works in Entrepreneurship Education and Training Programs for Youth? Evidence Report](#) (USAID, 2018)

Puentes Project Documents

1. Puentes Cooperative Agreement, including RFA and Program Description (USAID)
2. Puentes Monitoring, Evaluation, and Learning (MEL) Plan (World Vision)
3. Puentes Quarterly & Annual Reports (World Vision)
4. Puentes Market Assessments
5. Puentes Internal Evaluations
6. Puentes Systematization of Implementation report (expected May 2021)

USAID Reference Documents & Guidance

1. [USAID/Guatemala CDCS](#) (2020-2025)
2. [USAID Global Education Strategy](#) (2011)
3. [USAID Evaluation Policy](#) (2016)
4. [ADS 201: Program Cycle Operational Policy](#) (related to USAID Evaluations)
5. [USAID Evaluation Toolkit](#)

In addition, the following resources may be helpful:

1. Toolkit for Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire ([WORQ Toolkit](#)) (USAID, 2020)
2. [Positive Youth Development \(PYD\) Framework](#) (YouthPower2)
3. [What Works in Cross Sectoral Skills for Youth](#) (YouthPower2)
4. Valerio, Alexandria, Brent Parton, and Alicia Robb. 2014. [Entrepreneurship Education and Training Programs around the World: Dimensions for Success](#). Washington, DC: World Bank. Doi: 10.1596/978-1-4648-0202-7.
5. Lippman, Laura H., Renee Ryberg, Rachel Carney, Kristen A. Moore. 2015. [USAID Workforce Connections, Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields](#). Bethesda, MD: Child Trends, Inc.
6. Clemensson, Martin, and Jens Dyring Christensen. 2010. [How to Build an Enabling Environment for Youth Entrepreneurship and Sustainable Enterprises](#). Geneva: International Labour Organization.

7. Ellis, Karen, and Carolin Williams. 2011. [Maximizing the Impact of Youth Entrepreneurship Support in Different Contexts](#): Background Report, Framework and Toolkit for Consultation. London: ODI (Oversea Development Institute)
8. DeJaeghere, J., Morris, E., & Bamattre, R. (2020). Moving beyond employment and earnings: reframing how youth livelihoods and wellbeing are evaluated in East Africa. *Journal of Youth Studies*, 23(5), 667-685.
9. Lefebvre, E., Nikoi, A., Bamattre, R., Jafaar, A., Morris, E., Chapman, D., & DeJaeghere, J. (2018). [Getting Ahead and Getting by in Youth Livelihoods and Employment](#). Toronto, CA: The Mastercard Foundation.

Annex B: Proposed Modification to Puentes Results Framework

Although Puentes did not formally modify its original Results Framework, the figure below illustrates how the theory of change evolved during implementation. According to World Vision, the revised framework accomplishes two things. First, it helps tell the story of what *Puentes* does in a more linear fashion. Second, it better reflects the integrative implementation approach of the *Puentes* project. For example, new and important elements, such as vocational orientation and psycho-social support, were added to the framework as project approaches developed. Additionally, more intermediate results were added under Result 3 to more fully capture the many important activities happening in this area.

Goal: Improved quality of life for youth aged 15-24 in the Western Highlands of Guatemala, as measured by new or better employment, education, developmental assets, and hopefulness

Result 1: Youth with improved basic, work, and entrepreneurship competencies	Result 2: Increased Employment and entrepreneurship opportunities	Result 3: Foster an enabling environment for youth to access social support, services, and opportunities
Intermediate Result 1.1 Soft skills in youth strengthened	Intermediate Result 2.1 Employment & Better Employment Opportunities Increased	Intermediate result 3.1: Increased equitable access for all youth, regardless of gender, physical disability, or sexual orientation
Intermediate Result 1.2 Access to alternative education increased	Intermediate Result 2.2: Entrepreneurship Opportunities Increased	Intermediate result 3.2: Indigenous youth supported through the recognition and integration of their cultural heritage, as well as access to opportunities and social supports
Intermediate Result 1.3 Access to vocational and technical training increased		Intermediate result 3.3: Barriers reduced for participation in project activities and access to social support systems
Intermediate Result 1.4 Improved access to agricultural training		Intermediate result 3.4: Youth Agency Strengthened through Holistic Vocational Counseling

ANNEX II: EVALUATION METHODS AND LIMITATIONS

Table 7: Evaluation Design Matrix

Note: Indicators in the indicator column correspond to the Eqs yet not to the last three columns.

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
1. Drawing on the experience of <i>Puentes</i> and looking forward to future youth workforce development programs, what are key considerations (promising approaches, as well as anticipated challenges) for stakeholders and implementers trying to get disadvantaged youth from the Western Highlands of Guatemala access to new or better employment opportunities?	EG.6-2 Number of individuals with improved skills following completion of USG-assisted workforce development programs	Puentes documentation	Coding in Atlas.ti	Content analysis of coded data Performance indicator review
	EG.6-3 Number of individuals who complete USG-assisted workforce development programs	All consortium members	Interviews (individual and small groups) Focus groups	<u>Applies to primary data collected (interviews, focus groups, survey):</u>
	EG.6-1 Number of individuals with new or better employment following completion of USG-assisted workforce development programs	Parents Youth Community leaders	Focus groups Interviews (individual and small groups)	<ul style="list-style-type: none"> Content analysis of coded transcripts (interviews and focus groups) Analysis of survey data
	ES. 2-3 Number of individuals attending tertiary education institutions with USG scholarship/financial assistance (Number of youth attending vocational training programs)	Employers/business owners DIGEEX, SINEFOL, MINTRAB	Interviews Survey Interviews	<ul style="list-style-type: none"> Triangulation of data from sources (consortium members, youth, parents, employers, etc.)
	I-01. Delivery mechanisms developed for Core Skills Curriculum implementation	INTECAP IGER	Interviews	<ul style="list-style-type: none"> Triangulation of data collection methods (document review, interviews, focus groups)

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
		Facilitators/Trainers	Interviews	<ul style="list-style-type: none"> Evaluation Team discussion
<p>1.a. Consider differences based on age, prior work experience, gender/gender identity, ethnicity, disability, sexual orientation, poverty, marital & parental status, and geographic proximity to violence and/or urban areas. How might interventions need to be tailored for these different sub-groups? What approaches have been successful or challenging for different sub-groups and why?</p>	<p>ES.1-3 Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance</p> <p>ES.1-4 Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance</p> <p>GNDR 2 -Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment) Number of indigenous youth linked to knowledge exchange programs</p>	<p>Puentes documentation</p> <p>All consortium members</p> <p>Youth</p> <p>Parents</p> <p>Community leaders</p> <p>Employers/business owners</p> <p>Oficina Municipal de la Mujer (OMM)</p> <p>Organización de comadronas</p> <p>La Ruta</p> <p>Puentes trainers/facilitators</p>	<p>Coding in Atlas.ti</p> <p>Interviews (individual and small groups)</p> <p>Focus groups</p> <p>Focus groups</p> <p>Interviews (individual and small groups)</p> <p>Interviews Survey</p> <p>Interviews (individual and small groups)</p> <p>Interviews (individual and small groups)</p> <p>Interviews (individual and small groups)</p> <p>Interviews</p>	<p>Content analysis of coded data</p> <p>Performance indicator review (disaggregated)</p> <p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> Content analysis of coded transcripts (interviews and focus groups) Analysis of survey data Triangulation of data from sources (consortium members, youth, parents, employers, etc.) Triangulation of data collection methods (document review, interviews, focus groups)

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
<p>1.b. What tensions (e.g. trade-offs, opportunity costs) do youth face in terms of pursuing education versus employment opportunities?</p>		<p>WV, AKEBI, Grupo CEIBA, FUDI, Vitruvian, FundaSistemas, Mundo posible Universidad Galileo, RNGG</p> <p>Youth</p> <p>Parents/partners of youth</p> <p>Puentes trainers/facilitators</p> <p>INTECAP DIGEEX (central and municipal levels)</p>	<p>Interviews (individual and small groups)</p> <p>Focus groups</p> <p>Focus groups</p> <p>Interviews</p> <p>Interviews</p>	<ul style="list-style-type: none"> ● Evaluation Team discussion <p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> ● Content analysis of coded transcripts (interviews and focus groups) ● Triangulation of data from sources (consortium members, youth, parents, employers, etc.) ● Triangulation of data collection methods (document review, interviews, focus groups) <ul style="list-style-type: none"> ● Evaluation Team discussion
<p>1.c.i. What are key programming considerations or lessons learned from creating linkages between youth, youth-serving organizations, and employers?</p>	<p>Number of key coalitions, federations, or alliances built, leveraged and/or strengthened</p> <p>Number of youth placed in internships or apprenticeships</p>	<p>Puentes documentation</p> <p>WV, RNGG, J&A, FUNDAP, FundaSistemas</p>	<p>Coding in Atlas.ti</p> <p>Interviews (individual and small groups)</p> <p>Interviews</p>	<p>Content analysis of coded data</p> <p>Performance indicator review (disaggregated)</p> <p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p>

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
		Employers//business owners IGER Youth serving organizations Alianza para la Educación Mesa interinstitucional de Jóvenes Puentes trainers/facilitators	Survey Interview Interviews (individual and small groups) Interview Interviews (individual and small groups) Interviews	<ul style="list-style-type: none"> Content analysis of coded transcripts (interviews and focus groups) Analysis of survey data Triangulation of data from sources (consortium members, youth, parents, employers, etc.) Triangulation of data collection methods (document review, interviews, focus groups) Evaluation Team discussion
1.c.ii. What are key programming considerations or lessons learned from aligning programmatic Puentes activities and economic opportunities with market needs?	Number of firms receiving USG-funded technical assistance for improving business performance (EG 5.2-1) EG 5-3 Number of microenterprises supported by USG assistance	Puentes documentation (labor market assessment, etc.) WV, RGGG, Vitruvian, J&A, FUNDAP, , FUDI Employers/business owners DIGEEX	Coding in Atlas.ti Interviews (individual and small group) Survey Interviews Interviews	Content analysis of coded data Performance indicator review (disaggregated) <u>Applies to primary data collected (interviews, focus groups, survey):</u> <ul style="list-style-type: none"> Content analysis of coded transcripts (interviews and focus groups)

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
		INTECAP Implementers of other USAID projects	Interviews (individual and small group)	<ul style="list-style-type: none"> Analysis of survey data Triangulation of data from sources (consortium members, youth, parents, employers, etc.) Triangulation of data collection methods (document review, interviews, focus groups) Evaluation Team discussion
1.c.iii. What are key programming considerations or lessons learned from supporting youth to enter new or non-conventional career paths?	ES.2-2. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance (Number of youth attending vocational training programs)	Puentes documentation WV, RGGG, Vitruvian, J&A, FUNDAP, FUNDASISTEMAS, Mundo Possible, Universidad Galileo INTECAP DIGEEX Employers/business owners Youth	Interviews (individual and small group) Interviews Interviews Survey Focus groups Interviews	Content analysis of coded data Performance indicator review (disaggregated) <u>Applies to primary data collected (interviews, focus groups, survey):</u> <ul style="list-style-type: none"> Content analysis of coded transcripts (interviews and focus groups) Analysis of survey data Triangulation of data from sources

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
		Puentes trainers/facilitators		<p>(consortium members, youth, parents, employers, etc.)</p> <ul style="list-style-type: none"> • Triangulation of data collection methods (document review, interviews, focus groups) • Evaluation Team discussion
<p>1.c.iv. What are key programming considerations or lessons learned from helping disadvantaged/marginalized youth access relevant programs and services (through barrier reduction mechanisms, etc.)?</p> <p>What are the key assumptions underlying the selected and used barrier reduction mechanisms?</p>	<p>1-14. Number of youth accessing educational programs paid for by barrier reduction funds</p> <p>Number of youth accessing technical support</p> <p>Number of youth receiving a cash transfer to facilitate employment or entrepreneurship</p>	<p>Puentes documentation</p> <p>All consortium members</p> <p>Parents</p> <p>Youth</p> <p>Community leaders</p> <p>Employers</p> <p>INTECAP</p>	<p>Coding in Atlas.ti</p> <p>Interviews (individual and small group)</p> <p>Focus groups</p> <p>Focus groups</p> <p>Interviews (individual and small group)</p> <p>Interviews Survey</p> <p>Interviews</p>	<p>Content analysis of coded data</p> <p>Performance indicator review</p> <p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> • Content analysis of coded transcripts (interviews and focus groups) • Analysis of survey data • Triangulation of data from sources (consortium members, youth, parents, employers, etc.)

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
		DIGEEX (central and municipal levels)		<ul style="list-style-type: none"> • Triangulation of data collection methods (document review, interviews, focus groups) • Evaluation Team discussion
1.d. What are successes/challenges in reducing attitudinal barriers for disadvantaged youth in the Western Highlands (i.e. changing perceptions and expectations from employers, community members, family members, and youth themselves)?		<p>All consortium members</p> <p>Parents</p> <p>Youth</p> <p>Community leaders</p> <p>Employers/business owners</p> <p>INTECAP DIGEEX (central and municipal levels)</p> <p>Other Government institutions (Social Ministry, Labor Ministry, Economic Ministry, Agricultural Ministry)</p>	<p>Interviews (individual and small group)</p> <p>Focus groups</p> <p>Focus groups</p> <p>Interviews</p> <p>Survey Interviews</p> <p>Interviews</p> <p>Interviews</p> <p>Interviews</p>	<p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> • Content analysis of coded transcripts (interviews and focus groups) • Analysis of survey data • Triangulation of data from sources (consortium members, youth, parents, employers, etc.) • Triangulation of data collection methods (document review, interviews, focus groups) • Evaluation Team discussion

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
		Private chambers (Commerce, Agricultural, Industry, Tourism Chambers)		
<p>Question 2: What are the strengths and weaknesses of the <i>Puentes</i> project approach to creating an enabling environment for youth to access new or better employment opportunities and related social support, services, and opportunities?</p>	<p>ES.4-1 Number of vulnerable persons benefiting from USG-supported social services Number of youth referred to specialized support services</p> <p>Percentage of follow-ups conducted for youth referred to specialized support services Number of youth accessing holistic vocational counseling</p> <p>Number of youth that make up the Project's Youth Network</p> <p>Number of youth from the Youth</p> <p>Network participating in activities with local and government institutions</p> <p>Number of communications campaigns developed</p> <p>Number of communities that endorse Proyecto Puentes to work with their youth</p>	<p>Puentes documentation</p> <p>All consortium members</p> <p>Parents</p> <p>Youth</p> <p>Community leaders</p> <p>Employers/small businesses</p> <p>DIGEEEX (central and municipal levels)</p>	<p>Coding in Atlas.ti</p> <p>Interviews (individual and small group)</p> <p>Focus groups</p> <p>Focus groups</p> <p>Interviews (individual and small groups)</p> <p>Interviews Survey</p> <p>Interviews</p>	<p>Content analysis of coded data</p> <p>Performance indicator review</p> <p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> • Content analysis of coded transcripts (interviews and focus groups) • Analysis of survey data • Triangulation of data from sources (consortium members, youth, parents, employers, etc.) • Triangulation of data collection methods

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
	<p>Number of youth centers through which Puentes activities are operating</p> <p>Number of services delivered by youth centers</p> <p>Number of youth accessing mentorship services</p> <p>Number of youth who receive a cash transfer from the social inclusion fund</p>			<p>(document review, interviews, focus groups)</p> <ul style="list-style-type: none"> • Evaluation Team discussion
<p>a. Which <i>Puentes</i> project activities could and should be expanded or sustained and how? For example, how could USAID or <i>Puentes</i> support national institutions (i.e., INTECAP) to sustain and scale successful activities?</p>	<p>Number of organizations receiving capacity building support to strengthen referral services</p> <p>Number of institutions implementing Puentes who meet minimum quality standards defined by the project</p> <p>Dollar value of leveraged resources received</p>	<p>Puentes documentation</p> <p>All consortium members</p> <p>DIGEEX central and municipal levels</p> <p>INTECAP</p> <p>MINEDUC (DIDEDUC, Junior and High School level)</p> <p>Municipal education commission</p>	<p>Coding in Atlas.ti</p> <p>Interviews (individual and small group)</p> <p>Interviews</p> <p>Interviews</p> <p>Interviews</p> <p>Interviews</p>	<p>Content analysis of coded data</p> <p>Performance indicator review</p> <p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> • Content analysis of coded transcripts (interviews and focus groups) • Triangulation of data from sources (consortium members, youth, parents, employers, etc.)

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
				<ul style="list-style-type: none"> • Triangulation of data collection methods (document review, interviews, focus groups) • Evaluation Team discussion
<p>b. What were the barriers between the training youth received and the direct linkages to the labor market (with public/private sector partnerships?)</p>	<p>I-15. Number of key coalitions, federations, or alliances built, leveraged and/or strengthened</p> <p>I-38. Number of youth accessing mentorship services</p>	<p>Puentes documentation</p> <p>WV, RGG, Vitruvian, J&A, FUNDAP, FUNDASISTEMAS</p> <p>Employers/business owners</p> <p>Youth serving organizations</p> <p>DIGEEX central and municipal levels</p> <p>INTECAP MAGA</p>	<p>Coding in Atlas.ti</p> <p>Interviews (individual and small group)</p> <p>Survey Interviews</p> <p>Interviews (individual and small group)</p> <p>Interviews</p> <p>Interviews</p>	<p>Content analysis of coded data</p> <p>Performance indicator review</p> <p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> • Content analysis of coded transcripts (interviews and focus groups) • Analysis of survey data • Triangulation of data from sources (consortium members, youth, parents, employers, etc.) • Triangulation of data collection methods (document review, interviews, focus groups)

Evaluation Question	Indicators	Data Source	Data Collection Method	Data Analysis Method
				<ul style="list-style-type: none"> • Evaluation Team discussion
<p>c. What additional or alternative modalities (ex. Education, Workforce Development, Entrepreneurship, other) might be considered for a future project with similar or related goals?</p>	<p>I-38. Number of youth accessing mentorship services</p>	<p>All consortium members</p> <p>Parents</p> <p>Youth</p> <p>Community leaders</p> <p>Employers/small businesses</p> <p>DIGEEEX (central and municipal levels)</p> <p>INTECAP</p> <p>IGER</p> <p>Youth serving organizations</p> <p>MAGA</p>	<p>Interviews (individual and small group)</p> <p>Focus groups</p> <p>Focus groups</p> <p>Interviews (individual and small group)</p> <p>Interviews Survey</p> <p>Interviews</p> <p>Interviews</p> <p>Interviews</p> <p>Interviews (individual and small group)</p> <p>Interviews</p>	<p><u>Applies to primary data collected (interviews, focus groups, survey):</u></p> <ul style="list-style-type: none"> • Content analysis of coded transcripts (interviews and focus groups) • Analysis of survey data • Triangulation of data from sources (consortium members, youth, parents, employers, etc.) • Triangulation of data collection methods (document review, interviews, focus groups) • Evaluation Team discussion

Table 8: Sample Youth and their Characteristics by Age, Sex and Ethnic Group

Age	Number of Informants	Sex		Ethnic Group			
Range	#	W	M	Maya	Garifuna	Ladino/Mestizo	Not specified
15-17	36	25	11	16 (8 W/8 M)	1 (1 W)	10 (9 W/1 M)	9 (7 W/2 M)
18-20	46	30	16	17 (14 W/3 M)	1 (1 W)	25 (13 W/12 M)	3 (2 W/1 M)
21-24	43	16	27	23 (10 W/13 M)	0	19 (4 W/14 M)	1 (1 W)
25 - <25	8	1	7	6 (6 M)	0	2 (1 W/1 M)	0
TOTAL	133	72	61	62	2	56	13

Table 9: Sample Youth and their Characteristics by Education, Work Profile and Training in Puentes Project

Age	Number of Informants	Education		Work Profile			Number of Informants	Education	
Range	#	Academic Level		Employed	Self-Employed	Neither/Not specified	Both	Educative Institution or Organization	
15-17	36	Junior High (Grades 7-9)	20 (15 W/5 M)	9 (4 W/M 5)	9 (6 W/3 M)	18 (15 W/3 M)	0	INTECAP	12
		High School (Grades 10-12)	5 (3 W/2 M)					CEIBA	13
		High School (Grades 10-12)	2 (1 W/1 M)					FUDI	4
		Other or not specified	9 (6 W/2 M/1 not specified)					RNGG	1
								WV	1
								Other or not specified	5

Age	Number of Informants	Education		Work Profile			Number of Informants	Education	
Range	#	Academic Level		Employed	Self-Employed	Neither/Not specified	Both	Educative Institution or Organization	
18-20	46	Elementary school	4 (4 W)	18 (11 W /7 M) *five participants both reported to be employed and entrepreneur	11 (8 W/3 M)	22 (14 W/8 M)	5 (3 W/2 M)	INTECAP	12
		Junior High (Grades 7-9)	15 (11 W/4 M)					CEIBA	10
		High School (Grades 10-12)	10 (4 W/6 M)					FUDI	2
		High School (Grades 10-12)	5 (4 W/1 M)					FUNDAP	6
		Teaching certification	1 (1 W)					FundaSistemas	2
		University	9 (6 W/3 M)					IGER	1
		Other or not specified	2 (2 M)					Other or not specified	13
21-24	43	Elementary school	2 (1 W/1 M)	17 (5 W/12 M) *seven participants both reported to be employed and	18 (5 W/13 M)	15 (7 W/8 M)	7 (1 W/6 M)	INTECAP	8
		Junior High (Grades 7-9)	3 (1 W/2 M)					CEIBA	8
		High School (Grades 10-12)	2 (1 W/1 M)					FUDI	8

Age	Number of Informants	Education		Work Profile			Number of Informants	Education	
Range	#	Academic Level		Employed	Self-Employed	Neither/Not specified	Both	Educative Institution or Organization	
		High School (Grades 10-12)	11 (5 W/6 M)	entrepreneur.				RNGG	2
		University	22 (8 W/14 M)					WV	1
		Other or not specified	3 (3 M)					FUNDA P	2
								FundaSistemas	4
								Other or not specified	10
25 - <25	8	Junior High (Grades 7-9)	1 (1 M)	2 (M 2) *one participant both reported to be employed and entrepreneur	4 (4 M)	3 (1 W/2 M)	1 (M)	INTECA P	2
		High School (Grades 10-12)	1 (1 W)					FUDI	1
		University	5 (5 M)					RNGG	1
		Other or not specified	1 (1 M)					WV	2
								FundaSistemas	1
								Other or not specified	1

Table 10: Sample Municipalities and their Characteristics by Department

Department	Municipality	Characteristics
Huehuetenango	Chiantla	Municipal authorities support all youth projects, without restrictions. Huehuetenango Department has the highest youth participation from LOP (2,078).
	San Sebastián de Huehuetenango	Municipality with lower youth participation (530) and with a high rate of migration.
San Marcos	Malacatán	Municipality with many risk factors such as human and drug trafficking. High migration rates. Municipal authorities support the project. Many youths (1,603) have enrolled in different education programs.
	San Rafael Pie de la Cuesta	A municipality with high youth participation (1,035). A migration route for immigrants traveling to Mexico and USA.
Totonicapán	Totonicapán	Municipal authorities give support for project activities. High level of youth enrollment (1,411).
	Momostenango	Municipal authorities support the project; there is a well-established youth center. A high number of handicap youth enrolled (146), which makes up 12.7% of total youth enrolled (1,147).
Quetzaltenango	Quetzaltenango	The most urban municipality in the region, with the highest number of youth enrolled (2,296). Municipal authorities have tried to support Puentes but have not been able to do this effectively. High number of businesses as potential employers.
	Cantel	A small municipality with a high rate of youth that participate in project activities.
Quiché	Santa Cruz del Quiché	The municipality with the highest level of youth participation in the Quiche Department (1,802). The municipal authorities are aiming to increase women's education and work opportunities and support Puentes toward this goal.
	Chichicastenango	Difficult to enroll youth because families want their young members to participate in family businesses. Even 1,042 youth have registered. New municipal authorities want to support the project but have met with challenges in doing this.

Table 11: Coding Scheme

Name	Groundedness	Groups	Comment
Assumptions	4	Barriers	Assumptions underlying Puentes Project strategies for barrier reduction,

			employment, characteristics about the target population or employers, etc.
Attitudinal barriers employers	10	Attitudes	Attitudes held by employers that create barriers to hiring/providing apprenticeships to youth.
Attitudinal barriers employers challenges	1	Attitudes	Challenges to reducing employers' attitudinal barriers.
Attitudinal barriers employers successes	5	Attitudes	Successful approaches/success in reducing employers' attitudinal barriers.
Attitudinal barriers families and communities	29	Attitudes	Attitudes held by families and community members that create barriers to supporting youth to enter training.
Attitudinal barriers families/communities challenges	2	Attitudes	Challenges to reducing families' and community members' attitudinal barriers.
Attitudinal barriers families/communities successes	16	Attitudes	Successful approaches/success in reducing families' and community members' attitudinal barriers.
Attitudinal barriers youth	27	Attitudes	Attitudes held by youth that create barriers to entering/completing workforce/soft skill development programs.
Attitudinal barriers youth challenges	7	Attitudes	Challenges to reducing youth's attitudinal barriers.
Attitudinal barriers youth success	22	Attitudes	Successful approaches/success in reducing youth's attitudinal barriers.
Barrier reduction strategies	87	Barriers	Strategies used by Puentes to help youth overcome barriers to accessing workforce development training.
Barrier reduction challenges	35	Barriers	Challenges to reducing barriers for disadvantaged youth.
Barrier reduction successes	22	Barriers	Successful approaches to reducing barriers for disadvantaged youth.
Barriers to programs/services	31	Barriers	Barriers that disadvantaged youth face in accessing relevant programs.
Budget Cuts	11	Project	Anything related to budget cuts.
Capacity building	16	Capacity building	Strategies and actions to build capacity of government and/or partner orgs/stakeholder orgs.
Career paths	44		Decisions about career paths, workforce training career path offerings, and anything related to conventional or non-conventional career paths.
Continue academic studies	29		Anything related to continuing academic studies: wanting to continue, deciding to continue, not being able to continue, challenges with continuing, economic support to continue, etc.

Coordination	70	Coordination	Puentes Project coordination with government entities.
COVID changes	40	COVID	Ways that Puentes Project has responded to COVID-19
COVID effects	37	COVID	Ways that COVID-19 has affected Puentes Project implementation.
Diplomado favorite aspects	18		Favorite aspects of the DEcE as expressed by youth and others.
Diplomado Implementation	64		Related to best practices, appreciations/reactions and lessons learned from the DEcE.
Diplomado youth changes	51		What youth or others report as changes the youth underwent as a result of the DEcE.
Employment environment (violence/urban/rural)	1	Employment	Considerations to finding employment based on an environment with violence or an urban/rural environment.
Employment challenges	38	Employment	Challenges to youth finding employment.
Employment individual factors	10	Employment	Considerations to finding employment based on any individual factors such as age, martial or parental status, ethnicity, language, disability.
Employment men	4	Employment	Considerations to finding employment based on male gender.
Employment promising	20	Employment	Promising approaches to youth finding employment.
Employment women	7	Employment	Considerations to finding employment based on female gender.
Entrepreneurship	70		Anything having to do with entrepreneur efforts, strategies, successes, challenges.
Entrepreneurship challenges	17		Challenges related to Puentes Project lack of coordination and clarity of the process.
Entrepreneurship successes	9		Successful businesses of the youth and anything related to successes in entrepreneurship due to Puentes Project support.
Technical training	36		Having to do with participating in a technical training or discussion about technical training in general.
Technical training challenges/negative comments)	10		Opinions about technical trainings experienced that point to shortcomings (course did not prepare youth well, course hours/duration too long, etc.)

Technical training successes/positive comments	27		Positive opinions about technical training experienced (course prepared youth well, course was the right amount of hours/duration, etc.)
Gender equity	35		Having to do with strategies to improve gender equity or challenges and successes achieving gender equity.
Internships	19		Also referred to as apprenticeships or mentorship. Anything related to internships such as strategies, challenges, successes, reporting, etc.
Linkages Puentes-employers	33	Linkages	Related to creating linkages between Puentes Project and employers (strategies, actions, successes, challenges).
Linkages Puentes-external organizations	22	Linkages	Services provided by external organizations to Puentes Project, but not part of the consortium.
Linkages Puentes-youth organizations	10	Linkages	Related to creating linkages between Puentes Project and youth organizations (strategies, actions, successes, challenges).
Linkages youth-employers	12	Linkages	Related to creating linkages between youth or youth organizations and employers (strategies, actions, successes, challenges).
Linkages youth-youth organizations	4	Linkages	Related to creating linkages between youth and youth organizations (strategies, actions, successes, challenges).
Market demand	30		Careers and/or business services demanded by the market as well as strategies to understand and meet market demand. Also challenges and successes due to market demand or lack of demand.
Migration	52		Any issues, approaches, methods, or strategies related to migration.
Non-conventional paths	8	Non-conventional	Related to strategies, challenges, and successes in creating/supporting non-conventional careers (e.g. baking for men, auto repair for women, other non-conventional career paths).
Project changes	34		Any changes, other than COVID-19 related, made to Puentes Project results framework, indicators, strategies, IPs/partner organizations, etc.
Puntos Crea challenges	1		Anything related to Puntos Crea implementation challenges.

Puntos Crea Implementation	11		Anything related to Puntos Crea implementation: coordination, materials, spaces.
Puntos Crea Success	2		Successes in implementing Puntos Crea, youth positive changes due to participating in Puntos Crea.
Recommendations	55		Recommendations given by beneficiaries, consortium members, or other stakeholders.
Recruitment	15		Strategies to recruit youth, successes and challenges in recruitment, types of target population recruited.
Referrals	20		Anything related to referrals (not coordination).
Scale up	8		Having to do with scaling up or plans to scale up.
Sustainability	11		Anything related to sustainability: technical, financial, continuity of activities with youth, partially or as they are right now.
Targets	17	Project	Anything to do with planned our accomplished targets, challenges meeting targets, or indicator changes.
Theory of Change	16		Text and/or figures describing Puentes Project Theory of Change.
Trade offs	19	Trade offs	Trade offs youth face (training vs. working), strategies to reduce such trade offs, and factors that make the trade offs less feasible or more feasible.
Vulnerable groups	40		Any approaches or activities related to providing services to ethnic minorities and people with disabilities.
Youth centers	4		Anything related to youth centers.
Youth employment strategies	28		Strategies used by Puentes Project to help youth obtain employment.
Youth follow up	43		Anything related to following up with the youth such as tracking their progress, follow up with their life plan, messaging them to see how they are and motivate them, or a lack of any of this follow up.
Youth participation in decision making	6		Youth part of municipal committee and Puentes Project decision making process.

ANNEX III: DATA COLLECTION INSTRUMENTS

Evaluation of the Puentes Project (USAID/Guatemala)

Guía de entrevista con miembros del consorcio de implementadores

Nombre la persona informante: _____

Organización que representa: _____ Cargo: _____

Departamentos que abarca: _____

Nombre del entrevistador: _____ Fecha: _____

Objetivo de la Evaluación

- Aprender de la implementación del Proyecto Puentes para informar y mejorar futuras iniciativas de desarrollo juvenil apoyadas por USAID/Guatemala.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Puentes y estamos investigando los impactos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para lograr que los jóvenes se formen, eduquen y encuentren un nuevo y/o mejor empleo/autoempleo. Por esta razón y para responder a las preguntas de evaluación definidas por USAID y el Proyecto, estamos conversando con los implementadores de Puentes.

- Esta entrevista no debería tomar más de noventa minutos.
- Su información es confidencial así que siéntase en libertad de compartir todo lo que quiera.
- Su nombre real no se utilizará en el reporte de evaluación y cualquier información que pueda identificarle será removida.
- Queremos grabar la conversación con el propósito de asegurarnos que el equipo de evaluación capta toda la información y que podamos confirmar las notas una vez estemos procesando la información. Después todos los archivos serán borrados.
- Quisiéramos saber: 1) si está de acuerdo en participar en la entrevista, y 2) si está de acuerdo en que grabemos la conversación.

Generalidades

1. Acerca de los roles:
 - a. Describa brevemente el rol de su organización en el marco del Proyecto Puentes.
 - b. Describa brevemente su rol y funciones en el marco del Proyecto Puentes.
 - c. Describa brevemente el nivel de coordinación que establece su organización con las entidades de gobierno.

- d. Describa brevemente el nivel de coordinación que establecen con otros proyectos de USAID u otros donantes con objetivos similares o distintos a los de Puentes.

Enfoques prometedores y desafíos anticipados para lograr que los jóvenes tengan un mejor empleo

2. En su opinión, ¿cuáles han sido las estrategias más exitosas de Puentes para acercar a los jóvenes en riesgo al mercado laboral o a su propio negocio? ¿Por qué?
 - a. ¿Qué rol ha desempeñado el Diplomado Emprender con Éxito (DEcE) en acercar a los jóvenes a mejores oportunidades de trabajo?
 - b. ¿En qué medida ha logrado Puentes integrar a los jóvenes a trayectorias profesionales no convencionales? ¿Ha sido efectiva la estrategia? ¿Desde su perspectiva, cómo podría mejorarse?
3. ¿Cómo han contribuido los y las facilitadoras de su organización a alcanzar los objetivos y metas del Proyecto?
 - a. ¿Qué aspectos puede identificar como factores claves para el buen desempeño y logro del equipo de facilitadores?
 - b. ¿Han encontrado aspectos que cambiar o mejorar para que las y los facilitadores sean más efectivos al brindar acompañamiento a las y los jóvenes en formación?
 - c. ¿Qué papel ha tenido la formación de las y los facilitadores para atender a jóvenes en condiciones vulnerables?

Mecanismos de reducción de barreras

4. ¿Qué rol han jugado, en la práctica, los mecanismos de reducción de barreras para las y los jóvenes? ¿Cuáles considera han sido los mecanismos más efectivos? ¿Cuáles han sido menos efectivos a lo planeado? ¿Por qué?
5. ¿Cuáles han sido los beneficios más destacados para las y los jóvenes de los Centros Juveniles?
 - a. ¿Qué retos han enfrentado para establecer estos Centros? ¿Qué retos han enfrentado para asegurar que las y los jóvenes los utilicen?
 - b. ¿Qué han hecho para superar estos retos?

Adaptación de intervenciones a subgrupos

6. ¿Percibe usted que las y los jóvenes enfrentan o expresan algunas dudas o cuestionamientos para participar con Puentes? Explique, por favor.
 - a. ¿Si es así, que hace Puentes para hacerles sentir más seguros de participar?
7. ¿Cree que Puentes ha logrado reclutar jóvenes de grupos vulnerables de una forma efectiva? Explique.

- a. ¿Existe un grupo vulnerable que Puentes no ha logrado reclutar y/o retener de manera suficiente? (mujeres, jóvenes con discapacidad, grupos étnicos minoritarios, jóvenes con una orientación sexual o identidad de género diferente).
- b. ¿Qué esfuerzos ha hecho Puentes para captar estos jóvenes de grupos vulnerables? ¿Han sido efectivos? ¿Cómo podrían ser más efectivos estos esfuerzos?
- c. ¿Implementan estrategias diferenciadas por grupos vulnerables (mujeres, jóvenes de grupos étnicos minoritarios, jóvenes con discapacidad)? ¿Cuáles estrategias de reclutamiento y/o de formación debería implementar Puentes para acomodar mejor a mujeres? ¿A jóvenes con discapacidad? ¿A distintos grupos étnicos?

Alineación de oportunidades programáticas y económicas a las necesidades del mercado

8. ¿En qué medida Puentes ha acercado a las y los jóvenes al mercado laboral? ¿Cómo han alineado la oferta de Puentes a las demandas de los empleadores/sector privado?
 - a. ¿Han resultado útiles los estudios de mercado? ¿Por qué y en qué medida?
 - b. ¿Cómo se ha utilizado el análisis de mercado realizado por Puentes?
 - c. ¿Se ha utilizado alguna otra fuente de información para alinear la estrategia con las necesidades de los empleadores? ¿Cuál(es) y cómo lo han hecho?

Vínculos entre las y los jóvenes, las organizaciones que están a su servicio y los empleadores

9. ¿Cómo ha creado Puentes vínculos entre las y los jóvenes y los empleadores, y otras organizaciones que brindan servicios especializados para jóvenes?
 - a. ¿Cuáles son las principales barreras que enfrentan las y los jóvenes para insertarse al mercado laboral, y/o iniciar sus propios emprendimientos?
 - b. ¿Cómo ha logrado el proyecto incidir en la percepción de los empleadores sobre las personas jóvenes?
 - c. ¿Qué rol han jugado las organizaciones que brindan apoyo a jóvenes? A su criterio, ¿hacen falta más servicios de este u otro tipo? Explique.

Fortalezas y Debilidades del enfoque de Puentes (EQ 2)

10. ¿Cuáles considera que han sido los principales sucesos externos a los implementadores de Puentes que han incidido en el alcance de metas del proyecto?
 - a. ¿Qué aprendizajes podría destacar del modelo de implementación en línea derivados del COVID?
 - b. ¿Qué ajustes recomendaría a la estrategia para asegurar que los modelos de trabajo en línea/remotos sean efectivos?
11. Considerando los objetivos y estrategias generales de Puentes (aplicables a la organización que representa):

- a. ¿En qué medida considera que las estrategias contempladas en el diseño del Proyecto son adecuadas para alcanzar los objetivos de más alto nivel (mejorar el acceso a empleo y formación de las y los jóvenes)?
 - b. ¿Cómo podría o debería ajustarse la estrategia general para ser más efectiva para las y los jóvenes del Altiplano de Guatemala?
 - c. Si Puentes tuviera que volver a implementar desde cero, conociendo todo lo que ya conoce, ¿Qué ajustes haría a la estrategia actual y por qué?
12. ¿Con cuáles entidades del gobierno (central y local) ha trabajado bien Puentes? ¿Cuáles han sido los logros?
- a. ¿Hay entidades del gobierno (central y local) con las cuales no se ha trabajado bien? Explique.

Sostenibilidad

13. ¿En qué medida considera que las actividades de Puentes son sostenibles?
- a. ¿Conoce el plan o estrategia de sostenibilidad del proyecto? Descríbala brevemente.
 - b. ¿En qué medida considera que la estrategia de sostenibilidad está siendo implementada o qué mecanismos de sostenibilidad implementan actualmente desde su organización?
 - c. ¿Qué ajustes sería realista implementar desde ahora para asegurar que algunos elementos continúen siendo sostenibles post Puentes, y cuáles elementos deberían priorizarse?

Evaluation of the Puentes Project (USAID/Guatemala)

Guía de entrevista para funcionarios

Nota: se les propondrá grabar la entrevista. Si no están de acuerdo se tomarán notas escritas.

Nombre de la persona informante: _____

Organización/institución donde trabaja: _____

Puesto que ocupa: _____ Lugar: _____

Nombre de la persona entrevistadora: _____ Fecha: _____

Objetivo de la Evaluación

- Aprender de la implementación del Proyecto Puentes para informar y mejorar futuras iniciativas de desarrollo juvenil e inserción laboral apoyadas por USAID/Guatemala.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Puentes y estamos investigando los impactos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para lograr que las y los jóvenes logren formarse y encontrar empleo y/o autoempleo. Por esta razón, estamos hablando con personas que han participado en actividades de Puentes.

- Esta entrevista debe tomar entre media hora y cuarenta minutos, máximo.
- Su información es confidencial así que siéntanse libres para compartir todo lo que quieran.
- Su nombre real no será utilizado en el reporte de evaluación y, cualquier información que pueda identificarles, será removida.
- Quisiéramos grabar la entrevista con el propósito de asegurar que el equipo de evaluación capte toda la información; es solamente para nosotros y después, todos los archivos serán borrados.
- Quisiéramos saber: 1) si están de acuerdo en participar y 2) si están de acuerdo en que grabemos la conversación.
- **Por favor, decir su nombre antes de hablar para que sepamos identificar quién habla. Aunque estemos grabando, en nuestro reporte no utilizaremos sus nombres reales.**

Generalidades

1. ¿Cuánto tiempo ha participado en actividades del Proyecto Puentes? ¿Con cuál organización del Proyecto se ha relacionado?
2. ¿Cuánto tiempo lleva de conocer el Proyecto y las actividades que realiza con jóvenes? ¿Cómo considera que el Proyecto responde a las necesidades e intereses de las y los jóvenes del departamento?

Alineación de oportunidades programáticas y económicas a las necesidades del mercado

3. ¿Cómo considera que se encuentra el mercado de trabajo en la región y cómo responde el Proyecto a las necesidades del mercado laboral?
4. Las y los jóvenes, con apoyo del Proyecto, estudian carreras técnicas. ¿Sería conveniente darles a conocer el mercado laboral de la región o del departamento antes que elijan la carrera técnica?
 - a. ¿Cree que Puentes ha hecho esto con los jóvenes de una forma adecuada?

Adaptación de intervenciones a subgrupos

5. ¿En la institución donde usted trabaja, cómo apoyan a las y los jóvenes? (Oficinas gubernamentales, municipales, cámaras empresariales y otras). ¿Cuál es la relación que han establecido con el Proyecto Puentes, y cómo esa relación ha fortalecido su trabajo al para atender a las y los jóvenes?
 - a. ¿Se han establecido ~~Hay~~ prioridades de atención hacia mujeres jóvenes, jóvenes de áreas rurales, jóvenes con discapacidades, jóvenes LGBTQ u otros grupos?

Enfoques prometedores y desafíos anticipados para lograr que las y los jóvenes tengan un mejor empleo

6. El Proyecto Puentes, también está proporcionando opciones para llevar a cabo emprendimientos y alcanzar autoempleo o medios de vida para las y los jóvenes y sus familias. ¿Cómo considera que es la estrategia?
 - a. ¿Resuelve las necesidades e intereses de las y los jóvenes?
 - b. ¿Cuáles desafíos tienen las y los jóvenes para alcanzar sostenibilidad en los emprendimientos y cubrir sus necesidades?
7. ¿Conoce Usted el Diplomado Emprender con Éxito que cursan las y los jóvenes junto a su formación técnica y específicamente el contenido de formación en habilidades blandas? A su parecer, ¿son las que necesitan los jóvenes y las que requiere el mercado laboral? Explique, por favor.
 - a. A su criterio, ¿hay habilidades blandas que se deben desarrollarse más u otras que no se desarrollan pero que hacen falta desarrollar?
8. El Proyecto ha establecido puntos de encuentro para las y los jóvenes. ¿Conoce esta acción del Proyecto? ¿Cuál es su opinión sobre ellos y cómo ha observado que estos puntos contribuyen al bienestar de las y los jóvenes que participan?
 - a. ¿Conoce los Centros Juveniles? ¿Qué le parecen?
 - b. ¿Conoce los Puntos Crea? ¿Qué le parecen?

Sostenibilidad

9. Además de la formación técnica, el Proyecto apoya la formación académica de quienes no han concluido el ciclo básico o el ciclo diversificado. ¿Cómo ha observado la respuesta y la ayuda que reciben las y los jóvenes? ¿Es conveniente continuarla?
 - a. ¿Qué rol tiene desempeña su institución/oficina en esta formación? ¿Va a continuar apoyando así después que Puentes termine apoyando a estos procesos de formación?

Mecanismos de reducción de barreras

10. Existen barreras que las y los jóvenes deben superar para desarrollar su proyecto de vida. ¿Conoce los apoyos que el Proyecto les brinda, para superar esas barreras? ¿Considera que son suficientes o hay otras barreras que deban ser atendidas?
11. Existen jóvenes de su región y localidad que aspiran a emigrar del país en búsqueda de mejores ingresos. ¿Piensa que el Proyecto Puentes u otros proyectos, pueden contribuir a cambiar esta aspiración?
 - a. ¿Qué necesitan los jóvenes para hacer su Proyecto de Vida en Guatemala, y no tener que emigrar? ¿Puentes está satisfaciendo estas necesidades? Explique, por favor.

Consideraciones para proyectos futuros con objetivos similares

12. Si el Proyecto Puentes se extiende otros años más, o la misión de USAID impulsa otros proyectos con jóvenes, ¿cuáles son las sugerencias que usted propondría para un mejor apoyo a la juventud de su departamento o municipio?

Evaluation of the Puentes Project (USAID/Guatemala)
Guía de Grupo Focal Jóvenes

Notas: De ser posible, realice los grupos focales por separado: 1) mujeres y hombres; 2) edades 15-17 y 18-29; y 3) formación para el empleo y formación para el emprendimiento.

Nombre de la persona informante: _____

Lugar: _____ Mujer/hombre _____ Grupo(s) étnico(s): _____

Último año de estudios cursado o el que actualmente cursa: _____

Carrera o área técnica que estudió o está estudiando: _____

Nombre de la persona entrevistadora: _____ Fecha: _____

Objetivo de la Evaluación

- Aprender de la implementación del Proyecto Puentes para informar y mejorar futuras iniciativas de desarrollo juvenil apoyadas por USAID/Guatemala.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Puentes y estamos investigando los impactos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para lograr que las y los jóvenes logren formarse y encontrar empleo y/o autoempleo. Por esta razón, estamos hablando con personas que han participado en actividades de Puentes.

- El desarrollo de este grupo focal debe tomar no más de una hora y media, dos horas máximo.
- Su información es confidencial así que siéntanse libres para compartir todo lo que quieran.
- Sus nombres reales no serán utilizados en el reporte de evaluación y cualquier información que pueda identificarles será removida.
- Queremos grabar la discusión con el propósito de asegurar que el equipo de evaluación capte toda la información; es solamente para nosotros y después, todos los archivos serán borrados.
- Quisiéramos saber: 1) si están de acuerdo en participar en el grupo focal, y 2) si están de acuerdo en que grabemos la conversación.
- **Por favor decir su nombre antes de hablar para poder identificar quién dice qué. Aunque estemos grabando, en nuestro reporte no utilizaremos sus nombres reales.**

Generalidades

1. Por favor, cada uno de ustedes debe introducirse diciendo:

- a) su nombre, b) edad, c) de dónde viene (municipio/comunidad), d) último año de estudios (o año que estudia actualmente), e) cuánto tiempo ha participado en actividades de Puentes, f) la carrera que ha estudiado o el emprendimiento que ha realizado con apoyo de Puentes, g) cuándo terminó la formación de Puentes.
2. ¿Cómo supieron ustedes sobre la oportunidad de estudiar una carrera técnica? ¿Cómo se dieron cuenta de su inscripción?
- a. ¿Qué le motivó para inscribirse?
- b. ¿Qué opinaba su mamá y/o papá sobre su participación? ¿Su pareja? ¿Amigos y amigas?
- c. ¿Por qué decidió estudiar X carrera o formarse en estas capacidades?

Alineación de oportunidades programáticas y económicas a las necesidades del mercado

3. ¿Tuvo información sobre el mercado laboral antes de elegir la carrera técnica?
- a. Si es así, ¿a través de quién o cómo la obtuvo? ¿Fue útil la información? Explique por favor.
- b. Si no, ¿por qué no? ¿Hacía falta tener información sobre el mercado laboral? Explique.
4. De las carreras técnicas que se ofrecen a través de Puentes, ¿cuáles interesaban más a las y los jóvenes? ¿Cuáles menos? ¿Cuáles no han sido incluidas y pueden ser de interés para otros y otras jóvenes? ¿Por qué?
- a. ¿La carrera que usted estudió fue adecuada a sus expectativas? Explique por favor.
- b. ¿En qué medida les dieron habilidades y conocimiento para encontrar empleo o para ser emprendedor/a?
- c. ¿Había ofertas, cursos, y/o contenido que hubieran ayudado a prepararles mejor? Elabore.

Enfoques prometedores y desafíos anticipados para lograr que las y los jóvenes tengan un mejor empleo

5. ¿Ha recibido y concluido el Diplomado Emprender con Éxito? Si lo ha concluido, ¿cuáles han sido los beneficios de recibirlo? Si lo está cursando, ¿cuáles son los aciertos y conocimientos valiosos que reconoce está recibiendo?
- a. Agradeceremos su opinión sobre el Diplomado, y si lo recomienda recibir a personas amigas.
- b. ¿Qué fue lo que más le gustó del Diplomado? ¿Lo que menos le gustó? Explique por favor.
- c. ¿Cómo califica y valora a las y los facilitadores que le han impartido o están impartiendo el Diplomado?
6. ¿Cuál es su plan para el futuro?

- a. ¿Tiene un plan de vida? ¿Si es así, desde cuándo? ¿Alguien le asistió con este plan de vida?
 - b. ¿Hasta qué nivel educativo desea llegar? ¿Por qué?
 - c. ¿Cuál es su aspiración para un empleo o un negocio de corto plazo? ¿De largo plazo?
 - d. ¿Cómo piensa lograr o realizar este plan?
7. ¿Qué les ha gustado más sobre la forma en que se han impartido los cursos o carreras de formación laboral? ¿Por qué? ¿Pueden dar ejemplos?
 - a. ¿Qué es lo que menos les gusta? ¿Por qué? ¿Pueden dar ejemplos?
 - b. ¿Cómo te pareció el facilitador? Explique por favor.
 - c. ¿Cuáles fueron los factores positivos con la formación virtual? ¿Cosas negativas?
 8. ¿Ha participado o usado los Puntos Crea que Puentes ha establecido? ¿Qué le parecen? ¿Le han servido? Explique.
 - a. ¿Y los espacios Centros Juveniles?
 9. Hablaremos de las habilidades blandas o habilidades para la vida que han aprendido. Por favor, tomen dos minutos para pensar y escribir en un papel las tres habilidades para la vida que han desarrollado a través de su participación en el Proyecto y que más les han servido y porqué. *(Después algunas personas, si quieren, podrán leer lo que escribieron. Nosotros como equipo, vamos a recolectar sus papeles con sus respuestas).*
 - a. ¿Cómo aprendió estas habilidades? Dé ejemplos por favor.
 - b. ¿Cómo y dónde utiliza estas habilidades? Dé ejemplos por favor.
 - c. ¿Cuáles habilidades considera son las más importantes para encontrar empleo? ¿Y para mantener el empleo? ¿Tiene desarrolladas estas habilidades?
 - d. ¿Quisiera desarrollar otras habilidades? ¿Cuáles? Explique por favor.
 10. ¿Qué les ha gustado de la forma como se han impartido los cursos de habilidades para la vida? ¿Qué es lo que menos les ha gustado? ¿Por qué?
 - a. ¿Esta formación también la recibió virtualmente? ¿Si es así, cuáles factores fueron positivos sobre esto? ¿Negativos?
 - b. ¿Cómo le pareció el/la facilitador/a?
 - c. ¿Cuáles actividades de formación le gustaron más? ¿Cuáles le gustaron menos? Explique.
 - d. ¿Hubo temas que hubieran querido aprender pero no fueron ofrecidos, o temas que sienten necesitan profundizar más? ¿Cuáles? ¿Por qué?
 11. Imagínense a sí mismos antes de su participación en el programa y compárense consigo mismos después de la formación.

- a. Escriban tres cosas que son diferentes hoy que antes (pueden ser en relación con sus planes y aspiraciones, sus capacidades, sus formas de pensar y/o actuar, etc.).
- b. *(Esperar hasta que terminen)*. ¿Podrían algunos de ustedes compartir sus respuestas?
- c. Si ven que hay cambios entre el antes y después, ¿a qué se deben los cambios? (Por ej.: formación técnica, habilidades para la vida, nuevos roles de liderazgo, etc.).

Mecanismos de reducción de barreras

12. ¿Ha tenido alguna dificultad para asistir a la formación técnica y/o formación en habilidades blandas? Explique por favor.
 - a. ¿Hubo factores que facilitaron su participación y/o finalización en el proceso de formación? Si es así, ¿cuáles?
 - b. ¿Hubo factores que limitaron o representaron un reto para su participación y/o finalización en el proceso de formación? ¿Cómo superar estos obstáculos?
13. ¿Cuál ha sido su proceso de buscar empleo o establecer un negocio?
 - a. ¿Han recibido apoyo para buscar empleo y/o iniciar un negocio? Si es así, ¿Qué tipo de apoyo? ¿Quién brindó este apoyo? (Ej. conexiones/contactos con una organización y/o empresa, consejería, fondo semilla). Dé ejemplos por favor.
 - b. ¿Han participado en prácticas laborales o pasantías en educación técnica? ¿Pueden dar algunos ejemplos de las que más recuerden? ¿Qué es lo que más les ha servido de estas prácticas y/o pasantías?
 - c. ¿Cuáles prácticas o pasantías les han servido menos? Explique cuáles por favor.
 - d. ¿Hubieran preferido otros tipos de pasantías o prácticas laborales? Explique y dar ejemplos.
 - e. ¿A su criterio, existen formas de apoyo para buscar y encontrar empleo o iniciar un negocio que no recibieron pero que les hubiera ayudado? Expliquen.
14. ¿Su participación en el Proyecto Puentes les abrió nuevas o mejores oportunidades de empleo? (En cuanto a ingresos, horario, beneficio, sus intereses, lugar geográfico). Expliquen por favor.
 - a. ¿Y oportunidades para el autoempleo (iniciativas de emprendimiento)? Expliquen por favor.
 - b. Si tienen su propio negocio, cuéntenos cómo les va: ¿Tienen empleados? ¿Son exitosos?
15. ¿Sienten ustedes que enfrentan retos para encontrar un nuevo o mejor empleo, autoempleo, emprender un pequeño negocio o trabajar para su propia familia? Expliquen por favor.
 - a. ¿Cuáles han sido los retos más grandes? ¿Cómo los han superado o se podrían superarse estos retos?

Adaptación de intervenciones a subgrupos

16. ¿Hay retos específicos que enfrentan las mujeres para participar en la formación y/o encontrar empleo/iniciar un emprendimiento? Explique. ¿Se han superado o pueden superarse? ¿Cómo?
 - a. ¿Y los hombres, enfrentan retos específicos? Explique. ¿Se Han superado estos retos o se pueden superarlos? ¿Cómo?
 - b. ¿Y las personas con discapacidad? ¿Ejemplos? ¿Han superado retos o se pueden superarlos? ¿Cómo?
 - c. ¿Y las personas jóvenes indígenas? Explique. ¿Han superado retos o se pueden superarlos? ¿Cómo?

Sistemas de referencia

17. ¿Ha accedido a alguna organización o servicio, diferente a las organizaciones que participan en el Proyecto Puentes, que ofrece apoyo a jóvenes o algún tipo de apoyo social? ¿Si es así, cual?
 - a. ¿Quién le puso en contacto con esta organización o servicio? ¿Le sirvió? Explique por favor.
 - b. ¿Hay alguna otra organización o servicio que le hubiera ayudado en algo? Explique.
18. ¿Ha participado en alguna red de jóvenes u otro tipo de red o estructura de apoyo o participación social/cívica? Explique por favor.
 - a. ¿En qué le ha beneficiado?
19. ¿Ustedes recibieron algún tipo de acompañamiento personalizado (apoyo psicológico, tutoría o asesoría personal)?
 - a. Escriban en qué sentido fue lo más importante/útil este acompañamiento/apoyo.
 - b. Si hubieran querido más apoyo y/o un apoyo diferente, qué o cuál hubiera sido (escríbalo).
 - c. ¿Podieran algunos de ustedes compartir, por favor? (*Después que algunas personas comparten*, el equipo de evaluación recoge los papeles de todos/todas los/las participantes).

Reducción de barreras actitudinales

20. ¿Sienten que están siendo tomados más en cuenta por sus empleadores y miembros de la comunidad? (Por ej.: en la toma de decisiones, oportunidades de empleo, clientes en casos que sean autoempleos)
 - a. ¿Qué obstáculos enfrentan para ser tomados en cuenta (para toma de decisiones, empleos)? Expliquen por favor. ¿Ejemplos?

21. ¿Lo que las personas adultas piensan sobre ustedes, es motivador o les afecta negativamente en sus planes de formación y búsqueda de empleo? Si es así, ¿en qué sentido? Si no es así, expliquen por favor. ¿Ejemplos?
- ¿Qué ha hecho el programa para cambiar lo que las personas adultas piensan de ustedes? ¿En qué medida se ha logrado?
 - ¿Cuáles han sido las principales barreras para cambiar esa forma de pensar de las personas adultas?

Género

22. ¿Qué entienden por violencia basada en género? ¿Conocen cuáles son los diferentes tipos de violencia?
- ¿Cuándo y cómo aprendieron sobre esto?
 - ¿Creen que han podido identificarla mejor?
 - ¿Han podido incidir directamente para reducirla? ¿Ejemplos?
 - ¿Han visto un cambio en cuanto a la violencia de género en su comunidad? Expliquen.
 - ¿Qué hacen si conocen de una situación de violencia de género?

Consideraciones para proyectos futuros con objetivos similares

23. ¿Hay algo que ustedes recomienden en cuanto a futuros apoyos de proyectos impulsados o promovidos por USAID? ¿Tienen algún comentario adicional?

Evaluation of the Puentes Project (USAID/Guatemala)
Guía de entrevista con padres, madres –encargados– y parejas

Nombre de la persona informante: _____

Relación con el o la joven participante en el Proyecto: (favor marcar con una equis X según su relación)

Padre ___ Madre ___ Encargado(a) ___ Esposo(a) o conyugue _____

Departamento y municipio: _____

Nombre de la persona entrevistadora: _____ Fecha: _____

Objetivo de la Evaluación

- Aprender de la implementación del Proyecto Puentes para informar y mejorar futuras iniciativas de desarrollo juvenil apoyadas por USAID/Guatemala.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Puentes y estamos investigando los impactos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para lograr que las y los jóvenes logren formarse y encontrar un nuevo y/o mejor empleo/autoempleo. Por esta razón, estamos hablando con las y los distintos actores que tienen alguna relación con las actividades de Puentes y sus resultados.

- Esta entrevista debe tomar no más de treinta minutos.
- Su información es confidencial así que siéntanse con la libertad de compartir todo lo que quieran.
- Su nombre real no será utilizado en el reporte de evaluación y cualquier información que pueda identificarle será removida.
- Queremos grabar la conversación con el propósito de asegurar que el equipo de evaluación capte toda la información, y que podamos corroborar las notas una vez estemos procesando la información. Después todos los archivos serán borrados.
- Quisiéramos saber: 1) si está de acuerdo en participar en la entrevista, y 2) si está de acuerdo en que grabemos la conversación.

Enfoques prometedores y desafíos anticipados para lograr que las y los jóvenes tengan un mejor empleo

1. ¿Cómo considera que el Proyecto Puentes ha dado apoyo a su hija, hijo, joven a su cargo o pareja?
 - a. ¿Le ha proporcionado ayuda para que estudie alguna carrera técnica?

- b. ¿Le ha permitido concluir los estudios de nivel básico o diversificado?
 - c. ¿Le ha dado algún apoyo para que pueda pagar para movilizarse a donde estudia o le ha dado apoyo para conectarse a alguna plataforma virtual para estudiar?
 - d. ¿Le ha fortalecido otros aspectos de formación o de capacitación para su vida?
2. ¿Cómo observa el comportamiento y la actitud de su hijo, hija, joven a su cargo o pareja, después de recibir el apoyo del Proyecto Puentes? ¿Ha sido positiva su participación en el Proyecto?
 3. Su hijo, hija, joven a su cargo o su pareja, ¿actualmente tiene un empleo o lleva a cabo un emprendimiento después de participar en las actividades del Proyecto?
 4. Estima que el Proyecto Puentes ha contribuido a que su hijo/hija, o pareja se encuentre mejor en cuanto a lo siguiente:
 - a. ¿Con mejores opciones para tener ingresos y con mayor impulso para desarrollar su proyecto de vida?
 - b. ¿Cómo califica lo que las organizaciones y las y los facilitadores del Proyecto hacen o han hecho por las y los jóvenes?
 - c. ¿Recomendaría que más jóvenes de su familia o su comunidad participen en las actividades que realiza el proyecto?
 - d. ¿Considera que sus hijas, esposas o parejas están seguras y son bien atendidas en las actividades que el Proyecto lleva a cabo?
 5. ¿Usted ha recibido información sobre las actividades del Proyecto y ha dado los permisos necesarios para que él o ella participe en las mismas?
 6. ¿Considera que las y los facilitadores que atienden a su hijo, hija, joven a su cargo, o pareja, le han dado la formación y el conocimiento que ellos necesitan?
 - a. ¿Cuáles han sido las competencias o conocimientos más importantes que ha recibido?
 - b. ¿Cuáles son las competencias o conocimientos que el Proyecto hubiera podido fortalecer más en ella/él?

Costos de oportunidad para las y los jóvenes

7. ¿Hubo dudas por parte de la/el joven o por parte suya sobre la importancia de participar en la formación ofrecida por el Proyecto? Si es así, explique por favor.
 - a. ¿Tuvo que dejar actividades/labores importantes para participar? ¿Valió el sacrificio? Explique.
 - b. ¿Tuvo dificultades para poder participar? ¿Si es así, cuáles? ¿Fueron superadas? Explique.

Adaptación de intervenciones a subgrupos

8. Es muy posible que existan jóvenes en su comunidad que tienen capacidades diferentes o especiales, con dificultad para ver, oír, hablar, movilizarse, caminar, o aprender.

- a. ¿Han visto que ellas o ellos participen en actividades del Proyecto?
- b. ¿Cuáles son o serán las razones por las que participan, quienes sí lo hacen?
- c. ¿Cuáles pueden ser las razones por las que algunas de estas personas no participan?
- d. ¿Quiénes serán las personas mayormente responsables de ello? Sus padres y otros familiares, ¿pero también la comunidad, los alcaldes auxiliares o las autoridades locales pudieran apoyar a estos jóvenes?

Consideraciones para proyectos futuros con objetivos similares

9. ¿Tiene algún comentario, sugerencia, propuesta o cambio que proponer a las personas organizadoras del Proyecto? ¿Si organizaciones de cooperación con Guatemala, promovieran otros proyectos para jóvenes, cuáles sugerencias o consejos les darían ustedes?

Evaluation of the Puentes Project (USAID/Guatemala)

Guía de entrevista con líderes y lideresas comunitarias – Cocodes - comadronas

Nombre de la persona informante: _____

Relación con jóvenes participantes en el Proyecto: (favor marcar con una equis X según su relación)

Vecinos miembros de la comunidad local ____ familiares ____ directivos juveniles ____

Departamento y municipio: _____

Nombre de la persona entrevistadora: _____ Fecha: _____

Objetivo de la Evaluación

- Aprender de la implementación del Proyecto Puentes para informar y mejorar futuras iniciativas de desarrollo juvenil apoyadas por USAID/Guatemala.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Puentes y estamos investigando los efectos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para que las y los jóvenes logren formarse y encontrar un nuevo y/o mejor empleo/autoempleo. Por esta razón, estamos hablando con las y los distintos actores que tienen alguna relación con las actividades de Puentes y sus resultados.

- Esta entrevista debe tomar no más de treinta minutos.
- Su información es confidencial así que siéntanse con la libertad de compartir todo lo que quieran.

- Su nombre real no será utilizado en el reporte de evaluación y cualquier información que pueda identificarle será removida.
- Queremos grabar la conversación con el propósito de asegurar que el equipo de evaluación capte toda la información y que podamos corroborar las notas una vez estemos procesando la información. Después, todos los archivos serán borrados.
- Quisiéramos saber: 1) si está de acuerdo en participar en la entrevista, y 2) si está de acuerdo en que grabemos la conversación.

Enfoques prometedores y desafíos anticipados para lograr que las y los jóvenes tengan un mejor empleo

1. ¿Considera que el Proyecto Puentes ha dado apoyo a jóvenes vecinos de su localidad?
¿Cómo?
 - a. ¿Les ha proporcionado ayuda para que estudien alguna carrera técnica?
 - b. ¿Les ha permitido concluir los estudios de nivel básico o diversificado?
 - c. ¿Les ha dado algún apoyo para que puedan pagar para movilizarse a donde estudian o les ha dado apoyo para conectarse a alguna plataforma virtual para estudiar?
 - d. ¿Les ha fortalecido con otros aspectos de formación o de capacitación para sus vidas?
 - e. ¿Les ha dado iguales oportunidades a las mujeres que a los hombres?
 - f. ¿Han dado especial atención a jóvenes con discapacidades o condiciones diferentes?
2. ¿Hubo dudas por parte del/de la joven o por parte suya sobre la importancia de participar en la formación ofrecida por el Proyecto? Si es así, explique por favor.
 - a. ¿Tuvo que dejar actividades/labores importantes para participar? ¿Valió el sacrificio? Explique.
 - b. ¿Tuvo dificultades para poder participar? ¿Si es así, cuáles? ¿Fueron superadas? Explique.
3. ¿Cómo observa el comportamiento y la actitud de las y los jóvenes, después de recibir el apoyo del Proyecto Puentes? ¿Ha sido positiva su participación en el Proyecto?
4. Los y las jóvenes de su localidad, después de participar en las actividades del Proyecto, ¿actualmente tienen un empleo o llevan a cabo algún emprendimiento?
5. Estima que el Proyecto Puentes ha contribuido a que las y los jóvenes de su localidad se encuentren mejor en cuanto a lo siguiente:
 - a. ¿Con mejores opciones para tener ingresos y con mayor impulso para desarrollar su proyecto de vida?
 - b. ¿Cómo califica lo que las organizaciones y las personas facilitadoras del Proyecto hacen o han hecho por las y los jóvenes?
 - c. ¿Recomendaría que más jóvenes de su comunidad o de su familia participen en las actividades que realiza el Proyecto?

- d. ¿Considera que las mujeres jóvenes de su comunidad, especialmente hijas, están seguras y son bien atendidas en las actividades que el Proyecto lleva a cabo?
- 6. ¿Ustedes, como lideresas y líderes comunitarios han sido informados de las actividades del Proyecto y han dado los permisos correspondientes que ellos o ellas necesitan para participar en las mismas?
- 7. ¿Considera que las y los facilitadores que atienden a las y los jóvenes, les han dado la formación y el conocimiento que ellas/ellos necesitan?
 - a. ¿Cuáles han sido las competencias o conocimientos más importantes que han recibido?
 - b. ¿Cuáles son las competencias o conocimientos que el Proyecto hubiera podido fortalecer más en ellas/ellos?

Adaptación de intervenciones a subgrupos

- 8. Es muy posible que existan jóvenes en su comunidad que tienen capacidades diferentes o especiales, con dificultad para ver, oír, hablar, movilizarse, caminar, o aprender.
 - a. ¿Han visto que ellas o ellos participen en actividades del Proyecto?
 - b. ¿Cuáles son o serán las razones por las que participan, quienes sí lo hacen?
 - c. ¿Cuáles pueden ser las razones por las que algunos no participan?
 - d. ¿Quiénes serán las personas mayormente responsables de ello? Sus padres y otros familiares, ¿pero también la comunidad, los alcaldes auxiliares o las autoridades locales pudieran apoyar a estos jóvenes?

Consideraciones para proyectos futuros con objetivos similares

- 9. ¿Tiene algún comentario, sugerencia, propuesta o cambio que proponer a las personas organizadoras del Proyecto? Si organizaciones de cooperación con Guatemala, promovieran otros proyectos para jóvenes, ¿cuáles sugerencias o consejos les darían ustedes?

Evaluation of the Puentes Project (USAID/Guatemala)

Guía de entrevista para personas facilitadoras, formadoras o mentoras

Nota: se les propondrá grabar la entrevista. Si no están de acuerdo se tomarán notas escritas.

Nombre de la persona informante: _____

Organización en la que trabaja: _____

Puesto que ocupa: _____

Tiempo que lleva de ocupar el puesto: (anotar meses y años) _____

Lugar donde trabaja con los jóvenes: (municipio y departamento) _____

Nombre de la persona entrevistadora: _____ Fecha: _____

Objetivo de la Evaluación

- Aprender de la implementación del Proyecto Puentes para informar y mejorar futuras iniciativas de desarrollo juvenil e inserción laboral apoyadas por USAID/Guatemala.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Puentes y estamos investigando los impactos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para que las y los jóvenes logren formarse y encontrar empleo/autoempleo. Por esta razón, estamos hablando con personas que participan en actividades de Puentes.

- Esta entrevista debe tomar entre media hora y cuarenta minutos, máximo.
- Es importante hacer ver que la evaluación trata de mejorar los procesos de formación y capacitación de las y los jóvenes, aprender de los aciertos, potenciar los resultados alcanzados y corregir las fallas o errores que pudieran haberse dado. No se trata de calificar instituciones o personas, sino valorar los logros obtenidos, tomando en cuenta las dificultades enfrentadas durante la puesta en ejecución del Proyecto Puentes.
- Su información es confidencial así que siéntanse con la libertad para compartir todo lo que quieran.
- Su nombre real no será utilizado en el reporte de evaluación y cualquier información que pueda identificarle será removida.
- Quisiéramos grabar la entrevista con el propósito de asegurar que el equipo de evaluación capte toda la información; es solamente para nosotros y después, todos los archivos serán borrados.
- Quisiéramos saber: 1) si está de acuerdo en participar y 2) si está de acuerdo en que grabemos la conversación.

Generalidades

1. ¿Cuál es su posición dentro del proceso de formación de las y los jóvenes del Proyecto Puentes? ¿Instructor/a de un área técnica, formador/a de un área académica, orientador/a o mentor/a de jóvenes, asesor/a de otras/otros instructores y formadores de jóvenes?

Enfoques prometedores y desafíos anticipados para lograr que las y los jóvenes tengan un mejor empleo

2. ¿Cómo considera que ha sido su experiencia con las y los jóvenes que ha preparado o que está preparando actualmente?
 - a. ¿Cuáles son las ventajas—si las hubiere —en la atención presencial? ¿Cuáles son los inconvenientes?
 - b. ¿Cuáles son las ventajas—si las hubiere —en la atención virtual a jóvenes? ¿Cuáles son los inconvenientes?
3. ¿Cómo considera que ha sido la formación y el apoyo recibidos de EFPEM y de las otras instituciones y organizaciones de formación que participan en el Proyecto?
4. ¿La coordinación entre las diferentes organizaciones que implementan el Proyecto, ha facilitado alcanzar las metas y los resultados esperados? Por favor, dé ejemplos de coordinación efectiva hacia las metas y/o ejemplos de oportunidades de coordinación no realizadas.
 - a. ¿Podrían hacerse más efectivas la comunicación y la relación interinstitucional para un mejor servicio y atención a los jóvenes? Explique por favor.
5. ¿Cuál ha sido su experiencia con la retención y la deserción—si es que ha existido—de los y las jóvenes?
 - a. Si ha habido deserción, ¿cuál ha sido la razón principal?
 - b. ¿Qué ha hecho usted y/o el Proyecto para evitar la deserción? ¿Ha funcionado?
6. ¿Cuáles son los comentarios que han hecho los y las jóvenes sobre el proceso de formación y las alternativas de empleo y emprendimiento que les proporciona el Proyecto?
7. ¿Cuál es el nivel de desempeño de las y los jóvenes respecto a las habilidades blandas para ocupar un puesto de trabajo o impulsar un emprendimiento por iniciativa propia?
 - a. ¿Considera que sus capacidades de comunicación, autoestima, liderazgo, colaboración, mediación y resolución de conflictos, disciplina, y respeto hacia otras personas están desarrolladas al finalizar su formación?
 - b. Desarrollan las habilidades más importantes para el empleo y/o emprendimiento? Explique. Dé ejemplos por favor.
8. ¿Conoce la experiencia de jóvenes egresados/egresadas del Proyecto Puentes que se encuentren trabajando en una empresa?
 - a. ¿Cuál es el nivel de satisfacción o de logro que estos/estas jóvenes tienen?
 - b. ¿Las mujeres tienen las mismas oportunidades que los hombres ante las opciones de empleo?
9. ¿Cuál es la experiencia de jóvenes egresados/egresadas del Proyecto que impulsan un emprendimiento? ¿Tienen apoyo de los padres y madres de familia?

- a. ¿De lo que usted conoce, estos emprendimientos han alcanzado la sostenibilidad en el tiempo?
 - b. ¿Cuáles son ejemplos de los emprendimientos más exitosos? ¿Y de algunos ~~unos~~ menos exitosos?
 - c. ¿Qué apoyo necesitan las y los jóvenes para hacer y tener un emprendimiento exitoso? ¿Han recibido este apoyo? ¿De quién y cómo? ¿Si no lo han recibido, por qué no?
10. Las y los facilitadores, instructores y mentores, como usted, ¿han recibido retroalimentación de parte de las y los jóvenes sobre la formación y el apoyo recibidos del Proyecto?
- a. ¿Qué es lo que más valoran o reconocen los y las jóvenes de lo que el Proyecto les ha proporcionado para sus vidas?
11. ¿Cuál es su nivel de satisfacción por el trabajo que ha realizado con las y los jóvenes? ¿Considera conveniente algún refuerzo de capacitación para mejorar la formación técnica, académica o actitudinal/habilidades blandas, del programa formativo que imparte a los y las jóvenes?

Adaptación de intervenciones a subgrupos

12. ¿Cree que el proyecto ha hecho un esfuerzo adecuado para reclutar jóvenes que están en mayor riesgo? Por ejemplo, ¿jóvenes con discapacidad? ¿jóvenes LGBTQ? ¿jóvenes de varias etnias?
- a. ¿Cómo ha sido la aceptación de personas diferentes, (como jóvenes con discapacidades, o miembros de un grupo LGTBQ) por parte de las y los jóvenes?
 - b. ¿Y por parte de las y los empleadores o empleadores potenciales?

Consideraciones para proyectos futuros con objetivos similares

13. Pueden hacer comentarios, sugerencias o propuestas que la Misión de USAID y/o Visión Mundial pudieran tomar en cuenta para llevar a cabo otros proyectos con jóvenes en el Altiplano de Guatemala.

Evaluation of the Puentes Project (USAID/Guatemala)
Guía de entrevista con empresas

Nombre de la persona informante: _____

Tipo de empresa: () Micro; () Pequeña; () Mediana; () Grande

Empresa que representa: _____ Cargo: _____

Sector de la empresa: _____

Departamento y municipio: _____

Nombre de la persona entrevistadora: _____ Fecha: _____

Objetivo de la Evaluación

- Aprender de la implementación del Proyecto Puentes para informar y mejorar futuras iniciativas de desarrollo juvenil apoyadas por USAID/Guatemala.

Introducción/Explicación

Somos un equipo independiente de USAID y del Proyecto Puentes y estamos investigando los impactos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles las que más retos han presentado para que las y los jóvenes logren formarse y encontrar un nuevo y/o mejor empleo/autoempleo. Por esta razón, estamos hablando con las y los distintos actores que tienen alguna relación con las actividades de Puentes y sus resultados.

- Esta entrevista debe tomar no más de cuarenta y cinco minutos.
- Su información es confidencial así que siéntanse con la libertad para compartir todo lo que quieran.
- Su nombre real no será utilizado en el reporte de evaluación y cualquier información que puede identificarle será removida.
- Queremos grabar la conversación con el propósito de asegurar que el equipo de evaluación capte toda la información y que podamos corroborar las notas una vez estemos procesando la información. Después, todos los archivos serán borrados.
- Quisiéramos saber: 1) si está de acuerdo en participar en la entrevista, y 2) si está de acuerdo en que grabemos la conversación.

Generalidades

1. Describa brevemente el giro de negocio de la empresa que representa.
2. A grandes rasgos, ¿podría dar un aproximado de cuántas personas trabajan en esta empresa?

- a. ¿Qué porcentaje de sus trabajadores son menores de 29 años de edad?
 - b. ¿Qué porcentaje son hombres y que porcentaje mujeres?
 - c. ¿Considera que las y los jóvenes trabajan bien? Explique por favor.
3. ¿Está su empresa u organización en capacidad de emplear jóvenes de primer ingreso pagándoles el salario mínimo establecido por el Ministerio de Trabajo? ¿Provocarían alguna dificultad a lo interno de su empresa que jóvenes de primer ingreso reciban el salario mínimo? ¿Conoce y ha utilizado el programa Beca Mi Primer Empleo del Ministerio de Trabajo? ¿Cuál ha sido su experiencia con ese programa?
4. ¿Podría describir la relación que tiene su empresa con el proyecto Puentes? ¿Qué conoce acerca del Proyecto? ¿Hay un punto de contacto entre Puentes y su empresa, cuál entidad, cómo inició la relación/el contacto?

Vínculos entre jóvenes y organizaciones que sirven a las y los jóvenes y los empleadores

5. Según su participación con el Proyecto Puentes,
- a. ¿Cuántos jóvenes que han recibido formación técnica de Puentes ha contratado, en qué posiciones?
 - b. ¿Cuántos jóvenes han realizado pasantías?
 - c. ¿Cuáles habilidades técnicas o académicas encuentra en las y los jóvenes, empleados o en pasantes?
 - d. ¿Encuentra en ellos o ellas algunas carencias o debilidades?
 - e. ¿Algunas/algunos tienen discapacidad o pertenecen a algún grupo en desventaja, como provenientes de grupos indígenas, no hablar bien español o proceder de zonas rurales?

Enfoques prometedores y desafíos anticipados para lograr que las y los jóvenes tengan un mejor empleo

6. ¿Considera que las y los jóvenes que reciben formación a través de Puentes tienen diferencias en sus habilidades, conducta, capacidad de trabajo o alguna otra faceta en comparación con otras y otros jóvenes?
- a. ¿Cómo describiría su experiencia contratando jóvenes del Proyecto Puentes? ¿Cuáles considera son sus principales fortalezas?
 - b. ¿Considera que la formación brindada por Puentes es adecuada y/o suficiente para ayudar a jóvenes a ingresar al mercado laboral? ¿Por qué?
 - c. ¿Hay habilidades, conocimientos, conductas, y/o actitudes que las y los jóvenes necesitan fortalecer o desarrollar para ser mejores empleados/emprendedores?

Adaptación de intervenciones a subgrupos

7. ¿Ha contratado jóvenes que han recibido formación de Puentes o jóvenes en general que tienen alguna discapacidad? ¿Qué tipo(s) de discapacidad? ¿Funcionó bien? ¿Fue buen empleado/a? Explique por favor.

- a. ¿Si no ha tenido un empleado/a con discapacidad, está dispuesto/a tenerle? ¿Con cualquier tipo de discapacidad?
- 8. ¿Ha contratado jóvenes que han recibido formación de Puentes o jóvenes en general que tienen una orientación sexual o identidad de género diferente? ¿Funcionó bien? ¿Fue buen empleado/a? Explique por favor.
 - a. ¿Si no ha tenido un empleado/a con una orientación o identidad sexual diferente, está dispuesto/a tenerle?

Reducción de barreras actitudinales

- 9. ¿Considera que las y los empresarios tienen apertura para contratar a jóvenes?
 - a. ¿Si algunas personas empresarias tienen dudas o resistencia para contratar a jóvenes, cree que es justificado?
 - b. ¿Si tienen resistencia, cómo podría cambiarse su actitud?

Alineación de oportunidades programáticas y económicas a las necesidades del mercado

- 10. ¿Cuáles son los principales retos que enfrentan las y los jóvenes para insertarse al mercado laboral en el área geográfica que cubre su empresa?
- 11. Si las y los jóvenes no están en capacidad o no desean un empleo fijo, ¿considera que es una buena opción que realicen un emprendimiento o negocio propio?
 - a. ¿Cuáles son los principales retos para iniciar un emprendimiento?
 - b. ¿Cuáles son los principales retos para que el emprendimiento sea exitoso?

Consideraciones para proyectos futuros con objetivos similares

- 12. ¿Qué recomendaría al Proyecto Puentes para ayudar a jóvenes a insertarse al mercado laboral o crear sus propios emprendimientos?

Encuesta para Empresarios

Introducción: Somos un equipo independiente de USAID y del Proyecto Puentes. Estamos investigando los impactos de la implementación del Proyecto Puentes para identificar cuáles estrategias han sido las más exitosas y cuáles han presentado más retos para lograr que las y los jóvenes logren formarse y encontrar empleo y/o autoempleo. Por esta razón, estamos haciendo una encuesta a las empresas para entender, desde la perspectiva del sector privado, la percepción que tienen sobre los jóvenes referidos por el Proyecto Puentes en cuanto a capacidades técnicas, actitudinales, y competencias básicas. La información es confidencial, los detalles de las empresas no serán revelados a nadie. Muchas gracias de antemano por su colaboración en el llenado de esta información. Al responder esta encuesta demuestra que usted y su empresa tienen alta responsabilidad social, pues contribuyen y colaboran con la juventud de nuestro país.

Calculamos que le tomará aproximadamente entre 12 y 15 minutos completar la encuesta.

1. Sector económico y municipio: _____
2. Género de la persona de quien responde:
3. Tamaño de la empresa: () Micro 1-10; () Pequeña 11-80; () Mediana 81-200;
() >201 Grande
4. Cobertura de su mercado: () Local; () Municipal; () Departamental;
() Nacional; () Internacional
5. ¿La empresa recibe practicantes o vacacionistas? () Sí; () No

Si contesta **Sí**, sigue a la pregunta 7

Si contesta **No**, pasar a pregunta 6

6. Si la empresa no ha recibido practicantes o vacacionistas, marque la principal razón del qué:
 - () No tengo confianza en las capacidades de los jóvenes
 - () No tengo confianza en la honestidad (miedo que puedan robar o dañar algo)
 - () No tengo tiempo o personal para su capacitación y seguimiento
 - () He tenido malas experiencias previas con practicantes y vacacionistas

 - () Otro: _____

FINALIZAR LA ENCUESTA

7. ¿La empresa ha recibido practicantes o vacacionistas en los últimos cuatro años?

() Sí; () No

Si contesta **Si**, sigue a la pregunta 8

Si contesta **No**, pasar a pregunta 9

8. En caso afirmativo, ¿cuántas personas practicantes o vacacionistas recibió en los últimos cuatro años?

___ (Después de anotar el número de personas, pasar a la pregunta 10)

9. Si no ha recibido ¿Por qué?

() No tengo confianza en las capacidades de los jóvenes

() No tengo confianza en la honestidad (miedo que puedan robar o dañar algo)

() No tengo tiempo o personal para su capacitación y seguimiento

() He tenido malas experiencias previas con practicantes y vacacionistas

() Otro: _____

FINALIZAR LA ENCUESTA

10. ¿Ha recibido jóvenes referidos por el Proyecto Puentes? () Sí; () No

Si contesta **Si**, sigue a la pregunta 14

Si contesta **No**, pasar a pregunta 11

11. ¿Tiene disposición en recibir practicantes o vacacionistas del Proyecto Puentes?

() Sí; () NO

Si contesta **Si**, sigue a la pregunta 12

Si contesta **No**, pasar a pregunta 13

12. Si tiene disponibilidad, ¿Por qué no ha recibido practicantes o vacacionistas del Proyecto Puentes?

() No conocía la oportunidad

() Falta de puestos de trabajo a ofrecer para la práctica

() Se redujeron los puestos de trabajo debido a las pandemia COVID-19

- No se abrieron oportunidades a nuevas personas externas a la empresa por el riesgo de contagio durante la pandemia COVID-19
- No está autorizado por las políticas de la empresa
- Otro: _____

13. Si no tiene disposición ¿Por qué no tiene disposición de tener practicantes o vacacionistas del Proyecto Puentes?

- No tengo confianza en sus capacidades
- No tengo confianza en su honestidad (miedo que puedan robar o dañar algo)
- No tengo tiempo o personal para su capacitación y seguimiento
- He tenido malas experiencias previas con practicantes o vacacionistas
- Otro: _____

FINALIZAR LA ENCUESTA

14. En caso afirmativo, ¿cuántas personas jóvenes de Puentes ha recibido? _____

15. ¿Cuál fue la organización que le refirió a las y los practicantes parte del Proyecto Puentes?

- Visión Mundial FundaSistemas Red Nacional de Grupos Gestores Grupo CEIBA
- Otro:_____ Desconozco

16. ¿Cómo calificaría **el desempeño técnico** de las y los practicantes de Proyecto Puentes?

- Muy bueno; Bueno; Regular; Bajo; Malo

17. ¿Cómo calificaría **el desempeño actitudinal** de las y los practicantes de Proyecto Puentes?

- Muy bueno; Bueno; Regular; Bajo; Malo

18. ¿Cuáles son las conductas/cualidades más importantes para el empleo? Escoger las tres más importantes:

- Puntualidad Responsabilidad Formalidad/presentación
- Iniciativa/proactividad Buenos valores Trabajo bajo presión
- Otro:_____

19. ¿Cuáles son las conductas/cualidades que los jóvenes de Proyecto Puentes ya demuestran? Escoger todas las que aplican:

Puntualidad Responsabilidad Formalidad/presentación

Iniciativa/proactividad Buenos valores Trabajo bajo presión

Otro: _____

20. ¿Cuáles son las conductas/cualidades que los jóvenes de Proyecto Puentes deben desarrollar/ fortalecer? Escoger todas las que aplican:

Puntualidad Responsabilidad Formalidad/presentación

Iniciativa/proactividad Buenos valores Trabajo bajo presión

Otro: _____

21. ¿Cuáles son las habilidades/competencias más importantes para el empleo? Escoger las tres más importantes:

Trabajo en equipo; Relaciones interpersonales; Comunicación asertiva;

Buena Autoestima; Autoconocimiento (conocerse a sí mismo);

Autocontrol Otro: _____

22. ¿Cuáles son las habilidades/competencias que los jóvenes de Proyecto Puentes ya demuestran? Escoger todas las que aplican:

Trabajo en equipo; Relaciones interpersonales; Comunicación asertiva;

Buena Autoestima; Autoconocimiento (conocerse a sí mismo); ; ; ;

Autocontrol Otro: _____

23. ¿Cuáles son las habilidades/competencias que muestran los jóvenes de Proyecto Puentes que no muestran otros jóvenes?

Trabajo en equipo; Relaciones interpersonales; Comunicación asertiva;

Buena Autoestima; Autoconocimiento (conocerse a sí mismo); ; ; ;

Autocontrol Otro: _____

24. En cuanto a su desempeño técnico, ¿cómo se comparan los jóvenes de Proyecto Puentes con otros jóvenes practicantes o vacacionistas en su empresa?

Tienen mejor desempeño que otros jóvenes

Tienen un desempeño similar a otros jóvenes

Tienen un desempeño inferior a otros jóvenes

25. En cuanto a su desempeño actitudinal, ¿cómo se comparan las y los jóvenes de Proyecto Puentes con otros jóvenes practicantes o vacacionista en su empresa?

- Tienen mejor desempeño que otros jóvenes
- Tienen un desempeño similar a otros jóvenes
- Tienen un desempeño inferior a otros jóvenes

26. ¿Si ha tenido practicantes o vacacionistas de Proyecto Puentes como califica su experiencia?

- Muy buena; Buena; Regular; Mala; Muy mala

27.. Favor provea una breve explicación de la razón de la calificación brindada en la pregunta anterior:

[Pregunta de texto abierto]

28. ¿Has recomendado o recomendarías a otra persona empresaria que reciban a jóvenes practicantes o vacacionistas de Proyecto Puentes? Sí No

29. ¿Qué mecanismos deben establecer las instituciones formativas y los proyectos que buscan la inserción laboral de personas jóvenes para que sean aceptadas dentro de su empresa?

[Pregunta de texto abierto]

30. ¿Podría compartir alguna recomendación para el Proyecto Puentes (o un proyecto semejante) en cuanto a la formación que provee a los jóvenes, los aportes que les da, la forma de vincular los jóvenes con las empresas, la forma de establecer vínculos con las empresas, etc.?

[Pregunta de texto abierto]

**CONSENTAMIENTO PARA PARTICIPAR EN LA ENTREVISTA O
GRUPO FOCAL**

Evaluación del Proyecto Puentes

Mi nombre es _____ y estamos aquí para aprender sobre su experiencia con el Proyecto Puentes. Somos un equipo independiente de USAID y el Proyecto Puentes y estamos investigando los efectos de la implementación del Proyecto para entender cuáles estrategias han sido más exitosas y las que han presentado retos para lograr que los jóvenes logren formarse y encontrar empleo y/o autoempleo. Por esto, estamos hablando con personas que han participado en actividades de Puentes. El presente documento permitirá confirmar su autorización para grabar la sesión y tomar algunas fotografías.

No hay respuestas correctas o incorrectas, así es que siéntense en confianza para compartir sus experiencias. Su nombre real no se estará utilizando en el reporte de evaluación y cualquier información que puede identificarle será removida. En vez de tratar de escribir todo lo que comparta(n), me gustaría grabar la conversación para poder escucharla después. Solo es para nosotros, nadie más la va a escuchar, y ningún nombre estará asociado con la conversación. Esta entrevista debe tomar entre media hora y cuarenta minutos, máximo para KII/una hora y media para los FGD.

Si está de acuerdo en participar en la entrevista/grupo focal, por favor escriba su nombre en el siguiente espacio:

Nombre/ firma del participante _____
Fecha

Firma de la persona quien obtuvo el acuerdo _____
Fecha

Si está de acuerdo en que grabemos la entrevista/grupo focal y que tomemos fotografías, por favor escriba su nombre en el siguiente espacio:

Nombre/ firma del participante _____
Fecha

Firma de la persona quien obtuvo el acuerdo _____
Fecha

Si está de acuerdo en que tomemos unas fotos, por favor escriba su nombre en el siguiente espacio:

Nombre/ firma del participante _____
Fecha

Firma de la persona quien obtuvo el acuerdo _____
Fecha

**CONSENTAMIENTO PARA PARTICIPAR EN LA ENTREVISTA O
GRUPO FOCAL**

PARA LA MADRE/PADRE/ENCARGADO DEL MENOR

Evaluación del Proyecto Puentes

Mi nombre es _____ y estamos aquí para aprender sobre su experiencia con el Proyecto Puentes. Somos un equipo independiente de USAID y el Proyecto Puentes y estamos investigando los efectos de la implementación del Proyecto para entender cuáles estrategias han sido más exitosas y las que han presentado retos para lograr que los jóvenes logren formarse y encontrar empleo y/o autoempleo. Por esto, estamos hablando con personas que han participado en actividades de Puentes. El presente documento permitirá confirmar su autorización para grabar la sesión y tomar algunas fotografías.

Queremos pedir su permiso para entrevistar a su hija/hijo. Su nombre real no se estará utilizando en el reporte de evaluación y cualquier información que puede identificarle será removida. En vez de tratar de escribir todo lo que comparta(n), me gustaría grabar la conversación para poder escucharla después. Solo es para nosotros, nadie más la va a escuchar, y ningún nombre estará asociada con la conversación. Debe tomar entre/una hora y media para el FGD.

Si está de acuerdo en que su hija/hijo participe en la entrevista/grupo focal, por favor escriba su nombre en el siguiente espacio:

Nombre/ firma de madre/padre/encargado del participante Fecha

Firma de la persona quien obtuvo el acuerdo Fecha

Si está de acuerdo en que grabemos la entrevista/grupo focal, por favor escriba su nombre en el siguiente espacio:

Nombre/ firma de madre/padre/encargado del participante Fecha

Firma de la persona quien obtuvo el acuerdo Fecha

Si está de acuerdo en que tomemos unas fotos, por favor escriba su nombre en el siguiente espacio:

Nombre/ firma de madre/padre/encargado del participante Fecha

Firma de la persona quien obtuvo el acuerdo Fecha

ANNEX IV: SOURCES OF INFORMATION

Table 12: List of Sources Used for the Desk Review

Document	Author	Year of Publication
Puentes Project FY Annual Report	USAID	2017
Puentes Project FY Annual Report	USAID	2018
Puentes Project FY Annual Report	USAID	2019
Puentes Project FY Annual Report	USAID	2020
Sistematización de la Implementación de Servicios del Proyecto	Consultant	2021
Informe de Resultados Sesión de Evaluación Estratégica (SRS)	Consultant	2019
Informe final Diagnósticos Empresariales Departamentals	EQSA	2018
Evaluación de la Segunda Fase de Proyecto Puentes	FLACSO	n/a
Puentes Project Monitoring, Evaluation and Learning Plan	WV / USAID	2021
The modules and guides of the DEcE	Puentes	
ANÁLISIS DE BARRERAS	WV	2019
Puentes Performance Report FY 2019	USAID	2019
PUENTES PROJECT FY20 Q2 PERFORMANCE REPORT January 1 - March 31, 2020	USAID	2020
PUENTES PROJECT FY20 Q3 PERFORMANCE REPORT April 1 - June 30, 2020	USAID	2020
PUENTES PROJECT FY21 Q1 PERFORMANCE REPORT October 1 - December 31, 2020	USAID	2020
PUENTES PROJECT QUARTERLY PERFORMANCE REPORT April 10, 2017 – June 30, 2017	USAID	2017
PROJECT PUENTES FY18 Q1 QUARTERLY PERFORMANCE REPORT October 1, 2017 – December 31, 2017	USAID	2017
PROJECT PUENTES FY18 Q2 QUARTERLY PERFORMANCE REPORT January 1, 2018 – March 31, 2018	USAID	2018
Sub-agreements with consortium members	-	-
Puentes project description, or cooperative agreement	-	-

Table 13: Consortium Member Interviewees

Consortium Members	Role	Department	Modality
Kemow Eta'manik Bilingual Intercultural Association (Asociación Kemow Eta'manik Bilingüe Intercultural/AKEBI)	Project Manager	Santa Cruz del Quiché, Quiché	Phone call
CEIBA Group Association Asociación Grupo CEIBA	General Director	Guatemala	In person
	Technical Director		
	Service provision supervisor		
Foundation for Integral Development (Fundación para el Desarrollo Integral FUDI)	Project Manager	Salcajá, Quetzaltenango	In person
FundaSistemas	Private Sector Alliances Director	Guatemala	In person
	Operations Manager for Employment and Entrepreneurship		
Juarez and Associates (J&A)	Results-based Management Specialist	Guatemala	In person
	Academic Director		
	Specialist in Educational Organization and Development		
World Possible (Mundo Posible)	National Director	Guatemala	On-line
Vitruvian Consulting Association, Puntos Crea	Facilitator and Coach Puntos Crea	Huehuetenango	In person
Galileo University (Universidad Galileo)	Director of Electronic Engineering Department	Guatemala	In person
Vitruvian Consulting Association	President	Guatemala	In person
	Project Manager of Puntos Crea		
	National Coordinator of Puntos Crea		
	Facilitator and Coach Puntos Crea		
World Vision (Visión Mundial)	Puentes Chief of Party	Guatemala	In person
	Deputy Director of Strategy and Alliances		
	Senior Manager of Operational Strategy		

Table 14: Partner Organizations and Others

Partner Organizations and Others	Role	Department	Modality
Artzénico Association (<i>Asociación Artzénico</i>)	Director	Quetzaltenango	In person
Tierra Nueva Association (<i>Asociación Tierra Nueva</i>)	Youth Programme Coordinator	Chiantla, Huehuetenango	In person
Creating Economic Opportunities (CEO)	Chief of Party	Guatemala	On-line
	Deputy Director		
Guatemalan Institute of Radio Education (<i>Instituto Guatemalteco de Educación Radiofónica/IGER</i>)	Director	Guatemala	On-line
	Technical Director of Educational Evaluation		
	Projects Unit and Puentes Project Manager		
	Puentes Project Manager Western Sector		
	Technical Coordinator Puentes Project		
Technical Institute for Capacity Building and Productivity (<i>Instituto Técnico de Capacitación y Productividad/INTECAP</i>)	Training Director	Huehuetenango	In person
Technical Institute for Capacity Building and Productivity (<i>Instituto Técnico de Capacitación y Productividad/INTECAP</i>)	Technical Pedagogical Head	San Marcos	In person
Technical Institute for Capacity Building and Productivity (<i>Instituto Técnico de Capacitación y Productividad/INTECAP</i>)	Technical Pedagogical Head	Quetzaltenango	In person
Technical Institute for Capacity Building and Productivity (<i>Instituto Técnico de Capacitación y Productividad/INTECAP</i>)	Departmental Delegate	Totonicapán	In person
Community Roots, World Vision (<i>Raíces Comunitarias, Vision Mundial</i>)	Chief of Party	Guatemala	On-line

Table 15: Business Owners/Managers Interviewed

Business Owners/Managers	Role	Department	Modality
La Mega Librería	Owner	Huehuetenango	In person
Restaurante Casa Vieja	Owner	Chiantla, Huehuetenango	In person
Hermanos G	Owner	San Marcos	Phone Call
Camara de Comercio	Representative	San Marcos	In person
Flushing-Cosmética	Employee	Malacatán, San Marcos	Phone Call
Elektra	Agency Manager	Malacatán, San Marcos	In person
Chocolatería Doña Pancha	Owner	Quetzaltenango	In person
CREDIGUATE R.L.	Manager	Totonicapán	In person
Cafetería y Restaurant MOMOSTIPAN	Owner	Momostenango, Totonicapán	In person
Hotel Rey Quiché	Owner	Santa Cruz del Quiché, Quiché	In person

Table 16: Government Staff Interviewed

National & Local Government Institutions	Role	Department	Modality
Teacher Education School for Secondary School <i>(Escuela de Formación de Profesores de Enseñanza Media/EFPEM)</i>	General Director	Guatemala	On-line
	Teachers' Representative		
Directorate of Out-of-School Education <i>(Dirección de Educación Extra-Escolar/DIGEEX)</i>	Deputy Director for Teacher Training	Guatemala	On-line
<i>Faculty of Agronomy University of San Carlos Guatemala (Facultad de Agronomía Universidad de San Carlos Guatemala/USAC)</i>	Director of the Liaison and Resource Management Unit	Guatemala	In person
University of San Carlos Guatemala <i>(Universidad de San Carlos Guatemala/USAC)</i>	Intern	San Sebastián Huehuetenango	In person
Directorate of Out-of-School Education <i>(Dirección de Educación Extra-Escolar/DIGEEX)</i>	Departmental Coordinator	Huehuetenango	In person
Ministry of Labor <i>(Ministerio del Trabajo/MINTRAB)</i>	National Employment Service Office	Huehuetenango	In person
Ministry of Labor <i>(Ministerio del Trabajo/MINTRAB)</i>	Adviser to the Deputy Head of the Employment Directorate Office	Guatemala	On-line
	Adviser to the Senior Office		
	Open Schools Project Coordinator		


National & Local Government Institutions	Role	Department	Modality
	Quetzaltenango Workshop School		
	Responsible for Cross-cutting Cooperation		
Ministry of Agriculture, Livestock, and Food (<i>Ministerio de Agricultura, Ganadería y Alimentación/MAGA</i>)	Departmental Coordinator	Huehuetenango	On-line
Municipal Office for Youth (<i>Oficina Municipal de la Juventud/OMJ</i>)	Coordinator	Chiantla, Huehuetenango	In person
Municipality	Municipal Secretary	San Sebastián Huehuetenango	In person
Dirección Municipal de la Mujer (DMM)	Director	San Sebastián Huehuetenango	In person
Municipal Office for Youth (<i>Oficina Municipal de la Juventud/OMJ</i>)	Coordinator	San Pedro Sacatepéquez	In person
Ministry of Agriculture, Livestock, and Food (<i>Ministerio de Agricultura, Ganadería y Alimentación/MAGA</i>)	Coordinator Plaza del Maíz Municipal Space	San Marcos	In person
Municipal Office for Children, Adolescents, and Youth (<i>Oficina Municipal de la Niñez, Adolescencia y Juventud/OMNAJ</i>)	Coordinator	San Marcos	Phone Call
Directorate of Out-of-School Education (<i>Dirección de Educación Extra-Escolar/DIGEEEX</i>)	Coordinator	Quetzaltenango	In person
Secretariat Against Violence, Exploitation and Human Trafficking (<i>Secretaría Contra la Violencia, Explotación y Trata de Personas/SVET</i>)	Community Consultant	Quetzaltenango	Phone Call
Municipal Office for Local Economic Development (<i>Oficina Municipal de Desarrollo Económico Local/OMDEL</i>)	Coordinator	Cantel, Quetzaltenango	In person
Municipal Office for Children, Adolescents, and Youth (<i>Oficina Municipal de la Niñez, Adolescencia y Juventud/OMNAJ</i>)	Coordinator	Cantel, Quetzaltenango	In person

National & Local Government Institutions	Role	Department	Modality
Municipality	Municipality Councilor	Cantel, Quetzaltenango	In person
Directorate of Out-of-School Education (<i>Dirección de Educación Extra-Escolar/DIGEEEX</i>)	Coordinator	Totonicapán	In person
Municipality	Municipality Councilor	Totonicapán	In person
Municipal Office for Youth (<i>Oficina Municipal de la Juventud/OMJ</i>)	Coordinator	Totonicapán	In person
Municipality	Municipality Councilor	Totonicapán	In person
Municipal Office for Children, Adolescents, and Youth (<i>Oficina Municipal de la Niñez, Adolescencia y Juventud/OMNAJ</i>)	Coordinator	Momostenango, Totonicapán	In person
	Officer		
Departmental Directorate of Education (<i>Dirección Departamental de Educación/DIDEDUC</i>)	Coordinator of Basic Education	Santa Cruz del Quiché, Quiché	In person

ANNEX V: DISCLOSURE OF ANY CONFLICTS OF INTEREST

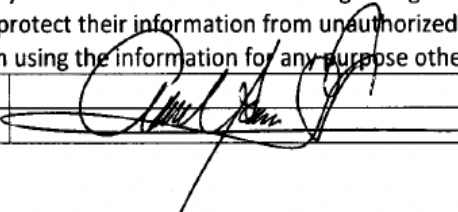
Name	Kristin Rosekrans
Title	Final Performance Evaluation of the USAID Government Integrity Project
Organization	<i>USAID Monitoring, Evaluation and Learning Initiative</i>
Evaluation Position?	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
Evaluation Award Number <i>(contract or <u>other</u> instrument)</i>	AID-OAA-I-15-00024/AID-519-TO16-00002
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	Project Evaluated: Evaluation of the Puentes Project World Vision
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <i>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> <i>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i> <i>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i> <i>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i> <i>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i> <i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i> 	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	July 20 th , 2021

Name	Sergio Armando Secaira Fajardo
Title	<i>Evaluation of the Puentes Project</i>
Organization	<i>USAID Monitoring, Evaluation and Learning Initiative</i>
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	<i>AID-OAA-I-15-00024/AID-519-TO16-00002</i>
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Project Evaluated: <i>Evaluation of the Puentes Project World Vision</i>
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Signature	
Date	<i>July 20th 2021</i>

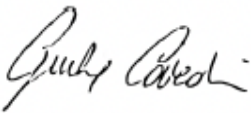
Name	Miguel Núñez
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Evaluation Award Number <i>(contract or other instrument)</i>	<i>AID-OAA-I-15-00024/AID-519-TO16-00002</i>
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	Project Evaluated: Evaluation of the Puentes Project World Vision
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Signature	<i>Miguel Núñez</i>
Date	July 19, 2021

Name	Giulia Cardani
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Evaluation Award Number (contract or other instrument)	<i>AID-OAA-I-15-00024/AID-519-TO16-00002</i>
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Project Evaluated: Evaluation of the Puentes Project World Vision
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Signature	
Date	21/07/2021

ANNEX VI: DETAIL OF RECOMMENDATIONS

Recommendation #6 for EQ1: Puentes should define what “vulnerable population” and “disadvantaged youth” means and this should be used as a common recruitment strategy for Puentes and future projects with similar goals to ensure that youth that truly lack opportunities and other government or donor support can benefit.

First, it is important to define the conditions and characteristics of the disadvantaged or marginalized population targeted by the Puentes project. So far there is no specific characterization, and the organizations serve many young people, who present different situations of disadvantage, applying criteria at the discretion of the facilitators who register the young people.

The ET could identify six conditions that define disadvantages/vulnerability for youth:

1. Years of formal education they have received, since those who are most disadvantaged are those with fewer years of schooling, especially women.
2. Distance from the place where they live to the municipality center, where there is greater supply and better economic and educational conditions. The villages and places farthest from the municipal center is where the population is the most marginalized from services and opportunities.
3. Number of family members, since in large families the availability of resources for parents to educate their sons and daughters is less; if they have some resources, they prioritize men over women.
4. Economic circuit that sustains the family such as subsistence agriculture, informal commerce, communal handicrafts, masonry work, agricultural day labor or other forms. The most vulnerable families live in a non-monetized economy, with seasonal income at harvest time and no income the rest of the year.
5. Family members with a disability, illness, or limitation to generate income. They can be adults, youth, adolescents, or children, who disrupt the family economy by requiring special attention and are limited in contributing income.
6. Interest or need of the young person in seeking and obtaining a job or in starting up a business that allows them to obtain livelihoods for him or her and their families.

These six conditions vary in the population of the Western Highlands, regardless of whether it is an indigenous or mestizo population. For each of these conditions of vulnerability or marginalization, there is a barrier reduction mechanism created to remedy that condition. In summary, it could be established that the corresponding mechanisms are:

1. Attendance and registration to complete the required years of formal schooling, with flexible methods such as those provided by CEIBA or by IGER.
2. Assistance or subsidy for transportation from their places of residence to the places where they receive and attend flexible education, or academic education, and technical training.
3. Attention to attend especially the female population.

4. Assistance to acquire the supplies that young people need to receive technical training, such as tool kits and materials that are required in INTECAP courses, in CEMUCAF, in the Foundation for the Integral Development of Socioeconomic Programs (*Fundación para el Desarrollo Integral de Programas Socioeconómicos/FUNDAP*), or with FUDI. In-kind assistance to receive and complete technical courses.
5. Assistance for young people in conditions of greater vulnerability due to illness, disability, widowhood, or orphanhood, depending on whether they have that situation or the parents or guardians of the young people.
6. Assistance to increase their educational or job training levels, in accordance with the needs and interests of the labor market or productive spaces to promote entrepreneurship.

Due to the conditions of poverty and marginalization in most of the rural and indigenous areas of Guatemala, there is a great weakness in families to provide their members with basic needs such as food, health, and education. The indigenous individuals and families of the Guatemalan Highlands are at a greater disadvantage because they cannot access these basic services and have fewer options to provide them to their members. Its economy is in marginal conditions, within non-formal and subsistence circuits.

For future USAID projects aimed at vulnerable youth, some characteristics or conditions can be established to identify the level of vulnerability of the youth and their families, which allow the barrier reduction mechanisms to be targeted. Thus, a correlation can be established between these mechanisms and the vulnerable conditions that young people face and must overcome. Figure 12 shows the described interrelation between the levels of vulnerability in young people and their families and the possibility to move towards employment and self-employment once the previous conditions are considered.

Figure 12: Vulnerabilities affecting Youth Job Pursuit and Self-Employment

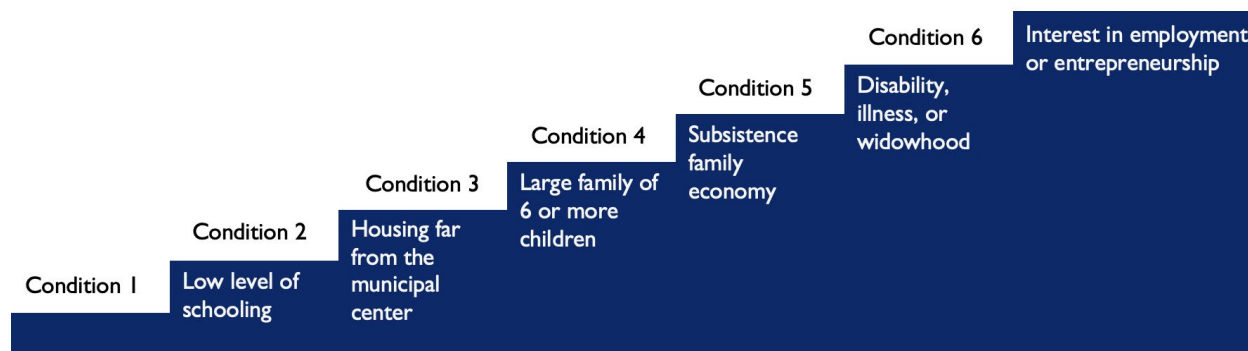


Table 17: Definition of Vulnerability

Vulnerability	Characteristics or Conditions of the Level	Barrier Reduction Mechanism to Apply
Condition Level 1	Few years of formal schooling that young people have	Scholarship to complete studies through alternative education options: primary, Junior High, High School.

Vulnerability	Characteristics or Conditions of the Level	Barrier Reduction Mechanism to Apply
Condition Level 2	Distance from the place of residence to the municipal seat	Subsidy for transportation to the place of study for flexible education or technical training.
Condition Level 3	Large family with six or more children	Prioritize women for alternative education or technical training sponsorship.
Condition Level 4	Weak family economic circuit: subsistence agriculture, agricultural day labor, local handicrafts, informal trade, and others	Subsidies and scholarships for technical or agricultural training. Basic equipment to receive training or assistance at the technical center: tools, instruments, supplies, uniforms and adequate clothing, safety, and protection equipment.
Condition Level 5	Illness or limitations of the young person or of a member of the family	Special scholarship to acquire equipment required according to the limitation: glasses, hearing equipment, wheelchairs, orthopedic devices, or other medical aids.
Condition Level 6	Search and access to formal employment or regular employment Internship support.	Specific training. Vouchers and scholarships. In addition, subsidy for transportation. Counseling or mentoring.
	Start-up of a business	Personalized assistance. Market analysis. Marketing contacts. Seed capital. Mentorship for two or three years.

By identifying in this way, the vulnerability of a young person, if he meets three or more of these conditions, it is possible to establish the need to support her/him and to provide her/him with the aid defined to reduce barriers, in an agile and prompt manner. In this way, it would be possible to ensure that the most vulnerable population is served quickly, to reduce waiting times, manage to execute the assigned funds and achieve the defined goals of care for young people.

On the other hand, in what corresponds to the mechanisms for reducing barriers, the delivery of funds has undergone various changes throughout the project. Several versions of the operating manual have been presented to facilitate the application of assignment criteria and these versions, based on information from the facilitators, have not been adequately transferred to those who must apply them. Therefore, the procedures, times, instruments, and delivery mechanisms have generated delays in attending to needy young people. This disconnection between what was initially offered to those who enrolled in the Project, and the times when the actual assistance arrived, has caused distrust and discredit among some young people and their families. However, this has not always happened and, although with delays, the people who receive the support express their gratitude and appreciation for the Project.

The learning of these processes includes a better management of the manuals that regulate the management and administration of the funds allocated to reduce the barriers of the disadvantaged population.

In the document "Systematization of the implementation of the services of the Puentes Project", on page 64, it is noted: Improvement of procedures for the reduction of economic barriers.

It was identified that, although there are procedures in different formats within the project to reduce economic barriers, these procedures have not worked at the expected speed and efficiency. An improvement is reported in the processes and the establishment of manuals to standardize and regulate the request and approval of funds, for example. However, there is dissatisfaction due to the long duration of the process, although the improvements introduced by using the manual and the streamlining of certain internal procedures are recognized.

Additionally, in interviews with authorities and personnel from different municipalities, from Huehuetenango, Totonicapán and Quetzaltenango, municipal councilors and people from the Offices for Children and Adolescents, Municipal Planning, and the Municipal Directorate for Women, they express that the Project is helping many young people in need in their municipalities, but it is not serving the most vulnerable and needy. They confirm that they observe that the facilitators, due to the pressure they must reach goals for the number of young people registered, are bringing together those who are more accessible, in the municipal center themselves or in the vicinity, and do not reach where there is really a greater population in need. In one case, they indicated that the municipality has about thirty-eight communities and those that participate and benefit from the Project are about five or six. Therefore, they ask that more facilitators be assigned, with the means to move to the least accessible and remote places in the municipality, to cover the most vulnerable population.

Similarly, in interviews with personnel from the Department of Extracurricular Education of the Ministry of Education, they also recognize and appreciate the efforts of the Puentes Project in serving vulnerable youth but indicate the same consideration as the municipal authorities: there is a population marginalized from the projects. for being in remote areas and difficult to access. The projects say, they are concentrated in places where the facilitators and the personnel that work in the organizations can arrive, without necessarily being where the neediest are.

In future projects with young people, it is recommended that, when including a municipality as a coverage area, the number of communities to include in the attention of the population is also indicated. In this way, security is generated in the municipal and educational authorities, to know precisely the scope that an action of a project can cover. It is also proposed to define more clearly the profiles and conditions of the young people who are to be served, to specify the impact that is sought.

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