Youth Pathways Central America (YPCA) Project
Longitudinal Cohort Study
El Salvador and Honduras

PHASE VII
FINAL REPORT

July 2020

Center for Research and Statistics

FUSADES

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I. INTRODUCTION

The following document contains the findings of the Longitudinal Cohort Study implemented for the YouthPathway Central America project, the principal elements of its design and a brief project description. It is extracted from the full version of the report that is in Spanish.

The study was implemented as an evaluation strategy to generate evidence to help understand the project's outcomes and results. This study has been formulated jointly by the US Department of Labor (USDoL), Catholic Relief Services (CRS) and Salvadoran Foundation for Economic Development (FUSADES). The USDoL funded the cooperative agreement for the project, provided technical assistance to the study's design and surveys; and ensured that the design complies with their evaluation standards. CRS as leader of the consortium that implemented the project was responsible for developing the study design, supervising and overseeing the implementation of its phases, and being the liaison between USDoL and FUSADES. FUSADES was the contractor that is responsible for the implementation of the study, being in charge of developing surveys, training enumerators, and conducting data analysis and writing reports for the study.

2. Youth Pathways Central America (YPCA) Project: Longitudinal Cohort Study

Youth Pathways Central America is a binational initiative (El Salvador / Honduras) that seeks to improve the livelihoods and education of youth and children (between 12 and 20 years old and 21 to 25 if there is a minor in their home engaged in child labor) who are at risk of being subjected to vulnerable or irregular work (for participants 18 years of age or older) or child labor in its worst forms, particularly those related to the use of children for criminal or illicit activities (for children under 18 years old). To contribute to this goal, the project provides direct services to increase their skills for employment and to stay in school, through two models:

> ***YouthBuild*** seeks to increase opportunities for youth to enter employment, self-employment or return to education. This model is aimed at young people between 16 and 25 years of age who come from areas highly impacted by violence and crime, and are unemployed and out of school. This model includes 700 hours of vocational training. job seeking and placement services, life skills development, and training for entrepreneurship over a period of six months.
>
> ***Career Connect Clubs*** provide educational extracurricular activities that complement the regular school program, for children between 12 and 17 years old. Clubs have a duration of six to eight months, seeking to improve both social and academic skills and the motivation to stay in school.

Youth Pathways is a binational initiative (El Salvador / Honduras) which implements services and activities **in vulnerable and highly stigmatized communities**. The project had a strategy of implementing services by cohorts, where groups of beneficiaries initiated and completed the service as a group simultaneously in a same site. During the project five cohorts were developed for YouthBuild (some centers developed up to six group), serving 4,272 participants, 1,748 in El Salvador and 2,524 in Honduras; and three cohorts for Clubs, serving 3,892 participants, 2,001 in El Salvador and 1,891 in Honduras. Both services were implemented simultaneously by different implementing partners -Fe y Alegría in El Salvador and Honduras; Glasswing in El Salvador and Honduras; and FUNADEH in Honduras - at different sites and schools.

About the study

In order to evaluate the project, CRS proposed a cohort study with a longitudinal approach, which allowed to track over time the results in children and youth[1]. This cohort study included only participants; therefore, the results can only be generalized to the population that benefit directly from the project services, and not all children and youth in similar conditions. Althoug this may be a limitation, CRS considered it the most feasible option to generate evidence and test the program´s theory of change, given the vulnerable and risk environments in which services are provided.

[1] According to Project definitions, children under 18 years of age and youth, 18 to 24 years old, are beneficiaries

The main objective of Youth Pathways longitudinal cohort study, carried out in seven phases from 2017 to 2020, was to explore the benefits that participants achieved over time and to contribute to generate empirical evidence to verify validity of the theory of change underlying the intervention. Futhermore, it seeks to answer the following research questions:

1. ***Changes in outcomes over time***: What are the changes related to labor insertion or educational attainment of participants over time? Are there points in time after program completion when increased support services become crucial?

2. ***Hawthorme Effect***: Among program participants, what is the impact on outcomes of extensive follow-up, compared with contact only to maintain contact information? The hypothesis is that the follow-up that will be given to the study sample may result in a positive effect; while those who are not part of the study sample cannot obtain this benefit. In other words, are there any differences in the insertion outcomes between those participants who have had a more intense follow-up and those who have only been contacted to update their information?

3. ***Participant's perceptions about Program components' contribution***: How do YouthBuild participants consider that different components –vocational soft skills, job orientation— contributed to the outcomes they have achieved after completing it?

In order to obtain the data needed to construct the indicators and to collect information on the characteristics of participants and other contextual variables, a system of data collection instruments was developed. The system included three main sources: a) program administrative records; b) program Monitoring and Evaluation forms (entry and exit) and; c) baseline and follow-up questionnaires (one long and one short), specially designed to collect information not produced by the two previous components

In order to collect information from the participants at different moments in time and to identify the evolution of the main indicators (to answer question 1) the study was structured in seven phases: a baseline before starting the project, applied to all participants, the first follow-up at the end of the participation (applied to a sample for YouthBuild and to all participants for Career Connect Clubs); and then follow-ups every six months, approximately, to a sample of participants, alternating long and short questionnaires. This strategy was repeated for each cohort; however, the number of follow - up surveys for each cohort was different, depending on the date they began the program.

During the selection of the "study sample", a "control sample" was also selected; for each cohort, the control sample was contacted by telephone simultaneously to the study sample follow-up. This group was not asked about their job or educational status, only their contact information was updated. The purpose of keeping contact with this group was to control for any effect that the fact of being contacted periodically by the program may have on the main indicators.

During phase VII a final survey, containing a special questionnaire, was applied to a subsample of the study and control groups; the aim was to gather information to isolate the effect of the program

from what is called the Hawthorne effect (to answer research question 2). This report presents results using information gathered along the seven phases of the study.

Design and Sample Selection

Sample size that were needed for each cohort and each round of the study were defined by CRS following guidelines in "Senderos Juveniles Central America: Study Design and Method for Cohort Study" (CRS & DOL, 2017); these were shared with FUSADES in the Terms of reference for each of the phases of the study, along with guidelines for sample selection. The following is a description of the procedures used in sample frame creation and sample selection.

For the longitudinal study

Sample frame

The study sample frame comprises the list of participants who completed program participation, either *YouthBuild* or Career Connect Club; these rosters were provided by CRS, as well as other administrative information on the participants. This included only the participants that had completed the base-line survey, and had granted informed consent (themselves or by way of legal representatives, according to their age) to participate in the study; participants whose contact information was not available were excluded from the sample frame. See Table 4.

Table 4. Sample Frame
Participants Who Completed the Program and Filled out the Baseline Survey[1/]

	YOUTHBUILD			CAREER CONNECT CLUB		
Aspect	Total	El Salvador	Honduras	Total	El Salvador	Honduras
Total	3,137	1,355	1,782	3,128	1,509	1,619
Cohort:						
1	433	249	184	709	305	404
2	544	248	296	1,265	616	649
3	890	442	448	1,154	588	566
4	886	257	629			
5	384	159	225			
Sex:						
Men	1,459	539	920	1,522	753	769
Women	1,678	816	862	1,606	756	850
Age group						
Minors	1,159	320	839	3,073	1,476	1,597
Youth	1,978	1,035	943	55	33	22

1/ Participants whose contact information was unavailable were excluded

Sample Selection

In the case of *YouthBuild* , the Terms of Reference CRS provided prior to the start of each phase defined the sample size required for the study group and for the control group; the total size required included approximately 70% of participants for the study sample and 30% for the control group. Consequently, for each cohort, approximately 70% of the participants in the sample frame were assigned to the study group and 30% to control, proportionally by site, sex and age bracket.

As the number of participants in each cohort was relatively limited, and taking into account possible obsolescence of contact information and attrition throughout the cohort study, the decision was made to contact all those assigned to the study group to apply the short or long questionnaires, according to the time, from the first contact.

In the case of Career Connect Clubs, the strategy was similar to that of *YouthBuild* , separating participants in the sample frame into study group and control, in proportion to school, sex and age group. However, in view of the large number of participants, a sub-sample was selected within the groups for follow-up, starting with the second follow-up. In this case, for each stratum (school + sex + age group), participants were sorted at random; the sample included at least 30% more than required in the Terms of Reference to cover the likelihood of outdated contact information and attrition in subsequent rounds. In addition, a strict substitution procedure was laid down in case the required number of observations was not reached: In each stratum, the next names on the list were taken as substitutes, in the random order.

Table 5. Selected Samples
Participants who completed the program and filled out the baseline survey[1/]

	YOUTHBUILD			CAREER CONNECT CLUB		
Aspect	Total	El Salvador	Honduras	Total	El Salvador	Honduras
Total	3,137	1,355	1,782	1,527	655	872
Sample Types						
Study	2,220	951	1,269	844	365	479
Control	917	404	513	683	290	393

1/ Participants whose contact information was unavailable were excluded

Exit survey

Sample Frames

The sample frame was made up of participants with whom contact could be established in any of the follow-up sessions in phases I through VI, both for monitoring the study group and for updating contact data for the control group.

In the case of *YouthBuild* , only participants from cohorts 1 to 4 were included, as the first cohort-5 follow-up was carried out as part of phase VII. Table 6 shows the distribution of participants contacted at least once, with details of the last contact made. That is, the sample frame was made up of 1,351 different participants from the study group and 566 from the control group.

Table 6. Participants with Whom some form of Contact was Made

Final contact	***YouthBuild* (Cohorts 1 to 4)**			**Career Connect Clubs (Cohorts 1 and 2)**		
	Total	**Study**	**Control**	**Total**	**Study**	**Control**
Follow-up 1 (at the end of the	587	400	187	426	156	270
Follow-up 2 (6 months)	248	191	57	254	171	83
Follow-up 3 (12 months)	513	365	148	494	292	202
Follow-up 4 (18 months)	192	87	105	93	56	37
Follow-up 5 (24 months)	377	308	69	260	169	91
At some time	1,917	1,351	566	1,527	844	683

Source: Prepared by author

In the case of Career Connect Clubs, only participants from cohorts 1 and 2 were included in the sample frame, since the first follow-up contact with the control group takes place during the second follow-up, there was no control group for cohort 3, so it could not be included to estimate the Hawthorne effect (answer question 2). Table 6 (above) shows the distribution of participants contacted at least once, with details of the last contact made. That is, the sample frame consisted of 844 different participants from the study group and 683 from the control group.

Sample Selection

As per the TORs, in the case of *YouthBuild* , the study sample was to contain at least 300 observations and the control sample 250, which were to be randomly selected in proportion to location (or group of locations in similar conditions, as determined by CRS), sex, and by baseline age group (children or youth) and cohort. As for the Career Connect Clubs, the total sample number would be 350 observations, to be randomly selected in proportion to location (or group of locations with similar conditions as determined by CRS), sex, and by baseline age group (children or youth) and treatment or control group

Participants in both programs were sorted at random, within each stratum; the sample included at least 30% more than required in the Terms of Reference to cover the possibility of outdated contact information and attrition in subsequent rounds. Additionally, a strict substitution procedure was set up, in case the required number of observations was not reached: In each stratum, for each stratum, the next names on the list were taken as substitutes, in the random order.

Actual Samples

The results for the ***first research question***, concerning the main results and their evolution over time, include the aggregate information from all seven phases of the study. The number of observations for each contact is included in Table 7. That is, in answering question 1, the number of observations changed as observations accumulated over time.

Table 7. Actual Sample for the Longitudinal Cohort Study and the Exit Survey

Stage	Form	*YouthBuild*		Clubs	
		Cohorts	Total	Cohorts	Total
Longitudinal Study					
Baseline	Records	1 to 5	4,823	1 to 3	4,710
	Survey	1 to 5	4,371	1 to 3	4,201
Follow-up contact 1 (at the end of the program)	Exit 1/	1 to 5	3,083	1 to 3	3,128
	Short2/	1 to 5	1,187	--	--
Follow-up 2 (6 months)	Long2/	1 to 3	779	1 to 3	617
Follow-up 3 (12 months)	Short2/	1 to 3	642	1 and 2	421
Follow-up 4 (18 months)	Long2/	1 and 2	342	1	164
Follow-up 5 (24 months)	Short2/	1 and 2	300	1	169
Exit Survey					
Experimental	Special of Questionnaire3/	1 to 4	262	1 and 2	216
Control		1 to 4	215	1 and 2	212
Total		1 to 4	477	1 and 2	428

1/ Administered to all participants after finishing Program participation
2/ Administered only to the sample in the study group
3/ Administered to samples in the study and control groups designed for the Exit Survey

Note: Because cohorts from both programs, at different locations, started at different times, participants who attended the program in a similar calendar period are referred to as a "cohort" in this study. Details per location presented in Annex 2.
Source: Prepared by author

The results for the ***second research question***, concerning the identifying whether participating in the cohort study has any effect in project results, particularly as regards returning to their studies or getting work, include the information provided by the Exit Survey. The number of observations for each cohort, for the treatment or control group, are also included in Table 7. The results corresponding to providing elements to answer the ***third question*** include, on the one hand, the results of the follow-ups that had long questionnaires (follow-ups 2 and 4) for the longitudinal study; and, on the other hand, the special survey.

Part of each survey round of the longitudinal cohort study involved attempting to interview participants from the main sample that had been selected at the time of the first follow-up with *YouthBuild* and the second follow-up with Career Connect Clubs, even if they had not been interviewed in any of the previous rounds. In all, information was obtained for some form of follow-up with 1,648 *YouthBuild* subjects and 844 Career Connect Club subjects, this not including participants whose exit form information is on file but were not selected for the study sample. In Annex 3, Table A5 contains details of the interview results; overall, the response rate for the first two segments was 70% in *YouthBuild* and close to 80% in Career Connect Clubs, while the next follow-ups saw an almost 60% decline; as shown, the main difficulty encountered was issue of out of date contact information.

Table 8 shows the number of follow-ups available to participants in each project. As can be seen, in the seven phases of *YouthBuild* , information was obtained in at least one follow-up session from 1,648 participants, and from 844 Professional Connection Club participants; these observations are included in the ***track analysis*** discussed in section 7.

Table 8. Number of Follow-up Sessions per Participant (for those whose follow-up information is on hand, and were selected for the main study sample).

Number of follow-ups	*YouthBuild* (cohorts 1 to 5)*	Clubs (cohorts 1 to 3)*
Total	**1,648**	**844**
1	865	138
2	310	266
3	235	286
4	130	83
5	108	71

* This excludes participants who completed the exit form, but were not selected for the main sample.
Source: Prepared by author

3. Regarding Participants and Services Provided

The outcomes presented in the following sections were obtained using the information of participants who completed their participation in one of the Senderos Juveniles programs. To better understand the outcomes, this section outlines the characteristics of the participants who enrolled and those who reached the end. This is followed by an analysis of the factors that increase the odds of persisting to the end of each program. Also included are the types of courses and support that participants who complete *YouthBuild* receive.

Who enrolled in the program and who completed it?

In all, the record of all youth who signed up at the start of each *YouthBuild* cohort adds up to 4,823; of this initial roster, 4,371[2] young people formally started the program and were actually involved in the *YouthBuild* program. In El Salvador, approximately four in ten participants were assisted, while in Honduras it was six in ten. In El Salvador, Fe y Alegria covered 73% of the participants and Glasswing covered the remaining 27%; in Honduras, the distribution by partner is more homogeneous: Fe y Alegria covered 34%, Glasswing 37% and the National Foundation for the Development of Honduras (FUNADEH) covered 29% (table 9).

Table 9. Number of youth covered who completed participation

	Served			Completed participation (graduated or not)					
	Total	El Salv.	Honduras	Total		El Salvador		Honduras	
YouthBuild									
Total	**4,371**	**1,788**	**2,583**	**3,625**	**82.9%**	**1,589**	**88.9%**	**2,036**	**78.8%**
Cohorts									
Cohort 1	604	331	273	458	75.8%	271	81.9%	187	68.5%
Cohort 2	770	323	447	565	73.4%	256	79.3%	309	69.1%
Cohort 3	940	450	490	788	83.8%	412	91.6%	376	76.7%
Cohort 4	1053	284	769	882	83.8%	253	89.1%	629	81.8%
Cohort 5	1004	400	604	932	92.8%	397	99.3%	535	88.6%
Partners									
Fe y Alegria	2,184	1,312	872	1835	84.0%	1146	87.3%	689	79.0%
Glasswing	1,431	476	955	1185	82.8%	443	93.1%	742	77.7%
FUNADEH	756	0	756	605	80.0%	---	---	605	80.0%
Career Connect Clubs									
Total	**4,710**	**2,496**	**2,214**	**4,110**	**87.3%**	**2,046**	**82.0%**	**2,064**	**93.2%**
Cohorts									
Cohort 1	1,306	674	632	1,132	86.7%	515	76.4%	617	97.6%
Cohort 2	1,883	1,020	863	1,751	93.0%	922	90.4%	829	96.1%
Cohort 3	1,521	802	719	1,227	80.7%	609	75.9%	618	86.0%
Partners									
Fe y Alegria	1,281	1,281	---	1,102	86.0%	1,102	86.0%	---	
Glasswing	3,429	1,215	2,214	3,008	87.7%	944	77.7%	2,064	93.2%

Source: Prepared with administrative data provided by CRS

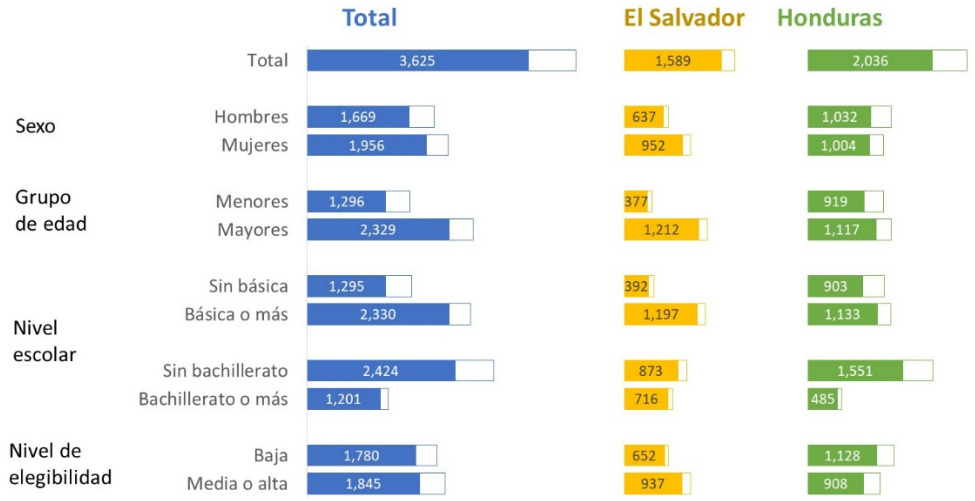
As regards program graduates, data shows that those with fewer participants (countries or programs) achieved higher graduation rates. Accordingly, El Salvador has the highest graduation rate, 89%; conversely, Honduras has a slightly lower graduation rate (78%). As for disaggregation by

[2] Those who completed the baseline survey.

partner, Glasswing registered the highest rate in El Salvador (93% compared to 87% for Fe y Alegria); and in Honduras it was FUNADEH (80%), followed by Fe y Alegria (79%) and then Glasswing (77%). See Table 9

On the whole, there are significant differences in each country in the distribution by sex, age, academic level and eligibility[3] (vulnerability) of participants who enrolled in- and completed the *YouthBuild* program: while in El Salvador the majority (60%) are women, in Honduras there is a more even distribution by sex, half men (51%) and half women (49%). In terms of age, in El Salvador three out of every four participants (76%) are over 18; in Honduras, the share is as low as 55%. On the other hand, the educational level of those who completed the program in El Salvador is higher (75% have at least elementary education and 45% have a secondary degree or more) than those in Honduras (56% have at least elementary education and only 24% have a secondary degree or more). Finally, over half of participants who completed the program in El Salvador (59%) have medium or high eligibility index; while Honduras over half (55%) have a lover eligibility score (graph 1).

Graph 1. Participants Assisted and who Completed Program, According to Characteristics - *YouthBuild*



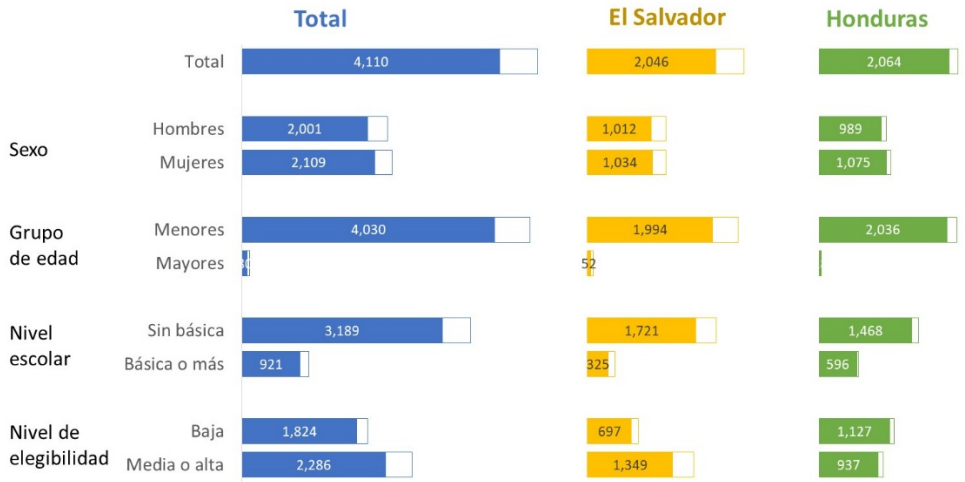
Source: Registration forms and administrative data, Senderos Juveniles 2017-2020.

As for Career Connect Clubs, in El Salvador 2,496 participants registered, representing 53% of the total, 51% of them (1,281) assisted by Fe y Alegria and the remaining 49% (1,215) Glasswing In Honduras, there were 2,214 participants registered, 47% of the total, and Glasswing was in charge of them (Table 9). This program again revealed that the country with the least number of registered young people had the highest completion rate; in this case, it was Honduras with 93 per cent of the participants having completed the program. In El Salvador, the rate was almost 10 percentage points lower, that is, 82% (Table 9).

[3] With the information from the registration forms, CRS calculated an eligibility index, ranging from 1 to 9, which reflects participants' level of vulnerability to a certain extent: the higher the value on the index, the greater the vulnerability and therefore the greater the eligibility. Based on the distribution of this index for each program, enrolled participants were classified into three eligibility levels: low if equal to or below the 33rd percentile; medium between the 33rd and 67th percentiles; and high when above the 67th percentile.

On the other hand, the participants who completed Career Connect Clubs had similar characteristics in both countries. For instance, just over half of those who completed the program were women (51% in El Salvador and 52% in Honduras). Nearly all of those enrolled in the Clubs were children (under 18), and given that there was a greater attrition rate in youth, in the end, the share of minors remained higher (98%). In addition, almost seven in 10 participants had not completed elementary education (84% in El Salvador and 71% in Honduras). The only difference was that more than half of the participants in El Salvador (55%) had a medium or high eligibility rate; in contrast, in Honduras most (55%) had a low eligibility rate (Figure 2).

Graph 2. Youth who Were Supported and who Finished the Program, by Characteristics - Career Connect Clubs



Source: Registration forms and administrative data, Senderos Juveniles 2017-2020.

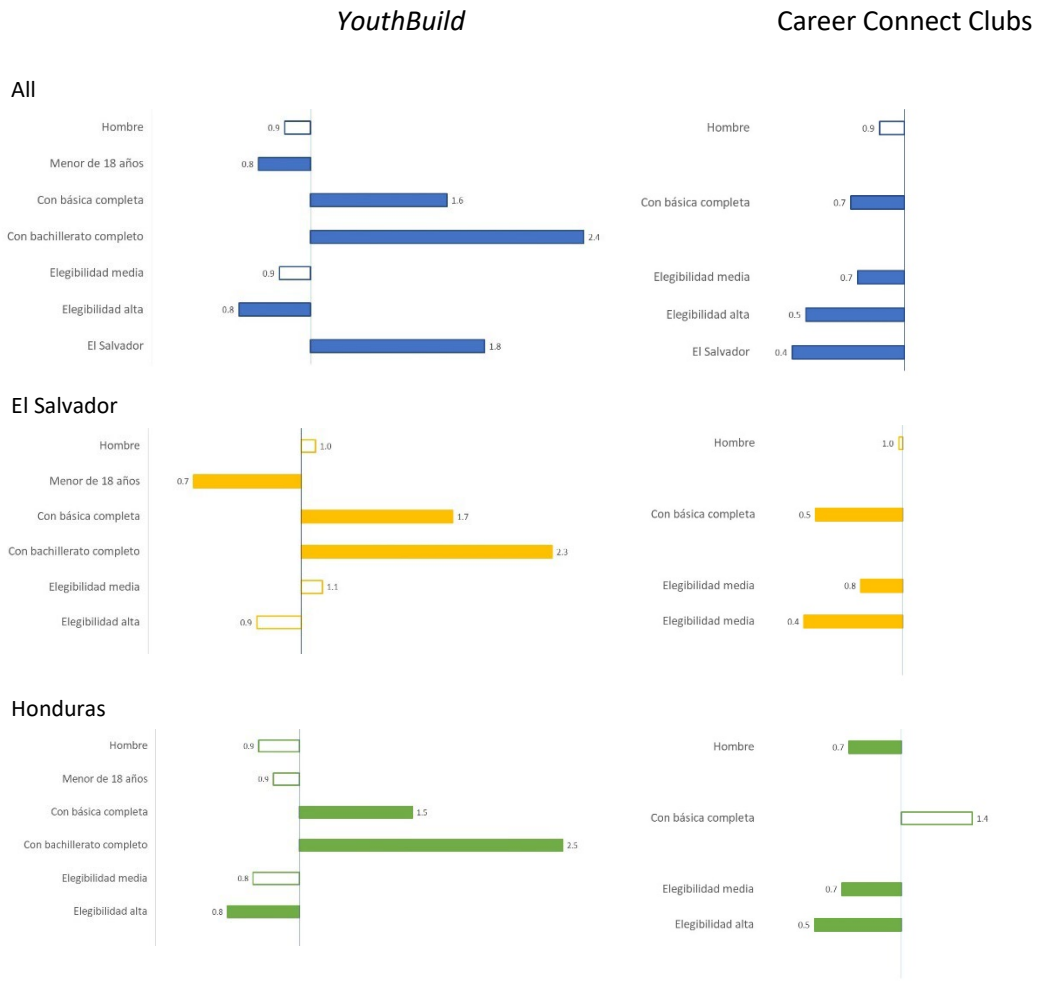
Who were more likely to finish the program?

In general, as discussed earlier, participants with different characteristics completed the program at different rates (again Table 9). The relative influence of different participant characteristics, as identified in the registration form, were put into perspective by using a multivariate logistic regression The results are shown in Figure 3; the length of the bars indicates an increase in the likelihood of persevering to the end, if the participant presents each of the four characteristics under consideration: sex, age group, educational level, and level of eligibility. The consolidated results are given by program and also for each country separately, as there are significant differences.

As for *YouthBuild* , it is generally noted that the probability of finishing the program is 1.6 times higher if the participant has completed his or her elementary education, but is twice as high if he or she has graduated from secondary, this being the case in both countries. Additionally, the probability of seeing the program through completion increases 1.8 times in the case of participants living in El Salvador. Moreover, there are country-specific differences in the factors that hinder the probability of seeing the program through to the end, with lower probability in El Salvador for participants under the age of 18;however, in Honduras it is lower in those with a high eligibility (or vulnerability) rate (Graph 3).

Graph 3. Relative* Probability of Program Completion

(Values greater than 1 indicate an increase in the probability; values smaller than 1 indicate the probability decreases. Solid bars indicate results are statistically significant, where p<0.05)



* Odds ratio indicates the degree to which it is probable for a participant who shows this characteristic to reach completion, as compared with a participant who lacks it. For instance, a *YouthBuild* participant who has completed elementary education (but not secondary) is 1.6 times more likely to complete the program than one who lacks this level of education. These were estimated using a multivariate regression where the dichotomous dependent variable indicates whether the participant completed participation; these explanatory variables are also dichotomous, where 1 indicates the characteristic is present in the participant, and 0 that it is not.

Source: Prepared by the author with data from the registration forms and administrative data, Senderos Juveniles 2017-2020.

In the case of Career Connect Clubs, the per-country differences are starker (Graph 3). In Honduras, being male reduces the probability of deserting before finishing the year, while in El Salvador, participant sex makes no difference. In El Salvador, the likelihood of completion is halved if the participant has completed elementary education, while in Honduras it increases 1.4 time if education is completed. Furthermore, both countries show lower probability of program completion as participant vulnerability (eligibility) increases.

Participant Characteristics

Most *YouthBuild* participants who completed the program (64%), whether they graduated or not, are youth (ages 18 to 24). In the latter case, however, it is surprising to see youth in El Salvador account for three in four participants, and in Honduras the proportion drops to two in four. In both countries, the share of children completing the program is lower than that of youth. See Table 10.

Table 10. Characteristics of Youth Who Completed the Program (whether they graduated or not) - *YouthBuild*

Characteristic	ALL	El Salvador			Honduras			
		El Salv.	sv1	sv2	Honduras	hn1	hn2	hn3
Sex (% distribution)								
Men	**46.04**	40.09	35.60	51.69	50.69	51.81	47.57	53.22
Women	**53.96**	59.91	64.40	48.31	49.31	48.19	52.43	46.78
Average age (in years)	**18.46**	18.9	18.9	19.0	18.1	17.7	18.19	18.46
Age Group (distribution %)								
Under the age of 18	**35.75**	23.73	26.27	17.16	45.14	50.36	43.53	41.16
18 or older (excluding 25 and older)	**64.25**	76.27	73.73	82.84	54.86	49.64	56.47	58.84
Average education level (year studied)	**9.05**	9.5	9.4	9.9	8.7	8.2	8.7	9.2
Grade completed (%)								
elementary education completed or beyond	**64.28**	75.33	72.77	81.94	55.65	47.46	58.63	61.32
secondary Graduate or beyond	**33.13**	45.06	40.84	55.98	23.82	14.95	22.10	36.03
Married (%)	**7.03**	7.55	8.81	4.29	6.63	4.93	9.70	4.79
Children (%)	**10.84**	12.78	14.83	7.45	9.33	5.52	13.61	8.43
Receives remittances (%)	**34.17**	25.70	26.67	23.17	40.75	48.18	38.30	35.26
Youth or household member - arrested (%)	**19.94**	23.47	27.23	13.77	17.19	15.97	16.98	18.84
Youth has been arrested (%)	**10.07**	15.10	15.88	9.03	7.02	5.22	7.68	8.26
Has been deported (%)	**2.04**	1.70	2.09	0.68	2.31	2.18	2.43	2.31
Friends in trouble (%)	**25.49**	21.88	22.98	19.04	28.29	28.24	28.04	28.64
Friends drink alcohol (%)	**41.07**	40.33	41.29	37.84	41.64	39.30	42.27	43.54
Friends use drugs (%)	**17.53**	15.27	16.29	12.61	19.29	20.09	17.10	21.03
Risk Score (3 to 15)	**6.52**	6.21	6.45	5.62	6.74	7.03	6.56	6.66
Risk (distribution, %)								
Low (3)	**39.47**	41.62	39.41	47.11	37.84	38.9	37.85	36.65
Mid-Level (1-9)	**37.25**	38.44	38.24	38.95	36.35	32.01	38.64	38.35
High (10 and greater)	**23.28**	19.94	22.35	13.95	25.82	29.09	23.50	25.00
Eligibility Score (0 to 9)	**2.79**	3.04	3.22	2.59	2.60	2.32	2.79	2.70
Eligibility (distribution, %)								
Low (0-2)	**49.10**	41.03	34.64	57.56	55.40	63.13	49.33	54.05
Mid-Level (3)	**26.65**	29.14	30.45	25.73	24.71	23.95	26.68	23.14
High (4 and greater)	**24.25**	29.83	34.90	16.70	19.89	12.92	23.99	22.81

Source: Registration forms and administrative data, Senderos Juveniles 2017-2020.

In view of the fact that *YouthBuild* participants are, in theory, outside the formal system, understanding their academic achievements is important. Out of all the participants that persisted to the end of the program, 33% completed secondary education, whereas 64% had elementary education. In both countries, the segment of those who completed elementary education is almost two times higher than those who completed secondary; therefore, subjects with more years of schooling were more likely to desert the program (See Table 10 again). It shows that, in El Salvador, eight in 10 participants completed at least elementary education, and 45% completed secondary; while in Honduras, slightly more than half (56%) completed elementary education and only 24%

completed secondary. These differences help to explain the results that are discussed in the following sections about getting work.

Of the participants who completed the program, only 7% are married or have a partner, a proportion that is similar in both countries, and one in 10 have children, although more participants have children in El Salvador (12%) than in Honduras (9%). Overall, one in three participants lives in a household that receives remittances; the percentage is higher in Honduras (40%) than in El Salvador (25%). Furthermore, few participants (2%) indicated that they had been deported at some point prior to their enrollment in the program (Table 10).

There are differences in risk characteristics between the two countries. For example, the prevalence of risk for problem with the law, i.e. living in a household where a member has been arrested or the participant has been arrested, is higher in El Salvador (23% and 15%, respectively) than in Honduras (17% and 7%, respectively). In contrast, the prevalence of risks associated with friendships is higher in Honduras; more participants report having friends who get into trouble in Honduras (28%) than in El Salvador (21%); similarly, more participants in Honduras report having friends who use alcohol (41%) or drugs (19%) than in El Salvador (40% and 15%, respectively) (table 10).

The baseline questionnaires included questions that were used to construct a scale of risks associated with friendships, adapted from the one developed by Beltrán and Savenije (2014).[4] Participants were asked to respond about the frequency with which their friends engaged in three risk[5] behaviors: Getting into trouble, drinking alcoholic beverages (beer and others), and using drugs. Each of these questions is rated between 1, if friends do not exhibit the behavior, and 5, if they exhibit it every day; the score on the scale is the sum of the three components, so the range was 3 to 15. Based on the scores, the participants were ranked at three levels of risk: Low risk was a score of 3, indicating that their friends did not engage in any of the behaviors; medium, when the score was between 4 and 9, which means that their friends engaged in the behaviors once a month or less; and high, when the score was between 10 and 15, which indicated that at least one of the behaviors is present on a weekly or daily basis. Along these lines, and as shown in Table 10, the average score is higher in Honduras (6.74) than in El Salvador (6.41); it also shows that one of the implementing partners (Fe y Alegria - SV1 and HN1) served a higher percentage of participants with a high-risk level than the rest of the partners in the respective country.

With the information from the registration forms, CRS calculated an eligibility index, ranging from 1 to 9, which reflects participants' level of vulnerability to a certain extent: the higher the value on the index, the greater the vulnerability and therefore the greater the eligibility. Based on the distribution of this index for each program, enrolled participants were classified into three eligibility levels: low if equal to or below the 33rd[6] percentile; medium between the 33rd and 67th percentiles; and high when above the 67th percentile. As Table 10 shows, participants classified in both

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[4] Beltrán, María Antonieta and Wim Savenije, 2014. External evaluation of the *YouthBuild* Program in El Salvador. Youth Development Studies, CRS. San Salvador

[5] The original scale included a fourth question that had to do with friends who were gang members; CRS considered that the question would be inappropriate for *YouthBuild* participants.

[6] Given the high concentration of participants with an eligibility index=2, 38% for *YouthBuild* and 25% for Clubs, more than a third were classified as having low eligibility. Specifically, they were classified as low-eligibility if they had an index of less than or equal to 2; medium if the index is equal to 3; high with index values of 4 or greater.

programs as having medium or high eligibility tended to leave the program at a higher rate than those with lower eligibility rates.

In the case of Career Connect Clubs, almost all of the participants who completed the program (98%) were children under 18, with an average age of 14, which was to be expected, given that the program was implemented with a population in the formal educational system. In both countries, the share of children who completed the program is around 98%. On the other hand, only 2% of participants were between the ages of 18 and 24; in El Salvador the percentage was slightly higher (2.5%) than in Honduras (1.4%) (see Table 11). Nearly eight in 10 participants had not achieved an elementary education; about 22% were in secondary. In El Salvador, 15% of participants were in secondary school, compared to 28% in Honduras (table 11). Approximately 45% of youth live in a household that receives remittances and only 0.6% responded that they had ever been deported. Although deportation among participants is low, it should be noted that the percentage in Honduras (0.9%) is higher than in El Salvador (0.2%).

Overall, on average, risk levels for Career Connect Club participants were lower than for *YouthBuild* participants; the average scores for the risk indicator for friendships and the scores for the eligibility indicator are lower. Unlike *YouthBuild* , the Career Connect Club risk levels are higher in El Salvador than in Honduras; this may be a result of the fact that Fe y Alegria (sv1) the implementing partner serving participants with higher risk levels, did not provide this support in Honduras. There are significant cross-national differences in the prevalence of risk for encountering problems with the law. In El Salvador, the percentage of participants living in a household where a member has been arrested (26%) is more than three times that of Honduras (7.3%). Although the share of participants who have been detained is low, it should be noted that in Honduras (3.2%) it is ten times higher than in El Salvador (0.3%) (Table 11). As regards risk linked to the participants' friends, 32% reported that their friends were disruptive, with 14% stating that their friends use alcohol, and 8% that they use drugs. The percentages are similar in both countries.

Table 11. Characteristics of Youth who Completed the Program - Career Connect Clubs

		El Salvador			Honduras			
	ALL	**El Salv.**	**sv1**	**sv2**	**Honduras**	**hn1**	**hn2**	**hn3**
Sex (% distribution)								
Men	**48.7**	**49.5**	52.1	46.4	**47.9**		47.9	
Women	**51.3**	**50.5**	47.9	53.6	**52.1**		52.1	
Average age (in years)	**14.2**	**14.1**	13.8	14.4	**14.3**		14.3	
Age Group (distribution %)								
Under the age of 18	**98.1**	**97.5**	99.5	95.1	**98.6**		98.6	
18 or older (excluding 25 and older)	**1.9**	**2.5**	0.5	4.9	**1.4**		1.4	
Average education level (year studied)	7.2	6.8	6.6	7.1	7.6		7.6	
Grade completed (%)								
elementary education completed or beyond	22.4	15.9	5.6	27.9	28.9		28.9	
secondary Graduate or beyond	-	-	-	-	-		-	
Married	**0.5**	**0.6**	0.4	1.0	**0.3**		0.3	
Children	**0.1**	**0.1**	-	0.2	**0.0**		0.0	
Receives remittances	**44.7**	**43.5**	41.0	46.5	**45.9**		45.9	
Youth or household member has been arrested	**16.6**	**25.9**	35.8	14.3	**7.3**		7.3	
Youth has been arrested	**5.8**	**0.3**	11.3	4.8	**3.2**		3.2	

Has been deported	**0.6**	**0.2**	0.3	0.1	**0.9**	0.9
Friends in trouble	**32.2**	**31.0**	35.9	25.1	**33.3**	33.3
Friends drink alcohol	**13.8**	**13.4**	15.3	11.1	**14.3**	14.3
Friends use drugs	**7.9**	**8.6**	10.6	6.2	**7.3**	7.3
Risk Score (3 to 15)	**5.4**	**5.6**	6.1	5.0	**5.3**	5.3
Risk (distribution, %)						
Low (3)	**55.2**	**53.8**	47.5	61.3	**56.5**	56.5
Mid-Level (1-9)	**30.7**	**31.0**	33.1	28.5	**30.4**	30.4
High (10 and greater)	**14.2**	**15.2**	19.4	10.3	**13.2**	13.2
Eligibility Score (0 to 9)	**2.6**	**2.9**	3.3	2.3	**2.3**	2.3
Eligibility (distribution, %)						
Low (0-2)	**44.1**	**33.9**	18.8	51.5	**54.3**	54.3
Mid-Level (3)	**38.3**	**37.5**	39.3	35.4	**39.2**	39.2
High (4 and greater)	**17.6**	**28.6**	42.0	13.0	**6.5**	6.5

Source: Registration forms and administrative data, Senderos Juveniles 2017-2020.

Types of Training and Support Provided - *YouthBuild*

Additionally, the following describes aspects related to the courses and other types of support that participants who completed the *YouthBuild* program received, drawing on the information provided in the registration forms and administrative data. The information is disaggregated by country and sex.

In El Salvador, participants were more likely to have been provided with courses that are typical of programs that target vulnerable youth; for instance, 24% completed cosmetology, 20% sales, 17% culinary arts, 14% administrative/office assistant, and 12% baking; this is most evident in courses provided by implementing partner Fe y Alegria, SV1. Conversely, in Honduras participants were often provided non-traditional courses: 22% completed administrative/office automation courses, 18% technical courses, 16% sales, and 13% apparel manufacturing (Table 12); there were no marked differences between men and women.

As for program support, 60% of participants were assisted in finding employment; in El Salvador the percentage rose to 73%, while in Honduras it was 50%. Half of the participants were supported in drawing up a business plan. This support was more prevalent in Honduras (66%) than in El Salvador (28%); however, it is striking that only 3% of the participants received seed capital, and this was similar in both countries. The Program provided other support, such as the Cognitive Behavioral Therapy (CBT) component for over half of the participants, and the Strong Families component for 17% (Table 12).

Table 12. Training and Support Types - Youth who Completed the Program by Country and Partner

Training and Support	ALL	El Salvador			Honduras			
		El Salv.	sv1	sv2	Honduras	hn1	hn2	hn3
Courses								
Cosmetology	14.81	24.23	31.94	4.29	7.47	19.01	2.83	-
Barbershop	3.78	0.76	-	2.71	6.14	16.11	1.89	-
Sales	17.96	19.82	15.71	30.47	16.50	11.76	12.40	26.94
Culinary Arts	11.81	17.37	21.55	6.55	7.47	16.11	5.53	-
Bread Making	6.98	12.33	17.10	-	2.80	4.21	3.77	-
Hospitality / Servers	5.35	3.08	4.28	-	7.12	7.84	8.49	4.63
Administrative Assistant/Office Assistant	18.81	14.41	6.46	34.99	22.25	-	2.02	72.40
Technical Courses	10.51	1.01	1.40	-	17.93	24.96	26.01	-
Apparel manufacture / Industrial Machinery	8.44	2.77	1.57	5.87	12.87	-	35.31	-
Graphic Design/Digital Marketing	4.61	8.24	4.28	18.51	1.77	-	4.85	-
Other	0.86	1.07	-	3.84	0.69	-	1.89	-
Information unavailable	0.22	0.19	-	0.68	0.25	-	0.13	0.66
Other Support:								
Strong Families	17.19	18.44	18.32	18.74	16.21	26.56	12.53	8.93
CBT	57.46	54.75	55.41	53.05	59.58	68.07	62.67	46.12
Job Support	60.25	73.00	73.56	71.56	50.29	90.28	29.38	30.41
Job Bank	45.43	58.46	53.58	71.11	35.27	73.88	9.70	22.64
Platform	9.49	2.58	3.49	0.23	14.88	22.35	2.70	21.32
Govt. program	7.72	13.59	14.83	10.38	3.14	-	2.56	7.44
Other	7.01	7.11	9.86	-	6.93	2.32	16.85	-
Seed Capital	2.48	2.71	3.40	0.90	2.31	0.58	5.80	-
Business Plan	49.66	28.32	23.91	39.73	66.31	83.60	39.49	79.50

Source: Registration forms and administrative data, Senderos Juveniles 2017-2020.

Data disaggregated by sex and country show that, aside from the differences between men and women, the differences are more marked between countries; in El Salvador, more women tended to take traditional courses, while in Honduras the differences between the types of courses were not as marked between the sexes (table 13). Moreover, there are differences when comparing the type of courses each sex received in the countries. For instance, more men in El Salvador completed sales (25%) and cooking (20%) courses than in Honduras (15% and 6%, respectively), while in contrast, more men in Honduras completed technical (30%) and office automation (23%) courses than in El Salvador (2% and 18%, respectively). In the case of women, more opt for cosmetology and culinary arts courses in El Salvador (36% and 16%, respectively) than in Honduras (15% and 9%, respectively); but in Honduras there are more in courses like office automation (22%) and clothing (18%) than in El Salvador (12% and 2.5%, respectively).

As for the additional program support, in some cases more women than men avail themselves of it (Table 13). Such as, the percentage of women (62%) who received help to find a job is slightly higher than men (58%), the same goes for the use of job exchanges (47% of women versus 43% of men) and Cognitive Behavioral Therapy (CBT) (60% of women versus 55% of men). While few participants received seed capital for their ventures, it is interesting to note that the proportion of women (3.2%) is double that of men (1.6%).

Table 13. Training and Support Types - Youth who Completed the Program by Sex and Country

Training and Support	ALL	Men			Women		
		Men	El Salv.	Honduras	Women	El Salv.	Honduras
Courses							
Cosmetology	14.8	2.6	6.1	0.5	25.2	36.3	14.6
Barbershop	3.8	7.2	1.9	10.5	0.9	-	1.7
Sales	18.0	19.0	24.8	15.4	17.1	16.5	17.6
Culinary Arts	11.8	11.6	20.1	6.4	12.0	15.5	8.6
Bread Making	7.0	6.4	13.5	1.9	7.5	11.6	3.7
Hospitality / Servers	5.4	4.4	4.4	4.4	6.2	2.2	10.0
Administrative Assistant/ Office	18.8	20.9	17.7	22.9	17.0	12.2	21.6
Technical Courses	10.5	19.5	2.0	30.2	2.9	0.3	5.3
Apparel manufacture/Industrial	8.4	6.0	3.1	7.8	10.5	2.5	18.1
Graphic Design/Digital Marketing	4.6	5.2	10.5	1.9	4.1	6.7	1.6
Other	0.9	1.1	1.9	0.7	0.6	0.5	0.7
Information unavailable	0.2	0.4	0.3	0.5	0.1	0.1	-
Other Support:			-	-		-	-
Strong Families	17.2	16.7	19.3	15.1	17.6	17.9	17.3
CBT	57.5	54.9	53.8	55.6	59.6	55.4	63.6
Job Support	60.2	58.4	75.4	47.9	61.9	71.4	52.8
Job Bank	45.4	43.1	60.0	32.7	47.4	57.5	37.9
Platform	9.5	10.4	2.5	15.3	8.7	2.6	14.4
Govt. Program	7.7	7.2	13.3	3.5	8.1	13.8	2.8
Other	7.0	6.5	8.0	5.6	7.4	6.5	8.3
Seed Capital	2.5	1.6	2.4	1.2	3.2	2.9	3.5
Business Plan	49.7	49.0	26.2	63.1	50.2	29.7	69.6

Source: Registration forms and administrative data, Senderos Juveniles 2017-2020.

4. Education and Work Status

This section describes the results for education and work components for participants in the *YouthBuild* and Career Connect Clubs, using the information accumulated during the seven phases of the longitudinal study. Given the differences in participant characteristics in both programs, results for each are presented separately. The results presented here only cover participants who concluded the program, whether they graduated or not, and who completed the baseline survey.

YouthBuild

The Senderos Juveniles Project through its *YouthBuild* Program contributes to improving youth integration in education and employment. It is worth noting the reduction in the number of young people outside the system, who were neither studying nor working, as well as a rise in those where favorable integration is present (according to the CRS definition).

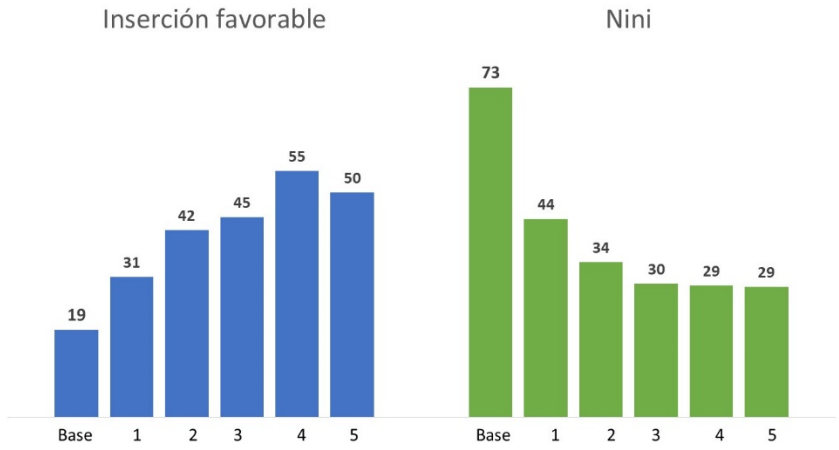
A little over seven in 10 *YouthBuild* participants neither studied nor worked ("ninis") at the time they joined the program; this exceed the regional average which is close to 25%, indicating that the Program has been able to attract the most vulnerable youth. After their time in the program, during the first follow-up, the percentage of youth in that situation decreased to 44%, and continued on downward to 34% during the second follow-up, staying at around 30% in the next three follow-ups, an outcome worth noting. See Table 14 and Graph 4. Table A6 in Annex 4 shows the distribution of "ninis" by cohort and country.

Table 14. Education and Work Status - *YouthBuild*

Indicator	Baseline	Follow-up				
		1	2	3	4	5
In school	18.5	19.4	29.7	25.2	28.9	20.7
Working	10.2	45.4	48.1	56.4	56.9	59.9
Educational and work status						
1. Only in school	16.4	10.6	17.5	14.0	13.9	11.1
2. In school and working	2.1	8.8	12.2	11.1	14.9	9.6
3. Only working	8.1	36.6	35.9	45.3	41.9	50.3
4. Not studying or working	73.3	44.0	34.4	29.6	29.2	29.0
Favorable Integration (*)	19.4	31.2	41.6	44.5	54.7	49.9
Acceptable Work	1.2	14.1	15.1	22.7	33.0	33.5
Type of Integration	-	-	-	-	-	-
1. Only in school	16.4	10.6	17.5	14.0	13.9	11.1
2. Acceptable studies and work	0.2	2.2	2.7	3.2	6.8	4.4
3. Acceptable studies and self-	0.1	0.2	0.5	0.2	0.3	-
4. In school and another job	1.8	6.5	9.0	7.8	7.8	5.2
5. Acceptable employment	0.6	11.2	10.8	18.1	21.7	27.3
6. Acceptable Self-Employed	0.3	0.5	1.1	1.2	4.1	1.8
7. Another job	7.2	24.8	24.0	26.0	16.1	21.1
8. Not studying or working	73.3	44.0	34.4	29.6	29.2	29.0
Observations	4,372	1,187	779	642	342	300

(*) The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Graph 4. Changes in indicators for integration – *YouthBuild*



Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020

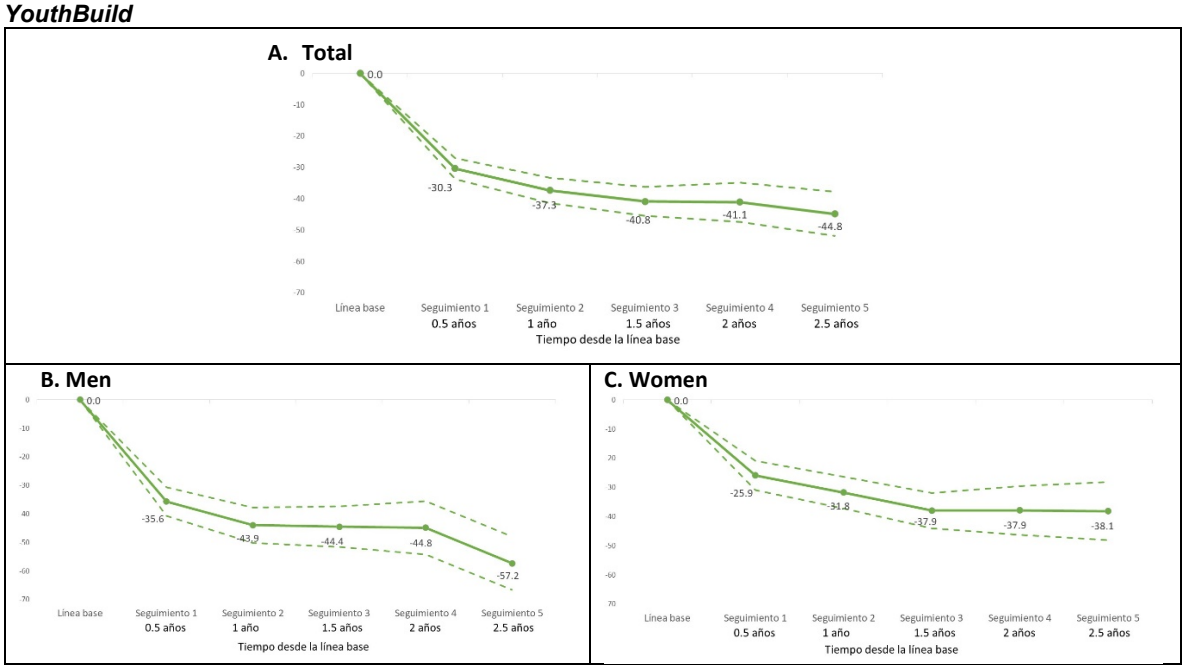
On average, the percentage of young people who neither study nor work ("ninis") decreased from the baseline to the end of the period under review by approximately 45 percentage points (Graph 5 and Table 15); the reduction was similar in both El Salvador and Honduras. However, the favorable change was not the same for other study groups. For instance, among those over the age of 18 who started with a higher level, the reduction was close to 46 percentage points, while in minors it was 42. Still, the greatest differences show up when comparing results in men to those in women, considering that the percentage had been similar at the baseline; while the percentage of "ninis" among men experienced a 57 percentage point reduction, among women the reduction was close to 35 percentage points, and starting with Follow-up 3, the trend seems to have stalled (Panel C, Graph 5.)

Table 15. Change in Participants who Neither work Nor Study, by group – *YouthBuild*

Indicator	Baseline	Follow-up				
		1	2	3	4	5
All	73.3	44.0	34.4	29.6	29.2	29.0
Country:						
El Salvador	72.0	42.4	28.7	30.4	26.6	27.8
Honduras	74.3	45.4	39.7	28.8	32.0	31.1
Sex:						
Men	72.2	37.3	26.9	23.0	26.8	17.5
Women	74.3	49.7	40.8	34.8	31.3	35.2
Age - Baseline						
Under 18	69.1	39.2	32.3	27.9	29.7	27.0
18 and over	75.8	46.5	35.6	30.5	28.9	29.4
Observations	4,371	1,187	779	642	342	300

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Graph 5. Change in Percentage of Participants who Neither work Nor Study (percentage points) - *YouthBuild*



The averages shown use the sample weights, and have been calculated by taking the status of participants when interviewed at the follow-up and comparing it with their status at the baseline.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020

In addition to the reduction in the percentage of "ninis" achieved by *YouthBuild* , there was also a significant increase in the percentage of participants who achieved favorable[7] integration, rising from 19% at baseline to 31% at first follow-up and, more importantly, continuing to rise to 54% at fourth follow-up, two years from baseline or 18 months after graduation; for the fifth follow-up there was a slight decrease, although it remains close to 50%. Similarly, there was a notable increase

[7] According to Project definitions, favorable integration includes studying or having acceptable work, either as a paid employee or being self-employed. See Annex 1.

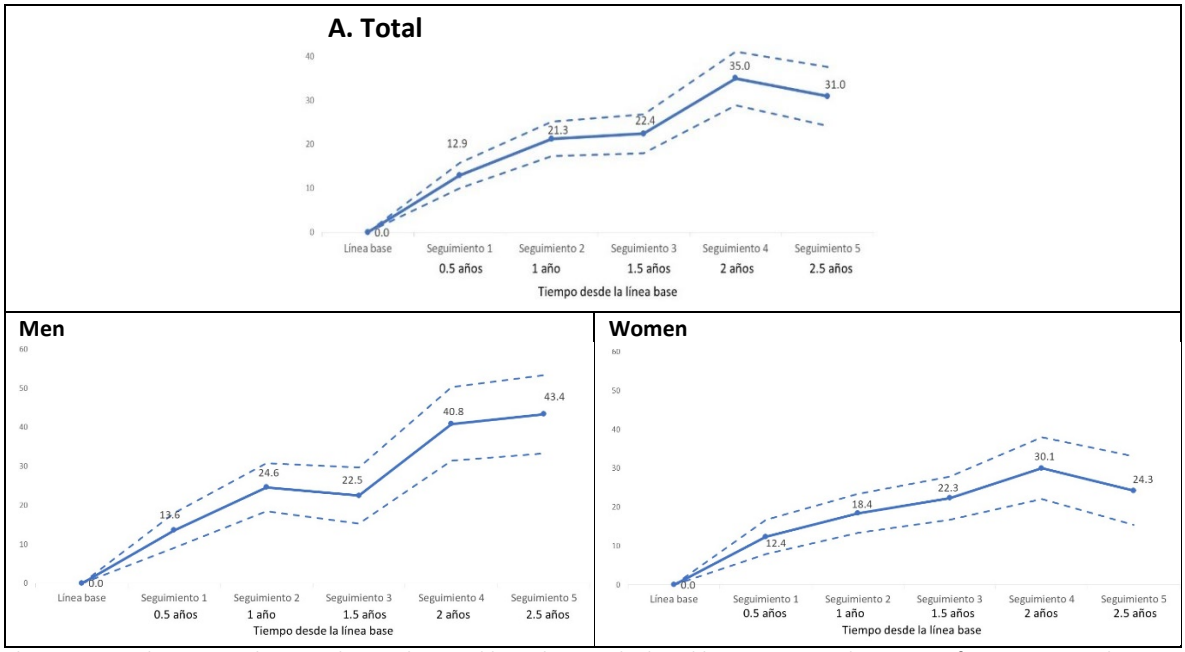
in acceptable[8] employment, including those who are employed or freelancing, which rose from barely 1% to over 15% in the second follow-up and to 33% in the fourth and fifth follow-ups. See Table 16.

Table 16. Change in Favorable Integration, per Group - *YouthBuild*

Indicator	Baseline	Follow-up				
		1	2	3	4	5
All	19.4	31.2	41.6	44.5	54.7	49.9
Country:						
El Salvador	18.5	34.4	42.9	47.6	58.8	50.3
Honduras	20.1	28.5	40.4	41.4	50.2	49.0
Sex:						
Men	20.3	33.5	46.4	47.6	61.7	62.9
Women	18.7	29.2	37.5	41.9	48.7	42.8
Age - Baseline						
Under 18	24.5	34.3	42.8	44.3	58.5	49.1
18 and over	16.4	29.5	40.9	44.6	52.7	50.0
Observations	4,371	1,187	779	642	342	300

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Graph 6. Change in Percentage of Participants who had a Favorable Integration (percentage points) - *YouthBuild*



The averages shown use the sample weights, and have been calculated by comparing the status of participants when interviewed at the follow-up with their status at the baseline.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

[8] As per Project definitions, acceptable work includes acceptable youth work (in the case of youth) or legal child work (in the case of minors). See Annex 1.

Career Connect Clubs

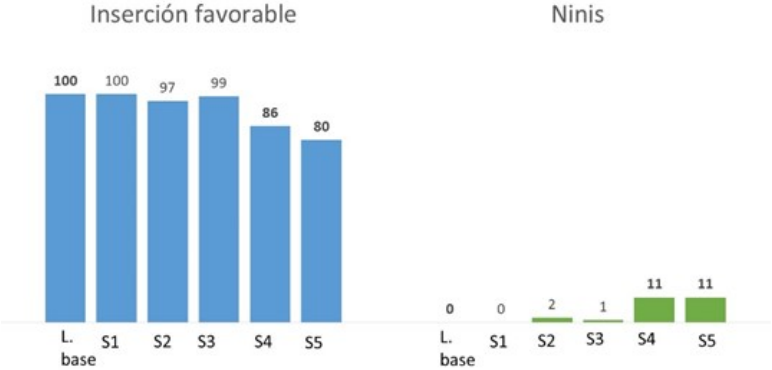
Since the Career Connect Clubs program operates in schools, by definition, all participants were studying at the start of the program and during the first follow-up, as both tests were conducted during the school year. The second follow-up took place at the beginning of the subsequent school year, showing that 3% of the young people were no longer in the education system and that the percentage who were working (whether they were also studying or not) had risen from 11% to 15%. The most notable change occurred during the fourth follow-up, which took place at the beginning of the school year after that, when the percentage of participants who were no longer studying rose to 18 per cent and during the fifth follow-up to 24 per cent; three out of four of the participants who were no longer studying had not completed secondary. Many of those who left school were working; by the fifth follow-up, 13 per cent of the participants were only working. The percentage of participants who were no longer studying and who were not working either, amounted to 11% by the fourth follow-up, where it remained for the fifth follow-up as well. See Table 17 and Graph 7.

Table 17. Education and Work Status - Career Connect Clubs

Indicator	Baseline	Follow-up				
		1	2	3	4	5
In school	100.0	100.0	96.7	99.1	82.2	76.0
Working	11.4	21.9	15.6	20.1	21.4	28.0
Educational and work status						
1. Only in school	88.6	78.1	82.2	79.3	67.7	61.0
2. In school and working	11.4	21.9	14.5	19.8	14.5	15.0
3. Only working	-	-	1.1	0.3	6.9	13.0
4. Not studying or working	-	-	2.2	0.6	10.9	11.0
Favorable Integration*	100.0	100.0	96.7	99.1	85.8	80.8
Acceptable Work	1.6	3.9	3.6	3.7	6.2	10.3
Type of Integration	-	-	-	-	-	-
1. Only in school	88.6	78.1	82.2	79.3	67.7	61.0
2. Acceptable studies and work	1.6	3.7	3.2	3.4	2.6	5.4
3. Acceptable studies and self-	-	0.1	-	-	-	-
4. In school and another job	9.8	18.1	11.4	16.4	11.9	9.5
5. Acceptable employment	-	-	0.4	0.3	3.6	4.4
6. Acceptable Self-Employed	-	-	-	-	-	0.4
7. Another job	-	-	0.7	-	3.3	8.2
8. Not studying or working	-	-	2.2	0.6	10.9	11.0
Observations	4,195	3,128	617	421	164	169

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Graph 7. Changes in indicators for integration – Career Connect Clubs



Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

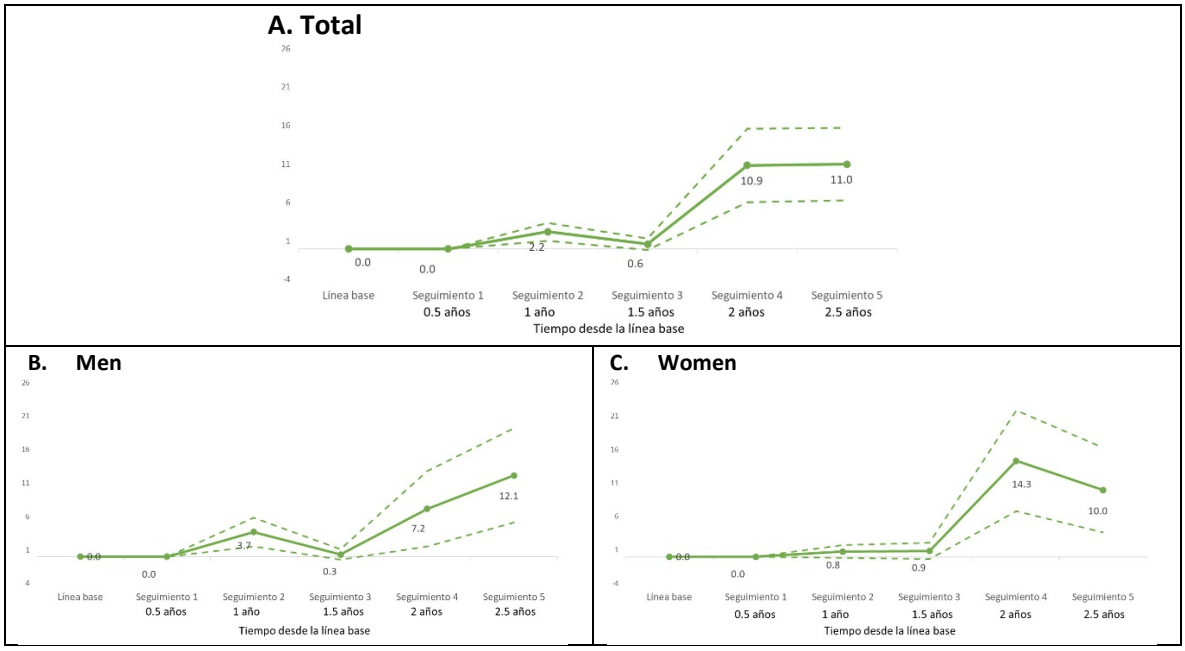
In reviewing the evolution of the proportion of participants who are neither studying nor working, and separating by the different study groups, the same pattern emerges; it becomes even more pronounced in the second school year, following program completion. However, the number of "ninis" increased substantially in Honduras, representing more than three times the percentage of El Salvador in the last two follow-ups (Table 18). Figure 8 shows that there are no considerable differences between men and women in this indicator. On the other hand, the percentage is much higher among those who were older when the baseline was prepared, although it must be kept in mind that this was only 2% of the total participants; it also increased among the group that was 16 and 17 years old at the baseline. It is interesting to note that, for the most part, the participants who had been under 16 were still in school two years after leaving the program.

Table 18. Change in Participants who Neither work Nor Study, by group - Career Connect Clubs

Indicator	Baseline	Follow-up				
		1	2	3	4	5
All	0.0	0.0	2.2	0.6	10.9	11.0
Country:						
El Salvador	0.0	0.0	1.6	0.8	2.7	5.6
Honduras	0.0	0.0	2.8	0.5	18.6	15.3
Sex:						
Men	0.0	0.0	3.7	0.3	7.2	12.1
Women	0.0	0.0	0.8	0.9	14.3	10.0
Age - Baseline						
13 and under	-	-	1.5	-	-	6.6
14 and 15	-	-	3.3	1.2	-	2.5
16 and 17	-	-	1.4	0.8	33.7	24.1
18 and over	-	-	-	-	37.5	37.5
Observations	4,195	3,128	617	421	164	169

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Graph 8. Change in Percentage of Participants who Neither work Nor Study (percentage points) - Career Connect Clubs



The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

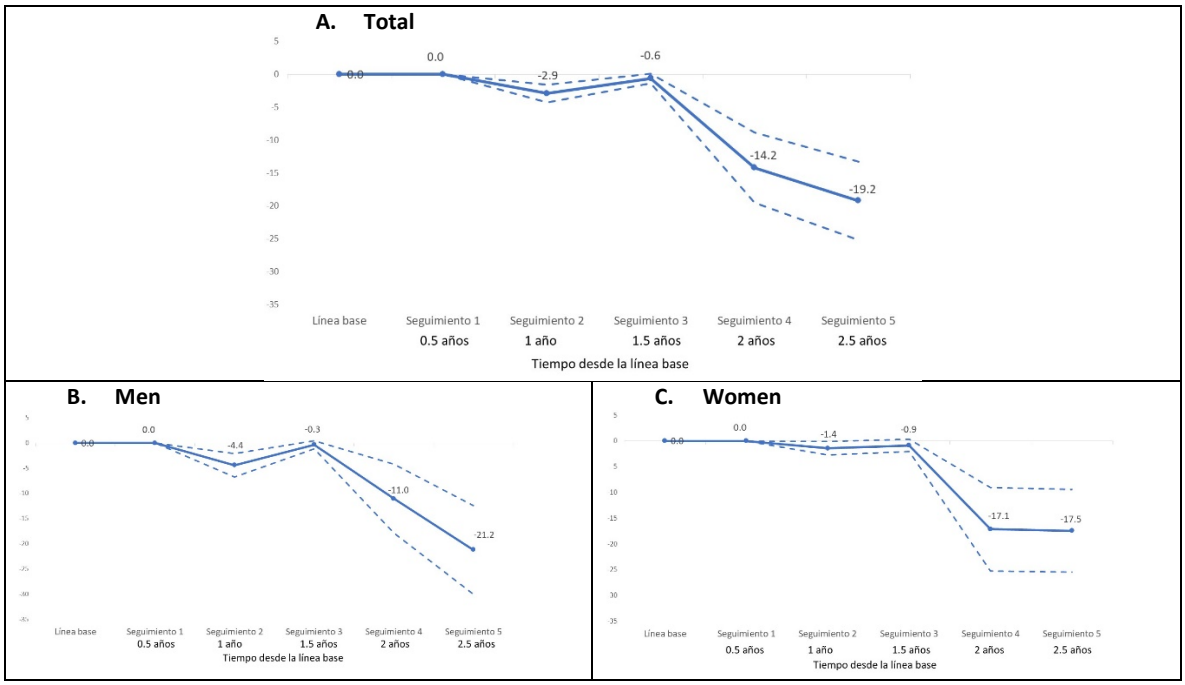
On the other hand, favorable integration dropped from 100% to 85% in the fourth follow-up and to 80% in the fifth (Table 19 and panel A, Graph 9). The main difference is noticeable among countries, with Honduras reporting a lower level of favorable integration in the last two follow-ups (72%) as compared to El Salvador (92%). Although there is not much of a difference in terms of gender (79% among men, and 82% among women), women exhibit a decline in the fourth follow-up, while the reduction in men is more gradual, and it concludes in the fifth follow-up (panels B and C, Graph 9). This indicator also shows that those under 16 in the baseline maintain favorable integration throughout the term of the study.

Table 19. Change in Participants with Favorable Integration - Career Connect Clubs

Indicator	Baseline	Follow-up				
		1	2	3	4	5
All	100.0	100.0	97.1	99.4	85.8	80.8
Country:						
El Salvador	100.0	100.0	97.8	99.2	93.8	92.1
Honduras	100.0	100.0	96.5	99.5	78.3	71.7
Sex:						
Men	100.0	100.0	95.6	99.7	89.0	78.8
Women	100.0	100.0	98.6	99.1	82.9	82.5
Age - Baseline						
13 and under	100.0	100.0	97.9	100.0	96.5	93.4
14 and 15	100.0	100.0	96.3	98.8	98.0	95.1
16 and 17	100.0	100.0	96.8	99.2	60.5	56.8
18 and over	100.0	100.0	100.0	100.0	62.5	25.0
Observations	4,195	3,128	617	421	164	169

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Graph 9. Change in Percentage of Participants who had a Favorable Integration (percentage points) - Career Connect Clubs



The averages shown are based on weighted samples. The dotted lines represent a confidence interval of 95%
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Calculation of the Hawthorne Effect

YouthBuild

To find out whether the results described above were actually what program participants experienced, and not because they may have significantly changed their behaviors in response to being followed approximately every six months to learn about their educational or employment status, which is known as the Hawthorne effect, we compared the results obtained by participants who were part of the cohort study sample (experimental group) with the results obtained from participants who were simply contacted to update their contact information (control group). This required using the data from the Exit Survey to calculate a difference regression making it possible to identify the Hawthorne effect in the various cohorts, so:

$$P(y_{it} = 1) = \text{logit}^{-1}\left(\alpha_0 + \alpha_1 \text{ESTUDIO}_i + \gamma_{l_i} t + \alpha_3 X_i + \Delta_{l_i} \text{ESTUDIO}_i * t \right)$$

Where $y_{it} =$
$result\ for\ participant\ i\ at\ moment\ t\ (favorable\ integration\ or\ nini\ status)$
$t = 0\ corresponds\ to\ the\ baseline\ and\ t = 1\ corresponds\ to\ the\ Exit\ Survey$
ESTUDIO_i=1 if participant i is in the experimental group, and
ESTUDIO_i=0 is in the control group.
$Xi\ the\ \ covariates\ for\ participant\ i\ (sex, age\ bracket, highest\ school\ level\ achieved, country)$
$li =\ \ length\ of\ follow -$
$up\ participant\ i, from\ the\ baseline\ to\ the\ Exit\ Survey. May\ vary\ 1\ to\ 3\ years\ according\ to\ cohort\ ($
Cohort 1: 3 years
Cohort 2: 2.5 years
Cohort 3: 2 years
Cohort 4: 1 year
$\Delta \text{l}, =$ Hawthorne effect estimated per each length of time of follow − up.

Applying the previous equation to Exit Survey data, Hawthorne effect was not noted other than 0 for all cohorts, or for the favorable integration indicator, or for the "nini" indicator, as shown in Table 20 and Graph 10. This is to say, there is reasonable confidence that the results described above have not been significantly influenced by the regular participant follow-ups.

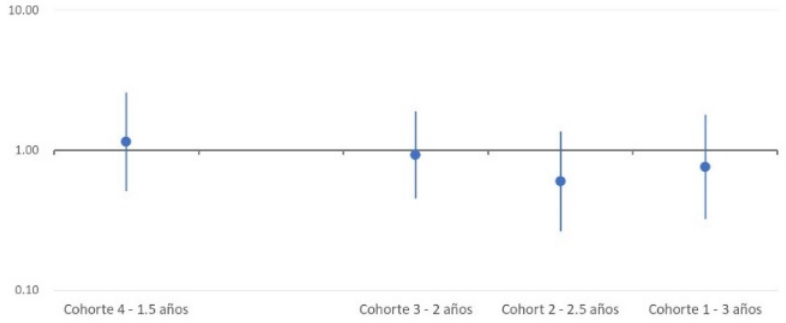
Table 20. Estimate of the Hawthorne Effect on Main Results - *YouthBuild*

Variable	Favorable Integration				Not studying or working ("nini")			
	Estimate		Int. of confidence - 95%		Estimate		Int. of confidence - 95%	
Study	1.20		0.80	1.79	0.94		0.65	1.34
Time of follow-up								
3 years (Cohort 1)	6.14	**	3.37	11.18	0.15	**	0.08	0.28
2.5 years (Cohort 2)	6.31	**	3.37	11.82	0.16	**	0.08	0.30
2 years (Cohort 3)	3.20	**	1.82	5.63	0.24	**	0.13	0.42
1 year (Cohort 4)	2.98	**	1.62	5.48	0.31	**	0.17	0.56
Characteristics in the Baseline								
Being male	1.66	**	1.28	2.15	0.71	**	0.55	0.92
Being under age at baseline	1.21		0.90	1.61	0.85		0.63	1.14
elementary education	0.92		0.68	1.24	1.25		0.92	1.70
Being in El Salvador	1.03		0.78	1.34	0.80		0.61	1.05
Hawthorne Effect								
Cohort 1 - 3 years	0.76		0.32	1.79	1.15		0.46	2.87
Cohort 2 - 2.5 years	0.60		0.26	1.37	1.13		0.47	2.70
Cohort 3 - 2 years	0.93		0.45	1.90	0.68		0.33	1.44
Cohort 4 - 1.5 years	1.15		0.51	2.60	0.50		0.22	1.15

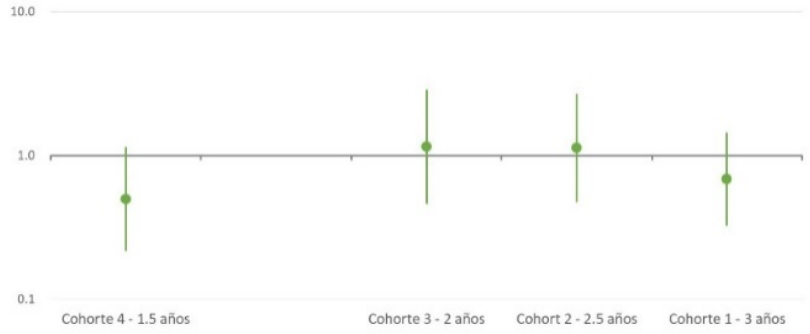
* Odds ratio indicates the degree to which it is probable to achieve this result if a participant shows this characteristic, as compared with a participant who has not. These were estimated using logistic regression in difference-in-differences.
Source: Prepared by author using information form the Exit Survey - 2020

Graph 10. Estimating Hawthorne effect* on main results - *YouthBuild*

A. Favorable Integration



B. Not studying or working ("nini")



*The estimates are odds ration; 1=no significant effect. There is 95% confidence in the intervals.
Source: Baseline survey and Exit Survey, Senderos Juveniles 2020

Career Connect Clubs

In the case of Connection Clubs, the Hawthorne effect was estimated for the different cohorts in order to find out if the results described above do not include biases, because the participants may have significantly modified their behavior in response to having been monitored approximately every six months to find out about their educational or work status. Given the fact that, by definition, the starting point of the indicators is exactly the same for all participants (favorable integration = 100%, ninis = 0%), tests were conducted for the hypothesis of equal measures for participants in the experimental group and in the comparison group. The estimated differences were not statistically significant (Table 21 and Graph 11).

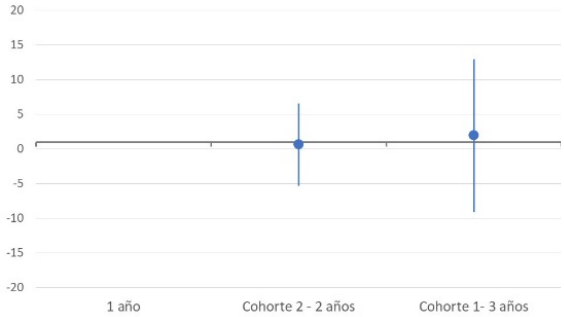
Table 21. Estimating Hawthorne effect* on main results - Career Connect Clubs
Difference for the means in the experimental and control samples in the Exit Survey

Variable	Favorable Integration			Not studying or working ("nini")		
	Estimate	Int. of confidence -		Estimate	Int. of confidence -	
Cohort 1 (three years from the baseline)						
Study	85.9	78.3	93.4	9.4	3.1	15.7
Control	84.0	75.8	92.1	11.3	4.2	18.3
Difference	1.9	-9.1	13.0	-1.8	-11.2	15.0
Pr(T > t)*	0.7299			0.7000		
Cohort 2 (two years from the						
Study	93.9	89.7	98.0	5.3	1.4	9.2
Control	93.3	89.0	97.6	5.2	1.4	9.0
Difference	0.6	-5.3	6.6	0.1	-5.3	5.6
Pr(T > t)*	0.8403			0.9654		

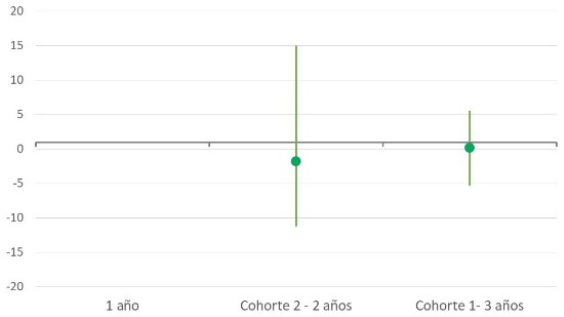
* T-test for two samples with equal variance, Ho= averages are equal
Source: Baseline survey based on exit survey, Senderos Juveniles 2020

Graph 11. Estimating Hawthorne effect* on main results (mean difference during exit survey) - Career Connect Clubs

A. Favorable Integration



B. Not studying or working ("nini")



**Mean difference. There is 95% confidence in the intervals.
Source: Exit Survey, Senderos Juveniles 2020

5. Details about the changes in work and education status

This section presents details about the work and education status of Senderos Juveniles participants. Among the main results related to participant work status, two indicators that are of particular interest to the program were examined: The prevalence of child labor and hazardous work among *YouthBuild* and Vocational Connection Club participants. At the end, there is a description of the type of work being done by the participants who report work integration.

Child Labor and Hazardous Work - Children (under the age of 18)

One of the Senderos Juveniles program objectives is to contribute to the reduction in child labor and hazardous work. All of the outcomes that are discussed in this section refer to participants under the age of 18. As discussed further on, the program definitions suggest that almost all work activities performed by participants can be classified as child labor or hazardous work; therefore, as the number of participants engaged in work increased, the prevalence of children involved in such work also increased.

Prevalence of child labor.[9] Taking into account participants in both programs, the percentage of working children, in any activity, increased from 11% at baseline to 27% at first follow-up; by the third follow-up it had decreased slightly to 23% and continued to drop to 20% on the fifth follow-up (Table 22). In El Salvador, the prevalence of child labor rose from the baseline (14%) to the first follow-up (27%), just after the program ended; then it dropped to 21% in the fourth follow-up and to 19% in the fifth. A similar pattern is apparent in Honduras, with a 20% reduction by the fifth follow-up. In both countries the prevalence recorded in the first follow-up is the largest during the entire period under review.

Overall, the prevalence of child labor almost equals the prevalence of working under-age participants, therefore, work being performed by almost all of those who are minors can be classified as child labor. This is so whether seen by country or by assisting agency (Tables 22 and 23). The most common reason is not having a permit from the Ministry of Labor; excluding this condition decreases the percentage of children in child labor by about 8 percentage points. Based on the results of the first follow-up, which showed the highest prevalence, the percentage of children in child labor decreases from 28 per cent to 20 per cent; a similar drop from 20 per cent to 12 per cent is observed in the fifth follow-up. See Table 22. Table A9, in Annex 4, breaks down the prevalence of child labor by country, program, gender and grade, excluding the condition of not having a permit from the Ministry of Labor.

[9] According to Project definitions, a child is considered to be in a condition of child labor when he or she is involved in work that involves the following conditions: Involves long working hours as defined by local regulations, carries out activities considered to be hazardous for children, has no permit from the Ministry of Labor, or if the child is under the age of 14.

Table 22. Prevalence of Child Labor - Senderos Juveniles (both programs) - by Country

Indicator	Baseline	Follow-ups				
		1	2	3	4	5
BOTH COUNTRIES						
Working (%)	**10.5**	**27.3**	**19.3**	**22.8**	**19.4**	**20.0**
Conditions - Child Labor (% present)						
1. Working under the age of 14	2.7	6.1	3.0	0.7	-	-
2. Many hours, as defined in the national law	2.1	8.4	3.7	7.9	3.3	8.1
3. Work interferes with studies	0.4	-	-	-	-	-
4. Involves hazardous tasks	6.3	12.0	7.4	10.4	10.7	4.9
5. No Ministry of Labor permit	10.0	25.7	19.0	17.7	19.4	20.0
Child Labor (% present)						
Any condition 1 through 5	10.4	26.9	19.3	20.4	19.4	20.0
Any condition (excluding condition 5)	8.3	19.6	11.4	15.5	12.2	11.9
EL SALVADOR						
Working (%)	**14.1**	**27.4**	**22.6**	**22.0**	**21.1**	**19.2**
Conditions - Child Labor (% present)						
1. Working under the age of 14	4.4	8.1	3.6	1.7	-	-
2. Many hours, as defined in the national law	1.5	3.3	0.5	1.9	1.1	-
3. Work interferes with studies	0.6	-	-	-	-	-
4. Involves hazardous tasks	8.8	9.1	8.8	10.1	11.3	8.7
5. No Ministry of Labor permit	13.9	27.0	22.6	18.4	21.1	19.2
Child Labor (% present)						
Any condition 1 through 5	14.1	27.0	22.6	19.6	21.1	19.2
Any condition (excluding condition 5)	11.2	16.0	11.8	11.2	12.5	8.7
HONDURAS						
Working (%)	**7.7**	**27.3**	**16.9**	**23.2**	**18.0**	**20.5**
Conditions - Child Labor (% present)						
1. Working under the age of 14	1.4	4.6	2.5	-	-	-
2. Many hours, as defined in the national law	2.6	12.3	6.0	12.0	4.9	14.4
3. Work interferes with studies	0.2	-	-	-	-	-
4. Involves hazardous tasks	4.3	14.2	6.3	10.7	10.2	1.9
5. No Ministry of Labor permit	6.9	24.7	16.3	17.2	18.0	20.5
Child Labor (% present)						
Any condition 1 through 5	7.5	26.8	16.9	20.9	18.0	20.5
Any condition (excluding condition 5)	1.5	22.3	11.1	18.4	11.9	14.4
Observations:	5731	3446	802	502	155	114
El Salvador	2535	1564	355	230	277	65
Honduras	3196	1882	447	272	337	49

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

The averages discussed hide the important differences identified in the participants of both programs. For example, among Club participants, the percentage jumped from about 11% at baseline to between 18% and 22% in the four post-graduation follow-ups, and stood at 22% in the fifth follow-up (Table 23). On the other hand, in the case of *YouthBuild* , as the age of the participants who were being monitored increased over time, the number of minors decreased. Accordingly, the prevalence of child labor climbed from 9% at baseline to 44% by the second follow-up but then dropped back to 25% by the fourth follow-up, and by the fifth follow-up only six participants were underage and none were working.

Table 23. Prevalence of Child Labor - by Program

	Baseline	Follow-ups				
		1	2	3	4	5
YOUTHBUILD						
Working (%)	**8.9**	**45.5**	**43.8**	**53.3**	**25.0**	**0.0** 1/
Conditions - Child Labor (%)						
1. Working under the age of 14	0.1	-	-	-	-	-
2. Many hours, as defined in the national law	3.2	21.1	14.2	28.3	6.8	-
3. Work interferes with studies	0.7	-	-	-	-	-
4. Involves hazardous tasks	5.9	18.4	14.6	10.3	-	-
5. No Ministry of Labor permit	8.6	41.2	43.8	23.5	25.0	-
Child Labor (%)						
Any condition 1 through 5	8.9	45.1	43.8	39.0	25.0	-
Any condition (excluding condition 5)	7.2	31.1	22.6	34.6	6.8	-
CAREER CONNECT CLUB						
Working (%)	**11.2**	**21.7**	**15.3**	**17.7**	**18.4**	**21.7**
Conditions - Child Labor (%)						
1. Working under the age of 14	3.8	8.1	3.5	0.8	-	-
2. Many hours, as defined in the national law	1.7	4.3	1.9	4.6	2.7	8.8
3. Work interferes with studies	0.3	-	-	-	-	-
4. Involves hazardous tasks	6.5	9.9	6.2	10.5	12.5	5.3
5. No Ministry of Labor permit	10.6	20.6	14.8	16.7	18.4	21.7
Child Labor (%)						
Any condition 1 through 5	11.0	21.3	15.3	17.3	18.4	21.7
Any condition (excluding condition 5)	8.7	16.0	9.6	12.3	13.1	12.9
Observations:	5,731	3,446	802	502	155	114
YouthBuild	1,633	376	228	91	33	6
Career Connect Clubs	4,098	3,070	574	411	122	108

1/ In *YouthBuild* follow-up 5, only 6 of the youth were still minors; none of them was working.
The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Among the participants in both programs, the proportion of children who can be considered as being in child labor is reduced when the condition of not having a work permit is excluded; in the case of *YouthBuild* it drops from 25% to 7% in the fourth follow-up; and for those in Career Connect Clubs, it drops from 18% to 13% in the fourth follow-up, and from 21% to 12% in the fifth (table 23). Moreover, it is striking that the percentage of children who work long hours, as defined in national legislation, tended to surge from 3% at baseline to 40% at the third follow-up, and then fall back at the fourth follow-up (7%). In general, another frequent reason for ending up in child labor is performing some task that the program defines as hazardous (see Annex 1).

Prevalence of hazardous child labor. Child labor is considered to be hazardous if it involves activities that are a hazard for a child at that age[10] (according to the legal definition of hazardous in each country's legislation), working long shifts, or at night.[11] Again, as the percentage of working children

[10] The most common hazardous activities involve carrying or lifting heavy loads (31%), contact with electricity, fire or welding (21%), use of dangerous instruments (16%), transfer or custody of money, performing tasks at a height over 1.5 meters (11%).
[11] In El Salvador, the night schedule is from 7:00 pm to 6:00 am, and in Honduras it is from 7:00 pm to 5:00 am.

increased, the prevalence of hazardous child labor also tended to rise. This is shows up in both countries and both programs (Tables 24 and 25).

Table 24. Prevalence of Hazardous Child Labor - Senderos Juveniles - by Country

Indicator	Baseline	Follow-ups				
		1	2	3	4	5
BOTH COUNTRIES						
Working (%)	10.5	23.7	23.7	27.5	19.4	35.2
Conditions - Hazardous Child Labor (%)						
1. Many hours (over 8/day) 44/week)	3.2	9.7	5.2	9.1	7.6	22.1
2. Night Work	1.4	3.3	5.3	3.0	6.1	1.6
3. Involves hazardous tasks	6.3	12.0	7.4	9.7	10.7	3.0
Hazardous Child Labor (%)						
Any condition 1 through 3	7.9	18.7	13.2	17.7	15.6	25.2
Any condition (excluding condition 3)	1.5	6.5	5.9	3.8	4.9	20.9
EL SALVADOR						
Working (%)	14.1	27.4	22.6	27.7	21.1	28.1
Conditions - Hazardous Child Labor (%)						
1. Many hours (over 8/day) 44/week)	3.5	6.9	2.7	8.1	6.0	15.9
2. Night Work	1.4	4.7	8.0	2.2	5.7	2.4
3. Involves hazardous tasks	8.8	9.1	8.8	8.6	11.3	5.5
Hazardous Child Labor (%)						
Any condition 1 through 3	10.2	15.3	15.9	14.5	14.3	20.4
Any condition (excluding condition 3)	1.4	6.1	7.1	3.2	3.0	14.7
HONDURAS						
Working (%)	7.7	27.3	16.9	27.4	18.0	40.3
Conditions - Hazardous Child Labor (%)						
1. Many hours (over 8/day) 44/week)	3.0	11.9	7.1	9.9	8.7	26.6
2. Night Work	1.5	2.3	3.2	3.7	6.4	0.9
3. Involves hazardous tasks	4.3	14.2	6.3	10.5	10.2	1.1
Hazardous Child Labor (%)						
Any condition 1 through 3	6.0	21.1	11.3	20.1	16.6	28.6
Any condition (excluding condition 3)	1.6	6.9	4.9	4.3	6.4	25.5
Observations:	5731	3446	802	614	155	187
El Salvador	2535	1564	355	277	77	99
Honduras	3196	1882	447	337	78	88

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Whereas for *YouthBuild* , the most prevalent condition concerns long hours, for Career Connect Clubs it is associated with dangerous tasks (Table 25). These include the use of tools, such as saws, knives or polishers; this is followed by carrying heavy loads, or exposure to burns from welding.

Table 25. Prevalence of Hazardous Child Labor - by Program

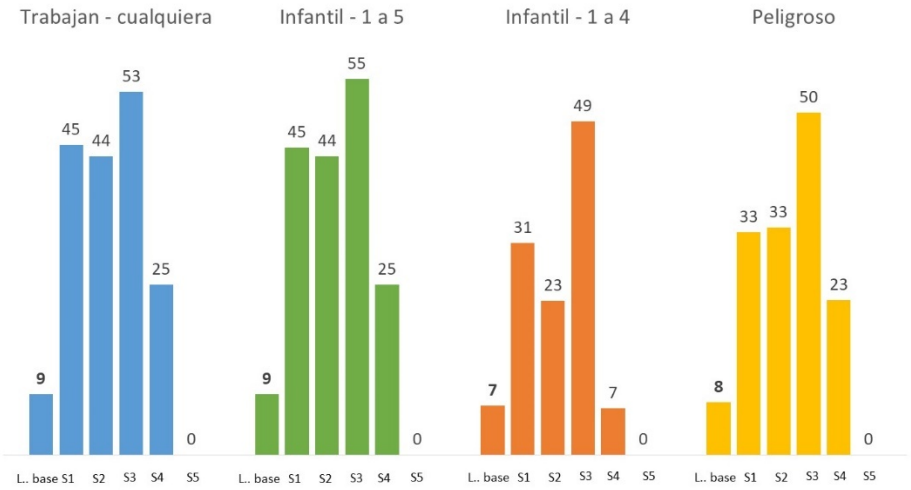
Indicator	Baseline	Follow-ups				
		1	2	3	4	5
YOUTHBUILD						
Working (%)	**8.9**	**45.5**	**43.8**	**53.3**	**25.0**	**0.0**[1/]
Conditions - Child Labor (% present)						
1. Many hours (over 8/day) or 44/week)	3.9	22.8	25.9	38.8	19.3	-
2. Night Work	1.9	3.6	7.4	11.7	8.0	-
3. Involves hazardous tasks	5.9	18.4	14.6	18.7	-	-
Child Labor (% present)						
Any condition 1 through 3	7.7	32.7	33.3	50.2	22.7	-
Any condition (excluding condition 3)	1.8	14.3	18.7	9.3	22.7	-
CAREER CONNECT CLUB						
Working (%)	**11.2**	**21.7**	**15.3**	**17.7**	**18.4**	**21.7**
Conditions - Child Labor (% present)						
1. Many hours (over 8/day) or 44/week)	2.9	5.4	1.8	2.4	5.6	11.8
2. Night Work	1.3	3.2	4.9	2.7	5.8	0.9
3. Involves hazardous tasks	6.5	9.9	6.2	10.5	12.5	5.3
Child Labor (% present)						
Any condition 1 through 3	7.9	14.1	9.9	11.9	14.4	15.5
Any condition (excluding condition 3)	1.4	4.0	3.7	1.5	1.9	10.2
Observations:	5,731	3,446	802	502	155	114
YouthBuild	1633	376	228	91	33	6
Career Connect Clubs	4098	3070	574	411	122	108

1/ In *YouthBuild* follow-up 5, only 6 of the youth were still minors; none of them was working.
The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020

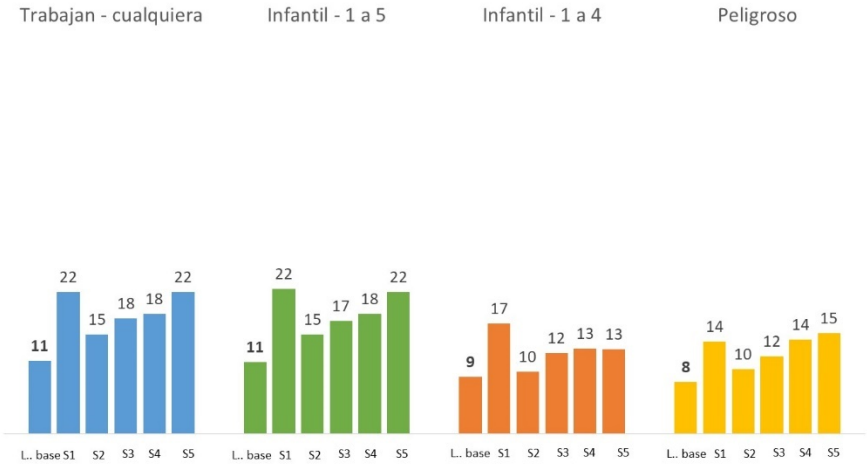
Graph 12 contains a summary of the percentage of children that worked, and shows the changes in prevalence of child labor (excluding the condition of not having a permit from the Ministry of Labor) and hazardous work in both programs. Keep in mind that, as the same participants are followed over time, their ages change, so some parameters for classifying the activities they perform as child labor change; on the other hand, some of them cease to be children and are no longer included in the statistics of the most recent monitoring.

Graph 12. Prevalence of Child Labor and Hazardous Work (under the age of 18)

YouthBuild [1/]



Career Connect Clubs



1/ In *YouthBuild* follow-up 5, only 6 of the youth were still minors; none of them was working.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Vulnerable Work - Youth (age 18 and over)

Another objective in the Senderos Juveniles program is to contribute to reducing irregular jobs and vulnerable work among young people age 18 or over (See Annex 1 for definitions). All of the outcomes noted in this section have to do with individuals who are of age; it needs to be kept in mind that very few Career Connect Clubs participants are youth; consequently, results in this section will not be separated by program.

Overall, there is a noticeable rise in the number of young people who are working (vulnerable or otherwise); with the proportion climbing from 11% at the baseline to 46% at the first follow-up and continuing to climb to 58% in the third follow-up; afterwards there was a downturn to 53% in the fifth follow-up (Table 26). The trends between the countries, because, although both averages

started low at the baseline, they surged to somewhere around 58% in the third follow-up, with El Salvador reaching 60%, while Honduras had a downturn to 34%.

Table 26. Youth Work Irregular and Acceptable[1/] -Senderos Juveniles

Indicator	Baseline	Follow-ups				
		1	2	3	4	5
BOTH COUNTRIES						
Working (vulnerable or not) (%)	**11.2**	**46.4**	**47.9**	**57.9**	**55.1**	**53.1**
Conditions - Irregular Job (%)						
1. Income below minimum wage	7.7	29.9	27.4	24.0	22.0	13.6
2. No access to health benefits	10.9	39.3	41.4	43.7	38.2	21.4
3. No spoken or written contract	8.1	27.7	35.3	35.4	33.8	20.6
Type of work (%)						
Irregular Job	11.0	41.1	43.0	47.0	42.4	27.7
Acceptable employment	1.3	14.4	18.8	26.7	30.9	38.4
EL SALVADOR						
Working (vulnerable or not) (%)	**14.4**	**49.0**	**56.0**	**57.6**	**61.8**	**60.1**
Conditions - Irregular Job (%)						
1. Income below minimum wage	10.1	29.8	29.8	21.7	23.4	16.8
2. No access to health benefits	13.9	40.7	47.8	45.1	42.7	27.4
3. No spoken or written contract	10.2	29.5	41.7	35.0	41.3	26.3
Type of work (%)						
Irregular Job	14.1	43.4	48.8	44.9	48.5	34.5
Acceptable employment	1.5	14.4	21.1	27.3	35.3	42.2
HONDURAS						
Working (irregular or not) (%)	**7.9**	**42.5**	**37.2**	**58.5**	**46.8**	**34.5**
Conditions - Irregular Job (%)						
1. Income below minimum wage	5.2	30.0	24.4	27.9	20.3	4.5
2. No access to health benefits	7.7	37.3	33.0	41.2	32.7	4.5
3. No spoken or written contract	6.0	25.0	26.7	36.0	24.7	4.5
Type of work (%)						
Irregular Job	7.8	37.7	35.3	50.4	34.9	9.5
Acceptable employment	0.9	14.2	15.8	25.8	25.4	28.6
Observations:	2836	676	588	449	351	85
El Salvador	1436	386	386	296	211	67
Honduras	1400	290	202	153	140	18

1/ Work is "Acceptable" when it includes at least two of the following conditions: Pay that is equal or greater than the minimum wage, working full time, there is a verbal agreement or written contract, there are health benefits or a pension. Although in some cases it can be considered "irregular" under the Project definitions, it is considered "non vulnerable," consequently it is "acceptable." This means, the categories of acceptable work and irregular work are not mutually exclusive.
The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

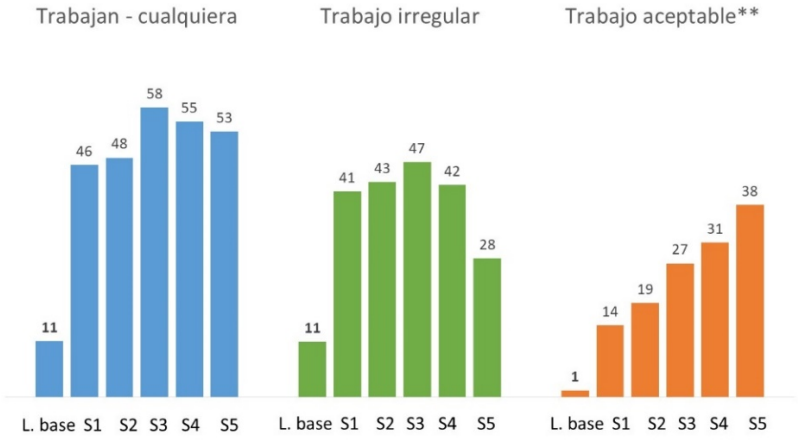
Prevalence of irregular work. Virtually all work done by young people at the beginning of the program and during the first follow-up could be considered irregular according to the project definitions.[12] This has changed, for although the percentage of irregular work remained above 40%, above the baseline, the prevalence of young people in any type of work (vulnerable or not) increased much more in the third and fourth follow-ups, indicating that it is regular employment that is on the

[12] This includes all work with one of the following conditions: Pay below the minimum wage, having to verbal agreement or written contract, having no access to health benefits or a pension, casual or seasonal work, work at less than full time.

rise. In the fifth follow-up, the percentage of irregular work fell by nearly 14 percentage points (to 28 per cent). Irregular status was mostly from a lack of access to health benefits, in both countries (Table 26 and Graph 13).

An important point to note is the sustained increase in ***acceptable work***, which, although not synonymous with formal work, is closer to quality[13] work, rising from 1% to 14% in the first follow-up, and climbing to 27% in the third and 31% in the fourth; this improvement was seen in both El Salvador and Honduras (table 26 and graph 13). Even in the fifth follow-up 30 months after program graduation, there was an increase up to 38%, on average, for the entire program. It was highest in El Salvador, where it rose from 35% to 42%; whereas, the increase was more subtle in Honduras (from 25% to 28%), despite the reduction in the percentage of young people working.

Graph 13. Prevalence of Irregular and Acceptable Work (age 18 and older) - Senderos Juveniles



** Work is "Acceptable" when it includes at least two of the following conditions: Pay that is equal to- or greater than the minimum wage, working full time, there is a verbal agreement or written contract, there are health benefits or a pension. Although in some cases, the Project defines a job as "irregular" (not having social security, for example), it is considered "not vulnerable" if any two of the above conditions are met (sufficient income and working hours, for example), and is therefore classified as "acceptable". This means, the categories of acceptable work and irregular work are not mutually exclusive. Acceptable work is not synonymous with formal employment.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Table 27 shows the prevalence of irregular and acceptable work in youth, according to participant characteristics. As can be seen throughout the study, the trend observed in the prevalence of irregular work is similar regardless of country or gender, except in the third follow-up. The trend in prevalence of acceptable work is also similar in both countries. However, data by gender shows that although prevalence was similar in both cases at the start of the program, starting with the thir d follow-up, the percentage of men with acceptable work had risen more quickly than that of women.

[13] "Acceptable" work involves income equal to or greater than the minimum wage, full-time schedule, with a verbal or written contract, with social security or pension. Although in some cases it can be considered "irregular" under the Project definitions, it is considered "non vulnerable," consequently it is "acceptable."

Table 27. Prevalence of irregular and acceptable work in youth, as per participant characteristics – Senderos Juveniles.

Indicator	Baseline	Follow-ups				
		1	2	3	4	5
IRREGULAR WORK						
Country						
El Salvador	14.1	43.4	48.8	44.9	48.5	34.5
Honduras	7.8	37.7	35.3	50.4	34.9	9.5
Sex						
Men	12.6	46.7	48.5	52.5	44.4	28.5
Women	10.5	36.6	38.1	42.9	40.4	26.9
ACCEPTABLE WORK[1/]						
Country	12.0	39.7	47.6	45.9	38.0	21.0
El Salvador	10.3	42.4	39.1	48.3	45.8	35.2
Honduras						
Sex						
Men	1.5	14.4	21.1	27.3	35.3	42.2
Women	0.9	14.2	15.8	25.8	25.4	28.6

1/ Work is "Acceptable" when it includes at least two of the following conditions: Pay that is equal or greater than the minimum wage, working full time, there is a verbal agreement or written contract, there are health benefits or a pension. Although in some cases it can be considered "irregular" under the Project definitions, it is considered "non vulnerable," consequently it is "acceptable." This means, the categories of acceptable work and irregular work are not mutually exclusive.

Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Characteristics of the work done by participants

The information in this section includes only those participants who had some type of work, and those whose baseline information is available and who completed the follow-up form.

Type of work. On average, there was improvement in the quality of the type of work done by *YouthBuild* . On the one hand, the number of participants with paid work increased from 58% in the baseline to 78% in the third follow-up and 83% in the fifth (table 28). As for freelance work, it hovered close to 13% until the third follow-up when it underwent a slight upturn to 14% in the fifth. Finally, the prevalence of unpaid work declined steadily from 23% at the baseline to only 3% in the fifth follow-up.

It is important to point out that seven or eight in ten *YouthBuild* participants with paid work stated that they got it with program support, both in the first follow-up when the program concluded, and in the second and fourth follow-up contacts, six and then 18 months later, respectively. This result reflects the accompaniment that the program provides participants during the first six months. Conversely, the percentage drops to 26% in the fifth follow-up; however, the percentage of those with paid work continued to grow, suggesting that after a time, participants had acquired the capability to find work. This result is confirmed in views expressed by the participants, as will be seen further on in this report. On the other hand, in the case of Career Connect Clubs, the percentage of participants with paid work, as a percentage of all those who were working, remained around half until the third follow up, but soared to 70% in the fourth.

Table 28. Characteristics of the Work Done by Participants (only those who work)

Indicator	Baseline	Follow-ups				
		1	2	3	4	5
YOUTHBUILD						
Category (%)						
1. Paid worker	58.9	72.4	75.4	77.6	77.2	83.2
2. Freelancer	13.4	11.3	14.3	13.2	18.4	13.8
3. Unpaid worker	21.0	16.3	9.4	9.1	3.4	3.0
4. Not specified	6.7	0.0	0.9	0.0	-	0.0
Time worked						
Days per week	3.7	4.9	4.9	5.0	4.8	5.1
Hours per day	6.0	7.9	7.9	8.1	8.5	8.5
Length of time on the job						
Months at that job	1.0	16.0	9.7	10.2	9.6	11.2
Form of payment (%)						
1. Cash	74.9	81.1	92.4	86.4	90.9	95.2
2. Goods and services	10.1	3.3	0.0	4.7	0.0	1.8
4. No payment	14.3	15.2	7.6	8.9	4.0	3.0
Daily income (in dollars)						
1. Including non-paid	7.7	8.2	9.6	9.4	12.8	11.4
2. Excluding non-paid	10.0	9.8	10.6	10.3	13.2	11.8
Work secured through CRS (%)		73.4	74.7	27.6	72.4	26.2
CAREER CONNECT CLUB						
Category (%)						
1. Paid worker	53.8	51.9	51.7		70.9	
2. Freelancer	6.3	4.6	0.4		10.8	
3. Unpaid worker	33.1	41.6	43.9		18.2	
4. Not specified	6.9	1.9	4.0		0.0	
Time worked						
Days per week	3.8	4.0	4.2		4.0	
Hours per day	2.2	4.5	4.4		7.8	
Form of payment (%)						
1. Cash	61.4	49.3	52.1		71.6	
2. Goods and services	11.5	8.2	3.6		14.2	
3. No payment	27.0	42.5	44.4		14.2	
Daily income (in dollars)						
1. Including non-paid	4.8	3.5	4.1		10.4	
2. Excluding non-paid	7.1	6.1	7.7		12.7	
Observations (working participants):	926	1,192	510	348	236	168
YouthBuild	448	506	390	348	195	168
Career Connect Clubs	478	686	120		41	

* Few children in *YouthBuild* work, and few young people in Career Connect Clubs work either; the total presented is for both programs

The averages shown are based on weighted samples.

Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Time worked. Overall, the average number of days worked per week in the five follow-ups stepped up from 4 to 5 days in the case of *YouthBuild* and remained at about 4 in Career Connect Clubs (Again refer to Table 28). On the other hand, since the first follow-up, the average number of hours that participants work in a day has increased slightly from 7.9 hours to 8.5 hours for *YouthBuild* ; in the case of Clubs, working participants had worked close to 5 hours per day, but in the fourth follow-up they averaged up to 7.8 hours. This last figure is consistent with the fact that the number of

young people who are no longer pursuing their education rose, consequently the number of hours they dedicate to work could have increased.

Length of time on the job ***In*** the case of *YouthBuild* , length of time on the job was monitored; the average number of months at the current job had been declining between the first and fourth follow-up, dropping from 16 to close to 10. This reduction is consistent with the fact that, over time, the quality of the job had improved, indicating the more recent jobs were better quality. Nevertheless, during the fifth follow-up, the average rose slightly to 11.2.

Payment made. On average, payment in cash increased for *YouthBuild* participants, as the percentage receiving cash payment jumped from 75% at the baseline to 80% in the first follow-up to then hover around 90% until the fourth follow-up, and peaked at 95% in the fifth.

In general, the daily income that participants from programs received also increased. For instance, in the case of *YouthBuild* , daily payment rose from US$7 to US$11,including those who are unpaid. Among Career Club participants, the increase in payment per day was US$4.80 to US$10 (Table 28). Table 29 shows average work income per day for youth who are performing any kind of remunerated activity; during the last follow-up, the average salary received in every case, exceeded what had been achieved in the third follow-up, although less than the fourth. During the fifth follow-up, there was a reduction in men's salaries, while women continued on the rise; nonetheless, it is less than that of the men

Table 29. Daily income US$ (excluding unpaid workers)

Indicator	Baseline	Follow-ups				
		1	2	3	4	5
YOUTHBUILD						
Country						
El Salvador	9.77	9.94	10.15	10.23	12.01	10.15
Honduras	10.66	9.63	11.10	10.46	14.76	13.36
Sex						
Men	11.11	10.41	11.02	11.03	16.27	13.41
Women	8.68	8.95	9.99	9.62	10.35	10.50
Level of education						
Completed secondary	10.22	11.00	11.06	11.42	13.80	12.38
Has not completed	9.92	9.06	10.45	9.52	12.82	10.89
CAREER CONNECT CLUB						
Country						
El Salvador	7.50	5.23	6.25		15.46	
Honduras	6.51	7.04	9.48		7.15	
Sex						
Men	7.61	7.10	9.52		17.81	
Women	5.50	3.54	4.24		6.99	

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

The second and fourth *YouthBuild* follow-ups were done with the long form approximately six and then 18 months after the program ended, looked into the number of jobs participants had held during the previous six months, whether or not they were working at the time of the interview. Close to 29% of participants in the second follow-up had not held a job in the previous six months; by the fourth follow-up, only 25% had not held a job. There was a decline in the percentage of participants who had not held a job in the period under consideration in terms of both men and

women. Per-country data shows that the percentage decreased in Honduras; while in El Salvador it rose slightly (Table 30).

Table 30. Number of Jobs Held by Participants in Previous Six Months Second Follow-up Contact - *YouthBuild*

Category	Total		EL SALVADOR		HONDURAS		MEN		WOMEN	
	FolUp 2	FolUp4	FolUp 2	FolUp 4	FolUp 2	FolUp 4	FolUp2	FolUp4	FolUp2	FolUp4
Number of jobs in last six months										
0	28.9	24.5	20.8	22.8	36.5	26.5	21.3	20.7	35.3	27.9
1	48.8	56.3	50.8	54.2	47.0	58.6	50.5	56.6	47.3	56.1
2	16.5	12.5	22.7	14.9	10.8	10.0	18.5	13.6	14.8	11.6
3	4.6	5.6	4.8	7.3	4.4	3.9	7.1	8.0	2.5	3.6
4	0.8	1.0	0.9	0.8	0.7	1.1	1.7	1.2	0.0	0.8
5	0.4	0.0	0.1	0.0	0.7	0.0	0.9	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average number of jobs										
All	1.0	1.0	1.1	1.1	0.9	0.9	1.3	1.3	1.0	1.0
Working	1.4	1.4	1.5	1.4	1.4	1.3	1.5	1.5	1.4	1.3

The averages shown are based on weighted samples.
Source: Second and Fourth Follow-up Forms 2018-2019.

Moreover, half of participants in the second follow-up and close to 56% in the fourth had held only one job, regardless of sex or country. For the most part, participants had held a job during the previous six months; if those who have no job nor had held any jobs are excluded, the average was still at 1.5 jobs per participant.

6. Educational and Work Tracks, and Related Factors - *YouthBuild*

This section explores the tracks participants took after graduation from the *YouthBuild* program. This involved two exercises to characterize the tracks, followed by an exploration of related factors. Also discussed are the factors that have to do with obtaining any job, in general, and quality work in particular.

Tracks Described by *YouthBuild* Participants

Taking into account all participants with at least one follow up contact, their work status at each follow up was compared to their baseline, and the tracks that emerged were classified into five categories: Upward with acceptable employment, another upward track with no-change, and a downward track continuing as "nini." Table 31 illustrates the status change in each.

Table 31. Tracks Drawn Between Baseline and Follow-up

Baseline Status	Follow-up Status				
	Acceptable Work	Returned to School	Another job	Remained in School	"Nini"
Acceptable Work	No Change	Upward	Downward		Downward
Another job	Upward	Upward	No Change		Downward
Study	Upward		Upward	No Change	Downward
"Nini"	Upward	Upward	Upward		

Green is Upward, yellow means status remains Unchanged since baseline, red denotes a Downward turn in status, and black means neither working nor studying at the baseline or in follow-up contact ("nini").
These tracks were discussed with CRS staff to come up with the definitions.
Source: Prepared by author

During the first follow-up contact, approximately four in ten participants already held a job that was a better situation than at the baseline; in the subsequent follow-up contacts, the percentage grew and remained at around 60% (Table 32). Among those on an upward track, the percentage that held an acceptable job rose from almost 11% in the first follow-up, to 30% in the fourth. In other words, the quality of jobs held by participants increases over time. Conversely, those who were neither working or in school at the baseline, and whose status went unchanged, dropped from 40% in the first follow-up contact to 22% in the fifth; the greatest change emerges in the second follow-up, six months after graduating. When the analysis of the first follow-up at the end of the program is excluded, only 15% of participants still neither study nor work (see right hand column, Table 32).

Table 32. Tracks Drawn, Comparing the Status at each Follow-up Contact to the Baseline Status - Percentages

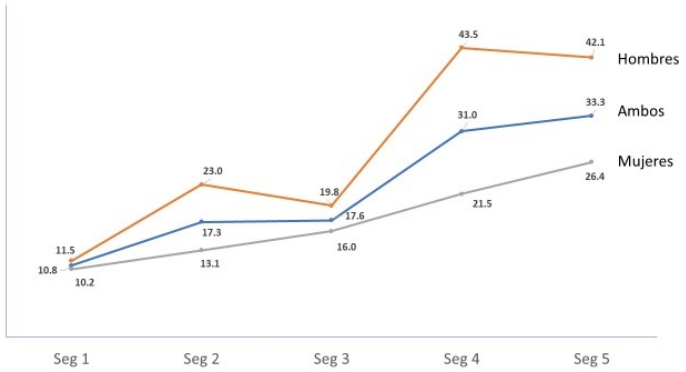
Track	Track from Follow-up to Baseline					Best Track Achieved 1/
	Follow-up 1 On completion	Follow-up 2 6 months graduation	Follow-up 3 1 year later grad.	Follow-up 4 2 years after the Baseline	Follow-up 5 2.5 years after the Baseline	
ALL						
Upward	42.0	54.3	63.4	61.1	65.0	81.2
Upward - acceptable work	10.8	17.3	17.6	31.0	33.3	38.6
Upward - other	31.3	37.0	45.8	30.1	31.7	42.7
No Change	10.6	12.7	9.8	9.4	5.3	6.9
Downward	6.7	5.1	5.2	5.9	7.3	1.2
Remains "nini"	40.6	27.9	21.6	23.7	22.3	10.6
MEN						
Upward	48.8	60.9	69.7	68.0	70.7	84.9
Upward - acceptable work	11.5	23.0	19.8	43.5	42.1	44.3
Upward - other	37.3	37.9	49.8	24.5	28.6	40.6
No Change	10.7	12.5	10.2	9.5	6.8	5.5
Downward	7.3	4.8	4.5	4.1	4.5	1.4
Remains "nini"	33.3	21.8	15.7	18.4	18.1	8.2
WOMEN						
Upward	36.8	49.3	58.8	55.9	60.5	78.2
Upward - acceptable work	10.2	13.1	16.0	21.5	26.4	34.0
Upward - other	26.5	36.3	42.9	34.4	34.1	44.3
No Change	10.5	12.8	9.5	9.2	4.2	8.1
Downward	6.3	5.4	5.7	7.2	9.6	1.1
Remains "nini"	46.4	32.4	26.0	27.7	25.8	12.6
Observations						
All	1,187	779	733	342	300	490
Men	523	335	313	147	133	219
Women	664	444	420	195	167	271

1/ Excluded participants whose only available data is for the first follow-up done at the close of the program, in order for participants to have time to get work.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

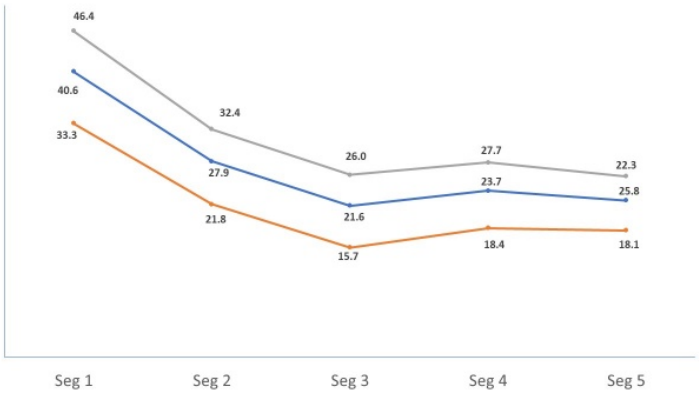
Both males and females experienced the same pattern of sustained improvement over time (Table 32). In the first follow-up contact, almost half of the men had improved their work situation, but only 37% of women had done so; at the end of the period, in follow-up 5, the gap narrowed to 10 percentage points (70% of men and 60% of women). Nonetheless, men's track tended toward getting better quality work; even though in the first follow-up, almost 10% of men and women had improved and gotten acceptable work, in the end, 42% of men had done so, whereas only 26% of women had (Panel A, Graph 14). Conversely, the percentage of women who still neither study nor work is higher since the first follow-up; and although it declines for both men and for women, the gap remains (Panel B, Graph 14).

Graph 14. Track Comparing the Job Held at each Follow-up Contact to the Baseline Status.[1/] Percentages

A. Upward Track - Acceptable Work



B. Remained not studying or working



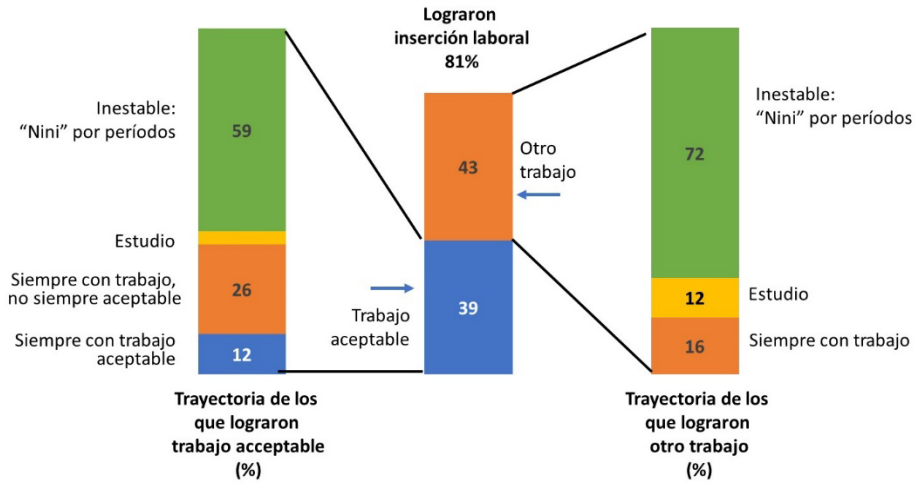
1/ Each point represents a comparison between the work status at a point in time (during follow-up) with status at the baseline; that is to say, each point stands alone. A participant may have more than one follow-up contact, so the information may be included at more than one point.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

As stated before, the greatest leaps in work status were achieved between the baseline and the first follow-up contact, and then the second important increase was between the first and second follow-up (up to six months after graduating), and it continues improving, although at a slower pace. Therefore, in order to establish which was the best track experienced by participants, we took into account the changes that participants noted when there were at least two follow-ups, in order for participants to have time to get work. The information presented in Table 32 in the right column corresponds to the best track reported by participants in any of the subsequent follow-up contacts. It shows that at least eight in ten participants were able to get on an upward track in the period following program graduation: 36.8% got acceptable work, and 42.5% other kinds of work. In addition, only 11% still were unable to get a job or take up their studies.

It is important to point out that the fact that a participant achieved certain track drawn by comparing the status at some moment in time to the baseline status, this does not mean that once this favorable status was achieved, acceptable work for instance, it was sustained over time. In order to better understand this, participants with data available from at least two follow-ups were taken into account, and classified according to the type of track drawn throughout the period under review;

this is shown in detail in Table A11 in Annex 4. In Graph 15, the center bar represents participants who were able to find work for some period of time, while the left and right bars show the distribution of the track for these participants over time. Of the participants that were able to get acceptable work (blue portion of the center bar), only 12% kept the acceptable work during the entire period, and another 26% remained working but at a lower quality job; almost 60% had an unstable work track, where for at least some time they could be considered "nini." For their part, participants that got other types of work (the orange portion of the center bar), 16% remained working, and 12% returned to their studies; while almost three in four were "nini" at some point in time.

Graph 15. Description of Tracks over Time for Participants who were able to get Work - *YouthBuild*



Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

The best track a participant is able to achieve seems to have to do with the type of technical training provided (Table 33). For instance, taking all participants into account, the courses that show in at least one follow-up contact that participants got acceptable work were: Barbershop (58%), administrative assistant (49%), apparel manufacture or industrial machinery (44%) and baking (42%). However, the averages hide the differences that emerge between men and women, for instance, whereas 61% of men who participated in the administrative assistant course were able to get acceptable work, only 38% of women did so. In general, these differences emerge in all courses, except for barbershop, although less than 1% of women participated in that training.

Table 33. Track by Course - *YouthBuild*
(Best result achieved in any follow-up)
the shaded fields indicate the most prevalent rack for participants in each course.

	Upward Track			No Change	Down-ward	Remain "nini"	Total
	Any	Acceptable Work	Another job				
BOTH SEXES							
ALL[1/]	**81.2**	**38.6**	**42.7**	**6.9**	**1.2**	**10.6**	100.0
Cosmetology	82.0	37.1	**44.9**	9.0	-	9.0	100.0
Barbershop	100.0	**57.9**	42.1	-	-	-	100.0
Sales	87.0	32.6	**54.4**	4.4	-	8.7	100.0
Culinary Arts	75.9	34.9	**41.0**	9.6	3.6	10.8	100.0
Bread Making	75.0	**41.7**	33.3	5.6	2.8	16.7	100.0
Hospitality / Servers	70.6	23.5	**47.1**	11.8	-	17.7	100.0
Administrative Assistant/ Office	87.8	**48.8**	39.0	3.7	-	8.5	100.0
Technical Courses	83.7	36.7	**46.9**	4.1	2.0	10.2	100.0
Apparel manufacture / Industrial	80.0	**44.0**	36.0	12.0	-	8.0	100.0
Graphic Design/Digital Marketing	70.8	25.0	**45.8**	8.3	-	20.8	100.0
Other	87.5	37.5	**50.0**	-	12.5	-	100.0
MEN							
ALL[1/]	**84.9**	**44.3**	**40.6**	**5.5**	**1.4**	**8.2**	100.0
Cosmetology	100.0	33.3	**66.7**	-	-	-	100.0
Barbershop	100.0	**55.6**	44.4	-	-	-	100.0
Sales	92.0	32.0	**60.0**	8.0	-	-	100.0
Culinary Arts	75.8	**42.4**	33.3	9.1	6.1	9.1	100.0
Bread Making	75.0	**43.8**	31.3	6.3	-	18.8	100.0
Hospitality / Servers	80.0	40.0	40.0	20.0	-	-	100.0
Administrative Assistant/ Office	90.5	**61.9**	28.6	-	-	9.5	100.0
Technical Courses	81.4	34.9	**46.5**	4.7	2.3	11.6	100.0
Apparel manufacture / Industrial	91.7	**50.0**	41.7	-	-	8.3	100.0
Graphic Design/Digital Marketing	72.7	18.2	**54.6**	18.2	-	9.1	100.0
Other	100.0	50.0	50.0	-	-	-	100.0
WOMEN							
ALL[1/]	**78.2**	**34.0**	**44.3**	**8.1**	**1.1**	**12.6**	**100.0**
Cosmetology	81.4	37.2	**44.2**	9.3	-	9.3	100.0
Barbershop	100.0	**100.0**	-	-	-	-	100.0
Sales	81.0	33.3	**47.6**	-	-	19.1	100.0
Culinary Arts	76.0	30.0	**46.0**	10.0	2.0	12.0	100.0
Bread Making	75.0	**40.0**	35.0	5.0	5.0	15.0	100.0
Hospitality / Servers	66.7	16.7	**50.0**	8.3	-	25.0	100.0
Administrative Assistant/ Office	85.0	35.0	**50.0**	7.5	-	7.5	100.0
Technical Courses	100.0	50.0	50.0	-	-	-	100.0
Apparel manufacture / Industrial	69.2	**38.5**	30.8	23.1	-	7.7	100.0
Graphic Design/Digital Marketing	69.2	30.8	**38.5**	-	-	30.8	100.0
Other	75.0	25.0	50.0	-	25.0	-	100.0
Information unavailable	40.0	-	40.0	20.0	-	40.0	100.0

1/ Titles in the columns correspond to the items in Table 32
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

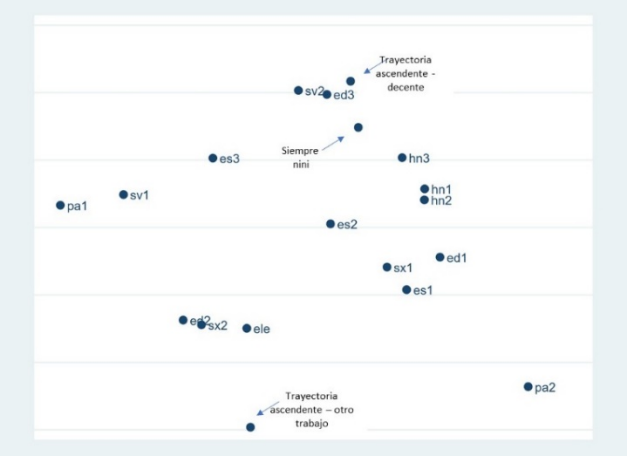
Factors Associated with Tracks and Getting Work

In exploring participant characteristics that relate most to the different tracks (upward to acceptable work, upward to other work, or remains "nini"), a statistical procedure called multidimensional scaling (MDS) was used, providing a visual representation of the degree to which the variables are related. In the relationship map shown in Graph 16 the proximity of the points represents greater correlation; that is to say, the MDS allows for an assessment of the relationship between the

variables (Jaworska & Chupetlovska-Anastasova, 2009).[14] Getting acceptable work is more strongly related to having completed secondary school (ed3) and an implementing partner in El Salvador (sv2); conversely, being female (sx2) and having incomplete secondary education (ed2) is more closely related with an upward track where acceptable work has not been achieved.

An apparently contradictory result is that a status with no school or work at the baseline and at least one follow-up, is related to the same factors that have to do with a track where acceptable work is achieved. However, this may reflect the young people's instability in the labor market. There were few participants who held on to acceptable work over time, most of them went through "nini" periods.

Graph 16. Graphic Representation of the Relations between Tracks and Participant Characteristics - Multidimensional Scaling



Note: Each point represents a characteristic: pa1=El Salvador, pa2=Honduras; sx1=men, sx2=women; ed1=less than elementary education, es2=completed basic ed, es3=completed secondary; ele=mid-range or high eligibility; sv1, sv2, hn1, hn2 and hn3 are implementing partners.
Source: Prepared by the author with information from the baseline survey and follow-up forms from Senderos Juveniles 2017-2020.

In order to look into the influence different factors may have had in the prevalence of working or having paid work, logistic regressions[15] were estimated for follow-up contacts 2 and 4. For each variable (having work and having paid work) two equations were estimated: First (version 1) includes participant characteristics, and the second also includes a variable that indicates that job had been held prior to the current one (version 2). Results are shown in Table 34.

[14] Jaworska, N. & Chupetlovska-Anastasova, A. (2009). *A review of multidimensional scaling (MDS) and its utility in various psychological domains*. Tutorials in Quantitative Methods for Psychology, 5, 1: 1-10.

[15] Logistic regressions were used in which the dependent variables were dichotomous, indicating whether the participant had a job (1) or not (0), first not including the variable indicating whether the participant had had two or more jobs in recent months, and then including it. Likewise, a dichotomous variable was used as a dependent variable indicating whether the participant had a salaried job (1) or not (0) For each independent variable, the coefficients correspond to the relative probability (with all other variables constant).

Table 34. Odds Ratio for Working and Having a Paid Job - *YouthBuild*

Logistic equation coefficients with the dependent variable indicating that the participant works, or is a wage-earning employee, as appropriate

Variables	A. Having work (any)		B. Having paid work	
	Version 1	Version 2	Version 1	Version 2
A. SECOND FOLLOW-UP				
Male	2.06 ***	1.87 **	2.24 ***	2.08 ***
	(0.31)	*(0.30)*	*(0.35)*	*(0.33)*
El Salvador	2.06 ***	1.76 ***	1.52 **	1.34 *
	(0.32)	*(0.29)*	*(0.25)*	*(0.22)*
Graduated Secondary Sch.	1.14	1.14	0.96	0.96
	(0.18)	*(0.19)*	*(0.16)*	*(0.16)*
Youth (age 18 or older)	1.20	1.16	1.11	1.07
	(0.21)	*(0.21)*	*(0.20)*	*(0.20)*
Held more than one job		5.64 ***		2.56 ***
		(1.22)		*(0.47)*
Constant	0.40 ***	0.34 ***	0.30 ***	0.27
	(0.07)	*(0.06)*	*(0.05)*	*(0.05)*
B. FOURTH FOLLOW-UP				
Male	1.67 **	1.54 *	2.18 ***	2.09 ***
	(0.14)	*(0.15)*	*(0.10)*	*(0.11)*
El Salvador	1.23	1.08	1.14	1.06
	(0.19)	*(0.22)*	*(0.21)*	*(0.22)*
Graduated Secondary Sch.	0.96	1.01	1.18	1.22
	(0.22)	*(0.24)*	*(0.27)*	*(0.28)*
Youth (age 18 or older)	4.41 ***	4.38 ***	2.91 **	2.81 **
	(1.93)	*(1.98)*	*(1.34)*	*(1.30)*
Held more than one job		5.30 ***		1.98 **
		(2.06)		*(0.59)*
Constant	0.52	0.36	0.44	0.38
	(0.25)	*(0.18)*	*(0.22)*	*(0.19)*

Note: Standard Errors in parentheses. *** p-value<0.01, ** p-value<0.05, * p-value<0.1.
Source: Prepared by author with information from the second follow-up contact for *YouthBuild*

Consistent with the previous results, during the second follow-up, a male was almost twice as likely than a woman to get any kind of work, and of having paid work (where all other variables are constant: Country of residence, age group, education level). Similar results are seen in individuals living in El Salvador as compared to those who live in Honduras. On the other hand, having finished secondary and or being 18 years old or older does not significantly modify the probability, as indicated by coefficients close to one (Panel A, Table 34). Having held two or more jobs (including the current one) in the six previous months, means it is almost six times as likely to be working, and three times of having paid work (where other variables are constant).

On the other hand, and consistent with the results discussed in previous sections, in the sense that for Segment 4 the results for having work were similar in both countries, the results of the logistic regressions also show that country has no significant effect on having work in any kind of work or paid work. However, being over the age of 18 does make a big difference. Moreover, having held two or more jobs in the previous six months, increases the probability of being working, but it does not affect the probability of having paid work (where other variables are constant). See Panel B in Table 34.

7. Finding Work and Returning to School

One of the objectives in *YouthBuild* , whose participants were mostly outside the education system and the labor market, was to better prepare them to find a job or to start their own business, or to motivate them to return to school.

Under the program's theory of change, participants would be more likely to engage in job-seeking activities or return to the formal education system after participating in *YouthBuild* .

Of the *YouthBuild* participants who were not in school at the time of the first follow-up contacts, 70 to 75 mentioned that they planned to return to school at some future time; in the third follow-up, the percentage contracted to almost 60%, and by the fifth follow-up it shrank again to 44%. Notwithstanding, at every turn, few responded that they had registered. See Table 35.

Table 35. Return to School and Finding Work - *YouthBuild* (%)

Indicator	Follow-ups				
	1	2	3	4	5
Plans to return to school	**69.9**	**74.5**	**61.5**	**66.9**	**43.9**
Actions taken (by those who plan to do					
1. Has requested information	51.1	54.0	0.5	44.3	45.0
2. Has enrolled	12.2	5.0	0.1	4.9	11.1
3. Both	1.6	4.2	0.0	6.9	0.3
4. None	33.9	36.7	0.5	43.9	43.7
	71.84	15.90	72.2	24.6	59.11
Sought work or Set up a business					
Type of search (among all)					
1. Sought work	52.88	14.49	58.8	21.6	48.31
2. Attempted to set up a business	10.39	0.94	8.3	0.0	8.03
3. Both	8.57	0.47	5.1	3.0	2.77
4. Did not seek work	28.16	84.10	27.8	75.4	40.89
Observations:	1,187	779	642	342	300

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

After participating in the program, regardless of having work or not, seven in 10 participants commented they had recently made efforts to find work or set up a business. Although the second and fourth follow-ups saw the percentage drop significantly (down to 16% and 24%, respectively), this could be a result of the fact that many young people had already found work, and that the quality of the work they had was better (see Table 35). Moreover, during the third and fifth follow-up contacts, the percentage of young people who had sought work rose again to almost 70% and 60%, respectively.

After participating in the program, participant perception of their own readiness for finding work had improved considerably. While only around 30% considered they were somewhat or very ready to find work, at the end of the program the percentage shot up to 92%; those who considered they were very ready sprang from 9% to 56%. In the second follow-up and also the fourth, percentages

remained high: 85% and 46% respectively[16] (Table 36). Likewise, in the short term there was a rise in perception of their own readiness to start their own business. While initially 25% considered they were somewhat or very ready, at the end of the program it was almost 83%. However, over time, the perception took a downturn; although it did not cross below the baseline, it dropped to almost 63% (in both the second and fourth contacts).

Table 36. Participant Perception of their own Readiness to Find a Job or Start a Business (%) - *YouthBuild*

Indicator	Before	On completion	Follow-up 2	Follow-up 4
Readiness for finding a job				
Very Ready	9.3	56.8	46.2	45.1
Somewhat Ready	22.9	36.1	39.2	38.3
Not Very Ready	39.0	5.3	9.5	13.0
Not at all Ready	27.7	1.2	2.7	0.5
Not interested in finding work	0.9	0.5	1.6	2.9
Ready to set up a business				
Very Ready	7.2	42.8	24.2	28.3
Somewhat Ready	18.6	41.0	38.5	35.2
Not Very Ready	27.4	13.4	22.8	22.5
Not at all Ready	39.0	3.9	10.9	11.7
Not interested	6.8	2.1	2.6	2.1
Observations	3,083	3,083	779	342

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

8. Socioemotional Indicators

According to the theory of change, activities in both programs will assist participants in improving their emotional wellbeing and social skills. This section covers the outcomes of two indicators: Frame of mind and Resilience

Frame of mind (depression)

In general terms, based on scores on the PHQ-9[17] scale modified for adolescents, on average there was not much variation between the baseline and first follow-up contact; however, there is a slight notable increase in the second follow-up, that increased in the second follow-up, and remained until the fourth follow-up. Using the PHQ-9 guidelines, participants can be classified according to their individual scores according to their level of depressive symptoms. Initially there were around 25% in *YouthBuild* and 20% in Career Connect Clubs who were exhibiting moderate to severe symptoms; no improvements were noted in the distribution of the indicator (see Table 37).

[16] This indicator is unavailable for the third follow-up, as in this case the short form was used, and the corresponding questions were included in the long form.
[17] For more information see: *https://www.pcpcc.org/sites/default/files/resources/instructions.pdf*

Table 37. Indicators on Frame of Mind (PHQ-9)

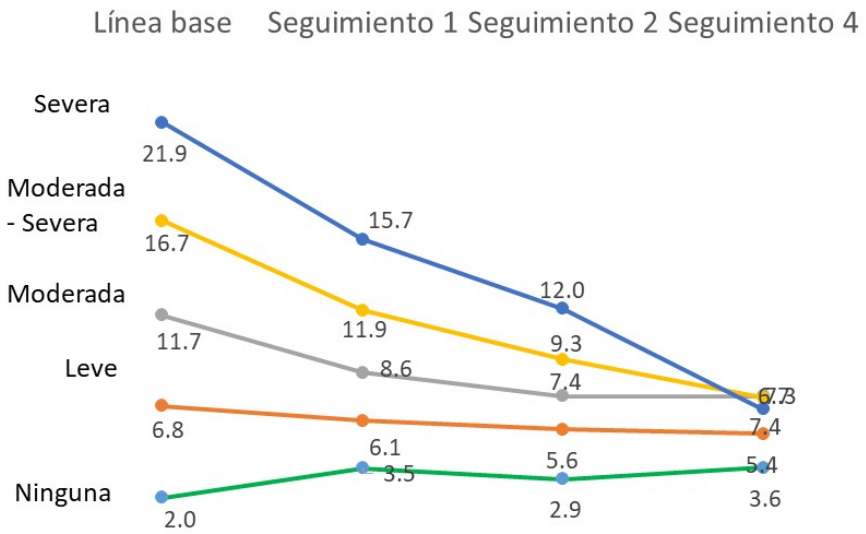
Indicator	Baseline	Follow-up	Follow-up 2	Follow-up 4
YOUTHBUILD				
PHQ-A Score, Average	**6.3**	**6.0**	**5.1**	**5.1**
Seriousness of Depression (%)				
None	36.1	48.7	54.8	54.0
Slight	26.3	29.2	27.5	30.8
Moderate	12.6	13.8	11.5	11.0
Moderate-Severe	4.7	6.2	3.5	3.1
Severe	20.2	2.2	2.7	1.0
PHQ-A Score-according to baseline level				
None	2.0	3.5	2.9	3.6
Slight	6.8	6.1	5.6	5.4
Moderate	11.7	8.6	7.4	7.4
Moderate-Severe	16.7	11.9	9.3	7.3
Severe	21.9	15.7	12.0	6.7
CAREER CONNECT CLUB				
PHQ-A Score, Average	**5.2**	**6.1**	**4.6**	**5.2**
Seriousness of Depression (%)				
None	55.0	48.2	63.3	52.0
Slight	26.7	28.9	24.2	32.3
Moderate	11.7	14.6	9.0	11.9
Moderate-Severe	4.0	6.0	2.7	3.5
Severe	2.6	2.2	0.8	0.4
PHQ-A Score-according to baseline level			-	-
None	1.7	4.2	3.1	3.6
Slight	6.7	7.3	5.4	7.4
Moderate	11.6	9.2	8.0	6.4
Moderate-Severe	16.5	12.0	8.6	9.5
Severe	22.6	12.3	13.3	6.5
Observations:				
YouthBuild	2,326	3,083	779	342
Career Connect Clubs	3,328	3,128	617	164

Source: Baseline survey and follow-up forms for Senderos Juveniles 2017 - 2020.

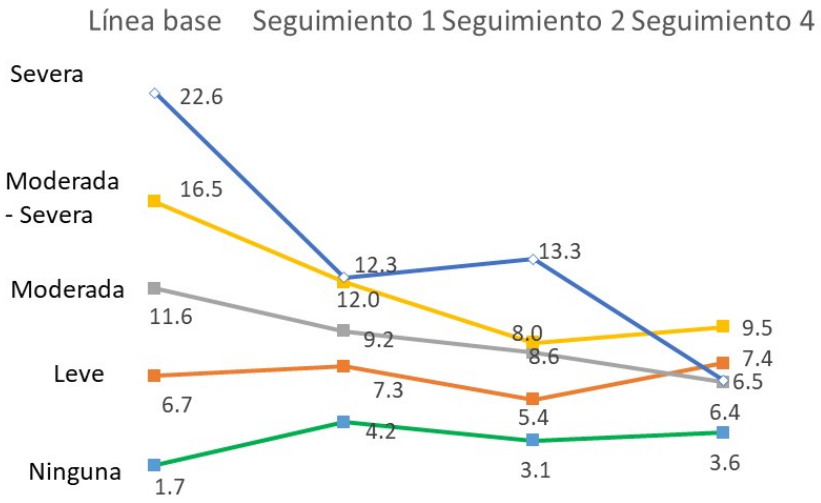
However, when considering participants who could be classified as severely or moderately-severe depressed at baseline, that is, those who started at a greater disadvantage, their average indicators actually showed significant changes in the expected direction for their depression scores (PHQ-9 score). The starting and ending points are similar for both programs, but it was more apparent in the Career Connect Clubs at first; however, improvements for the JC participants continued, reaching levels similar to those of the Clubs in the second follow-up. Revisit Table 37, and see also Graph 17.

Graph 17. Indicators for Depression (PHQ-9 Score), as per Baseline Status

YouthBuild



Career Connect Clubs



The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Resilience

Resilience can be defined as: "(a) individual's ability to navigate towards resources that sustain well-being; (b) an individual's physical and social ecologies' ability to provide those resources; and (c) an individual's, family's and community's ability to negotiate culturally meaningful ways of sharing resources". The Children and Youth Resilience Measure (CYRM), developed by the Resilience Research Center, measures a participant's available resources, which increases their resilience. The

CYRM, in its 18-element[18] version, explores three areas: individual capabilities (personal skills, peer support and social skills), relationship with primary caregivers (physical and psychological care) and contextual factors that facilitate a sense of belonging (spiritual, educational and cultural). The higher the score, the greater the number of components present in a participant's life.

The baseline results show that, on average, there is no real difference in resilience scores between programs or over time. Average resilience score is close to 46 in all cases. However, *YouthBuild* participants who could be classified as low resilience status at the baseline saw their average score rise in the first follow-up and continued improving in the second follow-up (Table 38 and Graph 18).

Table 38. Resilience Indicators - Average Score

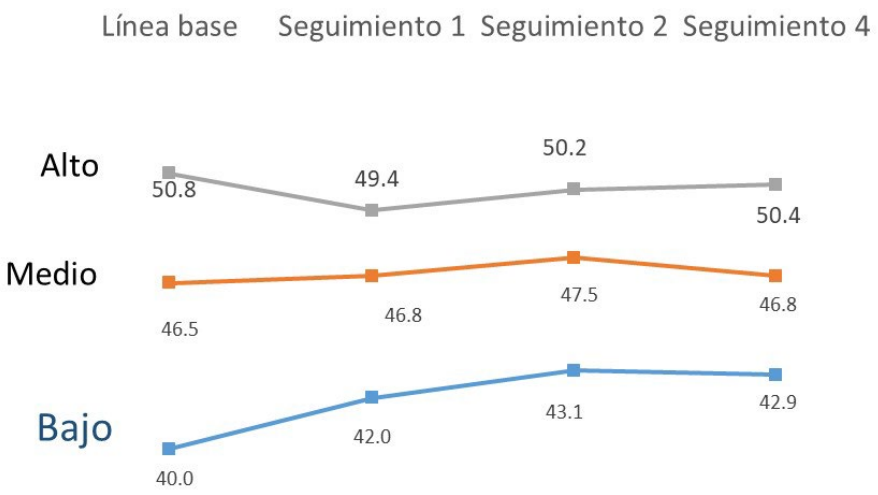
Indicator	Baseline	Follow-up contact 1	Follow-up 2	Follow-up 4
YOUTHBUILD				
Score, Average	**45.7**	**45.8**	**46.7**	**46.3**
Resilience Level (%)				
Low	47.0	40.8	33.5	35.2
Mid-Level	27.3	22.3	32.3	30.6
High	25.7	37.0	34.2	34.2
Score, as per baseline level				
Low	40.0	42.0	43.1	42.9
Mid-Level	46.5	46.8	47.5	46.8
High	50.8	49.4	50.2	50.4
Career Connect Clubs				
Score, Average	**47.2**	**46.1**	**47.6**	**46.6**
Resilience Level (%)				
Low	41.4	38.6	25.4	36.2
Mid-Level	32.5	31.5	33.9	28.5
High	26.1	29.8	40.6	35.3
Score, as per baseline level				
Low	42.2	43.7	45.3	44.5
Mid-Level	48.6	46.8	47.5	47.5
High	52.4	48.9	50.5	49.6
Observations:				
YouthBuild	2,326	3,083	779	342
Career Connect Clubs	3,328	3,128	617	164

The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

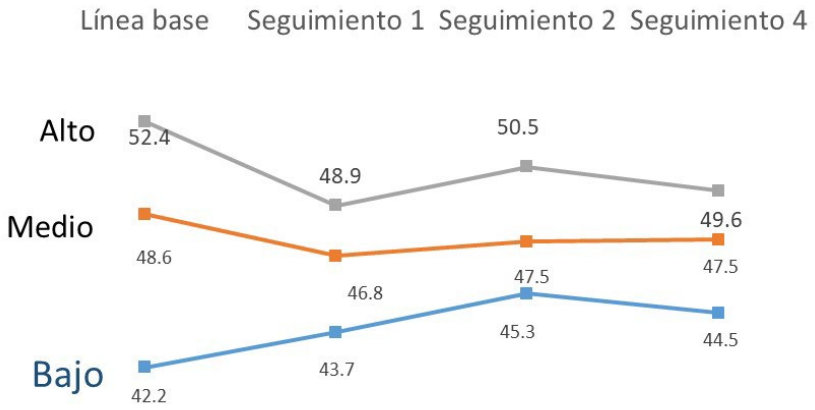
[18] The Child and Health Youth Resilience Measure, 18 item version 2 (Ungar, 2016). For more information see *http://www.resilienceresearch.org/*

Graph 18. Indicators for Resilience - Average Score, as per Baseline Status

YouthBuild



Career Connect Clubs



The averages shown are based on weighted samples.
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

9. Perception of School - Career Connect Clubs

According to the Career Connect Clubs' theory of change, students who participate in the program will improve their perception of school atmosphere, thus improving school attendance and completion of the school year.

Using the "Communities that Care" [19] survey model (CTC), the baseline and exit surveys included questions to assess risk- and protective factors as they relate to the domain "School."

In order to assess the participants' relative position, the results of a national survey in El Salvador that used the CTC[20] model were used as the standard data; in this case, students with scores in the upper third of the distribution were considered to be high risk or high protection in each factor. The cut-off points used in the national survey were considered for this assessment; if the participants in the Clubs are, on average, similar to the national averages, the expected proportion of high risk or high protection should be close to 33%. Table 39 sums up the outcomes.

Table 39. Risk and Protective Factors (Scores and Percentages with Greater Risk or Protection)

	ALL		MEN		WOMEN	
Indicator	.	Exit	.	Exit	.	Exit
Risk Factors						
Academic Failure						
Average Score	2.2	2.6	2.2	2.6	2.1	2.6
High Risk (%)*	15.7	52.4	17.8	53.4	13.8	51.3
Low Level of Commitment to School						
Average Score	1.7	2.0	1.8	2.1	1.7	2.0
High Risk (%)*	32.9	54.8	34.6	57.2	31.4	52.5
Protective Factors						
Opportunities for Positive Participation						
Average Score	3.1	3.2	3.1	3.2	3.2	3.3
High level of Protection (%)*	51.5	64.0	48.6	61.2	54.3	66.6
Reward for Positive Participation						
Average Score	2.9	3.1	2.9	3.0	3.0	3.1
High level of Protection (%)*	14.0	23.2	12.2	20.6	15.8	25.6
Observations	3,328		1,637		1,691	

* Compared to standard values taken from national survey of sixth and ninth grade students in El Salvador
Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

As for protective factors, in the case of "opportunities for prosocial participation," a greater percentage of participants than expected (standard) exhibited high protection: 52% on average at the baseline, this increased to 64% in follow-up contacts. The result was as expected, by definition the Clubs themselves provide opportunities for prosocial involvement. As for "reward for prosocial involvement," the percentage with high protection was still significantly lower in the previous

[19] The Communities that Care model considers risk and protective factors in four domains: Family, Community, School and Individuals/Partners. For more details see https://www.communitiesthatcare.net/ and https://www.communitiesthatcare.org.au/how-it-works/risk-and-protective-factors#:~:text=The%20risk%20factors%20used%20in,anxiety%2Fdepression%20and%20teenage%20pregnancy

[20] Sanfeliú M., Chávez M., Shi M. and Polanco D. (2016) "Factores de riesgo y protección en jóvenes escolares de El Salvador". FUSADES. Antiguo Cuscatlán.

indicator, nevertheless it still exhibited an improvement, rising from 14% early in the year to 23% at the end of the year; the increment in women (10 percentage points) was higher than in men (8pp).

As for risk factors, it shows that a great percentage of students that can be classified as high risk, when compared to expected percentages as per standard values; this is not surprising, given that the program serves a population that is in itself considered high risk. No improvements were found in these indicators. As for the "academic failure" risk factor, the percentage of learners considered as high risk climbed from a baseline of 16% (at the start of the school year) to 52% in the follow-up contact (at the end of the school year). For their part, the percentage of learners that could be classified as high risk in the "low commitment to school" factor, also rose slightly. The change is similar in men and women (Table 39).

On the other hand, student perception of their grades compared to their classmates deteriorated; at the baseline early in the school year, 78% percent of students considered their own grades were better than their classmates' grades, whereas this shrank to 48% at the end of the school year. This decline occurred in both countries; it also took place among men as well as women (Table 40). These results are consistent with the indicator noted in the previous paragraph.

The percentage of students that stated they made a lot of effort or almost always made an effort in school increased and remained, on average, around 78% or 79%. Nevertheless, it remained high; while El Salvador reported a rise in the indicator from 75% to 78%, in Honduras the trend was downward from 83% to 79%. Likewise, the percentage who stated they made little or no effort trended downward, sliding from 8% to 6%; the decline was steeper in El Salvador and among men (see Table 40).

Table 40. Grades and effort at school - Career Connect Clubs

	ALL		EL SALVADOR		HONDURAS		MEN		WOMEN	
Indicator	**Baselin**	**Exit**	**Baselin**	**Exit**	**Baselin**	**Exit**	**Baselin**	**Exit**	**Baselin**	**Exit**
Grades better than										
NO/no	21.6	52.1	21.5	53.2	21.7	51.1	22.8	53.1	20.4	51.1
Yes/Yes	**78.4**	**47.7**	**78.5**	**46.4**	**78.4**	**48.4**	**77.3**	**46.3**	**79.6**	**48.5**
No response	0	0.5	0	0.4	0	0.5	0	0.6	0	0.4
Make an effort										
Never/little	8.0	5.7	9.7	5.3	6.5	6.1	9.3	6.4	6.9	5.0
Sometimes	12.2	15.3	14.9	16.2	9.6	14.4	13.4	18.6	11.0	12.1
A lot/ almost	**79.3**	**78.3**	**75.1**	**78**	**83.3**	**78.6**	**76.9**	**74.1**	**81.7**	**82.4**
No response	0.5	0.5	0.3	0.6	0.6	0.9	0.5	1.0	0.5	0.5
Observations	3,328		1,610		1,718		1,637		1,691	

Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

Participants were asked how often they enjoyed being at school and how often they hated it. The percentage of students who stated they liked being at school dropped, on average, from 81% at the baseline to 62% in the follow-up contact; the reduction appeared only in Honduras (from 86% to 51%). The steepest drop was among women (from 83% to 12%). At the same time, there was a significant increase in the number of participants who hated being in school very much or almost always (from 4% to 19%); again, the increase was more marked in Honduras, where it went from 8% to 33%. It is important to remember that during the period under review, there were at least two

episodes when the educational system in Honduras closed its doors in the wake of various problems and political and social instability.

Lastly, although the vast majority of participants feel safe at school, between 12% and 13% stated. In Honduras and among men the indicator showed no significant change from baseline to follow-up; conversely, in El Salvador the perception of insecurity among participants decreased from 12% to 10% and among men from 15% to 13% (table 41).

Table 41. Perception of School - Career Connect Clubs

Indicator	ALL		EL SALVADOR		HONDURAS		MEN		WOMEN	
	Baseline	Exit	Baseline	Exit	Baseline	Exit	Baseline	Exit	Baseline	Exit
How often they enjoyed school										
Never/little	6.3	16.6	6.6	5.9	6.1	26.6	7.1	16.9	5.6	51.1
Sometimes	12.1	21.3	17.2	20.1	7.4	22.5	13.4	22.0	10.9	36.8
A lot/ almost always	**81.3**	**61.9**	**76.0**	**73.8**	**86.1**	**50.7**	**79.1**	**60.7**	**83.3**	**11.9**
No response	0.4	0.3	0.3	0.3	0.4	0.3	0.4	0.4	0.3	0.2
How often they hated school										
Never/little	80.9	60.2	76.2	72.8	85.3	48.5	81.8	61.0	80.1	59.6
Sometimes	14.0	20.0	17.9	22.5	10.4	17.7	12.6	19.4	15.4	20.6
A lot/ almost always	**4.5**	**19.1**	**5.4**	**4.1**	**3.7**	**33.2**	**5.2**	**18.8**	**3.9**	**19.4**
No response	0.6	0.6	0.5	0.6	0.7	0.7	0.6	0.8	0.6	0.5
Feels safe at school										
NO/no	**13.4**	**12.1**	**12.1**	**9.5**	**14.6**	**14.5**	**15.0**	**13.9**	**11.8**	**10.5**
Yes/ Yes	86.6	87.3	87.8	90.0	85.5	84.8	85.0	85.5	88.2	89.0
No response	0.0	0.6	0.0	0.4	0.0	0.7	0.0	0.6	0.0	0.5
Observations	3,328		1,610		1,718		1,637		1,691	

Source: Baseline survey and follow-up forms, Senderos Juveniles 2017-2020.

10. Participant Opinions of *YouthBuild*

This section covers appraisals of different program components in *YouthBuild* from the point of view of the participants, in order to contribute to answering the third study question. The information in this section is from two sources. First, it explores how the program contributed to the youth's experiences after graduation; the information for this purpose comes from a module included in follow-ups 2 and 4, at 6 and 18 months after graduation. Second, the exit survey included a special section to learn about participant perception of the relative weight of each of the three program components: Technical training, life-skills training and the subsequent accompaniment that the program gives to its graduates.

Almost all participants (between 98% and 100%) would recommend the program to other young people like themselves; the percentage is similar between the second and fourth follow-up. The reason given by the few young people who would not recommend it is that they do not know other young people, as those they do know are already involved. One responded that he had already recommended it to someone but that he “made him lose face”, so he will no longer recommend it.

Another stated that the young people he knows, "would not be interested to be part of the program."

The young people were asked to rate the usefulness each of the *YouthBuild* program components had had for them; the scale was very useful, more or less useful, or not useful at all. Practically no participant chose "not at all useful." Table 42 shows the percentage of participants who consider each component to be very useful; this shows that all components are considered very useful, and the assigned score maintains the same proportion 6 months later, and 18 months after graduation.

Table 42. Participant Views on the Usefulness of Program Components (percentage of participants who consider it very useful)

Aspect	TOTAL		MEN		WOMEN		EL SALVADOR		HONDURAS	
	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp 2	FolUp 4
Technical Training	89.8	89.4	90.3	89.4	89.4	89.4	91.0	86.7	88.3	92.3
Training to set up a business or be self-	70.4	61.0	67.1	56.5	72.8	66.3	70.8	56.0	69.8	58.4
Training on how and where to find work	80.6	80.3	81.8	74.2	79.7	83.2	81.1	76.2	79.9	80.8
Information --- pursue studies	80.6	77.4	81.8	77.4	79.7	81.4	85.2	77.4	77.7	76.9
Life Skills Training	82.0	89.6	81.8	80.7	82.1	92.4	91.0	79.8	94.4	94.6
Accompaniment, after graduation	**92.4**	**74.8**	**90.9**	**75.8**	**93.5**	**76.8**	**82.7**	**76.2**	**79.9**	**75.1**
Having participated in community service	81.5	72.2	81.3	61.3	81.7	77.2	76.5	65.5	76.5	72.6
Number of observations	422	342	176	147	246	195	243	189	179	153

The averages shown are based on weighted samples.
Source: Registration forms and administrative data, Senderos Juveniles 2017-2020 (only phases V and VI).

In follow-up two, the best evaluated component was the post-graduation support with 92% of mentions of being very useful; this is not surprising considering that the survey is done just after the 6 months that it covers; however, during follow-up four, only 75% gave it that rating. On the other hand, the component that was rated the lowest was training to set up a business or self-employment; in the second follow-up only 70% considered it very useful, falling to 61% in the fourth follow-up. For their part, 89% rated the technical training as very useful, this percentage held until the fourth follow-up. The percentage that rated life skills training as very useful rose from 82% in the second follow-up to 89.6% in the fourth. Interestingly, despite changes in the perceived usefulness of other components, the perceived usefulness of technical training and job search training remains high and consistent over time.

On the other hand, when asked to freely state the aspect of the program that was most useful to them, participants mentioned factors that were not included in the question discussed above (savings groups, the graduate movement, the family component); the results are in Table 43. The results clearly show that there are three aspects that participants value most, in this order: life skills training was mentioned by about half of the participants and in a proportion that is twice that of the second factor, technical training and job search training. It is noteworthy that the factor that increased most in the fourth follow-up was technical training (from 22% to 27%). On the other hand, results again show that training to set up a business was not rated as highly; while in the second follow-up only 10% mentioned it, in the fourth the mention was just 6%.

Table 43. Aspects Participants Consider most Useful (% of Participants who Mentioned the Aspect)

Aspect	ALL		MEN		WOMEN		EL SALVADOR		HONDURAS	
	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4
Life Skills Training	54.5	50.6	52.5	50.5	56	50.7	54.8	39.8	54.2	62.4
Technical Training	22.2	26.9	21.7	33.3	22.5	21.4	24.5	25.1	20.1	29
Training on Finding Work	19.5	20.5	21.1	21.8	18.2	19.4	21.7	23.2	17.6	17.6
Training to set up a business	9.8	6.1	9.4	3.8	10.2	8	7.3	6.6	12	5.4
Information --- pursue studies	4.9	3.4	6	3.1	4	3.6	6.1	4.3	3.9	2.3
Having participated in community service	2.1	1.9	2	1.9	2.1	2	2.2	3.3	2	0.5
Self-Savings, Savings Group	2.1	1.9	2	1.4	2.1	2.4	2.2	3.3	2	0.5
Family Communication	1.5	1.4	1.3	2.1	1.6	0.8	-	2.3	2.8	0.5
Graduate Movement	1.3	1	0.7	1.4	1.9	0.6	0.6	-	2	2
Accompaniment, after graduation	0.6	0.2	1	-	0.3	0.4	0.3	-	0.8	0.5
Program Support	0	0.6	-	1.4	-	-	-	1.2	-	-
Everything was Useful		6.9		3.5		9.8		9.3		4.3
No Response	5.8	0.4	6.4	0.9	5.4	-	5.4	0.8	6.1	-
Number of observations	422	342	176	147	246	195	243	189	179	153

The averages shown are based on weighted samples.
Source: Registration forms and administrative data, Senderos Juveniles 2017-2020 (only phases V and VI).

YouthBuild Seeks Behavioral Change. To explore this aspect, this study introduced a methodological innovation: The long forms applied from phase V onwards included a series of questions, along the same lines as the Most Significant Change[21] qualitative methodology. Short of pursuing the kind of information that is obtained when the methodology is applied in its entirety (minus the explanations and stories), participants were asked to state three things that had changed in their lives, for better or worse, since they had finished their participation in *YouthBuild* (Table 43). Next, they were asked to point out the aspects that had been most relevant in their view (Table 44), and the reason they considered these were the most important. Introducing this variation on a qualitative methodology to the quantitative survey was a success; participants found it easy to understand, and the results supplemented by the results reported in the previous sections. Further on we will discuss the way in which the elements that young people consider to have influenced changes in their lives run through the aspects of the theory of change; in some ways, these results reinforce the quantitative results discussed in the previous sections.

Almost all participants noted changes that had to do with soft skills training, and the percentages are similar in both follow-up contacts (Table 44). The next change is enhanced preparedness for work (technical or self-employed). In the second follow-up, 25% stated that at that time they felt prepared to face the labor market; this percentage is similar in both follow-up contacts, except for Honduras where there was a slight decline in the fourth follow-up.

[21] For more information see https://www.betterevaluation.org/es/approach/cambio-m%C3%A1s-significativo

Table 44. Changes *YouthBuild* Participants Experienced since Participating in the Program (up to three mentions per participant)

Aspect	ALL		MEN		WOMEN		EL SALVADOR		HONDURAS	
	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4
Changes mentioned include										
Changes in Soft Skills	**93.6**	**92.4**	**92**	**93**	**94.9**	**92**	**93.6**	**90.7**	**93.6**	**94.3**
Knowledge Increased (Technical, Business)	24.6	23	24.4	23	24.7	23	20.7	21.9	27.9	24.2
Enhanced Skills for Finding Work	9.2	12	7.7	12.7	10.5	11.4	8	10.6	10.3	13.6
Rapprochement with Family	8.3	6.7	9	4.5	7.8	8.6	11.8	8.9	5.3	4.3
Got Work/Set Up Business/Opportunity	**7.4**	**13.3**	**8.7**	**11.3**	**6.4**	**15**	**7.3**	**17.8**	**7.5**	**8.4**
Returned to School/Values Studies	4.9	6.2	5.4	4.2	4.6	7.8	5.7	6	4.2	6.3
Withdrew from Anti-Social Behaviors	3.6	2.6	5.4	4.5	2.1	1	2.2	3.3	4.7	1.8
Income Improved/Able to Save	3.1	3.8	5	4.2	1.6	3.4	4.1	3.5	2.2	4.1
Has Friends/Relates to Other People	1	8.1	-	6.1	1.9	9.8	0.6	11.2	1.4	4.8
Life Changed	0.9	2.3	1.7	2.8	0.3	1.8	1.6	2.5	0.3	2
Provides Social Service/Helps Others	0.4	5.6	-	4	0.8	7	0.3	6	0.6	5.2
Other	1.6	-	3.0	-	0.5	-	1.3	-	2.0	-
Negative Changes	1.8	0.2	1.7	0.5	1.9	-	1.3	0.4	2.2	-
DNK	1.5	0.8	2.0	1.6	1.1	-	2.5	0.8	0.6	0.7
Number of observations	422	342	176	147	246	195	243	189	179	153

The averages shown are based on weighted samples.
Source: Registration forms and administrative data, Senderos Juveniles 2017-2020 (only phases V and VI).

Despite the positive results, such as getting work, as reported in previous sections, the results show that young people assign greater value to changes that have to do with soft skills. A mere 7% of youth in the second follow-up, and then 13% in the fourth, placed getting work among the most important changes, while 92% mentioned soft skills.

Other notable results: One group of young people mentioned they had withdrawn from anti-social behavior (street, drugs, bad ways, etc.); this was mainly men (5%); an additional percentage (5.4%) in the fourth follow-up stated that their "life changed."

In order to dig deeper, and following the Most Significant Change[22] methodology, the young people were asked to state which of the changes they mentioned was the most important. Again, it is clear that what they value most are the changes associated with life skills (around 73%); and although it was slightly lower (68%) at the fourth follow-up, it was still the most valued. All other factors were mentioned much less, no more than 8%. See Table 45.

[22] For more infomration abou the Most Significant Change technique that served as the basis for this exercise, see https://www.betterevaluation.org/en/plan/approach/most_significant_change

Table 45. Changes that Young People Consider have been most Important since Participating in *YouthBuild* (%)

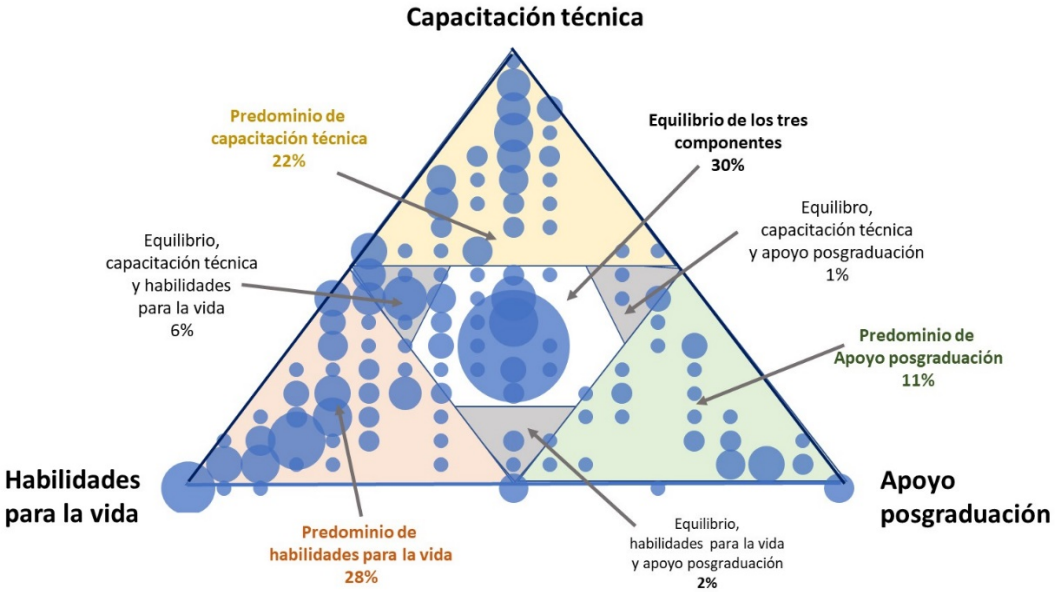
Aspect	ALL		MEN		WOMEN		EL SALVADOR		HONDURAS	
	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4	FolUp2	FolUp4
Changes/Soft Skills	**72.5**	**68.4**	**65.6**	**67.6**	**78**	**69.1**	**72**	**70.8**	**72.9**	**65.8**
Knowledge Increased (Technical, Business)	7.6	7.9	9	10.1	6.4	6	5.4	5	9.5	11.1
Returned to School/Values Studies	4.2	3.8	5	3.3	3.5	4.2	5.7	4.6	2.8	2.9
Rapprochement with Family	4.2	2.5	6	1.2	2.7	3.6	5.4	2.5	3.1	2.5
Got Work/Set Up Business/Opportunity	**2.5**	**6.5**	**2.7**	**5.6**	**2.4**	**7.2**	**1**	**7.7**	**3.9**	**5.2**
Enhanced Skills for Finding Work	2.1	3.1	2.7	4.9	1.6	1.6	1.9	1	2.2	5.4
Withdrew from Anti-Social Behaviors	1	1	2	2.1	0.3	-	1	1.5	1.1	0.5
Has Friends/Relates to Other People	0.6	1.4	0.7	0.5	0.5	2.2	-	2.7	1.1	-
Income Improved/Able to Save	0.6	0.7	0.7	0.5	0.5	0.8	1.3	-	-	1.4
Life Changed	0.3		0.7		-		0.6		-	
Provides Social Service/Helps Others	0	0.7	-	1.4	-	-	-	-	-	1.4
Other	0.3	0.9	-	0.5	0.5	1.2	0.6	0.8	-	0.9
Negative Changes	-	2.5	-	0.7	-	4.0	-	2.7	-	2.3
No response	1.8	0.8	2.0	1.6	1.6	-	2.6	0.8	1.1	0.7
Number of observations	422	342	176	147	246	195	243	189	179	153

The averages shown are based on weighted samples.
Source: Registration forms and administrative data, Senderos Juveniles 2017-2020 (only phases V and VI).

As mentioned, additional questions were included in the exit survey that show the relative weight of three components of the *YouthBuild* program, as assessed by the participants themselves: technical training, life skills training and the subsequent support that the program provides its graduates. This involved introducing a methodological innovation, the use of a variant based on the "SenseMaker®" triads in the quantitative survey. Participants were shown an equilateral triangle, with each vertex representing one of the components to be evaluated; they were asked to mark the point inside the triangle that represented the relative importance of the components as they had been useful or considered important according to their post-graduation experience.

Graph 19 shows the results of this exercise; the size of the points represents the number of participants that marked that spot. According to the location of the point, participant opinions were classified as follows: predominance of one component over the others, balance between two components, and balance between the three components. In Graph 19, each of the areas assigned a color. The location participants marked most frequently was the center of the triangle (30%), meaning that they consider all three components equally important (Table 46). On the other hand, it is clear that participants rate life skills and technical training highest. In the case of women, life skills was rated highest. Approximately one in 10 participants consider the support provided was most important.

Graph 19. Relative importance of the *YouthBuild* Components



Source: Prepared by the author using information from the 2020 Exit Survey

Table 46. Participant Perception of Relative Importance of *YouthBuild* Components in Post-Program Experience

Position in Triangle	Total	Men	Women
Balance of three components	29.7	32.1	28.0
Prevalence of Life skills	28.4	24.4	31.2
Prevalence Technical Training	21.5	22.4	20.9
Prevalence Post-Program Support	11.0	8.3	12.8
Skill Balance - Technical Training	5.7	7.9	4.2
Skill Balance - Program Support	2.3	3.2	1.7
Technical Training Balance - Program Support	1.4	1.6	1.3
Observations	351	146	205

Source: Prepared by the author using information from the 2020 Exit Survey

The participants were asked to write down in their own handwriting why they had placed the mark there, in order to understand their rationale. Responses cover a variety of results that could be expected as per the program theory of change. The following is a summary of the factors that resulted from each of the position, including some participant comments to illustrate the results.

Balance of Three Components:

Youth that assigned a similar rating to the three program components are of the opinion that the three helped their personal and work life, maintaining they are all important and complementary.	*"The technical training helped me get a job, life skills taught me everything in life has a solution, (and) program support helped me be able to get my job." (Female, age 17, completed elementary education, Cohort 4, Honduras)*
	"...three components are extremely important for someone in the program, it's isn't any single thing that is going to help you be successful. Each component has to go hand in hand, that is the only way to get best results." (Male, age 21, completed elementary education, Cohort 1, El Salvador)
	"Because each helped me in different situations and aspects of life, and, in the end, all 3 three are vital, complementary, life skills to form your values, and technical training to develop your potential, and after graduation, the support." (Female, age 20, secondary graduate, Cohort 1, El Salvador)
	"In order to train a good program graduate, all three components are necessary, because each offers different knowledge and it all goes hand in hand to be able to know about all areas." (Male, age 20, secondary graduate, El Salvador)

Prevalence of Life Skills Component

Youth note that the life skills component "changed their life." In this component they have acquired values and soft skills (responsibility, honesty, self-reliance, being on time, empathy, and so on), helping them in their personal development, discovering their own capacities, changing attitudes, thoughts and setting future goals.	*"The three were very important in the program and in my life, each one taught me something. But skills marked my life, something impressive - acknowledging my virtues, my mistakes, bringing out what was hidden inside, my hidden virtues, thanks to the PJC project for changing my point of view..."(Female, age 20, secondary graduate, Cohort 2, Honduras).*
	"Life skills were a life changer for me, my way of thinking, of being a person; I'd say that everything in the program helped me, but skills made a big difference in me." (Female, age 17, incomplete elementary education, Cohort 4, Honduras)
	"Life skills ... because it helped me make a life plan for the future, like studying and working to get ahead." (Male, age 20, secondary graduate, Cohort 2, El Salvador)
	"Because in life skills you learn what you want in the future for your life, you learn that with effort, you can get what you want..." (Male, age 17, incomplete elementary education, Cohort 3, Honduras)
Additionally, participants maintained that life skills had helped them improve their personal relationships, including their relationship to their families.	*"Before joining the program, my life was a total mess, both with my family and me personally, when I joined JC, life skills made me understand lots of things." (Woman, age 17, incomplete elementary education, Cohort 3, Honduras)*
	"Life skills, because it helped me behave myself, know how to treat people better, and especially my family." (Male, age 17, completed elementary education, Cohort 3, Honduras)
It is interesting to note that the youth consider the soft skills they learned help their performance at work and school.	*"Because life skills has helped me a lot in school and when I have worked." (Female, age 16, incomplete elementary education, Cohort 4, Honduras)*
	"Life skills really helped because I understood a lot of things that were not right in my life, like being more responsible in everything I do, at work, and in my daily life, etc. Solidarity helping my classmates, putting myself in their shoes, and helping them with what is hard for them." (Male, age 18, secondary graduate, Cohort 2, Honduras)
	"Because it helped me discover skills I did not think I had, flow of words, skills in sales." (Male, age 18, completed elementary education, Cohort 3, El Salvador)
	"Life skills helped me a lot personally, and although it may sound a little strange, it helped my personal and professional life." (Female, age 16, completed elementary education, Cohort 1, Honduras)
Another reason participants rated life skills higher than other components is that they maintained it gave them tools to solve personal problems, and	*"Because life skills are the most important. If I have problems, it helps me focus better in the other areas of my life; a stable life will let me give the best of myself at work and better carry out my obligation and fulfill it..." (Male, age 18, secondary graduate, Cohort 1, El Salvador)*

Youth note that the life skills component "changed their life." In this component they have acquired values and soft skills (responsibility, honesty, self-reliance, being on time, empathy, and so on), helping them in their personal development, discovering their own capacities, changing attitudes, thoughts and setting future goals.	*"The three were very important in the program and in my life, each one taught me something. But skills marked my life, something impressive - acknowledging my virtues, my mistakes, bringing out what was hidden inside, my hidden virtues, thanks to the PJC project for changing my point of view..."(Female, age 20, secondary graduate, Cohort 2, Honduras).*
	"Life skills were a life changer for me, my way of thinking, of being a person; I'd say that everything in the program helped me, but skills made a big difference in me." (Female, age 17, incomplete elementary education, Cohort 4, Honduras)
	"Life skills ... because it helped me make a life plan for the future, like studying and working to get ahead." (Male, age 20, secondary graduate, Cohort 2, El Salvador)
	"Because in life skills you learn what you want in the future for your life, you learn that with effort, you can get what you want..." (Male, age 17, incomplete elementary education, Cohort 3, Honduras)
once that was taken care of, they achieved emotional stability, and are able to perform better in other areas, such as work.	
Some young people maintain that soft skills and technical training were equally valuable. Conversely, in their view, they had little or no support after graduation.	*"Because I think that after the program I personally received no support, and because I am still developing the other 2 categories." (Female, age 20, secondary graduate, Cohort 1, El Salvador)*
	"Because the issue of life skills helped me understand a lot of things, for instance, how to get along with others, know how to treat them. Technical training helped me as much as life skills, (we) were taught to set up our own business. As for program support after graduation, I felt supported, but little, not like the other components." (Female, age 17, incomplete elementary education, Cohort 3, El Salvador)

Prevalence of Technical Training

Young people stated that they had acquired new knowledge in technical training, expanded what they already had, or developed their skills.	*"Technical training taught me a lot, I expanded my knowledge of how to start a business..." (Female, age 21, secondary graduate, Cohort 4, Honduras)*
	"I knew nothing of gourmet cooking; at the technical training, I got the knowledge needed to be able to find a job..." (Female, age 19, completed elementary education, Cohort 3, El Salvador)
	"Technical training, because I think practice was the best thing to develop my cooking skills..." (Female, age 21, completed elementary education, Cohort 3, El Salvador)
Besides, according to participants, the knowledge they were able to perform better at work, they helped them find work, or they have felt encouraged to start a business.	*"Because it helped me more at work, the technical training, to perform better at work." (Female, age 16, completed elementary education, Cohort 4, Honduras)*
	"Because technical training gives me skills to perform at a job..." (Female, age 20, completed elementary education, Cohort 2, El Salvador)
	"It gave me a great opportunity to get a job and always be ready." *(Female, age 18, secondary graduate, Cohort 4, Honduras)*
	"The technical training helped me get a job" (Female, age 19, completed elementary education, Cohort 2, Honduras)
However, some young people's experience was that post-graduation support was little, and did not meet their expectations.	*"I think program support has been null, except on certain occasions, different from the technical training that I have used since I started working..." (Male, age 18, secondary graduate, Cohort 1, El Salvador)*

Prevalence Post-Graduation Program Support

Young people consider that the segment after finishing the program is important and appreciate receiving personalized attention.	*"Lots of youth programs do not follow-up once they are over, so all the support the graduates get is important."* *(Male, age 19, secondary graduate, Cohort 1, El Salvador)*
	"Because although we graduated, they are always looking out for each one of us and seeing how they can help us." *(Female, age 17, completed elementary education, Cohort 4, El Salvador)*
They note support in three areas: Work, education, and encouragement to move forward. In the work area, they state that they got help finding work, they are told about job interviews, job fairs; and for their businesses, or they were given the chance at other trainings.	*"Because after graduation they have always been looking out for us. They call me and ask if I got a job, helping me with school, and taking me to job interviews, I appreciate that a lot."* *(Female, age 15, completed elementary education, Cohort 1, Honduras)*
	"Because after graduation, the Foundation is always looking to get me new job opportunities" *(Female, age 20, completed elementary education, Cohort 1, El Salvador)*
	"Program support after the graduation, because I got help, with scholarships and trainings from BANDESAL and I could train more and get more knowledge." *(Female, age 22, secondary graduate, Cohort 3, El Salvador)*
	"Even though the training finished, they kept encouraging and supporting us, and continued with us to put in practice everything they taught us, in fact, *in business it helped a lot."* *(Female, age 22, secondary graduate, Cohort 4, Honduras)*
In the area of education, they state that they got help to continue studying and some young people stated they received scholarships.	*"Program support after graduating, because, after I graduated I go support to find a job, and when I didn't get a job, the program gave me a scholarship, and that is how I learned a new language." (Female, age 17, completed elementary education, Cohort 1, Honduras)*
	"...because, thanks to the program I have got lots of good things, thanks to them I got a scholarship and a job, the one I like the best and the one I least expected to get." *(Male, age 20, secondary graduate, Cohort 2, El Salvador)*
	"Program supported has helped me a lot after graduation, because thanks to them I was able to study English and I was one of the top in my class, I found out what job I want and what I want to do for a living." *(Female, age 20, secondary graduate, Cohort 3, El Salvador)*
The also mentioned the graduate movement was part of the support they were provided.	*"The graduate movement has opened a lot of opportunities for me." (Male, age 16, incomplete elementary education, Cohort 4, El Salvador)*

Balance between Technical Training and Life Skills Training

Young people who turned up in this area maintain that soft skills and technical training learned in the program were equally valuable. Conversely, in their view, they had little or no support after graduation.	"Because I think that after the program I personally received no support, and because I am still developing the other 2 categories." *(Female, age 20, secondary graduate, Cohort 1, El Salvador)*
	"Because the issue of life skills helped me understand a lot of things, for instance, how to get along with others, know how to treat them. Technical training helped me as much as life skills, (we) were taught to set up our own business. As for program support after graduation, I felt supported, but little, not like the other components." *(Female, age 17, incomplete elementary education, Cohort 3, El Salvador)*

Balance between Life Skills Training and Post-Graduation Program Support

Young people stated that both program components were useful. Life skills helped them to get along in daily life, and post-graduation support helped them in the area of work (to get work or start a business) and in their studies.	*"Because life skills was what taught me how to interact in daily life, and because support helped me not to forget what I learned in the areas." (Male, age 21, completed elementary education, Cohort 2, El Salvador)*
	"Because both helped me out as a person, in life and the other helped people who need or want to start a business." (Female, age 22, completed elementary education, Cohort 3, El Salvador)
	"...It's because I feel skills helps us to get a better perspective on things, and program support helps us to get opportunities in finding a job and studies." (Female, age 21, incomplete elementary education, Cohort 4, Honduras)

11. Descriptive Migration-Related Results

This section presents some results related to participants' perceptions about migration abroad, which emerged in the final survey. That is to say, the perceptions were stated during the first quarter in 2020. As Table 47 shows, almost nine in 10 participants from both programs consider irregular migration to be hazardous. The percentage of Career Connect Clubs participants in Honduras is lower than the rest, falling to less than eight in 10.

Table 47. Perception of Illegal Migration Hazard Percentages

if someone attempted to migrate, the journey	TOTAL	EL SALVADOR	HONDURAS	MEN	WOMEN
Senderos Juveniles					
Safe	1.2	0.4	1.9	1.8	0.6
Not safe or dangerous	5.7	4.9	6.5	7.3	4.4
Dangerous	91.5	93.0	90.1	89.4	93.1
No response	1.7	1.8	1.5	1.4	1.9
YouthBuild					
Safe	1.0	-	1.9	2.3	-
Not safe or dangerous	3.5	3.2	3.9	6.2	1.5
Dangerous	93.9	95.3	92.6	90.5	96.5
No response	1.6	1.5	1.7	1.1	2.0
Career Connect Clubs					
Safe	1.3	0.7	1.9	1.3	1.3
Not safe or dangerous	8.2	6.8	9.4	8.6	7.8
Dangerous	88.8	90.4	87.4	88.3	89.2
No response	1.7	2.1	1.4	1.8	1.7
Observations	991	531	460	432	559
All	560	312	248	237	323
YouthBuild	431	219	212	195	236
Career Connect Clubs	1.2	0.4	1.9	1.8	0.6

Source: Exit Survey, Senderos Juveniles 2018 and 2019
The averages shown are based on weighted samples.

Despite the fact that most considered migration to be hazardous, on average, close to one in five participants had thought about migrating in the twelve months prior to the survey. Percentages are ten times higher among *YouthBuild* participants (27%) than Clubs (17%). Likewise, it was higher among participants in El Salvador (26%) than in Honduras (19%); this is so in both programs. Moreover, 5% to 7% of participants attempted to migrate, and 1% to 2.8% were sent back when they attempted to migrate. It is worth noting that both the intention to migrate and deportation are higher in El Salvador (5.7% and 2.1%) than in Honduras (4.6% and 1.4%), as well as among women (7.3% and 2.8%) compared to men (2.5% and 0.5%) (see Table 48).

The percentage of young people who consider migration is hazardous is similar to those who said they heard information about the risks of illegal migration, as shown in Table 48. The main source information is the mass media, followed by social media. The “social media” source was mentioned the most in El Salvador, where over half (53%) of participants mentioned it; whereas in Honduras, it was only mentioned by one in four (25%). Conversely, in *YouthBuild* , more women than men reported having heard such information (Table 49).

Table 48. Migration-Related Results Percentages

In the past year:	TOTAL	EL SALVADOR	HONDURAS	MEN	WOMEN
Senderos Juveniles					
Thought of migrating	22.2	18.5	25.6	23.3	21.4
Tried to migrate	5.1	5.7	4.6	2.5	7.3
Has been deported	1.7	2.1	1.4	0.5	2.8
YouthBuild					
Thought of migrating	26.9	21.9	31.5	32.6	22.6
Tried to migrate	7.0	7.3	6.7	3.4	10.3
Has been deported	2.5	2.5	2.5	1.1	3.8
Career Connect Clubs					
Thought of migrating	17.0	14.8	19.0	13.3	20.1
Tried to migrate	3.5	4.3	2.8	1.7	5.0
Has been deported	1.1	1.7	0.5	-	2.0
Observations					
All	991	531	460	432	559
YouthBuild	560	312	248	237	323
Career Connect Clubs	431	219	212	195	236

The averages shown are based on weighted samples.
Source: Exit Survey, Senderos Juveniles 2020.

Table 49. Heard information about the hazards of illegal migration. Percentages

	TOTAL	EL SALVADOR	HONDURAS	MEN	WOMEN
Has hear information					
Senderos Juveniles	89.7	91.6	88.0	86.7	92.2
YouthBuild	91.0	92.9	89.3	88.4	93.0
Career Connect Clubs	88.3	90.2	86.6	84.9	91.2
On what media					
Senderos Juveniles					
Friends	26.0	32.4	20.0	27.1	25.2
Relatives	25.5	28.9	22.2	24.2	26.5
Mass Media	62.8	65.9	60.0	62.2	63.3
Social media	38.7	53.1	25.0	37.1	39.9
Other	17.2	16.4	18.0	19.3	15.7
YouthBuild					
Friends	33.9	42.7	25.5	33.5	34.1
Relatives	28.3	36.3	20.8	27.9	28.6
Mass Media	58.8	63.9	54.0	56.9	60.2
Social media	39.1	52.8	26.0	35.9	41.4
Other	22.3	24.1	20.6	25.7	19.9
Career Connect Clubs					
Friends	17.0	20.6	13.6	20.1	14.7
Relatives	22.2	20.5	23.9	20.1	24.0
Mass Media	67.5	68.1	66.9	68.2	67.0
Social media	38.3	53.3	23.9	38.5	38.1
Other	11.4	7.6	14.9	12.2	10.7
Observations	991	531	460	432	559
All	560	312	248	237	323
YouthBuild	431	219	212	195	236
Career Connect Clubs	89.7	91.6	88.0	86.7	92.2

Source: Exit Survey, Senderos Juveniles 2020.

12. Conclusions and Final Reflections

The longitudinal cohort study sought to analyze the benefits accrued over time and contribute empirical evidence to verify the intervention theory of change. The results to date, with observations from new cohorts added as the study progressed, are similar to those discussed in the reports from previous phases, which shows that they are robust. In general terms, the results indicate a validation of the theory of change, mainly in ***YouthBuild*** , as regards indicators that have to do with the labor market. This is also true, to some degree, for **Career Connect Clubs**, although that program design focused more on retaining participants in the education system than in a favorable entry to the labor market.

In the case of ***YouthBuild*** , participation in that program is expected to enhance vocational skills, entrepreneurship and life skills; while post-program support, such as labor intermediation, is expected to increase their work opportunities or return to the formal education system. Results indicate a validation of the theory of change:

- Participants state that their readiness and job-finding skills have improved considerably after participating in the program; even after some time has passed, when they had to face the reality of the labor market, the young people's perception that they are ready to find work is high. This is validated by the favorable opinion participants have of the technical training and the life skills component, as well as the combination of the two. This indicates that this aspect is achieved as expected.

- Likewise, once the program concluded, young people's perception of their own ability to start a business improved considerably. Conversely, after a time, although the perception of improvement remains, it is lower than it had been at the end of the program. This aspect is also validated by participant opinions; this is the factor that young people rate the lowest in terms of usefulness and undergoes a decline in their perception of it. This indicates that content that has to do with establishing their own businesses needs to be reviewed and reinforced; the recommendation is that the model of self-employment be revised.

- There is a noticeable change in the percentage of young people who were able to enter the labor market, mainly in paid work, but also with their own venture; the greatest increase was in the short term after leaving the program. Nevertheless, the positive result remains and even continued to improve for some months afterward. The percentage of young people who neither studied nor worked shrank some 40 percentage points a year and a half after the baseline, and further contracted close to 45 pp at the two-and-a-half-year mark. However, the reduction the men experienced (57 pp) is remarkably greater than that experienced by the women (38 pp).

- There was an increase not only in terms of having work, the quality of work improved as well: A significant increase was observed in the percentage of “acceptable” work (as per project definitions), which remained over time. Favorable integration rose an average of 25 percentage points a year after the baseline, and 35 at the two-year mark; the increase is greater for men (43 pp) than women (26 pp).

- When assessing participant tracks, it emerged that four in five achieved an upward track, when comparing their situation at the time of follow-up contact with where they were at the

baseline; almost 40% were able to access acceptable work. Conversely, a low percentage of young people, approximately 11%, were unable to get work at any time, remaining "nini" throughout the period assessed.

- In their statements, many of the participants acknowledge that participating in *YouthBuild* expanded their work opportunities, both due to technical training and life skills, as well as because of the post-graduation support that was provided. The latter suggests that the support participants were provided during the first six months after the end of the program is important as an initial push to improve the young people's future employability track; it also suggest that their capacity to find work for themselves improved. During the second follow-up contact that took place six months after graduation, the best rated aspect is precisely the support the participants are provided.

- Moreover, the percentage of participants who were not studying at the time of the follow-up contact, but stated they intended to return to the education system, had declined from 70% in the first two follow-ups to 43% in the last one. Notwithstanding, at every moment, very few stated that they had actually registered.

As for program beneficiaries already in the school system, those participating in the Career Connect Clubs, the project expectation was that they remained in school and completed the school year to move on to the next and finally graduate if they were in the last year of school.

- The results show that at the time of the second follow-up contact (the start of the following school year) almost all who completed the Program continued their studies. Only 4% no longer did so; however, they had all completed secondary school, which is probably the reason they were no longer studying at that time. On the other hand, a year later, during the fourth follow-up contact, in the second school year after having participated in program, the percentage of those not studying had risen to 17% and continued up to 24% in the fifth follow-up; half of these had not completed secondary school.

- Participants were under the age of 16 at the baseline, remained in school during the following two school years. Those who were 16 or older completed at least the next school year; starting the second year, the reduction was starker among participants who were already of age at the baseline, there were few of these, though. Throughout the period, it was noted that although children may have some kind of work, they remain in school for the most part.

- Additionally, starting in follow-up 4, there is a noticeable upward trend in the percentage of participants who are neither in the educational system nor studying, reaching 11%.

Finally, in attempting to strengthen social skills, program participants are expected to be better prepared to face threatening situations in their contexts, and to increase their resistance to participating in criminal or illicit activity. Results show that, on average, indicators for frame of mind and resilience did not change significantly between the baseline and first follow-up contact. Nevertheless, participants who had less favorable results at the baseline tended to see their results improve. That is, the results suggest that the program is of greater benefit for young people who at the outset are in a more disadvantaged position. Over time, results for average frame of mind tended to improve in the second and fourth follow-up contact.

The qualitative results for *YouthBuild* appear to validate the fact that the life skills component enables participants to face their circumstances; not only is this the component that is best rated by participants, the changes in their lives that they consider the most important have to do with this

aspect. According to statements by some of the participants, the program enables them to withdraw from anti-social behavior.

Final Reflections

The results that have been discussed, in general terms, suggest that a validation of the theory of change for both ***YouthBuild*** and **Career Connect Clubs**, particularly those indicators that have to do with labor market and education. This is relevant in that it shows that a methodology that is context-appropriate and adapted to participant characteristics can enable vulnerable populations in stigmatized settings to improve their prospects and enhance their life-tracks.

As for the expectation that participants under the age of 18 keep out of child labor, this is not considered feasible. Due to definitions used to classify it as such, and given the characteristics of the local labor market that is predominantly informal, the vast majority of work performed by children in the study is classified as child labor. We consider it is more important to assess whether the work hinders them from pursuing their education, or not.

The results in *YouthBuild* show that providing vocational training is not always enough for a program that seeks to improve employability in young people from vulnerable settings, particularly if they are stigmatized. It is important to acknowledge the contributions of other elements:

- First, strengthening soft skills is extremely important in that it enhances participant self-esteem, and participant conviction that they can get ahead.

- Program post-graduation support for participants helps them return to school and get work, but in the participants' view, it encourages them to pursue their own growth.

- Labor intermediation with private sector businesses. In addition to facilitating access to formal employment for youth, participating in the program acts as a type of collateral that makes it possible to overcome the stigma associated with certain territories that are considered hot spots for violence.

The results show that achieving a specific job or returning to school does not imply it is permanent. Half of participants reported an unstable track; even among participants who got acceptable work there were those who experienced periods when they neither worked nor studied. These results are consistent with those reported by Beneke de Sanfeliu, et. al. (2018) although they found that being a “nini” is apparently a temporary condition, with young people entering and leaving, according to their personal circumstances.

Although the work track may be unstable, the results also lay bare the importance of that first job. Participants that at some point are able to hold a job, had better prospects of getting paid work, or in general a job in the future.

However, results suggest that women face more difficulties in entering the labor market, in general terms, in the countries in the region. Notwithstanding, it is recommended that some type of mechanism be identified to support women with job placement, in order to reduce the gap in employment and income. For instance, the type of vocational training they receive could be reviewed.

finally, participants with higher levels of education, at least those who finished secondary school, have an easier time getting acceptable work. An important challenge for El Salvador and Honduras is to have a greater percentage of their young people finish secondary school. This needs to be an important priority in terms of public policies and programs that serve youth in vulnerable settings: Promote remaining in school among those who are still there, and motivate who are no longer there to return to their education.

The Career Connect Clubs results show that working with participants since an early age can contribute to the young people remaining in school.

Limitations

The study only included project beneficiaries; therefore, the results can only be generalized in the population that directly benefited from project support, and not for other children and youth in similar conditions. Despite this limitation, CRS considered that it was a feasible option for generating evidence to test the theory of change, given the vulnerable settings and the risks involved is providing the services.

The participant samples that were monitored in this study only include participants who finished training. The suggestion is that some kind of monitoring be carried out with young people, who are not part of our sample as defined by CRS and who withdrew prior to completing the program, in order to identify possible causes for this.

Better understanding the way Career Connect Clubs contributed to participant academic achievement requires looking at administrative data (attendance and grades) as contemplated in the original assessment design. Likewise, it would be interesting to be able to compare results of the students who participated in the program with the rest of the students at their schools, in order to assess how the dropout rate compares with the rest of the students.

One limitation in the study that needs to be mentioned is that, over time, after leaving the program, it became harder to find participants, because their contact information seemed to change, and program records did not always reflect these changes. Additionally, even when information was updated, some participants stated they had not time to be part of the study, or their families informed us that they “are working;” that is to say, the results discussed in this report may actually be underrepresenting the real results of the program in terms of work, because we were unable to include these young people's information after great effort to do so.

Another limitation of the study is that, since CRS defined the sample of participants in the follow-ups to include only those participants who had completed the entire process (whether they received a certificate of graduation or only participation), the study provides information on the results obtained only by those who completed the program. In this case, the suggestion is to monitor those who withdrew prior to completing the program, in order to identify possible causes for this. This can be part of a qualitative study.