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Employability Study: An Evaluation of METAS' Basic Labor Competencies Training and Certification Program

Proyecto METAS

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Executive Summary

Honduras is one of the poorest countries in the Central American region, with 66.5% of its residents living below the poverty line[1]. The country's population is young, nearly 38.8% fall between the ages of 12 and 30 years, and of which only 45.8% are officially employed[2].

Youth in Honduras, and particularly those from at-risk communities, face challenges and obstacles that affect their educational access and attainment, safety and social spaces, as well as their employment prospects and mobility. In addition, Honduras has one of the highest homicide rates in the world, which is inextricably linked to the incidence of poverty, social exclusion, and presence of gangs who recruit from the idle and other vulnerable youth that lack the skills and opportunities to engage productively in the work force.

Proyecto METAS was established in 2010 and aims to provide Honduran youth with the opportunity to acquire knowledge and skills for life and work, and the attitudes, behaviors, and perspectives necessary to create positive and promising futures. One of METAS' main components is the Basic Labor Competencies (BLC) program, which provides approximately 60 hours of training and support (combined classroom contact and individualized study)[3] in applied mathematics, reading for information, and looking for information, which are critical skills intended to increase youth's work readiness and employability. At the end of the training, qualified youth take an internationally accredited Career Readiness Certification (CRC) exam, which verifies that youth have achieved required competencies. The BLC program is also linked to METAS private sector partnerships component, which works with businesses and other entities to mobilize employment opportunities and internships for METAS youth. The average BLC participant is 17 to 18 years of age and a large percent do not yet have work experience. As of June 30, 2014, the BLC program has served more than 35,000 youth, of which over 8,140[4] have been certified through the comprehensive trainings facilitated through Honduras education centers. A number of private sector business and nongovernmental organizations (NGOS) have also begun to implement the BLC training and certification program to improve the skill levels of their employees and beneficiaries.

This Employability Study was conducted in the second year of the BLC program (third year of the METAS project) to better understand the characteristics of those youth that are receiving the certification and to what extent youth have improved their perceptions about their employability after participation in the BLC program. Employability extends beyond counting the number of youth who gained employment as an outcome; it can be defined as work readiness knowledge and skills, behaviors in preparing for thinking about work, and the attitudes and perceptions about one's capacity to get work.[5]

Given that the majority of BLC participants are below the standard[6] working age of 18 and are still engaged in their studies, or intending to further their

1. Note the poverty line in this data is calculated by head count ratio. The World Bank. (2012a). Poverty and equity: Honduras. Country Indicators (Poverty Head Count Ratio). Retrieved from http://povertydata.worldbank.org/poverty/country/HND
2. Secretaría de Trabajo y Seguridad Social Honduras (2011). Plan de Empleo Juvenil, 7–8. Retrieved from http://www.trabajo.gob.hn/transparencia/planeacion/planes-1/Plan%20empleo%20juvenil%202011-2013.pdf
3. Note that education centers determined the total number of hours, so it varies slightly in implementation.
4. The number of certified youth is expected to increase by the end of the award in September 2014.
5. Harvey, L. (2001). Defining and measuring employability. Quality in Higher Education 7(2), 97–110.
6. While 16 is the legal age with parental consent, the standard age preferred by the private sector is 18.

studies, measuring youth's employability holistically was critical to capturing the intent of METAS' design and the reality faced by the youth. Even though the majority of youth are not in the position to obtain employment during the life of the METAS project, it is important to measure early on whether they have the skills, confidence, positive attitudes, and practical knowledge about expectations at the workplace to ensure they are able to obtain productive and safe employment when they do enter the work force. Setting work goals can also help motivate youth to complete their studies and pursue further education and training. The employability findings are organized by the following five categories:

1. Employment status and characteristics
2. Employment goals and aspirations
3. Perception of job skills
4. Confidence and self-esteem (work-related)
5. Job-seeking behaviors

The Employability Study (the Study) employed a quasi-experimental design using baseline, midline, and endline surveys with a sample of BLC youth (intervention group) and a sample of similar youth not engaged in the BLC training (comparison group). Qualitative methods were also employed, including focus group discussions and interviews that enriched the quantitative data. The main tools, the Youth, Facilitator and Private Sector Surveys, were developed by project technical and monitoring and evaluation (M&E) team members and graduate students from the American University of Washington D.C., based on the realities of the youth participating in the project and the characteristics of the private sector partners. These tools build on livelihoods and work readiness research conducted in Honduras[7] and also the real experiences of the BLC team and the youth.

> *Getting a job when you are fresh out of school (or still in school) is a Catch-22. The employers ask for years of experience for a position, but how do they wants us to have experience if they don't give us any opportunities?*
>
> ***—Female BLC Participant***
> ***Not working, looking for work***

Youth perspectives were triangulated with viewpoints from the BLC facilitators (their programmatic leaders and mentors) as well as the private sector partners. Private sector viewpoints are especially critical in understanding the demand side, and what is expected of youth, to understand if youth skills, competencies, and perceptions of the labor market align.

Overall the results show that youth in both the intervention and comparison groups gained positively in the major employability areas. The intervention group saw significant gains in job-seeking behaviors, skills development, and obtaining internships. For example, more BLC youth had internships relative to the comparison group (statistically significant at $p<0.05$). Given that the youth are in a conundrum of starting out in a market that demands some experience, METAS' increased focus on internships will continue to be critical in helping these youth gain practical experience before officially entering the labor market. Additionally, the findings suggest that mentorship may be key to youth outcomes. BLC facilitators were perceived by many youth as their "mentors," who bolstered youth's confidence in, and optimism about, their

7. See references for a full list.

employability and helped them address behavioral, social, economic, and other challenges they faced at school and in their workplaces. Expanding mentorship as part of the program activities and design should be considered for future programming.

> *It [the BLC training] gives me more confidence to present myself better at the time of finding a job, and to feel more secure in talking about my own competencies*
>
> ***—Female BLC Participant San Pedro Sula***

Key Findings by Employability Categories

Employment

- The average age of the 896 randomly selected youth is approximately 17.7 years. While the official legal working age is 16 years with the authorization of guardians, employers prefer to hire youth 18 years or older who are more mature and have some minimal experience.
- Given that youth are young and in school, actual employment status only changed slightly for the intervention group (BLC) and comparison group between the baseline and endline. At the endline, the majority of youth (60%) were solely studying and were not able to work and study at the same time.
- The proportion of those who were working (including working only and working and studying) increased only slightly in the intervention group (.6%) and decreased slightly for the comparison group (-3.3%); the difference between the two groups was not significant.
- At the endline, only 20% of all youth were employed, the majority in full-time salaried employment. Nearly all the youth interviewed had obtained their job through a personal social network, pointing to the importance of building these networks through programs such as the BLC.

Employment goals and aspirations	• The majority of youth surveyed were able to define their work goals for the next five years (99.5% at endline). • The top two desired sectors were financial services and professional, technical, or scientific services (which includes engineering or a learned technical trade). Female respondents saw themselves working in hospitality/tourism and financial services. Very few youth envisioned themselves working in agriculture/agroindustry, one of the major sectors in Honduras. • Overall youth and their CRC facilitators felt the two most important competencies needed to get jobs were computer skills and foreign languages (i.e., English, Mandarin), which was different from the private sector responses, which listed collaboration/team work and problem solving as the critical competencies they look for when hiring. • Youth and facilitators perceived lack of opportunities (jobs in the market) as one of the biggest barriers to employment, followed by lack of work experience. The underlying issues of penal records and stigma of where a youth comes from (i.e., if a youth comes from a "hot spot" associated with gangs) were identified as barriers by both the youth and the private sector representatives, but youth felt these were greater barriers than reported or discussed openly. • The private sector representatives clearly said they consider skills first (over 80%), and job experience second (over 35%) when hiring; criminal records and neighborhoods were next in priority, but only 20% listed these as a major factor in hiring[8].
Perception of job skills	• Although the Career Readiness Certification results serve as a confirmation of competencies in the three key skills (applied mathematics, reading for information and looking for information), not all youth reached the exam stage or performed well (only 31% of the sample took the exam) thus gathering perceptions of skills beyond the three content areas was important. • Both the intervention and comparison groups saw significant increases in perception of the following skills: managing money, doing basic math, writing a cover letter, communicating with a potential employer, solving problems at work, and using computers. The only area where the intervention group showed significantly higher gains than the comparison group ($p<0.05$) was in using computers[9]. Likewise both groups of youth showed increases in problem solving and communication with their potential employers. • Interviewed working youth said that the analytical and research skills in the BLC program had helped them in their workplace. All four of the youth who had not completed the training said they would retake the course again to give themselves a competitive edge and to fine tune their skills. • Youth rated their skill levels higher than their facilitators or the private sector representatives, which is likely because youth had not yet actively sought out jobs in the market and did not have a realistic understanding of what skills they lacked.

Confidence and self-respect	• One of the key findings was the importance of having a personal or professional mentor, whether an adult from the METAS program or someone from outside. Mentors helped youth in a number of ways: improving behavior and interpersonal skills, linking them to jobs and further education, counseling them on family and personal issues, and providing an overall sense of support and guidance. • A sense of mentorship by facilitators was also reported to have influenced whether or not some youth completed the BLC program; many youth said that when they were considering dropping out of the training, facilitators helped motivate them to finish and to believe in themselves. • Unemployed youth saw gains by the end of their BLC training (midline) in their confidence. Although youth had more confidence in their ability to obtain work than the private sector representatives or their facilitators did, all respondent groups rated youth fairly high in confidence. This suggests that confidence is not a major barrier for this population of youth in seeking employment.
Job seeking behaviors	• Youth improved in every area of their job seeking behaviors, from looking for a job to applying for jobs, with the largest improvement in obtaining an internship (21.8%). Working on a CV and applying for a job also saw gains of 15% or more. For youth who were not working, there was a significant gain in those that were looking for a job at the endline, especially for the intervention group that experienced a gain of 27% (significant at $p<0.05$).
Private sector findings	• Private sector findings showed that BLC certification is gaining momentum and recognition in Honduras. Overall, the private sector feels more confident hiring youth with a certificate (84.6%), but they are also very willing to hire youth with just the basic training (60.7%), even if they have not been able to complete the CRC. This is likely because the training itself has perceived value in developing critical skills, and helps ensure that youth have practical experiences, mentors, and the maturity to do well in a work force situated in a very challenging environment.

8. Note the numbers do not add up to 100% as the question allowed for up to two responses.

9. It is important to note that the matched comparison group overall was fairly small, and it is difficult to come up with conclusive factors.

In addition to better skills, and more mentors and internships, youth also reported a significant increase in their overall work-related confidence and expressed a general optimism in their ability to obtain jobs in the future. The qualitative findings, however, dug deeper into some major obstacles and stigmas that youth felt needed to be more transparently addressed to make the job market more accessible to at-risk youth, such as stigmas from where youth come from ("hot spot" neighborhoods) and fear of tattoos and penal records.

While the youth were generally confident and optimistic across the employability areas, facilitators and private sector representatives were less optimistic about youth skills, experience, and qualifications, and they helped identify some skills gaps. The discrepancies between youth, facilitator, and private sector viewpoints suggest that METAS should devote more efforts to skills matching and working with youth to understand what areas they need to develop to compete for their desired jobs. Following are some of the key findings.

In summary, youth in Honduras, and particularly those from at-risk communities, face challenges and obstacles that affect their educational access and attainment, safety and social spaces, and employment prospects and mobility. As the average youth participant is younger than the desired hiring age, the program's skills development and mentorship and internship opportunities were seen as critical to both defining youth's career goals and ensuring they are able to acquire the competencies and experience needed to match them to suitable work that meets their economic and personal needs.

> *I have more skills now to solve problems in my work, I have more confidence, and I know how to relate to my bosses.*
>
> ***—Female BLC Participant Tegucigalpa***

Taken together these findings suggest some key areas for METAS to focus upon specifically and lessons learned for youth and work force development programs in Honduras more generally. To name a few:

- Bolster the mentorship component
- Strengthen career awareness and readiness efforts, including internships and tracking job placement opportunities to increase job awareness
- Focus additional efforts in identifying job-placement and income-generating activities in the agribusiness sector

As a whole, the BLC program certification has been well received by stakeholders, from youth to employers and training facilitators, and has demonstrated important gains in employability skills and behaviors. Several key and strategic areas for improvement have been identified, and solutions to challenges are becoming clearer, thus promising greater results in stakeholder engagement, work readiness preparation, and more sustainable and systematic approaches.

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Acronyms

BLCP	*Basic Labor Competencies Program*
CRC	*Career Readiness Certification*
EDC	*Education Development Center*
FGD	*focus group discussion*
GDP	*gross domestic product*
IR	*intermediate result*
METAS	*Mejorando la Educación para Trabajar, Aprender y Superarse*
M&E	*monitoring and evaluation*
PMP	*Performance Monitoring Plan*
T1	*Time 1 (baseline): May–June 2013*
T2	*Time 2 (midline): October–November 2013*
T3	*Time 3 (endline): April–June 2014*
USAID	*United States Agency for International Development*

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Introduction

Proyecto METAS

The Mejorando la Educacion para Trabajar, Aprender y Superarse (Proyecto METAS) project is a four-year intervention with the strategic goal of providing training and educational opportunities for at-risk youth to give them the skills needed to link them with private sector employers in Honduras. The project started in September 2010 and will end in September 2014. It is slated to reach at least 36,000 youth: 8,000 youth through local NGOs, 6,000 youth through alternative education programs, and 22,000 youth through the Basic Labor Competencies (BLC) training[10]. Proyecto METAS is also committed to forming 30 alliances with private sector, public sector, and civil society organizations as well as other stakeholders. The initiative is funded by the U.S. Agency for International Development (USAID) and is being implemented by Education Development Center, Inc. (EDC), in collaboration with various Government of Honduras (GoH) partners, primarily the Secretariat of Education, and targeted NGOs and private sector partners.

The project is divided into four components or result areas:

- **Result 1:** ***Improved services to at-risk youth by local NGOs***

Collaborate and provide grants to local NGOs and organizations to enable them to provide 8,000 at-risk youth with access to skill development education programs, technical training, and other youth development services.

- **Result 2:** ***Improved access and quality of alternative education system***

Increase access to and improve quality of targeted secondary alternative education programs for 6,000 out-of-school youth through the provision of technical assistance to three alternative education programs under the auspices of the Secretariat of Education (IHER, EDUCATODOS, and SEMED) and community committees overseeing the management and support of the program.

- **Result 3:** ***Work readiness technical training and certification, implemented to meet private sector needs***

Offer a work readiness training program (BLC) in education centers (basic education and technical schools) for 22,000 youth in order to improve youths' work readiness skills and to better meet the needs of employers and the private sector. The major outcome of the BLC training is the Career Readiness Certificate (CRC), which verifies that youth have obtained basic competencies in applied mathematics, reading for information, and locating information.

- **Result 4:** ***Established private sector alliances***

Establish formal alliances with the private sector businesses and other key actors to create opportunities for METAS youth, including those that have obtained certification under Result 3, mobilize partners, and establish linkages to successfully match the supply of METAS youth with the demands of the private sector. Linkages under Result 4's Bridging Strategies include direct employment, internships, and apprenticeships.

10. By the end of Phase I of the project, in September 2014, the number of youth beneficiaries totaled 54,296. The breakdown of beneficiaries by project component is as follows: 9,257 through local partner NGOs; 9,446 through alternative education programs, and; 35,593 through the Basic Labor Competencies training program.

The METAS Basic labor Competencies (BLC) Program

Proyecto METAS' paramount activity in the area of building youth's employability and work readiness is the Basic Labor Competencies (BLC) program, a work readiness training program that targets youth between the ages of 15 and 30 who are enrolled in *education centers.*[11] In Honduras, education centers offer basic education (elementary and middle school level; age range is 6–15), secondary education (high school level; age range is 15–18), and higher education (university and technical level; 18 years old and above).[12] The training program's overall goal is to build skills in three content areas: applied mathematics, reading information, and locating information to either prepare youth for the work force (those entering the work force) or equip them with skills to get better employment (those already in the work force). METAS is responsible for training the BLC facilitators, or teachers, and education center staff who facilitate the BLC training. The complete training program is approximately 60 hours (combined classroom contact and individual study)[13] for all three content areas, or roughly 20 hours per each content area. Printed materials accompany the training.

One of the main outcomes of the BLC program is the Career Readiness Certificate (CRC), which was developed by ACT WorkKeys,® and materials were adapted for Honduras in collaboration with METAS. The formal certificate is intended to provide youth with a credential that will show potential employers the level of training and skills in critical areas relevant to the labor market. The key skills are highlighted in Table 1 with more detail provided in Appendix

11. METAS also implements the program within private sector businesses, where METAS offers the training directly at the workplace. These participants were not part of the study, as they have notable differences from the majority of BLC participants in that they are already employed. However, a future survey of these youth is also important to understand their viewpoints of the training from a working perspective. 10. Note that education centers determined the total number of hours, so it varies slightly in implementation.

12. Secretaria de Honduras. (2008). National report on the development of Honduras education (pp. 5–6). Retrieved from http://www.ibe.unesco.org/National_Reports/ICE_2008/honduras_NR08.pdf ; German Rectors' Conference. (n.d.). The Voices of Universities: Honduras and its Education (p. 6).

13. Note that education centers determined the total number of hours, so it varies slightly in implementation.

Content Areas	Basic Skills
1. Applied Mathematics	Application of mathematical reasoning to work-related problems, measuring the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems
2. Reading for Information	Reading and understanding work-related instructions and policies, measuring the skill people use when they read and use written text to do a job
3. Locating Information	Using information taken from workplace graphics, such as diagrams, floor plans, tables, forms, graphs, charts, flowcharts, maps, and instrument gauges, measuring the skill people use when they work with workplace graphics

Table 1: CRC Basic Skills by Content Area

To measure progress, diagnostic tests are administered for each of the three content areas before the content is taught, and achievement tests are conducted after the content has been taught. At the end of the training, those METAS youth who have obtained at least 70% on the three achievement tests are eligible to take the BLC exam. The requirements are outlined in Table 2.

Tests/Exam	Diagnostic Test	Achievement Test	ACT Exam
1. Applied Mathematics	None	70%	Average of 70% on the three content areas. Score determines level of achievement: bronze, silver, gold, or platinum.
2. Reading for Information	None	70%	
3. Locating Information	None	70%	

Table 2: Passing Requirements for Different Tests

For those youth who pass the exam, their names are included in an internal database to be shared with employers seeking qualified youth through METAS. In the final year, a retake policy was put into place. Youth who did not take the exam were encouraged to retake the training and try the exam again if they only failed in one of the three content areas. This was not done in prior years due to the costs associated with the exam.

The Employability Study

The project aimed to improve youth skills and competencies in employability, which has been defined as five areas: (1) employment; (2) employment goals and aspirations; (3) perception of job skills, confidence, and self-respect (work-related); and (5) job-seeking behaviors. The Evaluation Study was designed to measure whether youth showed a measurable change in these five areas as a result of the project. The data were collected at three points: **the baseline** or T1 (beginning of BLC training), **the midline** or T2 (end of the BLC training, or approximately four to five months after baseline), and the **endline** or T3 (nearly one year after the baseline).[14] A pilot of the tools took place in March 2013 in collaboration with the METAS team and graduate students at American University, Washington D.C. The outcomes of the study will also help answer the outcome evaluation questions outlined later and to respond to the deliverable in the METAS Performance Monitoring Plan (PMP).

This outcome evaluation[15] employed a combination of qualitative and quantitative methods, including surveys, focus groups, and interviews. The main quantitative methodology was quasi-experimental with a pre-/post-survey design, which will provide findings to the METAS team and stakeholders on whether employment status, attitudes, and perceptions of youth's employability and job-seeking behavior are significantly different for METAS youth completing the BLC training and certification (intervention group) relative to those not receiving the training (comparison group). The findings will only be generalizable for the METAS target population participating in the BLC training. The surveys were supplemented by focus group discussions and key informant interviews held in May 2014.

In addition to surveying youth, BLC facilitators that lead the BLC trainings were surveyed, as were private sector representatives with direct relationships with METAS, to see if youth's perspectives of, and attitudes toward, their employability were realistic and aligned with the private sector's perceptions.

14. A full baseline evaluation was administered in May–June 2013 (start of the BLC training), the midline in October–November 2013 (end of BLC training), and the endline in April–May 2014 (approximately six to seven months after the end of BLC training, or one year after the start of the training).

15. Note that under USAID's Evaluation Policy (2011), this study could be considered an impact evaluation as a quasi-experimental design for which a comparison group was employed. However, given the qualitative focus and the lack of a robust comparison group, this study is being referred to as an outcome evaluation.

Youth Employment and Employability in Honduras (Literature Review)

Employability: Theory and Constructs

There are multiple theories and constructs defining employability of youth in current literature. Some definitions are limited to dimensions internal to the youth, such as job-seeking behaviors, and others integrate external factors, such as the labor market conditions. This section will draw on the various constructs of employability literature and research, while applying these theories to the situation of youth in Honduras.

One of the theoretical definitions of employability focuses on the three inter-related attributes: (1) the ability to gain and retain fulfilling work, (2) the propensity to exhibit attributes that employers anticipate will be necessary for effective functioning of the organization, and (3) the ability of a program graduate to obtain a satisfying job.[16] A more holistic understanding of employability takes into account both the supply and demand sides of the labor market and considers attributes related to individuals and their social/geographical contexts.[17]

An individual's employability is affected by three spheres of influence, including the following:[18]

- **Individual characteristics:** This sphere includes characteristics such as skills (hard and soft); personal attributes; job-seeking and other employment-related behaviors; interpersonal communication; attitudes towards employment (including ethics, values, etc.); and the ability to adapt, maintain, or transition within and between employment settings.
- **Social and geographic (familial and community) characteristics and mobility:** This sphere includes familial or community characteristics, perceptions and attitudes, or behaviors related to employment and employability. These include household characteristics and attributes that may affect an individual's relationship to employment, including economic status and access to resources, ethnic identity, work culture, attitudes, and perceptions. Given the importance of peer social interactions with this youth population, peer-to-peer relationships related to attitudes, behavior, and perceptions should also be considered.
- **External market:** This sphere includes the labor demand conditions that may influence an individual's employment prospects and access. These include external (local, national, international) policies and standards, or lack thereof, that may affect the employability of the unemployed. Other factors include the growth of different formal or informal sectors, the availability of jobs in such sectors, and a youth's access to capital/investment, all of which affect a youth's likelihood of joining either the informal or formal sector. Capital/investments and financial markets are particularly important to youth starting their own businesses.

16. Harvey, Defining and measuring employability. Quality in Higher Education 7(2), 97–110.
17. McQuaid, R., & Lindsay, C. (2005). The concept of employability. Urban Studies, 42 (2), 197–219.
18. Ibid., 197–219

For the purpose of this study, employability will be defined as the knowledge and skills related to work readiness, the behaviors in preparing for or thinking about work, and the attitudes and perceptions about the capacity to get work.[19] The main intent for improving employability of participants is to increase their capacity to gain or maintain employment and therefore increase the likelihood they will have sustainable employment.

19. Harvey, Defining and measuring employability, 97–110.

Employability in Honduras: Context and Background

Barriers to adequate youth employment in Honduras are wide ranging and include social/geographical and external market spheres of influence that ultimately affect the individual development of employability skills (hard and soft) and attributes. Challenges that affect youths' ability to obtain consistent and safe employment that meet their economic needs include lack of skills and educational attainment, lack of available labor in the work force that match youth skills, an unstable market economy, private sector reservations in hiring youth, and compelling economic and social incentives for youth to join the informal sector or engage in gang-related activities.[20]

Education Attainment: Issues of Access, Consistency and Quality

A quality education is expected to instill in youth the relevant competencies and skills needed to enter the labor market. Honduran youth are required to attend school until ninth grade, but access to quality education is a significant problem, as is poor quality of instruction, which in turn produces a work force that is not adequately prepared for the skills demanded. In addition to poor quality of instruction, understaffing, high costs of education materials, safety concerns in schools and in transit contribute to low enrollments and retention.[21] Stemming from these obstacles is a common belief among youth that their education will not improve their employability, resulting in even higher drop-out rates. In a 2008 United Nations Development Programme (UNDP) research study of youth opinions, reasons cited for not attending school were disinterest (31.7%), economic pressures to support their families (25.4%), and difficulty in paying for their studies (24.1%).[22] Directly speaking to educational relevancy, the youth surveyed suggested tailoring the content of education to the necessities of the labor market as a strategy for combating unemployment in Honduras.[23]

A 2010 study found that 50.7% of employed youth ages 20–29 left school after completing their primary education and did not move on to the secondary level,[24] even though the majority of industries demand a secondary education at minimum.[25] Secondary school attendance rates in the large urban cities of Tegucigalpa, San Pedro Sula, and La Ceiba are between 59% and 64%[26]. Of those students who enter secondary school nationally, only 38% actually graduate[27]. This statistic points to a school drop-out rate that is high, which in turn produces an unskilled and poorly educated youth work force.

20. YES – Youth Entrepreneurship and Sustainability. (n.d.). Barriers to overcome. Retrieved from http://www.yesweb.org/gkr_overcome.htm
21. OYE – Organization for Youth Empowerment Honduras. (2013). Honduran Reality. Retrieved from http://www.oyehonduras.org/english/index.php?option = com_content&view=article&id97&Itemid=82
22. PNUD – Programa de las Naciones Unidas para el Desarrollo, Honduras. (2009). Encuest nacional de percepcion sobre el desarrollo humano 2008: Juventud, desarrollo humano y ciudanía (p. 46). Costa Rica: Author.
23. PNUD – Programa de las Naciones Unidas para el Desarrollo, Honduras. (2012). Informe sobre desarollo humano Honduras 2011 (p. 173). Costa Rica: Author.
24. OIT – Organización Internacional del Trabajo (2010). Trabajo decente y juventud en Honduras (p. 27). Lima, Peru: OIT/Proyecto Promocion de Empleo Juvenil en America Latina (PREJAL).
25. See data in the Private Sector Findings of this Report.
26. PNUD, Informe sobre desarollo humano, 173
27. Bassi, M., Busso, M., Urzua, S., & Vargas, J. (2012). Desconectados: Habilidades, educacion y empleo en America Latina (p. 53). Washington, DC: InterAmerican Development Bank.

Although the Honduran government reported a small increase in net enrollment from 2010 to 2012, increases may stem from parents changing their children from one school to another due to ongoing violence and security risks;[28] when students are matriculated under multiple schools in one school year, there is potential for counting them in the statistic more than once. Transferring schools is more common in the urban regions, especially San Pedro Sula.

Honduran Economy

Honduras is one of the poorest countries in the Latin American region. In 2012, 66.5% of the population was living below the poverty line (using

	Youth Working			Youth Not Working	
	Total Youth Employed	Study & Work	Only work	Only Study	Neither Work nor Study
National Total	45.8% (1,427,165)	8.4%	37.4%	30.3%	23.9%
By Sex					
Young Male	63.3% (987,261)	10%	53.4%	27.4%	9.3%
Young Female	28.2% (439,904)	6.7%	21.5%	33.1%	38.6%
By Age Range					
12 to 14 yrs.	17.9% (114,412)	9.2%	8.7%	70.2%	11.9%
15 to 19 yrs.	39.5% (402,038)	9.7%	29.8%	37.2%	23.3%
20 to 24 yrs.	58.2% (455,610)	8.4%	49.9%	11.8%	30.0%
25 to 30 yrs.	67.3% (455,106)	5.6%	61.7%	3.5%	29.2%

Source: Secretaría de Trabajo y Seguridad Social Honduras (2011). Plan de Empleo Juvenil, p. 8

Table 3: Working Youth and Non-Working Youth in Honduras, by Sex and Age (n = 3,117,222)

28. Vasquez, S. (2013, December 4). Traslado de Escolares subio por la inseguridad en San Pedro Sula. La Prensa. Retrieved from http://www.laprensa.hn/lasultimas24/429542-97/traslado-de-escolares-subio-por-la-inseguridad-en-san-pedro-sula

headcount ratio) while the country was experiencing a 3.9% GDP growth rate.[29] Honduras' population is young, with 38.8% of the total population between 12 and 30 years old.[30] Approximately 45.8% of Honduran youth aged 12 to 30 are employed, the average being higher for males than females; 63.3% of all young men are employed while only 28.2% of all young women are employed.[31] Females are also more likely to be categorized as neither working nor studying (38.6%), than males (9.3%). When comparing total youth employed by different age ranges, 67.3% of youth 25 to 30 years old were employed, compared to 58.2% of 20 to 24 year olds and 39.5% of 15 to 19 year olds.

The Honduran region as a whole has a high population of "idle youth," that is youth who are neither in school nor in the labor market.[32] Of the total population in Honduras, 9.3% of young men and a staggering 38.6% of young women are found in the idle youth category.[33] In METAS' target municipalities of Tegucigalpa, San Pedro Sula, and La Ceiba, the idle youth population represents about 20% of the total youth population, while 40% of the youth population reported themselves as studying and just over 30% as working. A smaller percentage reported themselves as both working and studying (10%).

With a lack of formal employment opportunities, youth often engage themselves in the informal job market, work for a family business, or start their own microenterprise. Youth outside of formal employment are often reported as "underemployed" in national statistics. In many developing country economies, individuals outside the formal work force engage in some sort of economic activity and as a result unemployment rates seem low, but underemployment rates are actually quite high.[34]

In Honduras, measures of "visible" and "invisible" underemployment, rather than unemployment, can give a better picture of existing labor market conditions.[35] Visible underemployment includes workers who are working less than full time but express the desire to work more, while invisible underemployment is defined as those who work full time but earn less than minimum wage[36]. Since 2009, both visible and invisible underemployment measures have been rising in Honduras. As of 2012, overall unemployment rates remained at 3.6%,[37] but visible underemployment reached 10.5% (from 4.3% in 2009) and invisible (underpaid) underemployment sored at 43.6% (from 36% in 2009). In Honduras, youth comprise 40% of the overall underemployed population, often earning incomes less than the national minimum wage of USD 218–276 per month and lacking benefits, such as basic health care and income security.[38]

Youth, especially the underemployed, often lack the knowledge, relevant skills, access to capital, and credit needed to start their own businesses.[39] .The presence of "war taxes," imposed by gangs regularly, and in some cases on a weekly basis, deters youth

29. The World Bank, Poverty and equity: Honduras.
30. Secretaría de Trabajo y Seguridad Social Honduras, Plan de Empleo Juvenil
31. Ibid, 10
32. Cardenas, M., de Hoyos, R., & Szekely, M. (2011). Idle youth in Latin America: A persistent problem in a decade of prosperity (p. 3). Washington, DC: Brookings Institute.
33. INE – Instituto Nacional de Estadísticas de Honduras. (2010). Retrieved from http://www.ine.gob.hn/
34. Johnston, J., & Lefebvre, S. (2013). Honduras since the coup: Economic and social outcomes (p. 12). Washington, DC: Center for Economic and Policy Research.
35. Ibid, 12
36. Ibid., 12
37. According to United Nations Economic Commission for Latin America and the Caribbean (ECLAC), the unemployment rate in Honduras for 2013 was of 6.3%. www.caribbean.eclac.org
38. International Labor Organization Department of Statistics. (2011). Statistical update on employment in the informal economy. Retrieved from http://laborsta.ilo.org/sti/DATA_FILES/20110610_Informal_Economy.pdf; Aumento al mínimo es entre L 111 y L 386. (2010, January 11). La Prensa. Retrieved from http://archivo.laprensa.hn/Apertura/Ediciones/2010/11/01/Noticias/Aumento -al-minimoes-entre-L-111-y-L-386.
39. International Labor Organization Department of Statistics, Statistical update on employment.

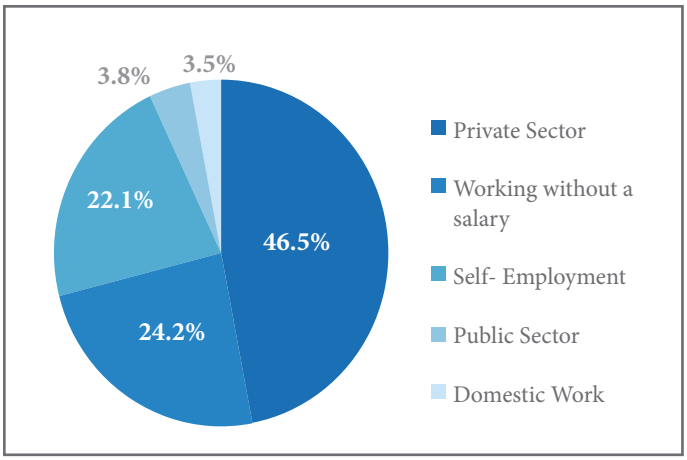


Figure 1: Type of Employment of Youth (12-30 yrs.) (n = 1, 427,165)

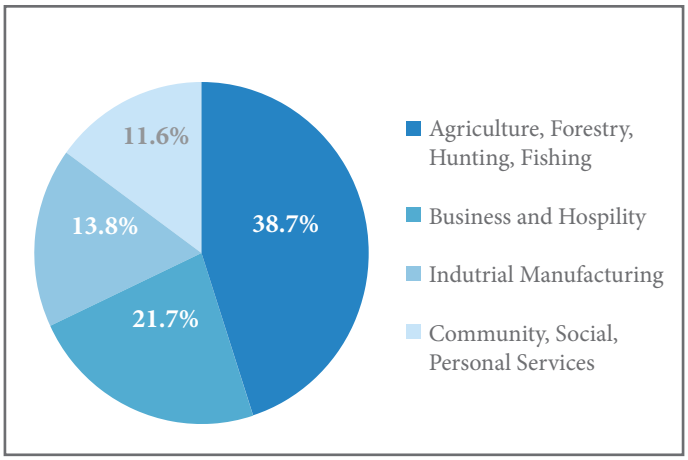


Figure 2: Figure 2: Employment Sectors Youth Work in (12 - 30 yrs.)(n = 1, 427,165)

from starting microenterprises[40] . Consequently, measuring expansion of microenterprises or small enterprises was considered in the METAS study, but it only relevant to a small number of beneficiaries due to the characteristics of the youth in the program (age, school status, etc.) as well as the climate of insecurity in Honduras.

At stated above, Honduras as of 2012 is experiencing a 3.9% GDP growth rate[41] . Despite issues of underemployment and unemployment in Honduras, the formal sector is expanding and the sectors of hospitality (hotels, restaurant services, etc.) and tourism, manufacturing, agriculture, commerce, and service have been identified as the key industries where employment is increasing substantially.[42] Agriculture/agroindustry at present absorbs the highest number of youth, accounting for 38.7% of total youth employment. Figures 1 and 2 illustrate the breakdown between different types and sectors of youth employment in Honduras.

Honduras also has one of the largest and fastest growing maquila industrial manufacturing sectors in the Central American region, which boomed in large part as a result of the Central American Free Trade Agreement (CAFTA) signed into effect 2004[43] .As a result, industrial maquila work, which has a higher percentage of women workers, also absorbs a high percentage of the youth population.[44] However, it should be noted that at the time of this study, the maquila industry was facing potential dramatic changes as import countries were seeking maquila markets outside of Central America. This is apparently due to current negotiations of the Trans Pacific Partnership (TPP) between the United States and 11 countries (Australia, Brunei Darussalam, Canada, Chile, Japan, Malaysia, Mexico, New Zealand, Peru, Singapore, and Vietnam) to enhance free trade and investment among its partner countries.[45] If demand should decrease for the Central American maquila industry, effects will

40. JLIFAD. (2012, December). Breaking the cycle of violence in Honduras. Rural perspectives: Sharing experiences from Latin American and the Caribbean, 10. Retrieved from http://www.ifad.org/newsletter/pl/e/10_full.htm
41. The World Bank, Poverty and equity.
42. Secretaría de Trabajao y Seguridad Social Honduras, Plan de Empleo Juvenil, 8–9
43. A maquila is defined as a "manufacturing firm operating within a fiscal regime that allows it to import intermediate goods on a duty-free or tariff-free basis, process or assemble them (labor value-added) and then-export the final good." From: Hoyos, R. E., Bussolo, M., & Nunez, O. (2007). Can maquila booms reduce poverty? Evidence from Honduras (p. 2). Washington, DC: The World Bank, Development Prospects Group.
44. Hoyos, Bussolo, & Nunez, Maquila booms, 2.
45. Mora, P. (2013, July 19). Paises del CAFTA-DR perderian 100 mil empleos por Tratado Trans-Pacifico. CB24. Retrieved from http://cb24.tv/paises-del-cafta-dr-perderian-100-mil-empleos-por-tratado-trans-pacifico/

likely be felt by the youth population targeted by METAS. This is testimony that youth employment is influenced by the external market sphere and an indication of the challenges faced in building a viable youth market in a volatile environment.

Violence and Gangs

Links to increased employability or likelihood of employment have been made to violence reduction.[46] Lack of employment can cause idleness and frustration, especially among youth, which can then result in risky behavior such as participation in criminal activities.[47] As stated earlier, the Latin American region in particular has a high population of idle youth, or those who are neither in school nor in the labor market[48]. These youth tend to turn to gangs or other illicit groups to make up for the lack of social support and economic opportunities.[49] For example, in Ecuador, a longitudinal study disclosed that youth had joined gangs "because they were searching for the support, trust and cohesion—social capital—that they maintained their families did not provide, as well as because of the lack of opportunities in the local context".[50] During in-depth interviews in El Salvador, former gang members answered that "a job" would have helped them stay out of gangs as teenagers.[51] In much of Central America, negative social conditions and lack of external market opportunities, such as those mentioned above, can lure youth into gang activities and away from individual skills building that could improve their employability.

Drug trafficking has become the main contributor to rising violence levels in Honduras in recent years[52]. In addition to drug trafficking, the deportation of transnational youth gang members from U.S. prisons since the mid-1990s has also contributed to the proliferation of youth gangs in Honduras, similar to that in other countries of Central America's Northern Triangle of El Salvador and Guatemala. Estimates on the number of gang members in Honduras are unclear but may range from 4,000 to 30,000 members.[53] Homicide data are particularly telling and is increasing at a much faster rate than that of other Central American countries. In 2013, San Pedro Sula had the highest homicide rate in Honduras (193.4 homicides per 100,000 habitants), followed by La Ceiba (140.7 homicides per 100,000 habitants). During the same year, Tegucigalpa has a homicide rate of 86 homicides per 100,000 habitants.[54]

As a result, a significant challenge for youth to gain employment in Honduras is the consistent presence and allure of gangs in conjunction with national high poverty levels. Gangs hold a particularly strong presence in Tegucigalpa and San Pedro Sula, with a growing presence in La Ceiba.[55] Research cites that conditions of poverty, lack of opportunities, and family separation contribute as risk factors to youth gang involvement in the country.[56] It is also suggested that gangs are a response to the shrinking range of opportunities available in the urban areas.[57] While the exact number of youth involved in these activities is

46. Rama, M., Beegle, K., & Hentschel, J. (2013). Chapter 4: Jobs and social cohesion. In The world development report 2013: Jobs (pp. 132–133). Washington, DC: The World Bank.
47. Gough, K., Thilde, L. & George W. (2013). Youth employment in a globalising world. International Development Planning Review, 35 (2), 91.
48. Cardenas, de Hoyos, Szekely, Idle youth in Latin America, 3.
49. Rama, Beegle, & Hentschel, Jobs and social cohesion, 132–133.
50. Ibid., pp. 132–133
51. Fogelbach, J. (2011). Gangs, violence and victims in El Salvador, Guatemala, and Honduras. San Diego International Law Journal 12 (2), 428.
52. Rama, Beegle, & Hentschel, Jobs and social cohesion, 133.
53. United Nations Children's Fund, 2012; Congressional Research Service, 2010.
54. UNAH-IDUPAS. (February 2014). Observatorio de la Violencia: Mortalidad y Otros - Boletin Enero - Diciembre 2013 (32), 5. Retrieved from http://iudpas.org/pdf/Boletines/Nacional/NEd32EneDic2013.pdf
55. PNPRRS – Programa Nacional de Prevencion, Rebahitacion y Reinsercion Social. (2012). Situacion de maras y pandillas en Honduras (pp. 45–46). New York, NY: UNICEF.
56. Fogelbach, Gangs, violence and victims, 426; Rivera, L. (2010). Discipline to punish? Youth gangs' response to zero -tolerance policies in Honduras. Bulletin of Latin American Research 29(4), 492-504.
57. Rivera, Discipline to punish? 495.

inconclusive, in 2012 it was estimated by the Instituto Universitario en Democracia, Paz y Seguridad, that 54% of the victims of violent deaths were youth.[58]

Conclusion

Youth in Honduras face a number of barriers in improving their employability and gaining employment. Broadly speaking, these include lack of education access, consistency, and quality; an unstable market economy; and ever-increasing violence and gang presence. These overarching factors further complicate the employability of youth resulting in lack of skills from low educational attainment, lack of available labor in the work force that matches youth's actual skills, private sector reservations in hiring youth, and compelling economic and social incentives for youth to join the informal sector or engage in gang-related activities. Ultimately, these factors affect youth's capacity to obtain consistent and safe employment that meets their economic and personal needs.

Although direct employment outcomes are commonly used to determine the effectiveness of work readiness programs, the majority of the youth participating in the BLC are below desired employment age, students, and possibly years away from entering the labor market. Measuring employment outcomes such as job attainment or change in income was premature and only relevant to a very small group of beneficiaries. Instead, the study explores how METAS' BLC work readiness curriculum and intervention has progressively prepared youth for employability or, more specifically, the behaviors, attitudes and knowledge, and observable characteristics related to obtaining or maintaining work.

Through mixed methods, this study uses these three spheres of influence (external market, personal attributes, and sociogeographical context) as a lens to explore youth's employability, defined as the knowledge and skills related to work readiness and behaviors in preparing for or thinking about work, and attitudes and perceptions about their capacity to get work.[59] In addition to surveying youth directly, the study also surveys the private sector and facilitators, to triangulate youth data and better understand how facilitators and potential employers view youth skills as critical to employability in the current Honduran work force. This triangulated perspective is crucial in not only measuring the individual characteristic sphere described in literature (through youth and facilitator interviews) but also the external market spheres that may affect a youth's chance of employability.[60] The social-geographical sphere was measured to the extent possible through the youth survey, but it is an important area of further research as comprehensive household and peer surveys were not feasible due to resource and security reasons.[61]

The study's theory of change assumes that METAS' BLC program will improve youth's skills and employability and therefore will lead to employment, or better sustained employment, beyond the life of the METAS project. With better employment, METAS youth have brighter prospective futures, are less vulnerable, and are in the position to make positive life decisions. Collectively, more empowered and economically productive youth will ideally mitigate some of the factors leading youth to participate in organized violence.

58. PNPRRS, Situacion de maras y pandillas, 45–46.
59. Harvey,Defining and measuring employability, 97–110.
60. Note that the concept of employability should be distinguished from enterprise and entrepreneurship, though the three are inter-related. While employability refers to the set of skills, knowledge, and personal attributes that increases a person's job likelihood, enterprise can have several meanings related to business startups but also to having enterprise skills, or "the skills, knowledge, attributes needed to apply creative ideas and innovations to practical solutions."
61. The security situation in the target areas prevented conducting household surveys for this study.

Metodology

Evaluation Purpose and Questions

This evaluation provides the framework for assessing progress made, or changes in, employability for participants in METAS' BLC program. The summative study focuses on measuring attitudes and perceptions of youth's sense of their own employability, including self-confidence, skills in job searching, and work/life aspirations and goals, which are related to one's ability to obtain work. It also attempts to record changes in actual formal employment and income. As the majority of youth participating in the BLC are enrolled in secondary schools or education centers and have not transitioned into the work force, measuring employment outcomes in terms of number of jobs attained or income generated as primary indicators of success is not reflective of the realities of the beneficiary youth. Measuring employment as defined by the number of jobs obtained during the course of the project demands a different project design as well as study focus.

In addition to collecting data from youth, the study also collects perspectives and attitudes from the BLC facilitators and representatives of partnering businesses (private sector) to understand the viewpoints of the adults working with youth beneficiaries and the entities that would be potentially hiring them. The data are then triangulated to show where perspectives and attitudes among the three groups of respondents diverge and converge.

While the ultimate purpose of the evaluation is to provide valuable programmatic information and to assess the effectiveness of the BLC program, this study also fulfills METAS' evaluation objectives per the project's performance monitoring plan (PMP).

The primary research questions follow:

1. ***What percentage of youth participating in the BLC has completed the skills and employability milestones?***

    a. What percent completed the training?
    b. What percent passed the certification?

2. ***How have youth improved/increased perceptions about their employability (or positive changes in employment indicators when attainable) after participation in the BLC program?***

    a. Sub-question 1: Does participation in the program increase likelihood for young people to find employment (for those that are at end of schooling or not in school) as compared to those that do not participate in the BLC program?

    b. Sub-question 2: Do BLC participants (including those that completed the training and those that become certifie exhibit more self-confidence and positive perceptions of their own employability related to finding a job compared to non -graduates from a similar background?

Evaluation Design

The evaluation design is a quasi-experimental, pre- and post-survey design with an intervention group and a comparison group (see sample size and parameters in the following section) for the quantitative youth data analysis. The study also includes key informant interviews and focus group discussions with select groups of youth from the sample. A single survey was also administered to the BLC facilitators working with youth and to all the private sector businesses partnering with METAS.

The **intervention group (youth)** consists of randomly selected youth participating in METAS' BLC programs in two of METAS' three geographical areas, Tegucigalpa and San Pedro Sula (though facilitators from La Ceiba were also part of the study). These participants received approximately three to five months of (BLC) work readiness training, with roughly 60 class hours (20 per each of three subjects) at their Education Center (Centro Educativo). Each cohort was surveyed at the beginning of the training (T1: May–June 2013), at the end of their training (T2: October–November 2013) and again six to seven months later (T3: April–May 2014) after the conclusion of their training (approximately one year after the baseline). The qualitative youth data was collected through key informant interviews and focus group discussions with select groups of intervention youth.

The **comparison group (youth)** selected for this evaluation had relatively similar socioeconomic characteristics to the intervention group. The comparison group learners were recruited from youth alternative secondary education programs operating in two of the same cities as the BLC intervention (Tegucigalpa and San Pedro Sula). Like the intervention group, these youth were in structured secondary education programs targeting at-risk youth, but they did not receive any intervention or support from the METAS project. These youth were measured at the same three data points as the intervention group. However, due to issues of security and resources, only one comparison site was selected from Tegucigalpa and another from San Pedro Sula. Issues of cluster effects and contamination will be discussed under the data limitations below.

Sample

Table 4 provides a summary of the final sample by the three groups: youth, facilitators, and private sector. The youth sample was calculated using formal sampling procedures, whereas the facilitators and private sector representatives included all willing respondents from the total population.

	Tegucigalpa	San Pedro Sula	Total Surveyed
Youth Respondents			
Intervention	268	268	536
Comparison	134	134	268
BLC Facilitators			
Intervention	21	66	(+62 from La Ceiba) 149
Private Sector Partner Representatives			
Intervention			(Various Regions) 29

Table 4. Total Baseline Sample, by Group (May 2013)

The sample of BLC facilitators included all that could be reached (attempted census) from the 96 total METAS-supported BLC sites through an electronic survey (Survey Monkey) or face-to-face administration. In total, 149 facilitators of the 253 total facilitators participated in surveys between May and June 2013, at the beginning of the training cycle.

A representative from each of the 29 **private sector partners** participated in electronic or face-to-face surveys between February and April 2014. The partnerships ranged from formal agreements with signatures to no formal agreement or cooperation (see the Private Sector Demographics section for more information). The majority of private sector respondents were Human Resources managers (62.1%), in addition to the following roles: manager of Operations (13.8%), manager of Social Responsibility (10.3%), owners (6.9%), and directors/chief executives (6.9%).

The **sample of youth participants** who participated in the survey was randomly selected from education center classes participating in the BLC program (intervention group) and those not participating in the training (comparison group). Given limited project resources and the other evaluation activities underway during this year, only two of the three METAS municipalities were surveyed.

The sample size was calculated to detect a moderate effect (d= 0.30) at a statistical power=.80, statistical significance level p= .025 with two tail, a matched t-test based on G*Power software (Faul, Erdfelder, Lang, & Buchner, 2007). An attrition of 25% was also built into the sample size to account for dropouts and youth not present at the follow-up surveys (T2 and T3).

Although 806 youth respondents completed the survey at the baseline, only 404 are used in the final longitudinal (matched pairs) analysis due to attrition (see What Youth Have to Say: Retention in METAS for more details on attrition). Attrition was mainly attributed to students dropping out from centers, or relocating, and having too little time or motivation to attend BLC activities, among other factors.

In addition to blocking by municipality, the sample was also stratified by sex. Although enrollment of females is higher than that of males, an attempt was made to survey an equal number of males and females from the intervention groups to allow an analysis of statistical significance between sexes.

The **qualitative youth** data were collected through key informant interviews and focus group discussions with select groups of youth who took the baseline survey (Table 6). Four focus group discussions were held, and key informant interviews were conducted with 24 youth (12 male, 12 female) who were working and not working in the two municipalities, including those who had passed the certification, did not pass, or did not complete more than half of the BLC training.

	Tegucigalpa			San Pedro Sula			Total surveyed		
	T1	T2	T3	T1	T2	T3	T1	T2	T3
Youth Respondents									
Intervention	270	220	165	270	172	149	540	392	314
Comparison	134	107	41	132	123	48	266	230	90
Total	404	327	206	402	295	197	806	622	404

Table 5: Total Sample Matched, Youth (n = 404)

	Working Youth	Non-Working Youth	Total
Certified	1 male, 1 female **Tegucigalpa** 1 male, 1 female **San Pedro Sula**	1 male, 1 female **Tegucigalpa** 1 male, 1 female **San Pedro Sula**	8 interviews
Not Certified	1 male, 1 female **Tegucigalpa** 1 male, 1 female **San Pedro Sula**	1 male, 1 female **Tegucigalpa** 1 male, 1 female **San Pedro Sula**	8 interviews
Did Not Complete the Training	1 male, 1 female **Tegucigalpa** 1 male, 1 female San **Pedro Sula**	1 male, 1 female **Tegucigalpa** 1 male, 1 female **San Pedro Sula**	8 interviews
Total	**12 interviews**	**12 interviews**	**24 interviews**

Table 6: Key Informant Interviews with Working and Non-Working Youth (n = 24)

Data Collection (Process & Tools)

There were three quantitative tools (surveys) employed for the study: the Youth Employability Survey, the Facilitator Employability Survey, and the Private Sector Employability Survey. The Youth Survey was developed after a desktop review of instruments[62] used to measure different aspects of youth livelihoods, social skills and assets, and job-seeking behavior. The Facilitator and Private Sector Surveys were developed together with the relevant METAS teams and based on the same questions asked on the youth survey, with additional relevant demographics. In addition to the quantitative tool, focus group discussion and key informant interview protocols and procedures were employed.

The **Youth Employability Survey (Youth Survey)** was designed to measure outcomes appropriate to age, working status, and other critical characteristics. The survey was piloted in Tegucigalpa and San Pedro Sula in March 2013 with a sample of 83 youth participants by a joint team of METAS staff, youth administrators, and graduate students from American University of Washington, D.C., USA. The analysis of the pilot data focused on the validity and reliability of individual questions, the ordering and sequencing of the questions, and inter-rater reliability in administration of the tool. After the initial data analysis and slight revisions to the instrument, an electronic version (eEmployability) was completed before it was used for the baseline in May/June 2013.[63] Following the baseline, the same survey was administered in November 2013, at the completion of their training, and again in April/May 2014, six months after they completed the training and certification. Note that the survey was administered on paper for the first two data collection points (baseline and midline) and entered into the Survey to Go electronic platform, but the endline data was entered directly into the eEmployability tool on tablets.

In addition to the Youth Employability Survey, four **focus group discussions** were held with youth who were not working. These discussions took place in two education centers (schools) in Tegucigalpa and San Pedro Sula respectively. The youth who participated in the discussions were a mixture of those who (a) had passed the certification, (b) had not pass the certification, or (c) had left the training early in the process prior to the certification exam. **Key informant interviews** were also conducted with 24 youth that were working in the two cities, as their schedules prohibited them from attending the focus groups. Comparing across working and non-working groups, the qualitative data attempt to connect the story of (a) whether different youth improved/increased perceptions about their employability after participation in METAS activities (across certified, non-certified, and incomplete trained youth) and (b) to what extent BLC participants exhibited more self-confidence and positive perceptions about their own employability to finding a job (again across certified,

62. These tools include Youth Livelihoods Survey (USAID Advancing Youth Project of Liberia 2012); Developmental Assets Profile or DAP (Search Institute); Passports to Success (International Youth Foundation); Youth Services Eligibility Tool (University of Southern California) and other surveys conducted by the Honduras Instituto Nacional de Estatidisticas de Honduras.
63. For full details on the tool development and pilot process, see Abdalla, M., Barth, A., Dunn, Holter, A., Ortega, A., & Tinta, P. (2014, March). Youth employability evaluation tool validation. Washington DC: American University.

non-certified, and incomplete trained youth).

The **Facilitator Employability Survey (Facilitator Survey)** collected information similar to that on the Youth Survey in order to allow triangulation and comparison of responses of youth versus responses from their mentors. Additional demographic information was also collected.

The **Private Sector Employability Survey (Private Sector Survey)** also collected information similar to that on the Youth Survey in order to triangulate the private sector side (demand). Demographic information on the business was also collected.

A total of 22 test administrators were initially trained in May 2013 to collect the survey data. The assessors had between 5 to 10 years of experience in public and private sector data collection, including working with the National Institute of Statistics (Honduras). The assessors were trained again by the METAS M&E team in April 2014 prior to final data collection.

Data Analysis

Survey data were analyzed with Statistical Package for Social Sciences (SPSS), utilizing standard statistical methods, such as univariate and bivariate statistics, as needed for different analytical purposes. The results were disaggregated by sex, age, city (municipality), working/not-working, and intervention/comparison groups. Quantitative analyses used univariate and multivariate statistical analyses for different analytical purposes. Central tendency analysis (e.g., mean, median) were conducted for continuous demographic variables. Comparison of means statistical tests were conducted on the results of change between pre-, mid-, and post-surveys as well as the extent of change between the intervention and comparison groups, municipality, and sex, where appropriate (independent samples t-test). Bivariate statistical analyses (e.g., correlations) were conducted to examine the relationship between different variables.

The null hypothesis is that there is no significance in change between the comparison and the intervention groups. The probability that the null hypothesis is true (the p-value) was determined on the basis of the t score. Finally, the p-value was compared to the predetermined 0.05 significance level.

Limitations

Equivalent Comparison: Finding an ideal comparison group was challenging given that tracking youth over the period of 12 months required close relationships, follow-up, and trust with those youth, and an environment that was secure enough to travel out to education centers and communities. Therefore the comparison group of youth was selected from alternative education programs that METAS works with under another area of the project (Result 2) located at the same education centers. The classes surveyed as part of the comparison were not receiving the BLC training, but they were in the same educational compound, and there is some potential spillover and contamination that likely occurred.[64] Resources and security prohibited surveying multiple comparison sites, and therefore there are likely cluster effects as well. Although the comparison group is not a true comparison given the validity threats of spillover and contamination, the comparison group was left in the analysis.

Reliability of the Survey Tool: Even though the survey was piloted and validated prior to administration and notable issues were fixed, the test reliability was not known at the time of administration as there was not sufficient data on the population to do a full reliability analysis. This is in the process of being conducted to inform subsequent administrations.

Attrition: Despite the best efforts of the METAS team to track the youth through communication and incentives, about 50% of the original baseline sample could not be traced to take the endline survey. This is due to high mobility of the population served by METAS, as well as other factors such as challenging environmental and security limitations. It is possible that this very high attrition rate results in a potential bias of the results since youth who were not recovered at the endline may be different on a number of observable as well as unobservable attributes. Attempts were made to understand the demographic of youth who were not recovered to assess potential bias. A descriptive analysis of missing data (youth who were not traced to the endline) was used to explore, as best as possible, the possible bias in the sample due to the high attrition. Analysis showed that based on demographics (age, sex, location, education level, household composition) and key employability variables (internship experience, current work status, and youth's perceived competencies and skills) reported in the survey that the sample of youth who were not recovered at endline were largely similar to those who were included in the endline survey. Any differences between the two groups of youth were not statistically significant. As such, based on the missing data analysis utilizing the data available, there does not appear to be a significant bias in results due to the higher attrition. However, it should be noted that an in-depth analysis of this group was not possible given the lack of data on this population.

Beyond the Private Sector Data: The private sector was the main demand-side entity used in this study per the design of the METAS project, and especially the Result 3 and 4 components.

64. It was confirmed during the analysis that 23 of the youth in the comparison group in Tegucigalpa had taken the CRC exam, despite not having been officially enrolled in the program and having no record of matriculation. This is evidence that contamination took place. According to the education centers, these youth took part in the exam without being formally enrolled or engaged in the training.

Recognizing that potential employers could include the public sector, or nongovernmental organizations (NGOs), integrating their perspectives would have provided a more holistic perspective of the employer side. Likewise more investigation into the informal sector would have enriched the analysis given that a good number of METAS youth are engaged in this sector. This serves as a recommendation for future studies.

Description of Study Participants: Youth, BLC Facilitators, and Private Sector

Following are some highlights from the demographic data describing the study sample, including **(a) youth** (intervention and comparison groups) per the sample at the baseline (T1) and endline (T3), and in some cases, midline (T2) data was also used; **(b) BLC facilitators**; and **(c) the private sector.**

Youth Participants

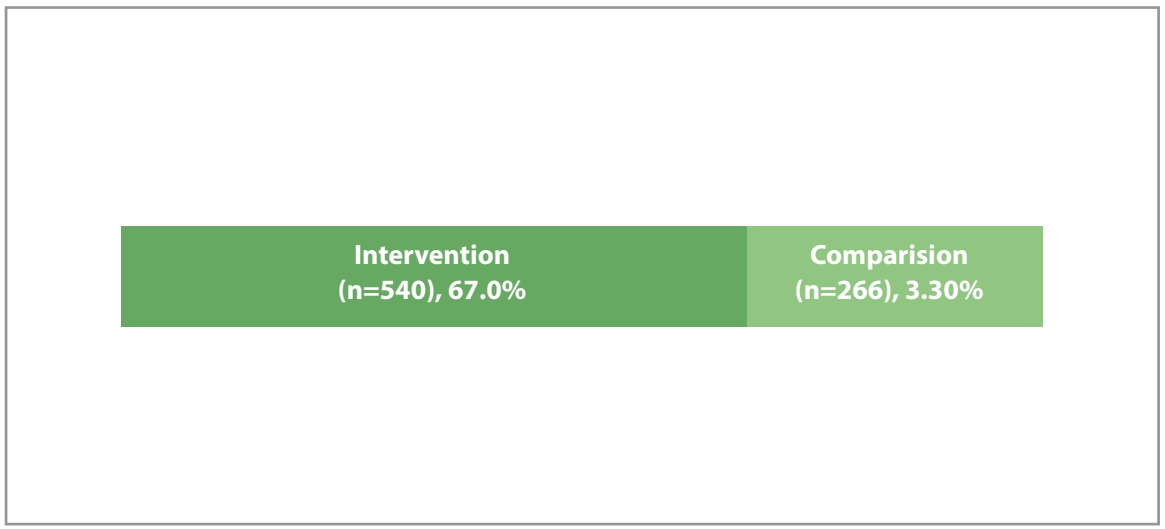


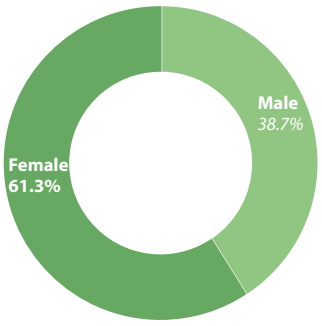
Figure 3: Population, by Intervention and Comparison Groups (n = 806)

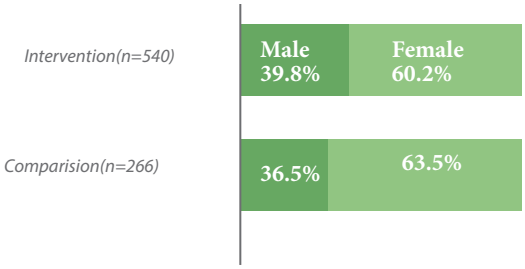
Sex, age and ethnicity

As detailed under the sample selection, there were 806 total participants at the baseline and 404 participants matched at the endline, with 50% attrition between T1 and T3. Although the findings section will be based on the matched sample of 404 youth, the following demographics section will utilize the full baseline sample to provide greater understanding of the BLC population. The intervention group (those receiving the BLC) comprised 67% of the total sample; the remaining 33% were from the comparison group (Figure 3).

Of the total respondents, the majority were female (61.3%); this is consistent across intervention and comparison groups and municipalities (Figure 4). The respondents ranged from 16 to 25 years in age[65] (Figure 5). The median age of the sample was approximately 17.7 years. Note that although in Honduras the legal working age is 16 with guardian authorization, many businesses do not hire youth under 18 given their limited work experience and maturity, and employers do not want to be bothered with getting parental authorization. Therefore the majority of youth in this study, and in the BLC program overall, are under the hirable working age. Figure 6 shows the percentages of ages by group.

65. Although METAS works with youth from 15 to 25 years, 16 was the minimum for this study as the working age in Honduras is 16.





Of the total respondents, the majority were female (61.3%); this is consistent across intervention and comparison groups and municipalities (Figure 4).

Figure 4: Sex, by Total Population and Group (n=806)

The respondents ranged from 16 to 25 years in age (Figure 5). The median age of the sample was approximately 17.7 years. Note that although in Honduras the legal working age is 16 with guardian authorization, many businesses do not hire youth under 18 given their limited work experience and maturity, and employers do not want to be bothered with getting parental authorization. Therefore the majority of youth in this study, and in the BLC program overall, are under the hirable working age. Figure 6 shows the percentages of ages by group.

Figure 5: Age of Respondents (n= 806)

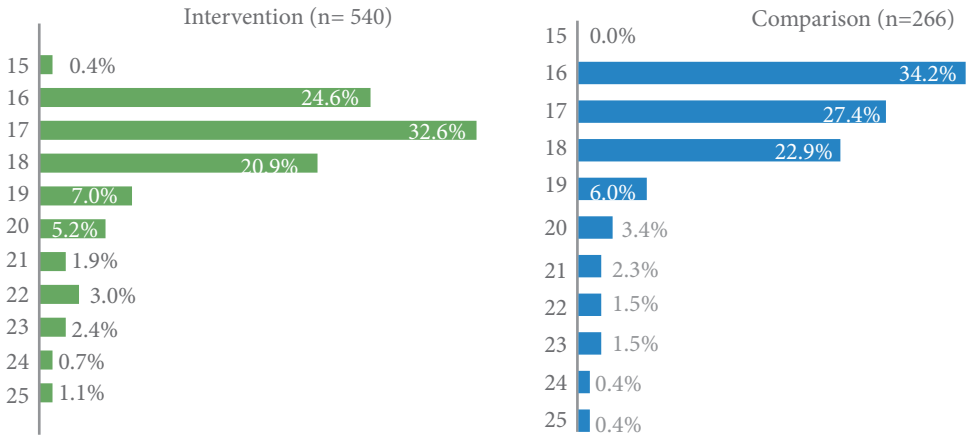
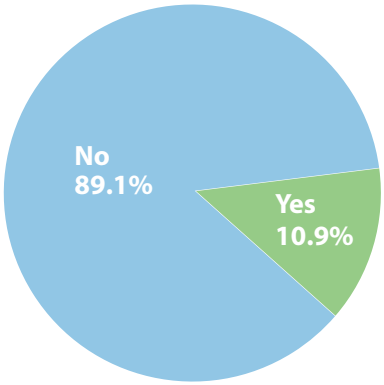


Figure 6: Age of Respondents, by Group (n= 806)



Do you identify with a specific ethnic group? (n = 806)

What ethnic group do you identify with?

Ethnic Groups	Ethnicity			
	Intervention (n = 65)		Comparison (n = 23)	
	Count	Percent	Count	Percent
Chorti	1	1.1%	1	1.1%
Garifuna	10	11.4%	2	2.3%
Lenca	3	3.4%	4	4.5%
Mestizo	41	46.6%	14	15.9%
Misquito	2	2.3%	0	0.0%
Nahoa	-	-	-	-
Negro Ingles	1	1.1%	1	1.1%
Pech	3	3.4%	0	0.0%
Tawahlka	-	-	-	-
Tolupan	0	0.0%	1	1.1%
Prefer not to Respond	4	4.5%	0	0.0%
Total	65	73.9%	23	26.1%

Table 7: Ethnicity of Respondents (n=88)

In addition to age and sex, respondents were asked to report on their ethnicity to explore if historically underrepresented ethnic groups were participating in the BLC program (Figure 7). Of the total respondents, only 10.9% (n = 88) said that they identified with a specific ethnic group. The largest ethnicity reported was the mestizo (62.5 %), followed by garifuna[66]. It is likely the mestizo group overall was larger, but the majority do not identify under a specific category of ethnicity.

66. The mestizo ethnic group is composed of people with mixed ancestry (i.e., Amerindian and European descent). In: CIA World Fact Book. Honduras. Retrieved from https://www.cia.gov/library/publications/the-world-factbook/geos/ho.html. The Garifuna ethnic group is composed of black Afro-Caribbean groups. In: Food and Agriculture Organization. Perfil general de Honduras. Retrieved from http://www.fao.org/docrep/007/ac768s/ac768s02.html

From a regional perspective, the ethnic composition of respondents among municipalities was consistent, with the exception of a higher percentage of the garifuna youth in San Pedro Sula.

Municipality

METAS works in three major urban municipalities, La Ceiba, San Pedro Sula, and Tegucigalpa; however, youth from La Ceiba were not included in the study for lack of time and resources. As can be seen in Figure 7, the intervention and comparison groups by municipality were nearly equal. Analyses were run by municipality to compare differences between groups.

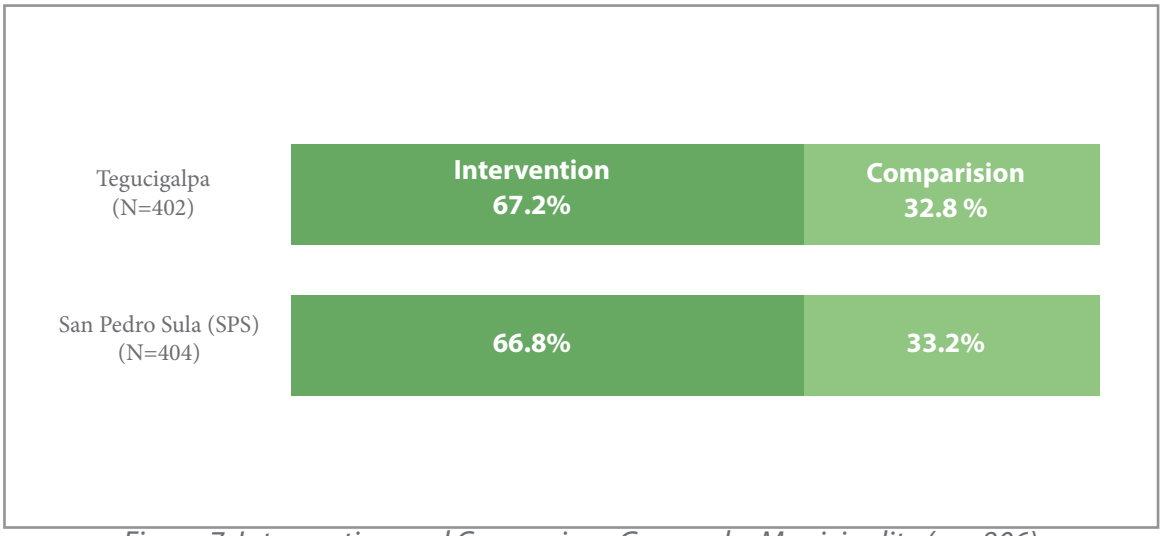


Figure 7: Intervention and Comparison Groups, by Municipality (n = 806)

Both San Pedro Sula and Tegucigalpa are highly urbanized municipalities. According to a 2010 census, San Pedro Sula had 719,447 inhabitants.[67] while Tegucigalpa has a population of 1,126,534 inhabitants. Due to several factors, such as the high urbanization rates, high unemployment and idleness among youth, and lack of opportunities, both areas have a high gang presence. Some studies indicate the presence of 3,474 gang members between the two cities recorded as of 2010.[68]

Despite being a smaller city, San Pedro Sula has a higher gang presence with 2,586 members with the remaining 888 members in Tegucigalpa.[69]

However, the United Nations Office on Drugs and Crime 2012 report estimates 12,000 gang members in Honduras—mostly concentrated in San Pedro Sula, Tegucigalpa, and La Ceiba, bringing up the numbers in the cities where this study was carried out.[70]

Out of 99 ex-gang members interviewed for a UNICEF study on gang violence in Honduras, a total of 80% entered the gangs between the ages of 11 and 20 years, which included 36% that entered between the ages of 11 and 15 years old, and 44% who entered between the ages of 16 and 20 years old.[71]

The secondary school attendance rates in Tegucigalpa, San Pedro Sula, and La Ceiba are low, at 59%–64% of the total youth.[72]

67. PNPRRS, Situacion de maras y pandillas, 45.
68. Ibid, p. 45
69. Ibid, p. 45
70. Congressional Research Service, 2014 (p. 3)
71. PNPRRS, Situacion de maras y pandillas, p. 57
72. PNUD, Informe sobre desarollo humano.

Given the high urbanization rates, the early age of gang entry and the lack of opportunities, programs such as METAS have been established in the attempt to help youth gain employment and create better futures for themselves.

Household Characteristics

As household, family, and living companions are an important sphere of influence in the lives of youth, the survey included five questions that measured household demographics: (1) Who do you live with? (2) How many minors (under 16) and how many adults (over 16) live in your household? (3) How many people in your household have an income? (4) Is your household's income enough to cover basic needs? and (5) What are the sources of your family income?

The youth were asked to give all the different age groups of the people they lived with (Figure 8). Nearly 55% of the total youth sampled lived with two adults and 39.5% with one adult; only three youth reported living alone. The majority of youth that reported living with two adults lived with a mixture of a parent, grandparent, aunts/uncles, and or in-laws. Nearly 90% of youth respondents also lived in

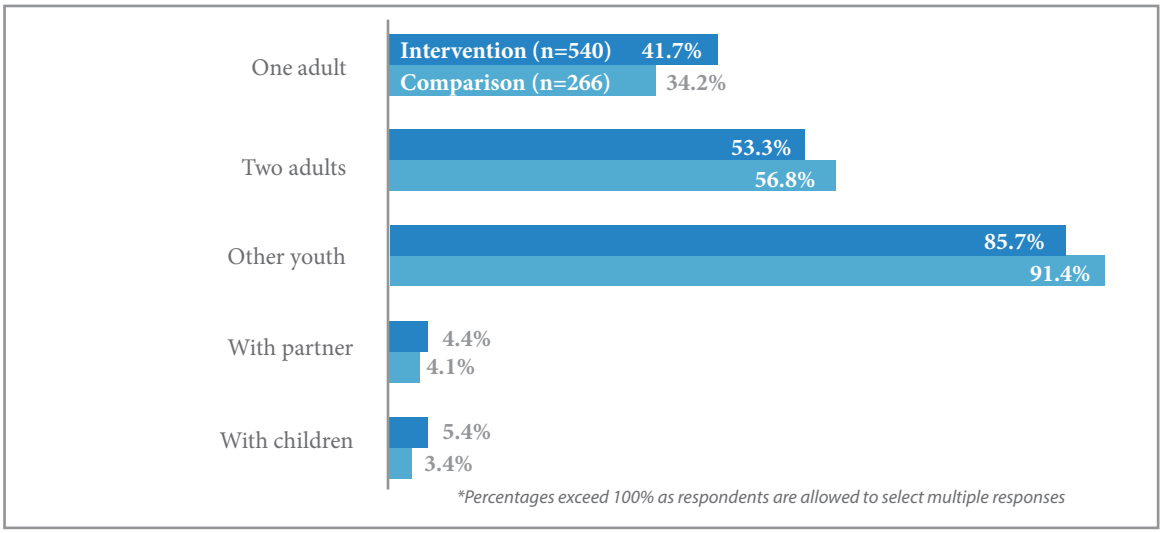


Figure 8: Who do you live with? (n= 806) (Baseline)

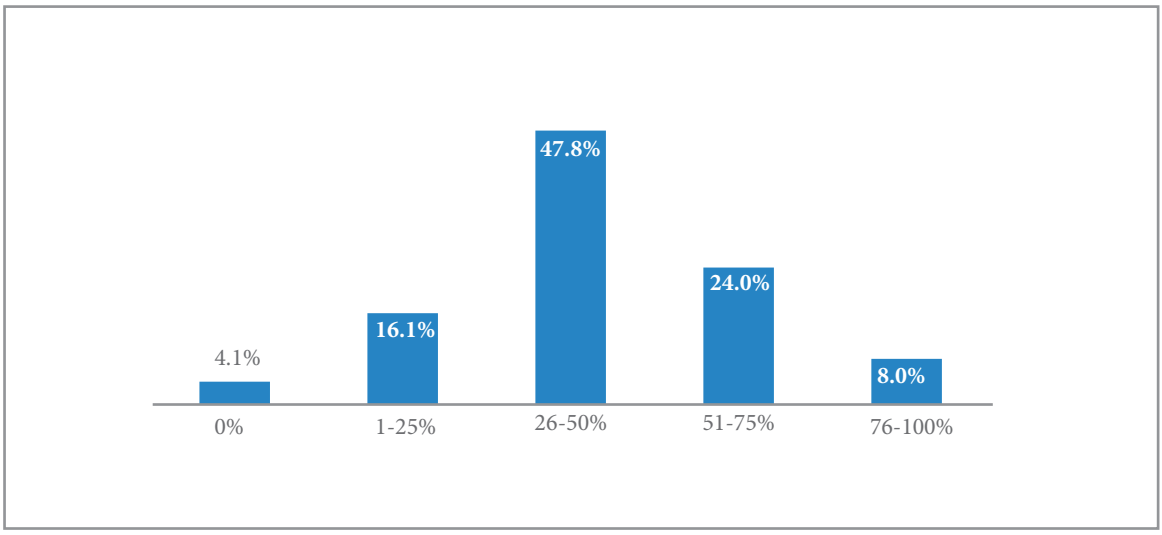


Figure 9: Percent of Household members working (n= 803)

households with older and younger youth (87.6%), such as friends, cousins, or siblings. In a few cases (five), youth lived with their employer, mainly as domestic workers. Another three youth indicated that they did not have a permanent residence and lived in an orphanage or temporary facility. Nearly 90% of youth in both groups live with other youth. There was little variance between the intervention and comparison groups. When compared by group, results remained consistent. The only notable exception between the two groups was that more youth from the intervention group lived with one adult than youth in the comparison group.

The results were largely the same at the endline, with the exception of fewer youth living with "other youth," which decreased.

The number of people living in the same household varied greatly. Over half of all respondents lived with 4 or more people. The mean number of persons older than 16 years living in the household was 3.83 with a range of 0 to 15. The mean number of persons younger than 16 years living in the household was 1.51 with a range of 0 to 12.

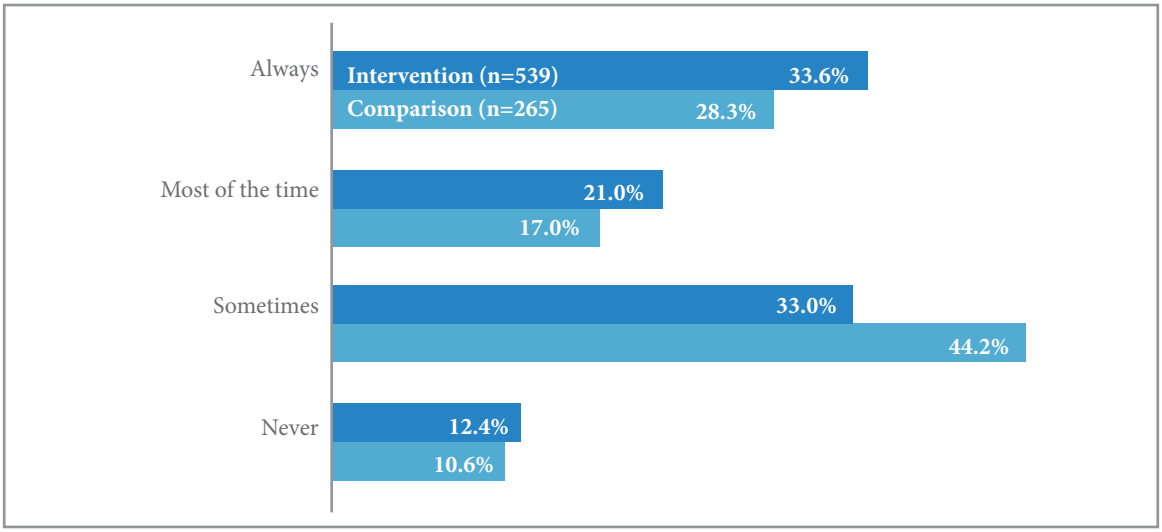


Figure 10: Is your family income sufficient to cover your family's basic needs? by Group (n= 804)

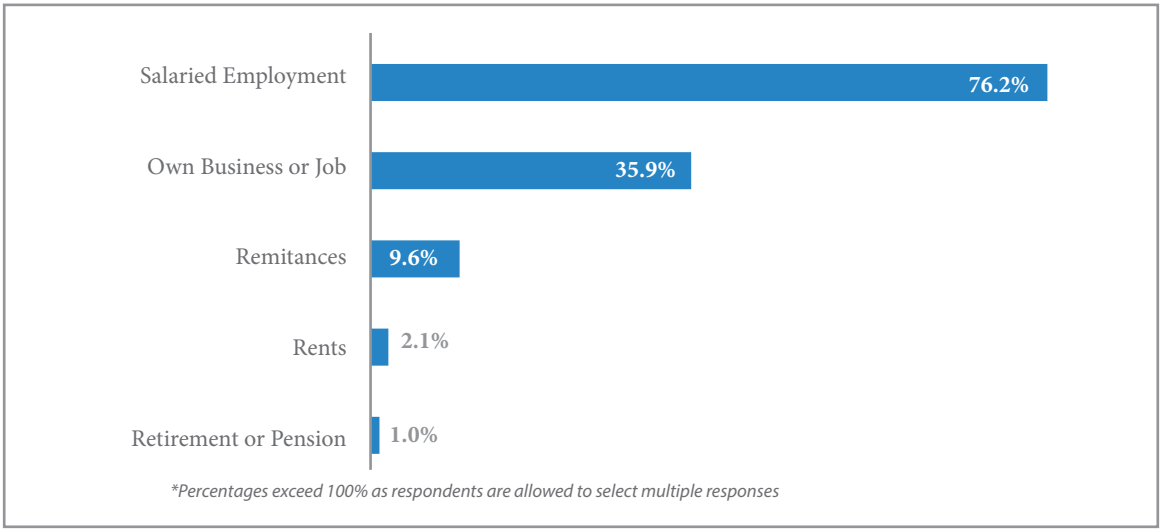


Figure 11: Source of Household income (n= 403)

A household employment indicator was calculated based on the reported working adults (persons over 16) divided by the total number of adults in that household. The majority of households (47.8%) had between a quarter to a half of its eligible household members working; only 8% of total households had all, or nearly all, of the eligible adult household members working; and 20.2% had less than a quarter of household members working (Figure 9).

There were little to no differences in household employment between intervention and comparison groups or municipalities. Youth households from San Pedro Sula had only a slightly higher occurrence of zero household employment and a slightly lower occurrence of households within the range of 75%–100% employment. There were also some small differences between the households of respondents by sex: females' households had a slightly higher occurrence of zero employment and a slightly lower occurrence of 75%–100% household employment.

Over a quarter (31.8%) of respondents reported that their household income was sufficient to meet basic household needs, such as food, rent, education, and medical costs (Figure 10). On a four-point scale from always to never, the average respondent answered between sometimes and most of the time. Female respondents placed themselves lower on the scale than males (closer to sometimes than most of the time). The ability to provide for basic needs varied slightly between comparison and intervention groups, as well as between municipalities. Respondents from Tegucigalpa placed themselves higher on the scale (between most of the time and always) than households from San Pedro Sula; this difference was significant at a level of $p<0.05$.

The majority of respondents' household incomes originated from salaried employment (76.2%), which included both formal and informal employment, and individual or family businesses (35.9%), such as small income generation activities like the selling of chewing gum (Figure 11). Reported remittances were low, at only 9.6%, although five youth noted that their household income came from family contributions, which are similar to remittances, albeit originating from within Honduras. The family contributions would likely have been larger if it had been defined as both remittances from abroad and support from within Honduras. Notable outliers were the four respondents whose household income consisted of grants/scholarships and charity.

Education

As illustrated in Figure 12, the majority of respondents had completed one to two years of

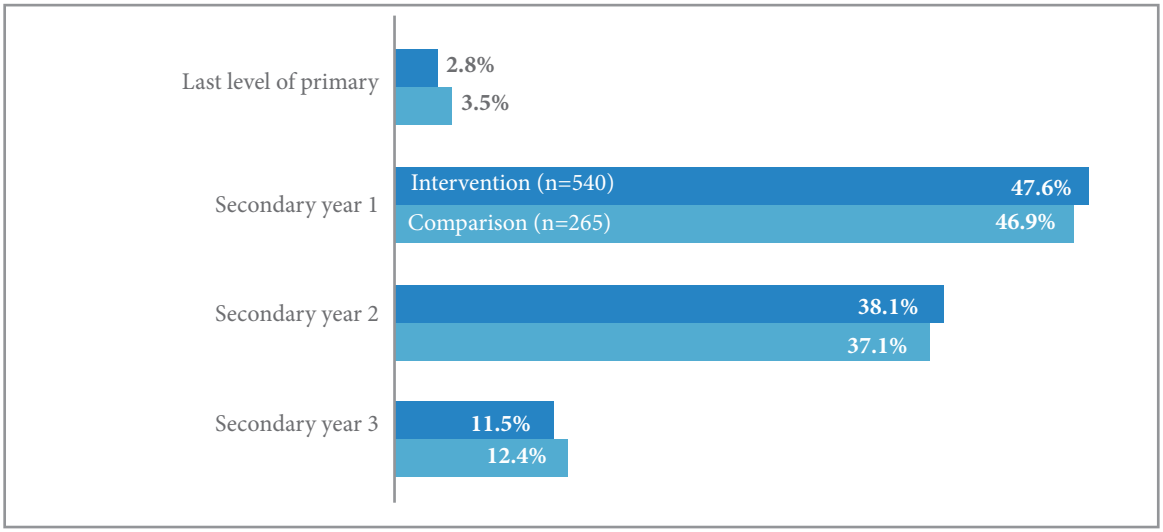


Figure 12. Last Grade in School, by Group (n= 805)

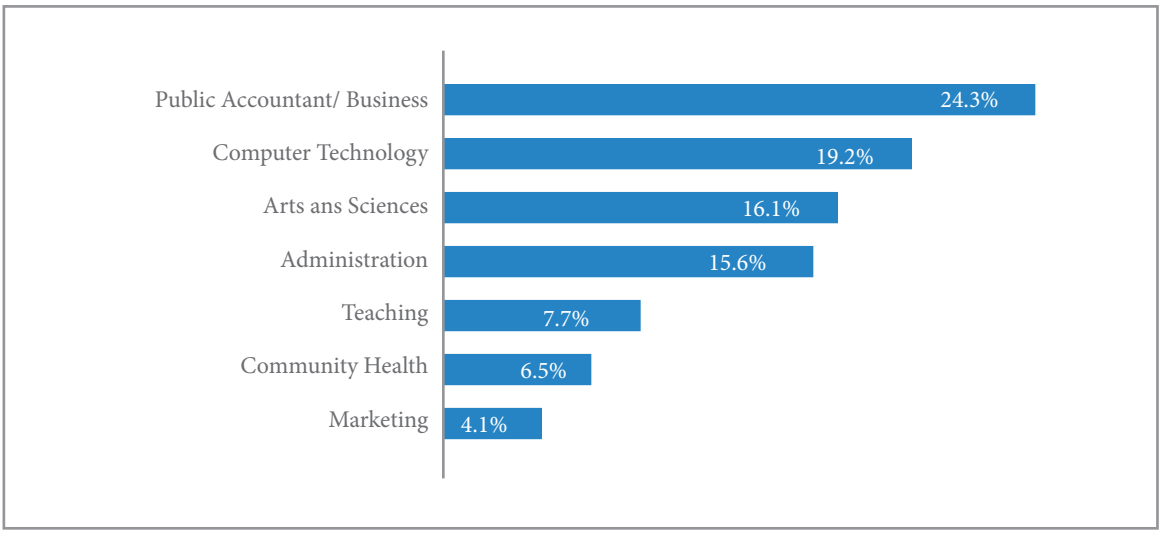


Figure 13. Bachillerato in Secondary Education (n=613)

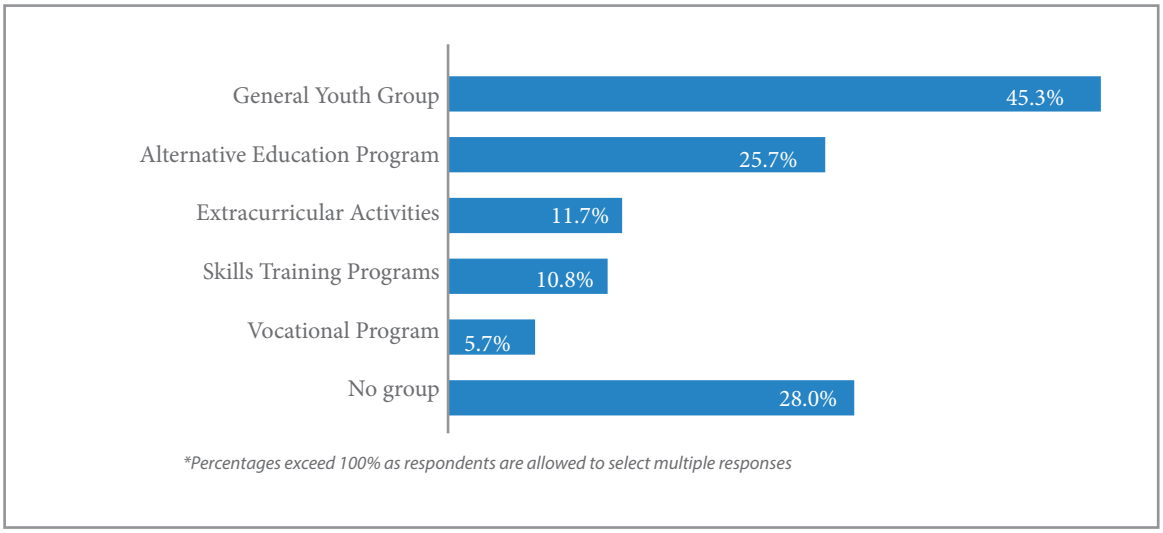


Figure 14. Participation in Youth Programming (n=804)*

secondary education at the time of the baseline. A small percentage of respondents had only completed primary school as their last level of education (~3% per both the intervention and comparison groups), all of whom were from San Pedro Sula and were in the general secondary school (ciclo comun). There was little to no difference in education completion by sex. Over three quarters of students (76.1%) were in the last three years of Academic Secondary Education, bachillerato, or Vocational Secondary Education, carrera, which is a two- to three-year program depending on the subject. Those that finish the bachillerato, can go on to university, while those that are in the carrera, usually go directly into their professional course. For youth who reported pursuing a bachillerato, the area of study varied (Figure 13). The most common bachilleratos of surveyed youth were public accountant/business, computer technology, arts and science and administration.

Respondents were also asked which types of youth programming they participate in (Figure 14). Many youth reported participation in general youth groups (45.3%) at churches, communities, sports, etc.; alternative education programs (25.7%); and extracurricular courses (11.7%). More than one quarter of respondents indicated that they did not participate in any program or group.

BLC Facilitators

Although all 253 BLC facilitators were invited to complete the survey, only 149 facilitators actually participated, the majority being from San Pedro Sula and La Ceiba municipalities (Table 8).

Of the total surveyed, 51.7% were males, 48.3% females. The ages of the facilitators ranged from 25 to 62 years, the median age being 36. Of the total facilitators, 24.1% qualified as youth under the definition used by METAS (under 30). The majority (67.8%) resided in the area where they taught, while 32.2% lived outside their BLC community. While the majority of respondents had completed their university degree, approximately 8% had only completed some or all of secondary school. See Figure 15 for full details.

The facilitators had various roles at the education centers, from teachers of secondary school (liberal arts and technical), to coordinators of sports and extracurricular activities, to school counselors. The number of years employed at the center ranged, but over half had worked at the center for more than six years (Table 9). Less than 40% of respondents had experience working with youth prior to their current role as a facilitator (Figure 16). For those who had worked with youth before, over half (51.7%) had extensive experience of more than 10 years (Figure 17).

Municipality	# of Centers	# of Facilitators
La Ceiba	8	62
San Pedro Sula	16	66
Tegucigalpa	8	21
Total	32	149

Table 8: Facilitators, by Municipality (n = 149)

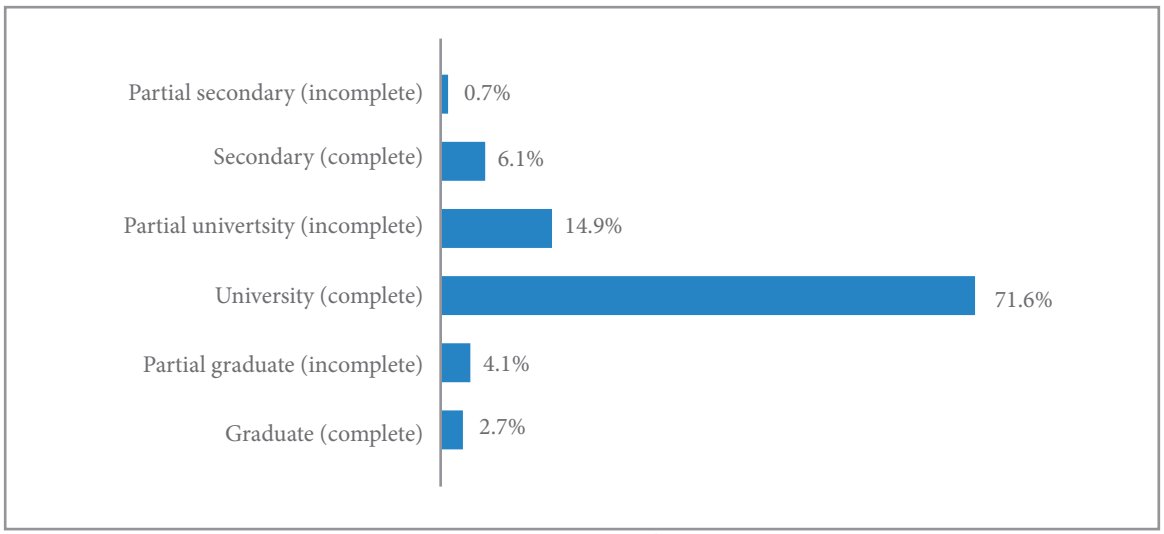


Figure 15: Educational Attainment of Facilitators (n = 148)

Years Worked at Current Education Center	Number	Percent
Less than 1 year	19	13.0
1 to 5 years	38	26.0
6 to 10 years	42	28.8
More than 10 years	47	32.2
Total	146	100

Table 9: Years Worked at Current Education Center (n = 146)

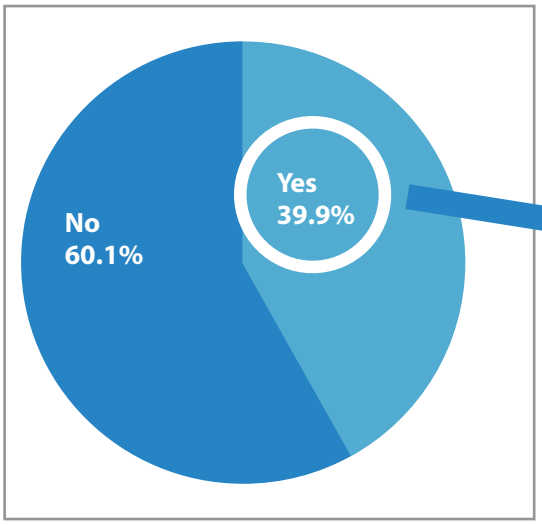


Figure 16: Did you work with youth before your current role? (n = 148)

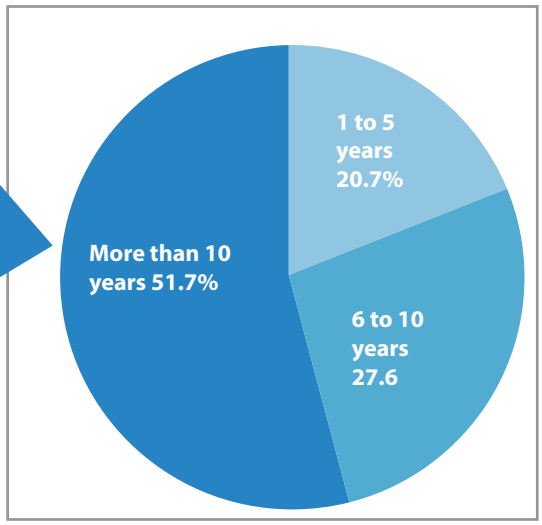


Figure 17: How long have you worked with youth? (n = 58)

Role of Facilitator at the Education Center	Number	Percent
Technical secondary school teacher	15	28.8
Junior high teacher	12	23.1
Liberal arts secondary school teacher	11	21.2
Extracurricular activities coordinator (music, theater, arts, etc.)	8	15.4
Student counselor	4	7.7
Sports coach	1	1.9
Multiple positions	1	1.9
Total	52	100

Table 10: Role of Facilitator at the Education Center (n = 52)

Private Sector Demographics

Origin, Size, Sectors and Municipality

METAS works with private sector partners as part of its activities under Result 4, Established Private Sector Alliances. The main activities under this result area include working and partnering with businesses and employers to increase acceptance of the BLC program (and the CRC), which is expected to ultimately lead to certified youth finding internship or employment opportunities in these businesses. METAS works with businesses in various ways and in some cases formal agreements are signed. However, not all partnerships are framed under a signed agreement since the nature of the relationship varies across the private sector firms and their interests.

When businesses/employers have formed a formal agreement with the METAS program, an agreement is signed (Table 11, #1). In some cases, the relationship is not formalized with a signed agreement, but there is an established and consistent relationship (#2). At the time of this study, there were a number of organizations in the process of forming an established relationship (#3) with METAS; these organizations had begun to place METAS youth but were not an established partner. The majority of the 15 Honduran-owned businesses had formal agreements (76.7%) with METAS compared to the 14 foreign-owned businesses, which ranged from formal to no agreement.

		Percentage Based on Ownership		
Type of Partnership with Proyecto METAS	Number	% of total	% Honduran	% Foreign
1. Formal (signed) agreement	12	41.4	76.7	35.7
2. Active cooperation (no formal agreement)	10	34.5	33.3	35.7
3. In the process of developing a cooperation	6	20.7	20.0	21.4
4. No formal agreement or cooperation	1	3.4	0	7.1
Total	29	100	100	100

Table 11: Type of Partnership with Proyecto METAS (n=29)

Of the 29 partner businesses, nearly half were Honduran owned (51.7%) while the others were foreign owned (48.3%; Figure 18). The majority of the businesses (51.7%) were situated in three or more municipalities[73], which was considered "national" for the context of this study (Figure 19). The other half of businesses were located in either one or two municipalities. Of the foreign-owned businesses, only 40% operated across Honduras compared to the Honduran-owned businesses, of which 60% were distributed nationally. The majority of METAS' private sector partners come from diverse sectors, but banking/financial service providers and maquilas/manufacturing dominated the partnerships (Figure 20).

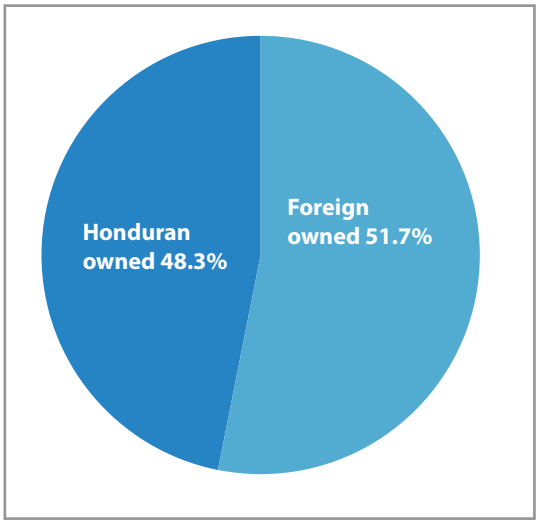


Figure 18: Origin of Business (n = 29)

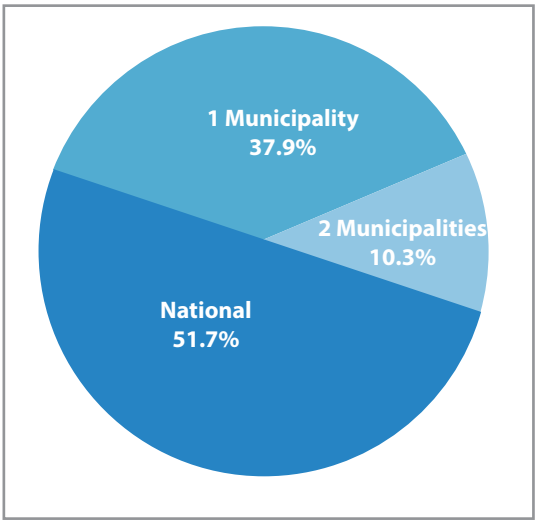


Figure 19: Municipalities Covered (n = 29)

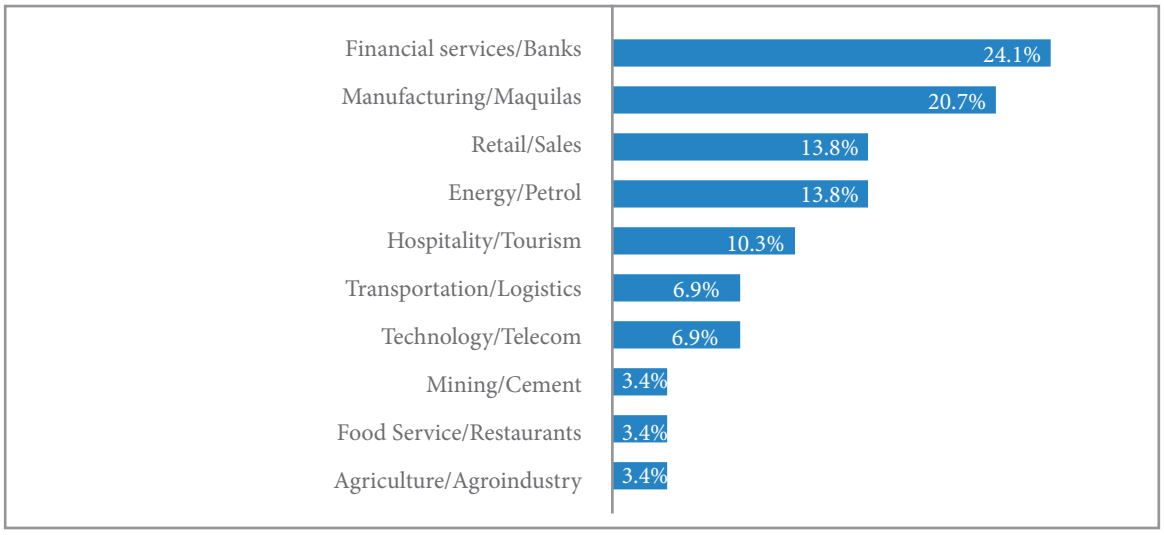


Figure 20: Productive Sectors, METAS (n = 29)

73. For the purpose of this study, municipality can include multiple departamentos.

When comparing the METAS sectors to the national sectors (see Figures 20 and 21), less than 5% of METAS' private sector partnerships are in the area of agriculture/agroindustry, whereas nationally it represents more than 37% of the total productive sectors. METAS may therefore want to focus its partnership efforts more strongly in agriculture/ agroindustry. Combined food services/ hospitality are fairly well represented by METAS private sectors, at 15%, compared to the national representation at close to 20%. A slightly higher number of youth in the program were participating in the maquilas/ manufacturing sector (21%) compared to 13% of those participating in the sector from the total national population. This is consistent with data and research which found that the maquilas/ manufacturing sector is absorbing a higher number of youth compared to the general population.

One of the sectors not present in METAS partnerships is social services (NGOs and nonprofit, community organizations, health and education programs such as METAS, etc.), a potential sector for METAS to explore for BLC. Please note that the Result 1 component of METAS, collaboration with youth-serving NGOs, also offers internships and opportunities to youth, some falling under this sector.

The majority of businesses have day shifts only (58.6%), a fifth have 24-hour shifts (20.7%), and another fifth with mixed night, day and 24-hour shifts (20.7%). The telecom and hotel industries were the businesses that predominantly had mixed or 24-hour shifts. The majority (55.2%) of respondents reported that their businesses had work weeks longer than 40 hours (full time plus over time). Nearly 40% had 40 hour work weeks, and 6.9% had four day work weeks ranging from 4x3 schedules (four days on, three days off) to 4x4 schedules (four days on/ four days off). The majority of businesses with 40+ work weeks or 4x4/4x3 schedules were in the manufacturing/maquila sector.

Business size can be defined by a number of factors, including number of branches, ownership (local or international), profit margin, and number

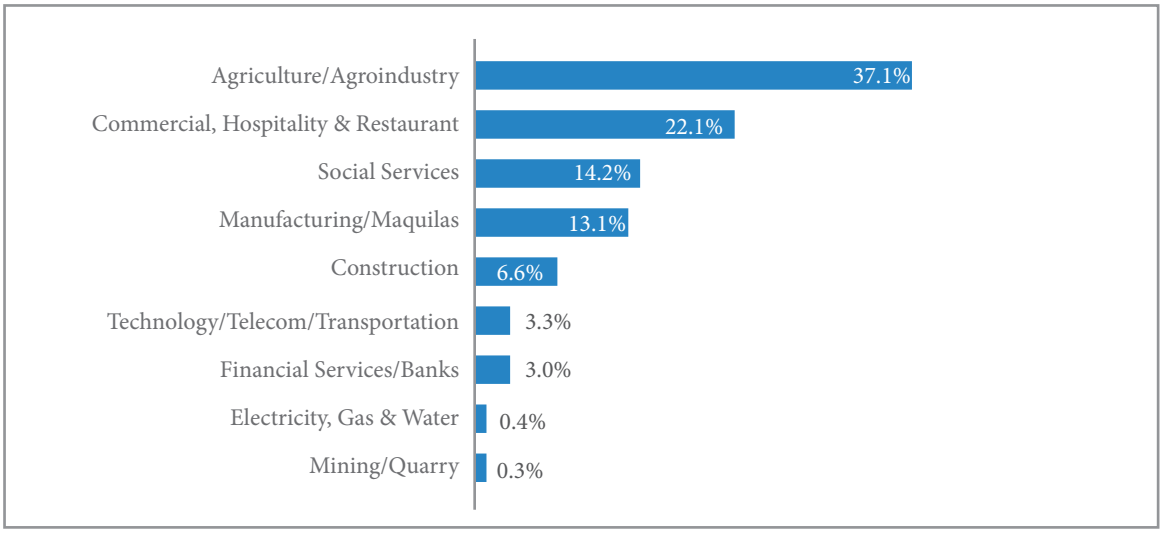


Figure 21: Productive Sectors, Nationally in Honduras (n = 3,435, 400)

of employees by sector, to name a few[74]. For the purpose of this study, number of employees was used as a proxy of size (Figure 22). Nearly 45% of the businesses reported having between 1,001 and 10,000 employees, which are considered large businesses in the context of Honduras. Nearly a quarter of them were between 151 to 500 employees, or small- to medium-size business, depending on the sector. There was only one business that was greater than 10,000 employees, which was a foreign-owned textile manufacturing company (maquila) that had locations across the country. The smaller businesses were in the hotel/tourism sector and were all Honduran owned. The banks/financial industries ranged from 151 to 10,000 employees, and 57.1% were foreign owned.

Sixty percent of the 29 private sector partners provide internship opportunities for youth, the majority being medium- to large-size businesses, of which eight are Honduran owned and 10 are foreign-owned. Internships were provided in nearly all of the listed sectors, except for in agriculture and food services. See Figure 23 for more details.

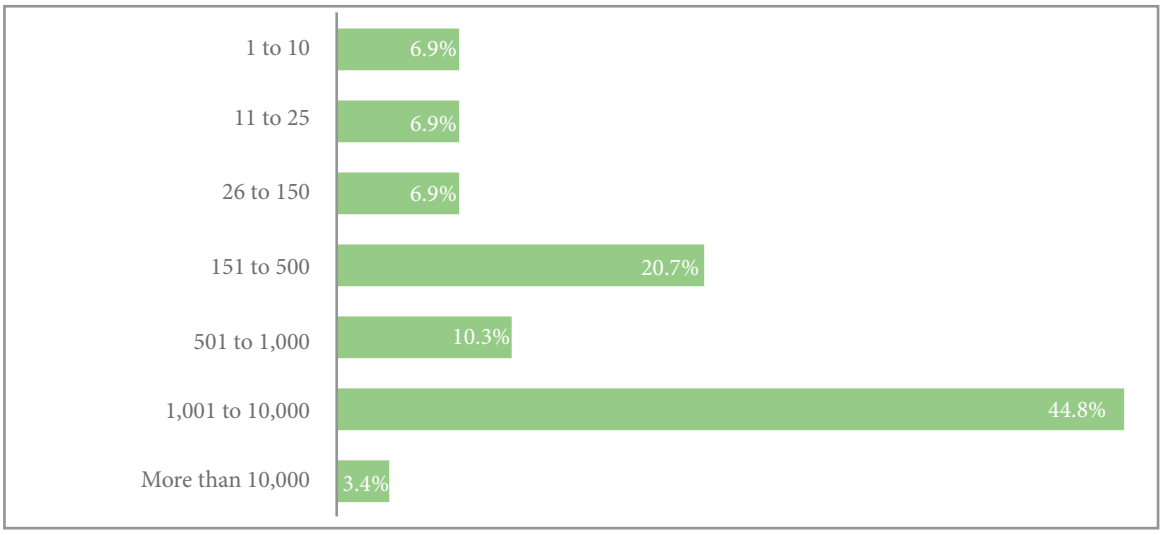


Figure 22: Number of Employees (n = 29)

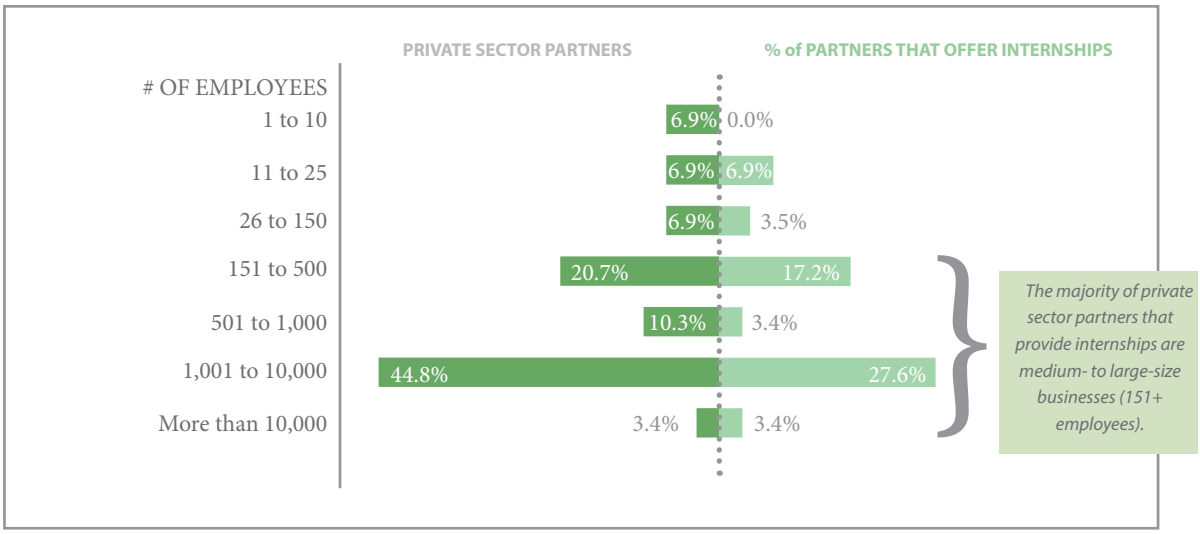


Figure 23: Interships, by Business Size(n = 29)

74. For additional details, see definitions published by the World Trade Organization, World Bank, Small Business Administration (U.S.) and the U.S. Census.

Findings

The first set of findings addresses the first evaluation question:

What percentage of youth participating in the (BLC) Career Readiness Certification has completed the skills and employability milestones?

Project data was analyzed to answer the first question.

The second set of findings addresses the evaluation question:

How have youth improved/increased perceptions about their employability (or positive changes in employment indicators when attainable) after participation in METAS activities?

To answer this question, findings were divided into five categories for analysis in addition to the demographics, which captured information on schooling, household members, and the youth's overall economic situation. Perspectives from the youth were triangulated with viewpoints from the private sector (Private Sector Survey) and BLC facilitators (Facilitator Survey). The five categories follow:

1. **Employment**
2. **Employment goals and aspirations**
3. **Perception of job skills**
4. **Confidence and self-esteem (work-related)**
5. **Job-seeking behaviors**

Completion of BLC Program and CRC Success

What proportion of youth participating in the BLC program has completed the skills and employability milestones?

a. What percent completed the BLC training?

There is no direct way to determine what number of youth completed the training because, although some facilitators were tracking attendance and participation, fidelity of implementation data was not consistently collected across education centers nor aggregated at a central level. However, a proxy can be determined from the percentage of matriculated youth who took the survey at the baseline but did not take the CRC exam at the midline. Table 12 shows the breakdown by sex, municipality, and age group.

Only 16.5% of the total youth in the intervention group were not surveyed at the midline. **Of these 16.5%, data confirms that 8.5% did not take the exam while 8.0% no data was available at the midline.** It can be assumed that these missing 8.0% are program dropouts. A greater proportion of dropouts were male (nearly 1/8) as compared to females (1/18). In the group of 8.5% known youth that did not take the exam, it is assumed that some did not take the exam because they did not meet the required 70% on achievement tests while others had dropped out. Therefore only a rough estimate of between 8.0% and 16.5% attrition can be estimated. Since the intervention group was randomly selected across centers, this range should be fairly representative of the overall sample of METAS youth participating in the BLC program.

In order to accurately estimate participation, attendance would have to be tracked or diagnostic and achievement tests would have to be collected systematically at centers and regularly aggregated at the central level.

b. What percent of matriculated youth took the exam?

As illustrated in Table 13, of the total 540 of

		Dropouts (Unknown)		Did Not Take Exam (Known)	
	Frequency %	Frequency	Percent	Frequency	Percent
By Sex					
Male	215 (39.8%)	25	11.6%	21	9.8%
Female	325 (60.2%)	18	7.1%	25	7.7%
By Municipality					
San Pedro Sula	270 (50%)	15	5.6%	16	5.9%
Tegucigalpa	270 (50%)	28	10.4%	30	11.1%
By Age Range					
16–17 yrs.	311 (57.6%)	17	5.5%	28	9.0%
18–21 yrs.	179 (33.1%)	19	10.6%	14	7.8%
21–25 yrs.	49 (9.1%)	7	14.3%	4	8.2%
25+ yrs.	1 (0.001%)				
Sample Total	**540 (100%)**	**43**	**8.0%**	**46**	**8.5%**

Table 12: Youth Who Were Not Found at the Midline, by Gender, Municipality, and Age Group (n=540)

intervention youth surveyed at the baseline, 251 (46.5%) took the exam. A higher percentage of females took the exam (51.1%) than males (39.5%), and more youth in Tegucigalpa took the exam (53.3%) than those in San Pedro Sula (39.6%). Youth in the 16- 17 year old age group were more likely to take the exam (48.62%), followed by those in the 18- to 21-year-old group (45.3%). Less than half (38.8%) in the 21- to 25-year-old age group took the exam.

In summary, females, youth from Tegucigalpa, and youth between the ages of 16 to 17 were the most likely to take the exam.

c. What percent passed the exam?

Of the total 251 intervention youth who took the exam, 32.1% passed the exam (See Table 14). Note this is lower than the total rate for Year 3 of the project (2013) as there were few universities in the sample, which overall have a higher pass rate than youth in education centers. The passing rate increased in the final year (2014) after efforts were made to allow youth to retake the exams if they had passed at least two of the three content area achievement exams (see METAS BLC Programs section for more information). **At the end of the project the passing rate for METAS youth who took the exam was 61%.**[75]

Although a greater percentage of females than males took the exam, a higher percentage of males passed the exam (36.5%) compared to females (29.9%). Likewise a greater number of youth in Tegucigalpa took the exam, but a higher percentage of youth in San Pedro Sula passed the exam (39.3%) compared to youth in Tegucigalpa (26.8%).

75. Note that the percentage of all matriculated youth that passed the exam was 25%. However, the actual passing rate of 61% is a better indicator of how well the training prepared the youth for the certification as attrition at education centers and other factors affecting BLC program drop-out rates are largely beyond the control of the project.

		Took the Exam		No Exam or Missing	
	Frequency %	Frequency	Percent	Frequency	Percent
By Sex					
Male	215 (39.8%)	85	39.5%	130	60.5%
Female	325 (60.2%)	166	51.1%	159	48.9%
By Municipality					
San Pedro Sula	270 (50%)	107	39.6%	163	60.4%
Tegucigalpa	270 (50%)	144	53.3%	126	46.7%
By Age Range					
16–17 yrs.	311 (57.6%)	150	48.2%	161	51.8%
18–21 yrs.	179 (33.1%)	81	45.3%	98	54.7%
21–25 yrs.	49 (9.1%)	19	38.8%	30	61.2%
25+ yrs.	1 (0.001%)	1	100%		
Sample Total	**540 (100%)**	**251**	**46.5%**	**289**	**53.5%**

Table 13: Youth Who Took the Exam, by Gender, Municipality, and Age Group

	Total Who Took Exam	Passed the Exam		Failed the Exam	
	Frequency %	Frequency	Percent	Frequency	Percent
By Sex					
Male	85 (34.1%)	31	36.5%	54	63.5%
Female	164 (65.9%)	49	29.9%	115	70.1%
By Municipality					
San Pedro Sula	107 (43.7%)	42	39.3%	65	60.7%
Tegucigalpa	142 (57.0%)	38	26.8%	104	73.2%
By Age Range					
16–17 yrs.	149 (59.8%)	48	32.2%	101	67.8%
18–21 yrs.	80 (32.1%)	28	35.0%	52	65.0%
21–25 yrs.	19 (7.6%)	4	21.1%	15	78.9%
25+ yrs.	1 (0.4%)			1	100%
Sample Total	**249*(46.1% of sample)**	**80**	**32.1%**	**164**	**67.9%**

Table 14: Youth Who Passed the Exam, by Gender, Municipality, and Age Group

**Note: Two youth took the exam, but their exam outcomes are not known; therefore, the final number used in this*

The age group that had better success was the 18 to 21 year olds (35.0%) as compared to the 16 to 17 year olds (32.2%) and the 21 to 25 year olds (21.2%). It is not surprising that the older age group had a lower passing rate, as the overall number that took the exam was lower, and this age group has more competing priorities with work and families. Older youth generally have less time for extracurricular programs.

What Youth Say Have to Say on Retention in the BLC Program: Findings from the Focus Group Discussions and Interviews

Interviews conducted with eight youth who left the BLC program before completing the training (four youth working/four youth not working) revealed the primary reasons to be a lack of time or the youth moved and/or left the school.

Out of the **four youth not working**, one male youth left due to lack of time; he wanted to focus on his studies at the education center. He also was not convinced the certificate held value to him. Another youth left the program after a few weeks because of a "lack of follow-up" and support, citing that it was because she only worked "with books" when interacting with the professors. The two other youth, male and female, left to attend a different school. However when asked if they would ever take the training again, all four youth (100%) responded affirmatively stating that it would make them more "competitive," they would "have more opportunities" and it "helped with confidence."

The four **working youth** interviewed who never finished the training program left for similar reasons. Two youth left due to lack of time, one of which was due to her final test preparation and graduation. Another youth left because he stopped going to school all together, while another stated that they stopped giving the training at her center. Out of this group, only two female youth (50%) stated they would take the training again. One of these youth cited that the training had been too "informal," while the other stated that she lacked the time and was no longer attending the same center.

Interestingly, the reality that at least two of the youth left the program because they changed schools may be consistent with research that shows high transition between schools.

Employment

Youth Employment

Employment includes the status of employment. For those youth who are working, employment data captures workload, type of employment, physical safety, and job satisfaction. For those not working, the data captures history of employment.

Of the total 404 respondents, the vast majority were only studying and not actively participating in the work force (60.5% at baseline; 82.5% at the endline). None of the youth were only working at the baseline, because to participate in the BLC, or in the alternative education program in the case of the comparison group youth, they had to be enrolled in school. Only a small percentage of respondents from both the intervention and comparison groups were both working and studying at the baseline (17.8% for comparison, 28.9% for intervention), which is consistent with the national data presented in the introduction. Note that this category likely includes youth that do not have the resources to solely study, as they need to contribute to the household income. An increase in the gain of this group is often an indication of difficult household economic situations.

There was a decrease at the endline in the number of respondents who were only studying, and an increase in those neither studying nor working, which is likely because a large cohort of youth graduated from secondary programs around the midline in October 2013, and youth were in between secondary studies and further education or engaged in job searches (Figure 24). Notably in the intervention group, there was a very small increase (0.6%) in the number of respondents who were working (including those who were only working and those who were working and studying) at the endline and a small decrease (-3.3%) in the comparison group, although the difference between the two groups was not significant. This reflects the demographics of the youth in the program, under 18, still in school, and many in the process of continuing their studies.

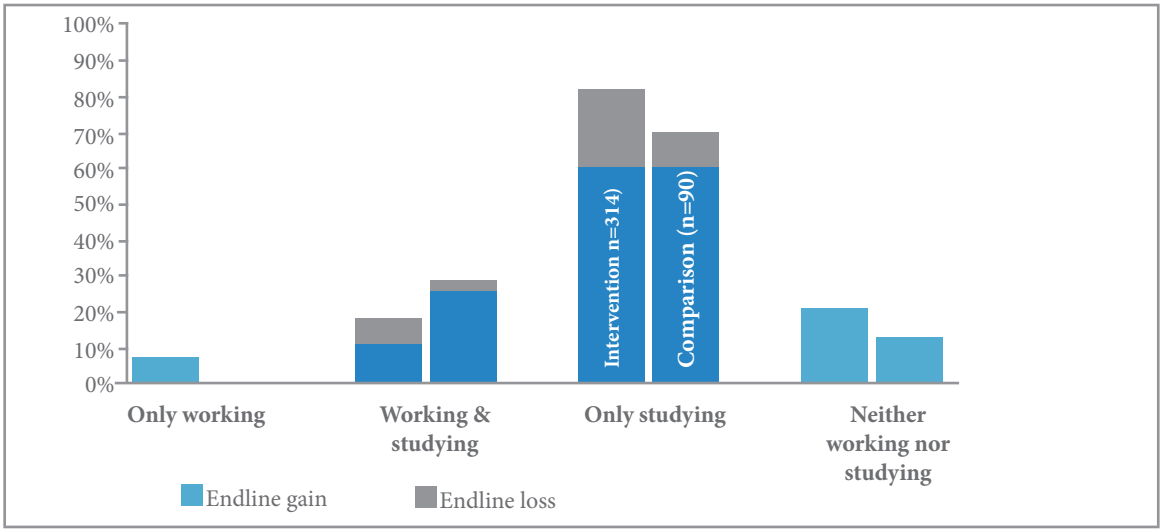


Figure 24: Employment Situation of Youth Respondents, by Group (n = 404)

Similarly the analysis by municipality as seen in Figure 25 shows a trend in which the number of respondents who were only studying at the endline decreased while the number of students neither working nor studying increased. One notable difference between the municipalities was that Tegucigalpa had a slightly larger decrease (difference of about 7%) in the percent of respondents who were working and studying at the endline. However, overall, none of these changes were significant.

Analysis by sex showed similarities between males and females across various employment situations; the majority of respondents of either sex are only studying. At the endline, more females reported to be neither working nor studying compared to males. However, the difference between total males and females working was not significant. Figure 26 provides an overview.

Nearly all the youth interviewed had obtained their job through a personal social network, pointing to the importance of building these networks through programs like the BLC. For those not working, the following data captures history of employment. For those that are working, the data captures their workload, type of employment, workplace safety, and job satisfaction.

Youth Not Working

The 323 youth who were not working at the time of the survey were asked about the last time they worked.

At the endline, 61.4% of youth reported that they had not yet had a job, as compared to 63.2% at the baseline. This was fairly consistent across the intervention and comparison groups (see Figure 27). The division by sex was nearly equal, as was by municipality.

Of the youth that had previously worked, the majority had worked in the past six months (Figure 28). The idle periods were similar across municipalities and intervention/comparison groups, although more youth in the intervention group had worked in the past 0–3 months than in the comparison group. In terms of sex, females had been idle for slightly longer than the males.

As a large percent of the BLC youth do not yet have work experience, the program's skills development and mentorship opportunities are critical to both defining their career goals and ensuring that they are able to acquire the competencies and opportunities needed to match them to work that is suitable and able to meet their personal and household economic and social needs.

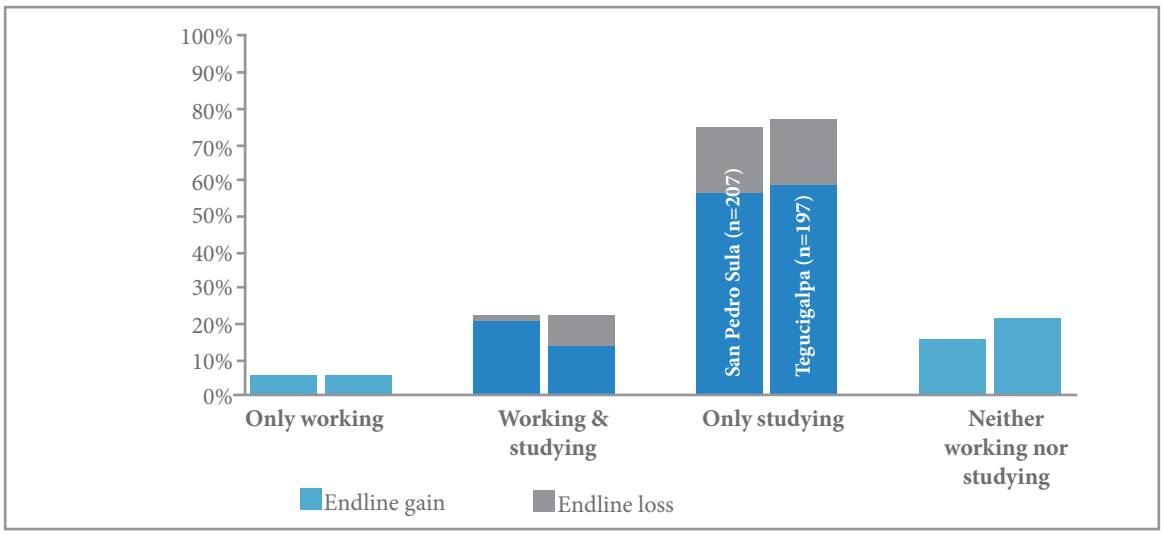


Figure 25: Employment Situation of Youth Respondents, by Municipality (n = 404)

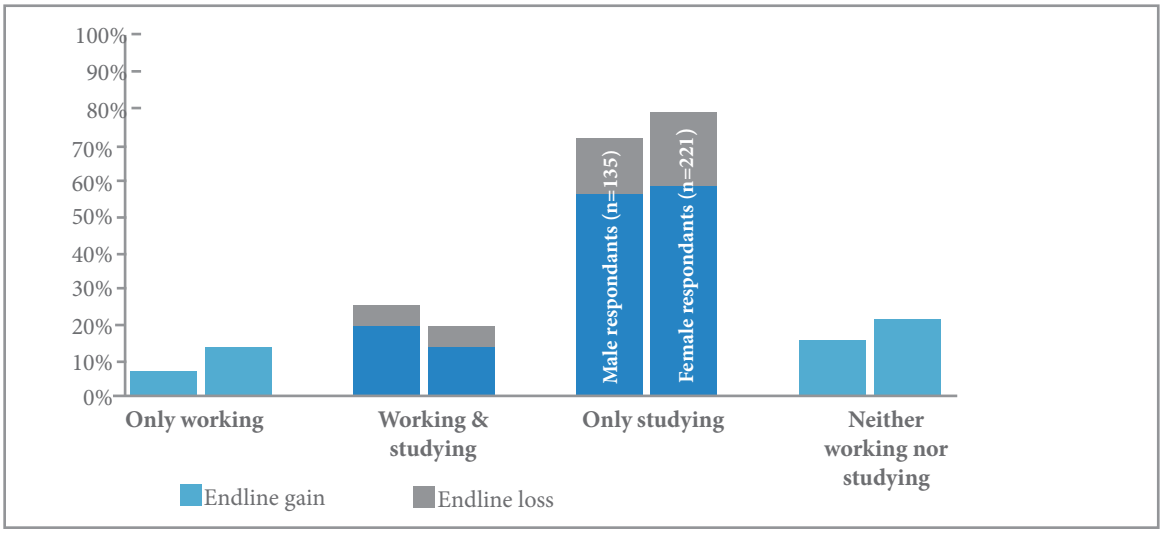


Figure 26: Employment Situation of Youth Respondents, by Sex (n = 404)

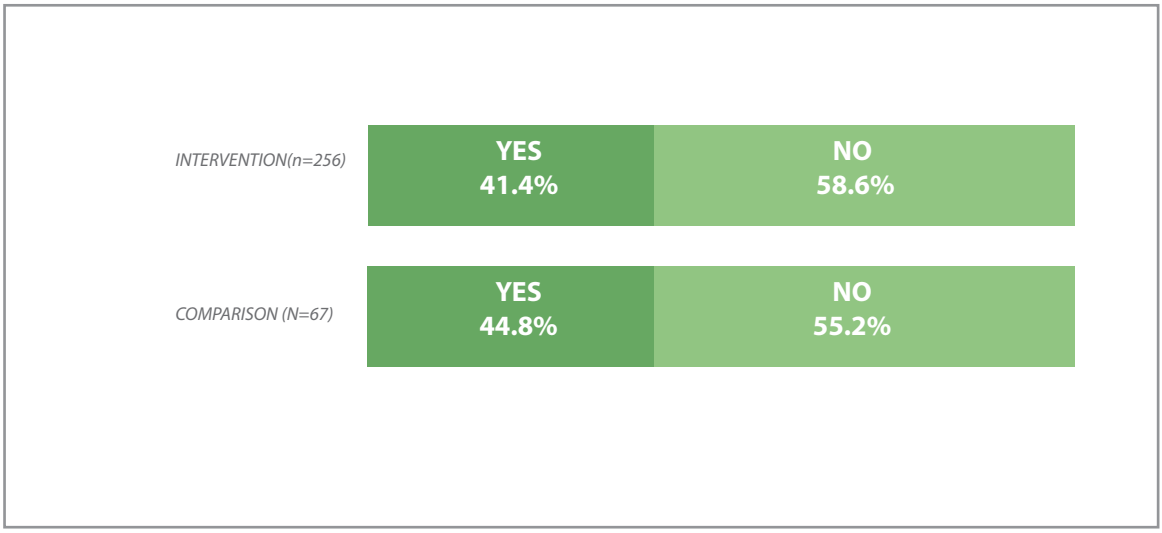


Figure 27: Youth at Endline Who Reported a Prior Job (n = 323)

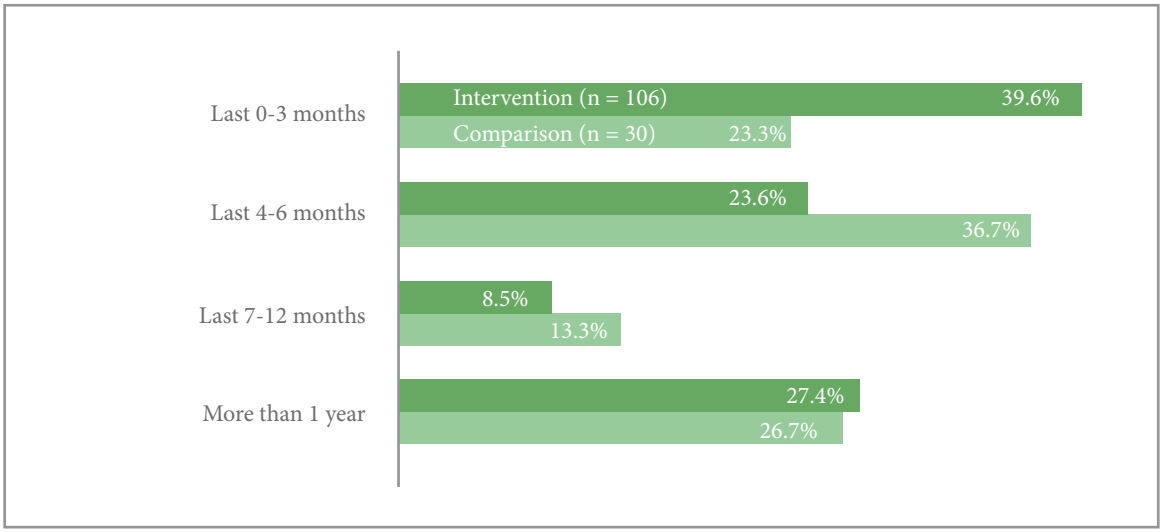


Figure 28: Youth Who Worked in the Last Year (n = 136)

Working Youth

For those 81 total youth who are currently working, workloads, type of work, and work conditions are important measurements of employment quality. Note that although there were 81 cases at the endline that are reportedly working, only 44 of those cases had been working at the baseline; therefore, the matched cases in the analysis below are those that worked at the baseline and endline. The size of the sample limits the potential for multivariate analyses and generalizability of the findings. It also limits the ability of the study to reliably detect changes on key variables unless they are very significant.

Workload was assessed in three ways: (1) number of days in the week that the respondent works, (2) number of hours in the day, and (3) number of months in the year. As shown, the majority of respondents work between 5 to 8 hours a day (Figure 29), 5 to 6 days a week (Figure 30), and 10 to 12 months a year (Figure 31), which in Honduras qualifies as full-time work. There was no clear indication in the endline data of any pattern between workload (working full time/part time) and only working/working and studying, meaning some of those youth who were working and studying were working both full time and part time.

Type of Work. Of the 44 matched respondents, the majority of working youth were salaried employees (formally or informally employed). A relatively small percent of respondents worked for themselves; however, the amount increased from the baseline. Analysis of the endline data showed respondents working in family businesses (both with and without remuneration) decreased, while working without remuneration in any type of job increased. This could be because youth are accepting unpaid internships or apprenticeships in lieu of paid work to get work experience, but it also could be due to socioeconomic factors in the municipalities that are beyond the influence of the project. Figure 32 below provides a breakdown of responses.

Respondents were also asked whether working prevents them from attending school. At the endline, three quarters of respondents (77.8%) who were working said that working never prevents them from attending school, while the remaining quarter said working sometimes (18.5%) or always (3.7%) prevents them from attending school. Therefore it appears that the majority of youth that have had to go to school and work at the same time have been able to manage a schedule, but there is still a quarter struggling to juggle the two.

Work Conditions. In terms of working conditions, youth were asked if they were emotionally and physically safe at work and if their work exposed them to any risks.

Overall, respondents reported that they feel physically and emotionally safe at work, although at the endline there was a slight decrease in the sense of security at the workplace (Figure 33). San Pedro Sula respondents reported that they were more concerned at endline than baseline for their security (at a p-level of > 0.05), as did women. This decrease in sense of security in San Pedro Sula is consistent with rising data on crime in this municipality and increased gender-based violence[76]. Again these factors are beyond the control of the project.

When asked whether their job exposed them to risky situations (physically dangerous or illegal tasks) at the endline, only 11 of 81 respondents indicated that their job exposed them to risky situations, namely injuries and robberies, but death, drugs, and rape were also mentioned.

76. For more information, see PNPRRS – Programa Nacional de Prevencion, Rebahitacion y Reinsercion Social. (2012). *Situacion de maras y pandillas en Honduras.* New York, NY: UNICEF; Kelly, A. (2011, May 28). Honduran police turn a blind eye to soaring number of femicides. The Guardian. Retrieved from http://www.theguardian.com/world/2011/may/29/honduras-blind-eye-femicides.

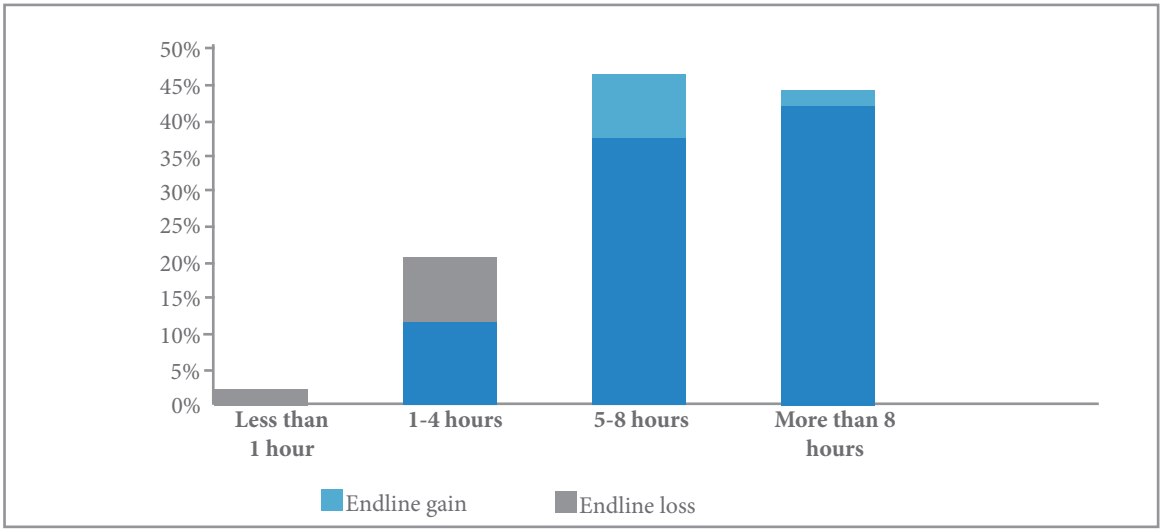


Figure 29: Most Respondents Work 5 to 8 Hours a Day (n = 44)

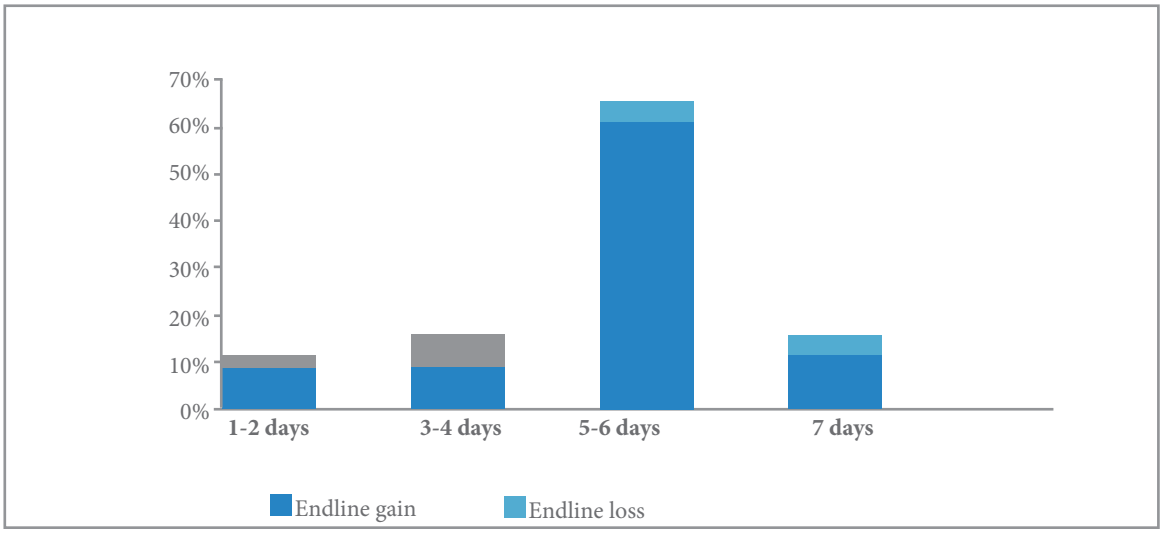


Figure 30: Most Respondents Work 5 to 6 Days a Week (n = 44)

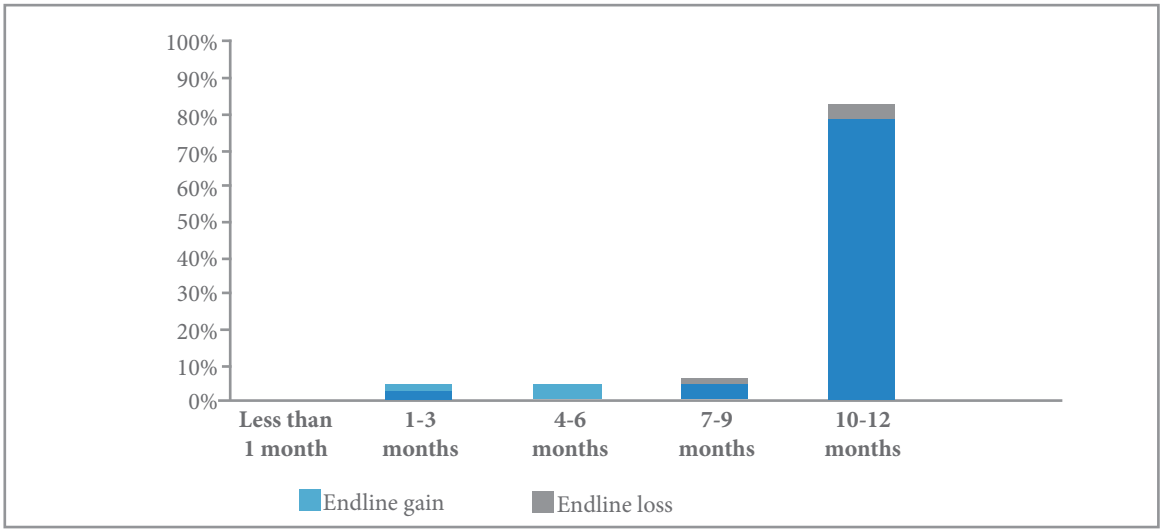


Figure 31: Most Respondents Work 10 to 12 Months a Year (n = 44)

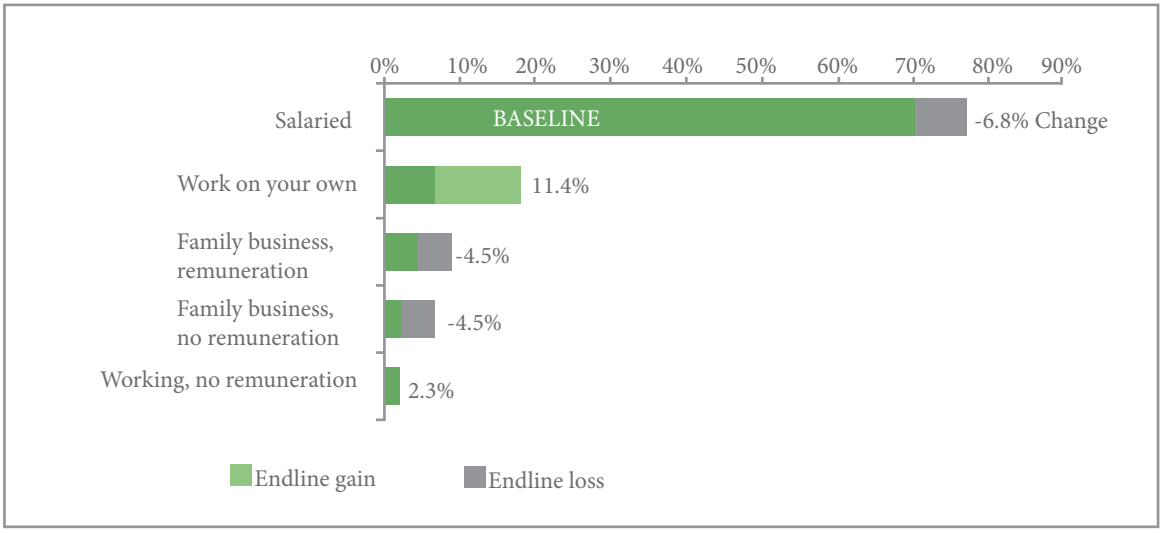


Figure 32: Types of Work Respondents Engage In (n = 44)

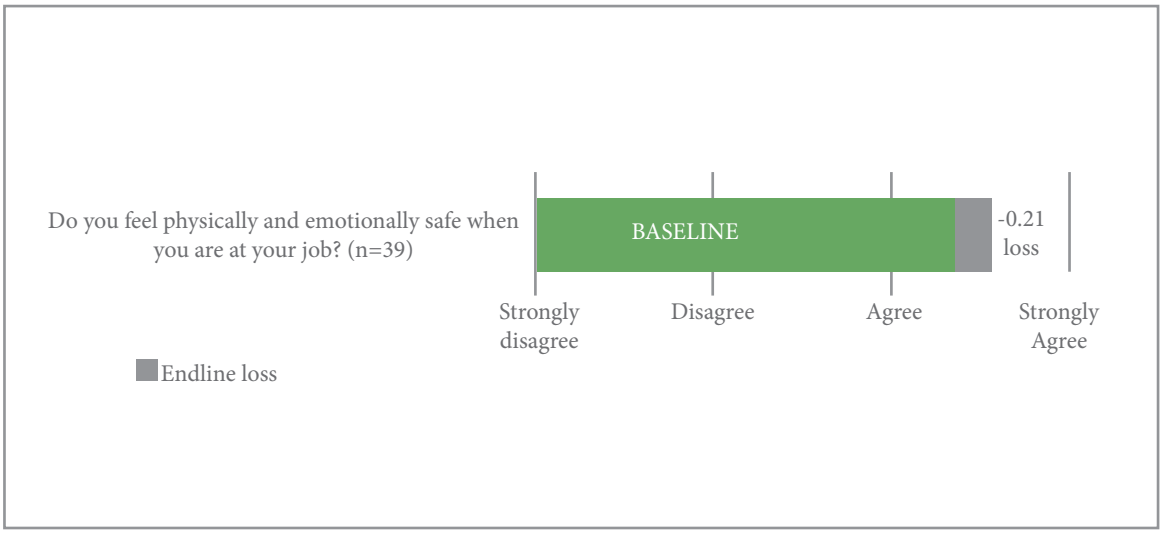


Figure 33: Overall Respondents Feel Physically and Emotionally Safe at Work (n = 39)

Respondents were asked about their job satisfaction to paint a picture of their attitudes towards their current work. Note that measuring accurate satisfaction for this age group (mean age between 17 to 18 years) is limited in scope as the majority are on their first job and do not have other work references to gauge their satisfaction from. Nonetheless, given that little was known about this group's attitudes towards work, the questions below were asked. The possible responses were strongly disagree, disagree, agree and strongly agree.

- Are you satisfied with your current job?
- Are you satisfied with the number of hours you are currently working?
- Are you satisfied with the location of your current job and with the time it takes to get there?
- Are you satisfied with your immediate supervisor?
- Are you satisfied with the working environment at your job?

Respondents reported a high level of satisfaction with their jobs and the work environments (Figure 34). The endline showed a significant decrease in the degree of overall satisfaction of their current jobs ($p<.05$). Additionally, slight decreases were noted in the degree of youths' overall satisfaction with

their immediate supervisors and their working environments; however, these were not statistically significant. Conversely, on average there were slight increases in satisfaction with the number of hours worked, and the location of their work (time commuting). These results were consistent across intervention and comparison groups.

Finally, youth were asked three financial behavior questions related to saving and spending with the intention of understanding the level of remuneration and whether their earnings were sufficient for their needs. The possible responses were always, sometimes, and never.

- Do you use your earnings to contribute to your household's income?
- Does your job pay you enough to cover your basic daily expenses (transportation, food, etc.)?
- Does your job pay you enough that you can save money?

Results of the endline showed that the majority of respondents (90.1%) use their earnings to always or sometimes contribute to their household's income. Only less than 1 in 10 of respondents never use their earnings to contribute to their household. This data implies that youth are working out of household necessity. Only one in four respondents (33.3%) were always able to cover their daily expenses (transportation, food, etc.) with their earnings; the rest only sometimes (46.9%) or never (19.8) were able to cover their daily expenses with their earnings.

Endline results also showed that although earnings are generally able to cover many of the respondents' basic daily expenses, earnings were not large enough to allow respondents to save. A large proportion of respondents (42.0%) responded that they were never paid enough so that they could save money. Only 21% of respondents indicated that they earned enough money working so that they could save. Comparisons by sex or municipality did not suggest any substantial differences between the respective groups. See Figure 35 for details.

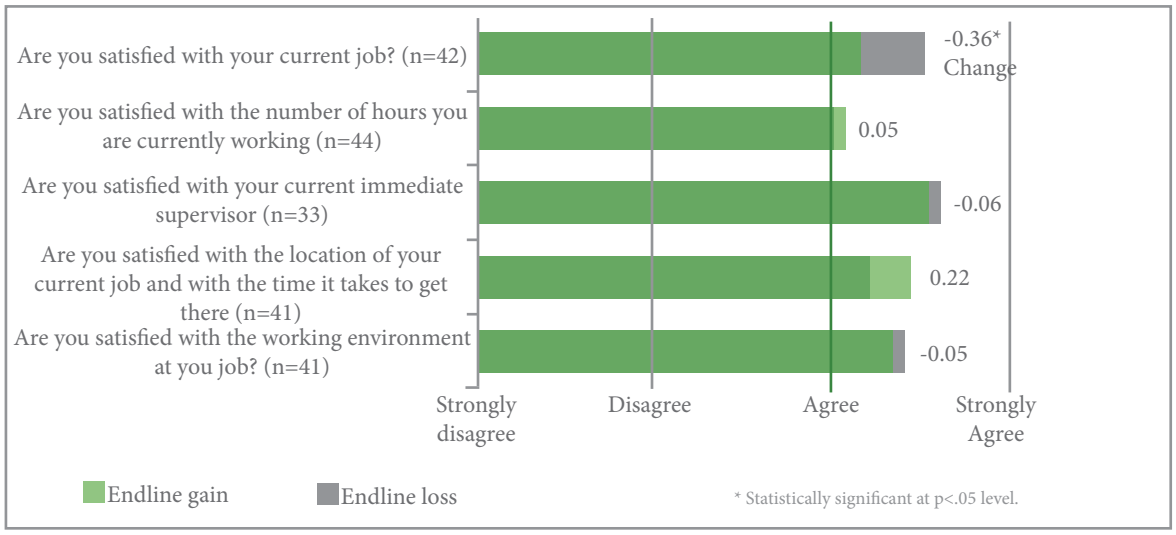


Figure 34: Satisfaction with Work Environment

What Youth Have to Say on Employment: Findings from the Focus Group Discussions and Interviews

Of the 12 working youth interviewed at the endline, most were working in the private sector per the table below.

Certified youth (n=4)	Non certified (n=4)	Did not completed BLC (n=4)
Private Sector:	Private Sector:	Education
• Banking (Post-BLC)	• Maintenace	• Government
• Daycare center(Post - BLC)	• Beauty Parlor	• Self-Employed
• Restaurant (Post- BLC)		• Agriculture

Over half of these youth secured their jobs after completing the BLC program. The four who had received the CRC, acquired their jobs after receiving their CRC. Although the certificate was not a determinant in their hiring process, one female from Tegucigalpa claimed that the certification had helped her get a job in a private daycare center five months after she received her CRC: ***"They saw that I had the certificate and congratulated me."***

The majority of interviewed youth had received their job through a contact, namely a friend's referral. Two female youth (two who had not completed the BLC) obtained their jobs through different means: the first through ***"her own initiative"*** started a business; the other was referred through a past employer.

Overall, one-third of the interviewees did not receive employment benefits, although a few received a rent stipend or professional development. The majority of youth were happy with their working environment, but three provided complaints about the work environment.

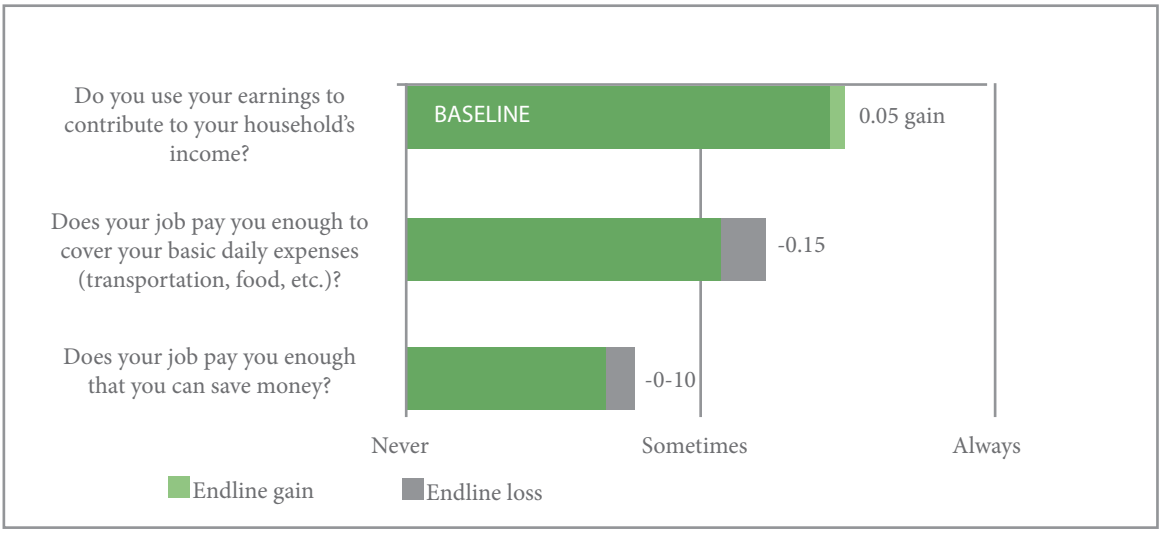


Figure 35: Youth Earnings (n = 41)

Employment Goals and Aspirations, and Private Sector Realities

Employment goals and aspirations as related to this study include the kind of work desired, perceptions on the major competencies needed to obtain this work, and perceived obstacles that limit youth from obtaining this work.

The main question related to work-related goals was, In what industry do you see yourself working in 5 years from now, or after you finish your studies? (Figure 36). The majority of youth surveyed were able to define their work goals five years from when surveyed; very few respondents (less than 3% at the baseline and less than .5% at the endline) reported they were "not sure." At the endline, intervention youth listed financial services and professional, technical or scientific services (which includes engineering or a learned technical trade, such as electrician or mechanic) as the top two industries where they see themselves working in five years. The comparison group listed financial services as well, but in place of professional, technical or scientific services named technology/telecom. Female respondents listed hospitality/tourism as one of the top areas for future employment. Very few said they saw themselves working in food/restaurant sectors or agriculture/agroindustry[77], which is common among youth populations worldwide. Qualitative data confirmed these findings; very few youth envisioned themselves working in the agricultural/agroindustry or food/restaurant sectors.

It is interesting to note that youth in the intervention group were more interested than the comparison group in working in the government and public sector in the future (9.6% compared to 5.6% in the comparison group) as well as social services (18.8% compared to 8.9%).

When comparing across sex (Figure 37), females were much more likely to see themselves in five years from the endline (2019) working in social services (20.4%) and financial services (14.9%). On the other hand, males reported greater interest in working in technology and telecommunications (14.8%), scientific and technical professions (16.3%), and financial services (11.1%).

Youth, BLC facilitators, and private sector representatives were also asked to give the two most important competencies youth need to obtain their desired job; this question was asked to see how facilitator and private sector perspectives

What Youth Say About the Private Sector

When asked about youth-friendly sectors, youth overwhelmingly pointed to the private sector. One focus group discussed how the public sector had a lack of recognition for youth's potential as employees. They also mentioned that the CRC was only recognized by the private sector at present.

77. Agroindustry is defined as any industry connected with agriculture, which beyond farming includes producing, processing and supplying agriculture products and other forestry, hunting, and fishing income-generation activities.

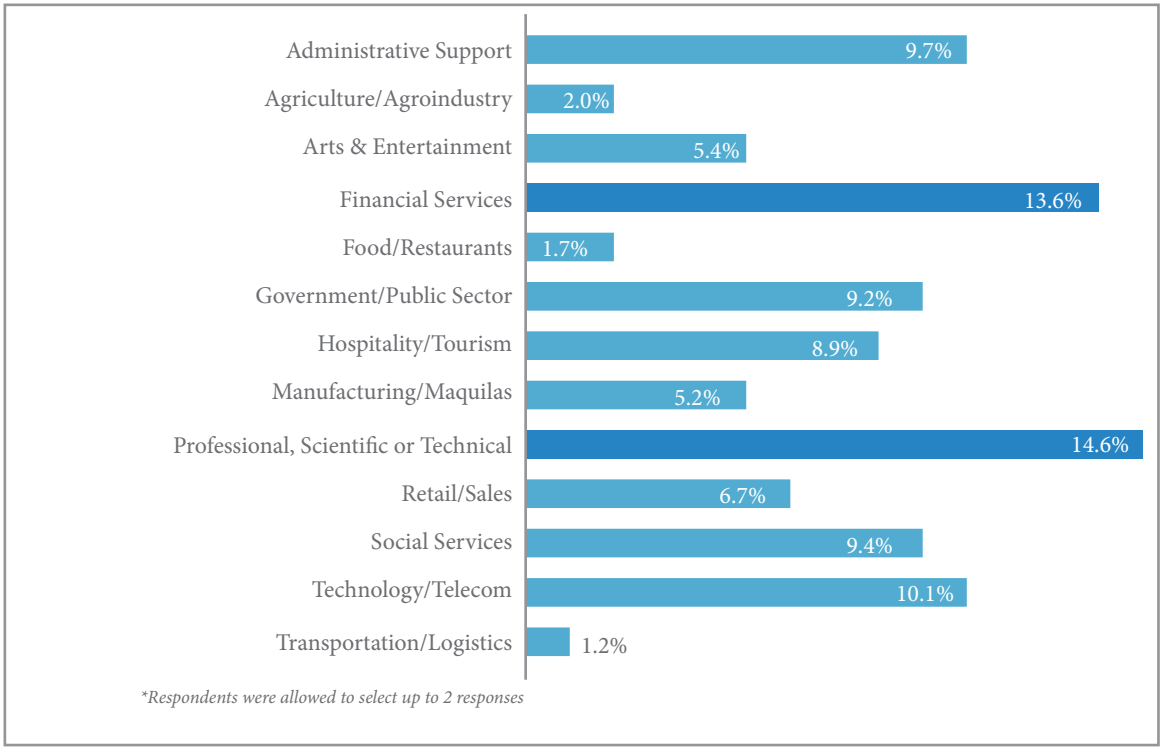


Figure 36: Industries Where Youth Foresee Themselves Working in 5 Years, by Group (n = 404)

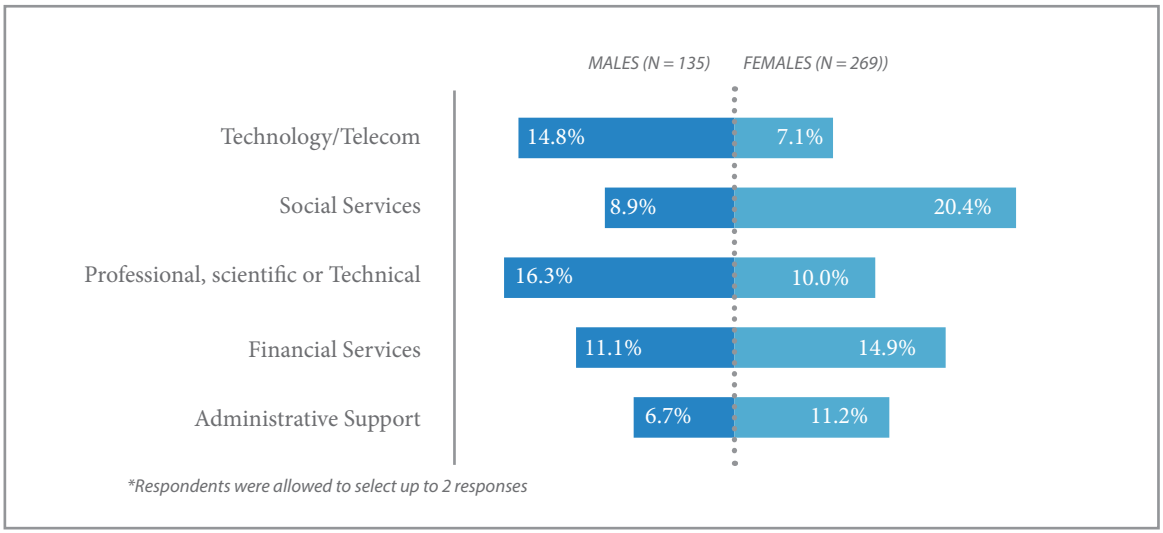


Figure 37: Industries Where Youth Foresee Themselves Working in 5 Years, by Sex (n = 404)

triangulated with youth perspectives. Youth rated the two leading competencies as information/computation (52.4%) and foreign languages (37.3%; examples given were English, French, and Mandarin), although emphasis on foreign languages decreased at the endline.

There was little difference between sexes in rating competencies among youth, although females prioritized information technology/computers (by over 5%), while males prioritized math (by over 4%) and resolving problems (by over 8%). The responses were also consistent across intervention and

What Youth Say about the Labor Competencies Needed

Focus groups reiterated that youth see the most important competencies as:

- Basic math skills
- Searching for information/research
- Interpersonal communication
- Problem solving

comparison groups. Both groups rated information technology/computers as the most important competency followed by foreign languages. However, it should be noted that at the endline, youth in both groups reduced their rating of foreign languages and increased their emphasis in mathematics; for the comparison group at endline, math was actually the second most critical competency.

Youth and facilitator perspectives were fairly similar (facilitators rated technology/computers at 54.4% and foreign languages at 35.6%), placing high importance on information technology and foreign languages and less on interpersonal skills, such as cooperation, teamwork, and communication (Figure 38).

While the youth and facilitator responses were somewhat similar, private sector respondents placed higher emphasis on interpersonal skills, such as cooperation and teamwork (67.9%) and problem-solving skills (39.3%; Figure 39). Other skills prioritized by youth and facilitators were not as predominant; for instance, only 3.6% of private sector representatives identified foreign languages as important competencies. This data suggests that the BLC program should be sure it is building the relevant skills needed by the private sector and that youth and facilitators be made aware of what key skills are needed. It also suggests the BLC programming consider integrating interpersonal skills into the curriculum, as this is highly valued by the private sector but is not currently part of the BLC curriculum.

The youth and facilitators were also asked to cite the two major obstacles, or limitations, faced by youth in obtaining jobs to better understand their perspectives on what is holding youth back from getting jobs (Figure 40). The private sector was asked the major considerations/factors when hiring a youth[78].

Youth perceived that the primary limitations for obtaining jobs were lack of employment opportunities (market) and lack of work experience. Interestingly enough, lack of skills/abilities was rated quite low by youth (less than 8% rated this as a limitation in the endline), which differed greatly from the rating presented by the facilitators and private sector (Figure 40). Facilitators and private sector respondents perceived lack of skills/abilities to be one of the most important limitations youth have in getting jobs.

Ratings were similar across intervention and comparison groups, sex, and municipality. San Pedro Sula youth rated penal records higher on the list, while youth in Tegucigalpa rated lack of economic resources and lack of information as greater limitations by over 5%. The intervention group listed their neighborhood (stigma of the place where they come from) as a slightly higher limitation than the comparison group by 6%; whereas, the comparison group cited lack of information as a greater limitation by 10%. This may be because youth

78. Although the question on the Private Sector Survey is slightly different, the categories are largely the same as on the Youth and Facilitator Surveys. The one exception was lack of employment opportunities, which did not appear on the Private Sector Survey as it was not relevant for hiring.

in the intervention group receive information on jobs and contacts through the BLC program, but this would have to be explored further to be confirmed. It is interesting to note that no facilitators listed tattoos or ethnicity as being limitations.

When the private sector was asked what were the most important factors they used in hiring youth (Figure 41), the majority of respondents listed skills (over 80%) and job experience (over 35%).

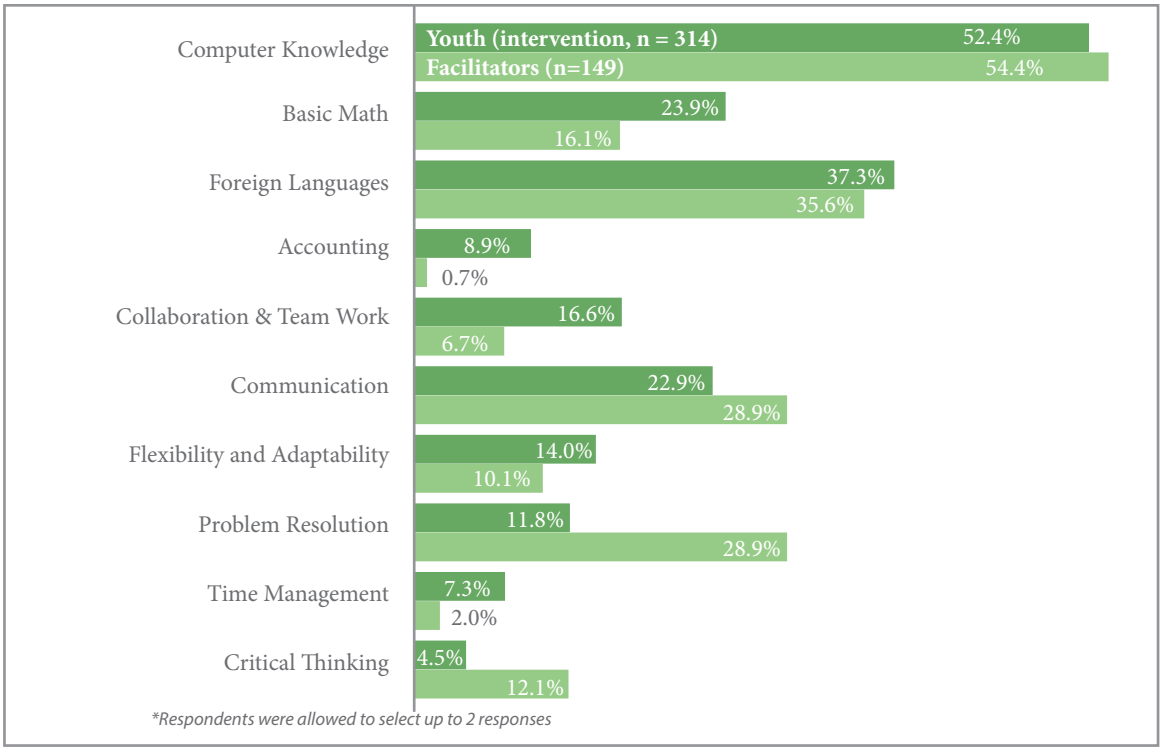


Figure 38: Youth and Facilitator Perspectives on Competencies Needed for Job Attainment

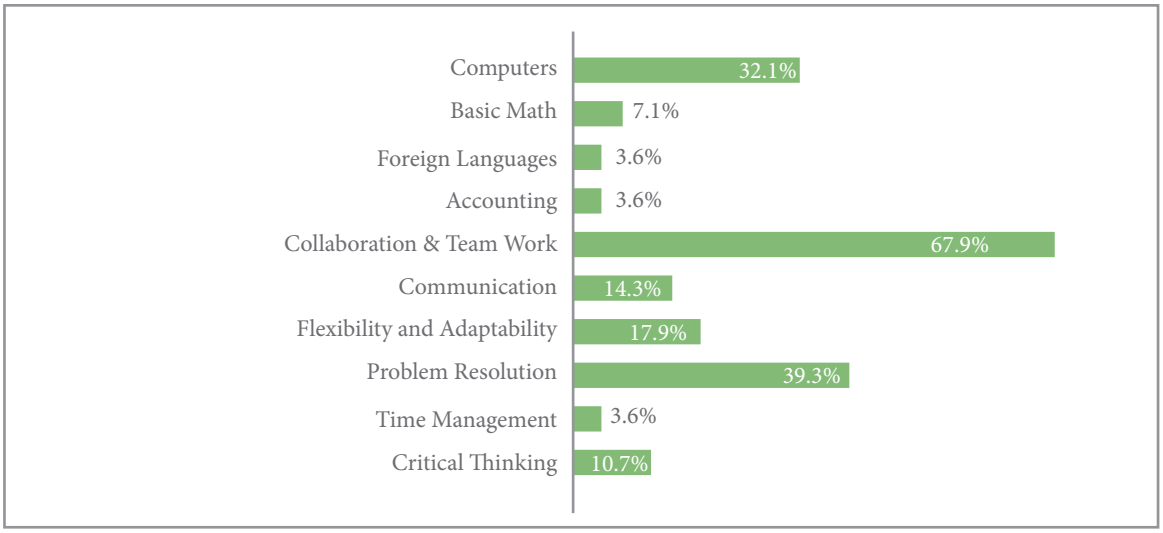


Figure 39: Private Sector Perspective on Competencies Needed for Job Attainment (n = 29)

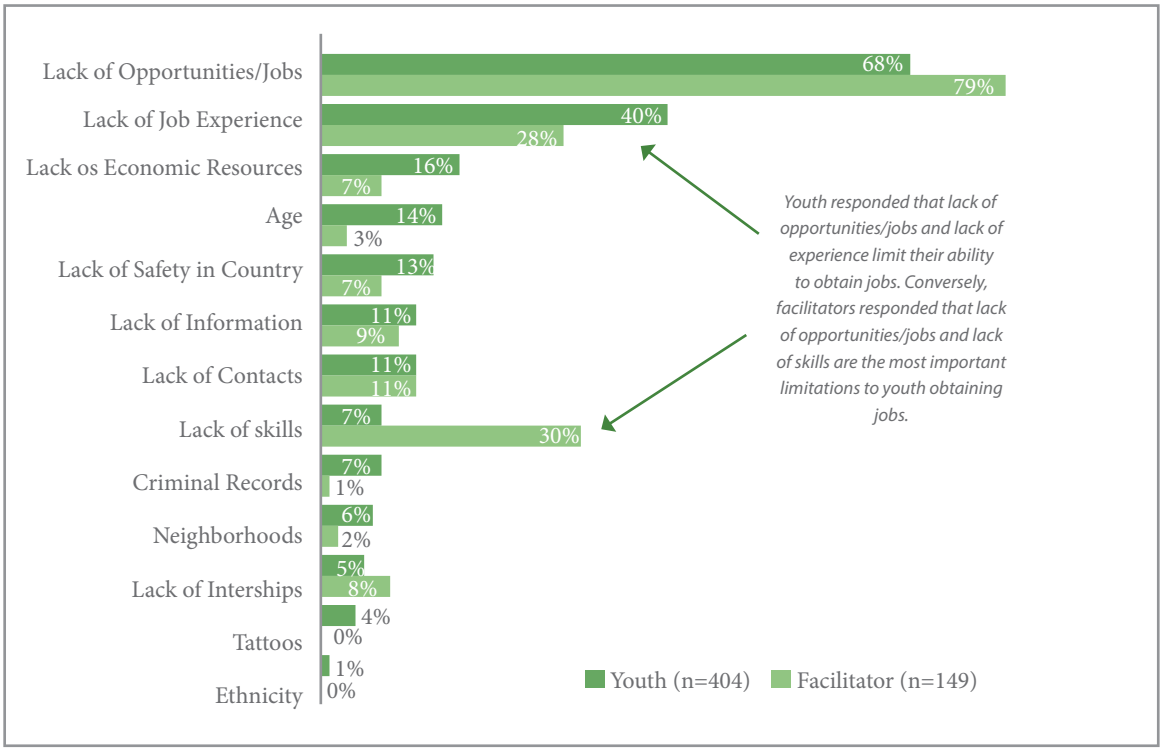


Figure 40: Youth and Facilitator Perspectives on Limitations Youth Face in Obtaining Jobs

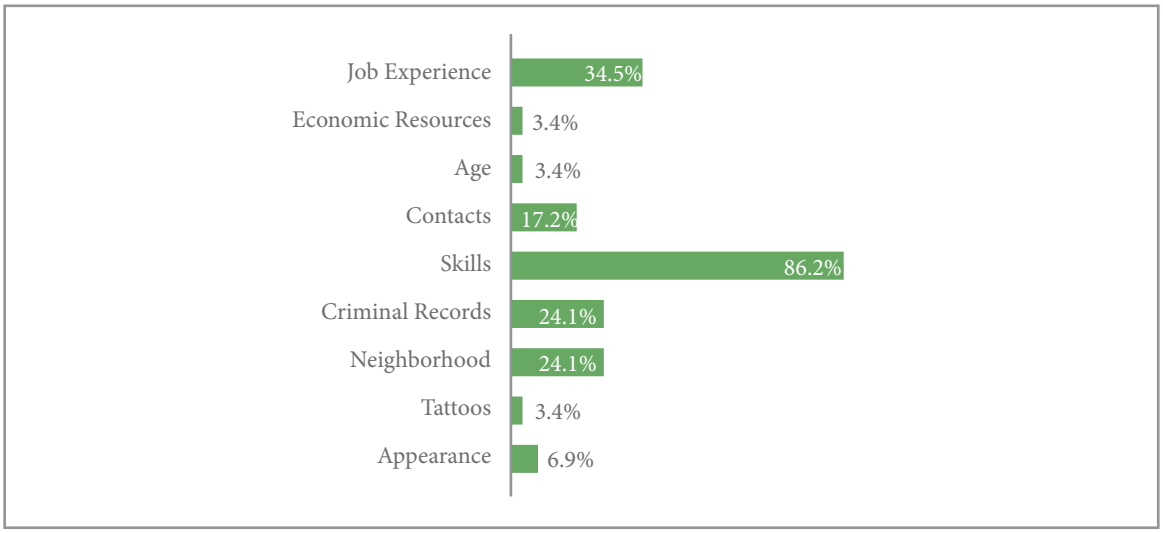


Figure 41: Private Sector Perspective on Most Important Factors in Hiring Youth (n = 29)

Very few respondents cited tattoos or appearance, likely because they were shy to share their opinions with METAS for concern they would appear discriminatory. A quarter of the representatives cited the neighborhoods where youth come from and criminal records to be a major consideration in hiring. This is probably understated for the same reason as stated above. The focus groups and interviews indicated that the underlying issues of criminal records and the stigma of where a youth comes from (i.e., if the youth comes from a hot spot associated with gangs) are underreported as obstacles or as hiring criteria as these are difficult areas for employers to discuss openly.

Youth Not Working

For those not working, additional questions were asked about the type of work they were trying to obtain:

- Do you know what kind of job that you want?
- Do you want to start your own business?

This data was triangulated with perspectives from facilitators and the private sector representatives. Note that youth data from the midline was used to see where youth were at directly after the training in order to identify possible program effects.

Generally youth reported that they agree or strongly agree that they know what kind of job they want (Figure 42). The change between the baseline and midline was slightly higher for the comparison group, but the intervention group was considerably higher at baseline. While males were confident that they knew what kind of job they wanted at the midline, females' confidence actually decreased slightly. However this was not statistically significant. There was only a slight change for Tegucigalpa, but overall respondents from San Pedro Sula were more certain of what kind of job they wanted. Overall the changes from baseline to midline were not statistically significant for group, sex, or municipality.

In contrast, very few facilitators (7.38%) felt that all youth knew what kind of jobs they wanted. However, youth felt that they did know what kind of job they wanted, 90% of youth being in agreement or strong agreement that they had this clear. The private sector was even less optimistic that youth knew what they wanted. Only 62.5% were in agreement or strong agreement that youth were clear in this regard. This discrepancy in perspectives was consistent with the contradictory opinions from youth, facilitator, and private sector data related to competencies needed for employment and barriers faced. Having been youth themselves, facilitators and employers may have a more critical retrospective view of what it was like to be a youth and knowing exactly what kind of job one wanted at such a young age. Figure 43 illustrates the three perspectives.

When youth were asked whether they wanted to start their own businesses, those in the intervention group were more likely to agree than those in the comparison group. However, when looking at differences in opinions from baseline to midline, youth in the intervention group decreased their desire to start their own business slightly (2%), while those in the comparison group felt starting their own business was more desirable (8%). Although not statistically significant, this change may be because as youth enrolled in the certification program go

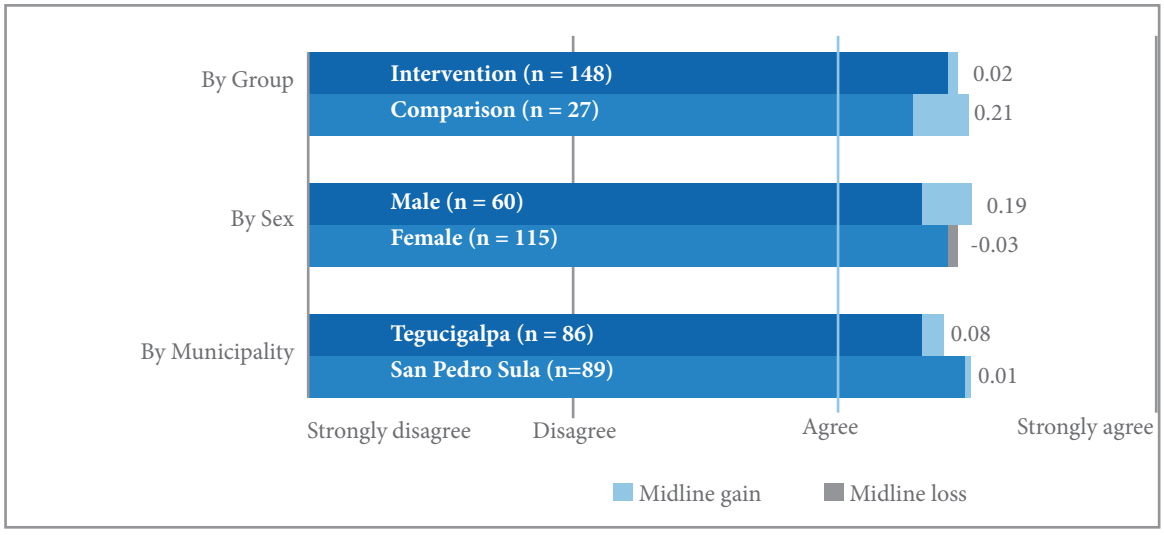


Figure 42: Youth Who Know What Kind of Job They Want, by Group, Sex, and Municipality

through the training course, they may become more aware of the risks and costs of opening their own businesses. Males were also less likely to want to start their own business than females at the midline, while those in Tegucigalpa decreased their interest by 14% compared to those in San Pedro Sula. This discrepancy may also be due to the presence of "war taxes," which often require businesses to pay fees to gangs in gang-controlled areas. These differences between group, sex, and municipality were not statistically significant (Figure 44).

Note there were no specific questions for this section directed at working youth as their employment is directly addressed under the Employment Section.

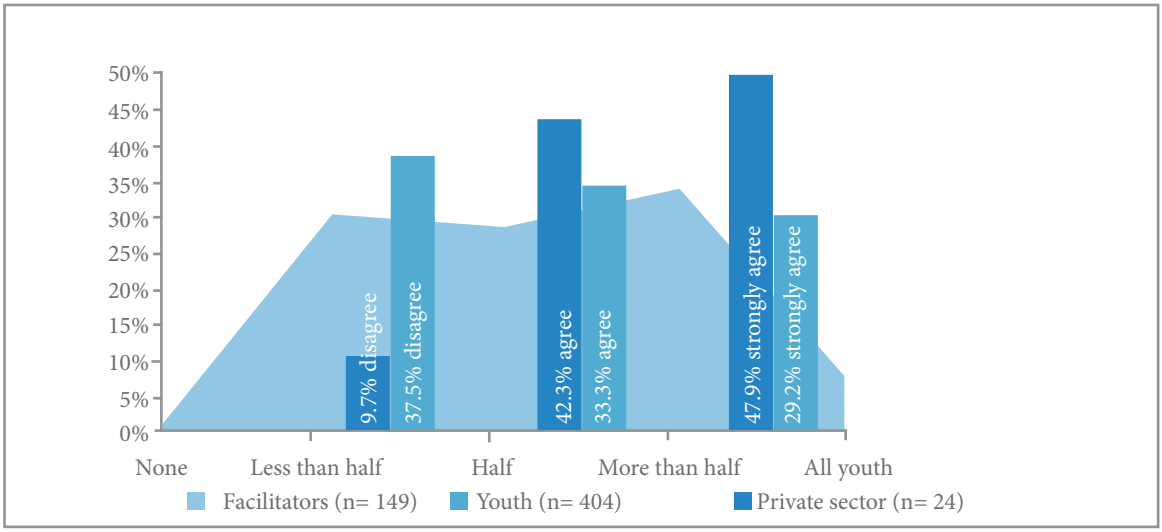


Figure 43: Do youth know what kind of jobs they want? Perspectives by Youth, Facilitators, and Private Sector

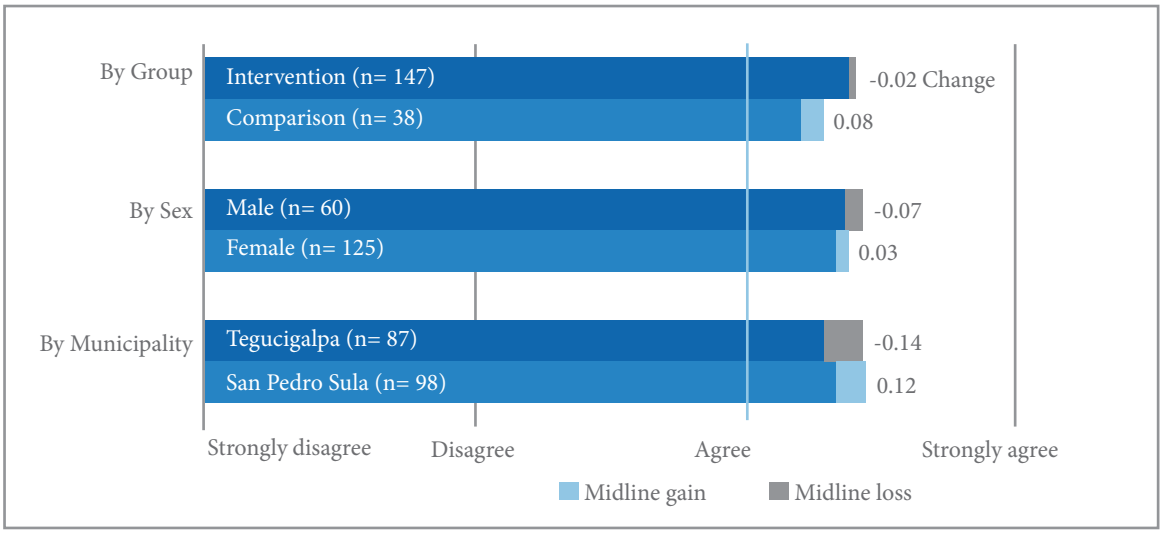


Figure 44: Youth Who Want to Start Their Own Business, by Group, Sex, and Municipality (n = 148)

What Youth Have to Say on Hiring Barriers: Findings from the FGDs and Interviews

Although the neighborhood where a youth comes from was not rated as a major obstacle to employment in the quantitative data, youth in three focus groups overwhelmingly identified it as a major limitation. Where a youth comes from was an obstacle for two reasons: (1) the stigma related to being from a hot spot or dangerous barrio and (2) the added distance it takes to get from a faraway/marginalized barrio when seeking employment.

Youth also unanimously and consistently expressed frustration at the Catch-22 dilemma of required work experience in both the focus groups and interviews. One female student currently looking for work, elaborated: "The employers ask for years of experiences for a position, but how do they want us to have experience if they don't give us any opportunities?"

Although gender discrimination did not come up as a major issue, two focus groups did point out that women may have an easier time finding jobs than men due to looks and appearances, while another stated that those from lower economic strata may need additional mentoring and support, especially during the certification training program.

> *In the example of the factory over there, if someone presents a resume where it says that he/she lives in Planeta, Cerrito, Plaza Nueva, Cerro... They reject the resume, they don't accept it. They see the area where they live and no, they reject it.*
>
> ***—Female youth, San Pedro Sula Not working***

One focus group pointed out that youth from certain communities may also have distance and time barriers, as some jobs require them to come and go during hours when it is not safe for them to leave the house. In the same focus group in Tegucigalpa, one female youth said age was a barrier; "A lot of people prefer a person that is between 22 and 25 years of age, but with a person that is 17, 18 or 19 years old…they think about the maturity of a person.. and they define us in that way (immature)…so they prefer someone that is older.."

The same focus group said that where you come from relates to who you know; a youth coming from a hot barrio may not have the same personal and professional connections as someone who lives in a more affluent neighborhood.

> *So it depends on certain colonias, because someone that lives in a residential area (colonia) knows more people that have more work options than someone who doesn't.*
>
> ***—Female youth, Tegucigalpa Not working***

Other barriers cited by youth:

- Lack of knowledge and experience going into interviews
- Lack of direction in searching for jobs
- Lack of specialized skills needed for a job
- Lack of time (for youth still in school)

Perception of Job Skills

Perception of job skills includes one's perception of his or her skills in areas such as basic math, writing, and computers, as well as skills such as interpersonal communications and resolving work conflicts.

All youth were asked the six primary questions about their skills. This data was then triangulated with data from facilitators and private sector representatives. The youth responses were coded by frequency: always, at times, never, and not sure. The private sector and facilitator responses were coded by frequency: strongly agree, agree, disagree, strongly disagree, and not sure[79].

- Do you feel you can manage your money?
- Can you use basic mathematics (without a calculator) in order to solve problems in your work?
- Can you complete an employment application or write a cover letter?
- Is it easy for you to communicate with potential employers, bosses, or supervisors?
- Can you use a computer to write a letter, write e-mails, or look for work, etc.?
- When you have problems at work, can you solve them by yourself?

Youth were asked to rate how often they felt they could perform the following four skills: managing money, doing basic math, writing a cover letter, and using computers (Figure 45). Youth in both groups saw significant increases, which were statistically significant at the $p<0.01$ level, between the baseline and endline in their perception of performing these four skills. When comparing across groups, the only area where the intervention group saw significant gains ($p<0.05$) in their perceived skills over the comparison group was in using computers. This is probably because some of the BLC groups used computer-based testing and had additional exposure to computers.

Between those youth who passed the CRC and those who did not, the gain score in math was significantly higher (at the $p<0.01$ level) for those that passed. This can likely be attributed to the content in the BLC course.

A number of factors may have led to the mutual endline gains in both the intervention and comparison groups. First, both groups were exposed to school settings, which may have boosted both groups' confidence in their perception of the job skills. Second, the comparison group's self-perceptions may be higher than their actual skills as their perceptions may not be aligned with the reality of the labor market since their school programs do not focus on work readiness preparation.[80]

Finally, as noted in the data limitations section, there was some contamination of the comparison group. As 23 comparison respondents had access to the exam process, it is highly plausible they may have had access to the materials and other BLC program content.

79. Note that the figures omit Don't know from the analysis below.
80. It is important to note that the matched comparison group overall was fairly small, and it is difficult to come up with conclusive factors.

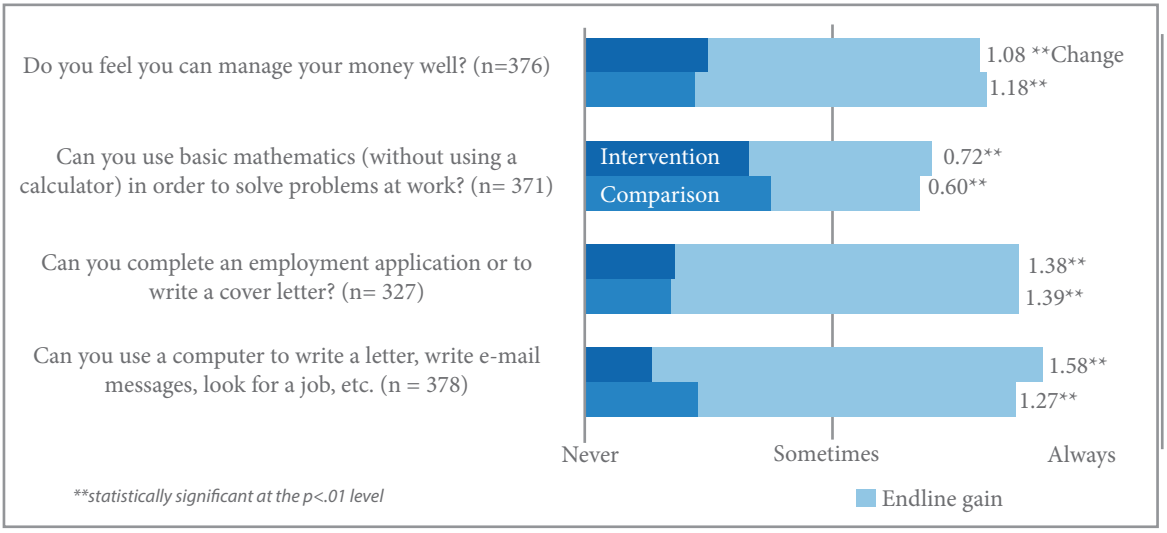


Figure 45. Youth Perception of Math, Computer, and Writing Job Skills, by Group

BLC facilitators and the private sector representatives were asked to assess whether or not the majority of youth, like the METAS youth they knew, exhibited these same skills (Figure 46). Overall facilitators felt youth were the weakest in managing their money and solving basic math problems, and only 23 of the 29 private sector representatives felt they could judge youth's money management skills.

Youth were also asked to what extent they felt they could solve work problems (conflicts) and communicate with superiors and potential employers (Figure 47). Likewise in the area soft skills, youth confidence in these skills for both groups grew significantly between the baseline and endline and were statistically significant at the $p<0.01$ level. As per the analysis presented earlier, this is likely linked to a lack of career awareness among this population that would help them better understand the types of skills, attitudes, and behaviors that are desired or demanded in the workplace. Interviewed working youth said that the analytical and research skills in the BLC program had helped them in their workplace. Of the four who had not completed the training, all of them said they would retake the course again to give themselves a competitive edge and to fine tune their hard and soft skills.

As stated prior in this report, generally, both facilitators and the private sector perceived youth's skills less positively than the youth themselves at the endline (Figure 48). Interestingly, the private sector respondents on average were more positive about the skills than the facilitators. The only skill area where private sector and youth had similar data was in the ability to communicate well and to market skills to potential employers. Overall, the facilitators rated the youth's problem-solving and communication skills higher than their skills in basic math, writing cover letters, and using computers. The private sector respondents' lower ranking of youth skills may also be due to some employers' perception that youth are immature, while the youths' high rating was because they have not yet actively sought out jobs in the market and do not have a realistic understanding of what skills they lack. During focus groups, participants between 16 and 20 years of age consistently pointed to their age as a challenge in the hiring process since businesses often perceive their age group as immature and inexperienced.

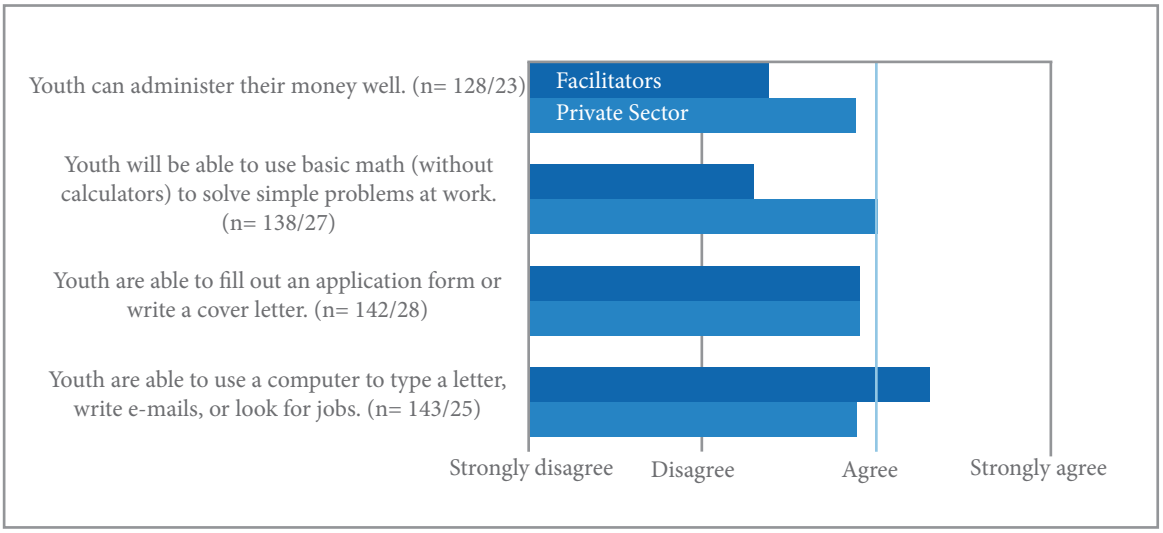


Figure 46: Facilitator and Private Sector Perceptions of Youth's Skills

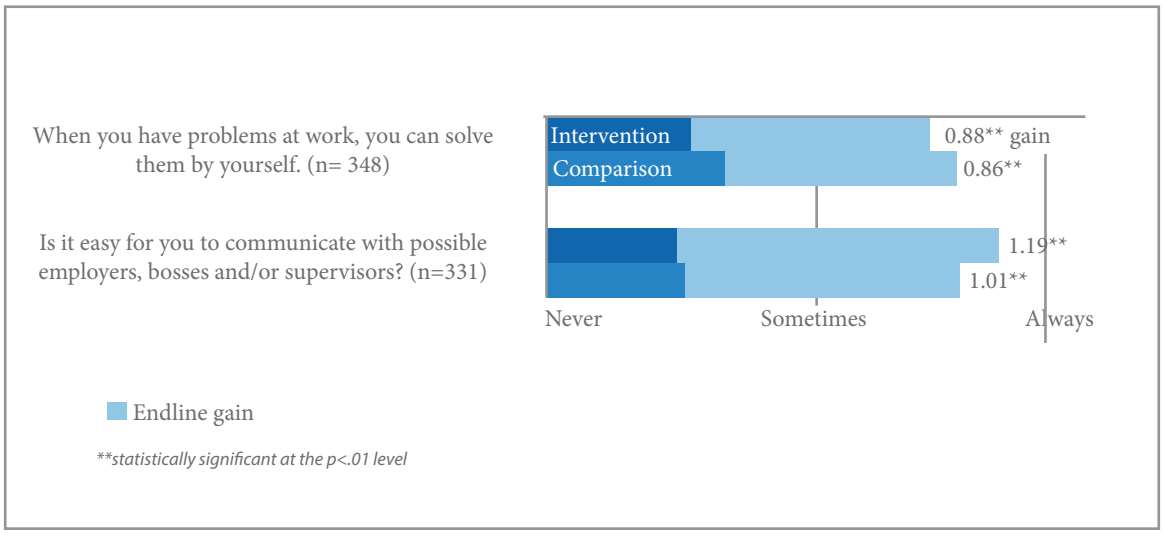


Figure 47: Perception of Interpersonal and Problem-Solving Skills, by Group

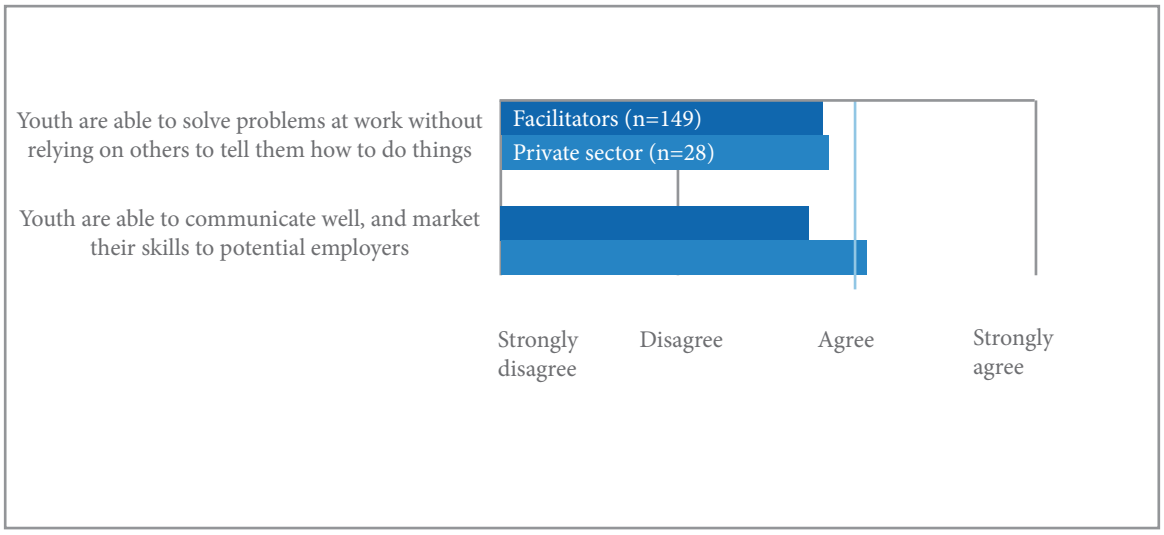


Figure 48: Facilitator and Private Sector Perceptions of Youth's Soft Job Skills

What Youth Say Have to Say on Job Skills: Findings from the Focus Group Discussions and Interviews

The majority of non-working youth interviewed pointed to basic math, researching, and job-searching skills as primary skills they have gained from the training program. On two separate occasions, youth pointed out that the training had helped them prepare for the psychometric exams during job interviews. Youth also cited that the basic logic skills they learned through the program helped them while navigating job searches.

Although most working youth did not believe that the certification itself helped them get a job, youth repeatedly said that problem solving, logic, and analysis were important skills they had gained.

Despite the general positive feedback, focus group respondents also expressed the need for additional applied skills, such as:

- Training on strategies and behaviors in obtaining a job (interviewing, body language, etc.)
- Vocational workshops for job specialization
- Obtaining additional, specialized knowledge that employers are looking for

> *The types of exercises given were basic and could relate to real life problems*
>
> ***—Female youth, San Pedro Sula Not working who did not complete training***

Confidence and Self-Respect (Work Related)

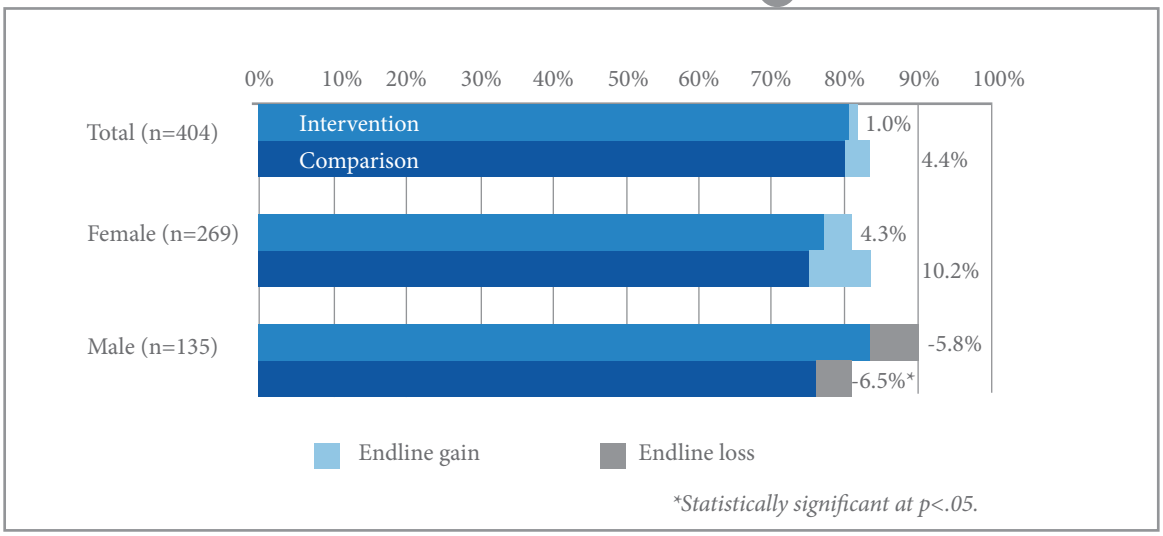


Figure 49: Percentage of Youth Who Receive Mentorship Support/Advice Related to Work Readiness (n = 404)

Work-related confidence and self-esteem captured perceptions of youths' capacity to gain and hold employment (youth not working) and pride in one's work (youth working).

As the research presented in the literature review maintains, confidence in one's skills and knowledge is important in developing a sense of employability. Increased self-esteem and confidence are not only important in getting an aspired job, but they can also help youth improve a work situation, including salary and benefits. Although confidence was not directly integrated into the BLC training program, it is still important to measure confidence as it can be developed as an indirect result of participation in activities.

Mentorship is linked to confidence building. Youth who have someone that believes in their skills and abilities, and helps to guide them, are in a better position to achieve their goals.[81] On all three surveys, an aspect of mentorship was measured. Youth reported whether they had a mentor (Do you know someone [supervisor, family, friend and/or neighbor…] who gives you support and/or advice on how to get a job or how to improve your job situation?). Facilitators and employers reported on whether they thought mentorship was important to a youth's employability. A large percentage of the youth reported having a mentor(s) at the baseline (80.7%), many of these being their BLC facilitator (Figure 49). Mentorship only increased slightly at

81. Rhodes, J. E., & DuBois D.I (2008). Mentoring relationships and program for youth. Association for Psychological Science, 17(4), 254–258; Tolan P., Henry, D., Schoeny, M., Lovegrove, P., & Nichols, E. (2013). Mentoring interventions to affect juvenile delinquency and associated problems. Journal of Experimental Criminology, 10 (2), 179–206

> *(My facilitator) orients me in class, helps to clarify doubts, he's very friendly, and I trust him. On top of it he advises me on how I should behave in the workplace*
>
> ***—Certified male youth working restaurant business. Tegucigalpa***

the endline (less than 2%). Interestingly enough, mentorship increased for females between the baseline and endline, but decreased slightly for males; this difference was significant at $p< 0.05$. There were no differences between intervention and comparison groups or by municipality.[82*]

Mentors helped youth in a number of ways, including improving behavior and interpersonal skills, linking them to jobs and further education, counseling them on family and personal issues and stress, moral support, and an overall sense of support and guidance. In some cases, mentors, namely the BLC facilitators, even helped youth with small financial support related to education costs. This mentoring relationship with the BLC facilitator was highly valued and critical to the youths' completion of the program; many youth said that when they were considering dropping out, or were simply discouraged, facilitators helped motivate them and instill confidence.

Overall facilitators and private sector respondents felt it was important for youths to have a mentor to support and advise them on how to obtain a job or improve their work situation. The majority of both facilitators (96%) and the private sector (100%) answered that they strongly agreed or agreed that mentorship was critical to a youth's employability.

Youth Not Working

Youth that were not working were asked to respond to a number of statements about their confidence in obtaining work. The possible responses were strongly agree, agree, disagree, strongly disagree, and not sure. The private sector and facilitator respondents were also asked for their perceptions, with the private sector using the same scale as the youth and the facilitators using the quantity of youth with those perceptions: *all youth, more than half, half, less than half, and none.*

- You know how to look for and get a job.
- You have the skills necessary to apply for a job or position you want.
- You feel confident you will get a job.
- You feel confident that you will be able to get along with your coworkers.
- You feel ready to get a job and can fulfill the expectations as required.

Youth data were used from the baseline and midline surveys for this analysis to measure any change in confidence that occurred between the beginning and end of the BLC training (Figure 50).

There was positive growth in all the confidence questions, although only the questions: Do you have the required skills to apply for the kind of job you want? and Do you have the confidence to get along well with your colleagues? changed significantly for the intervention group at $p<0.05$. There were no significant differences between the gains for the intervention and comparison groups.

82. Note that there was likely some unintended mentoring that took place between the BLC facilitators and the comparison groups, given that two dozen were allowed to take the exam even though they were not officially in the program. Therefore no conclusions between groups can be made.

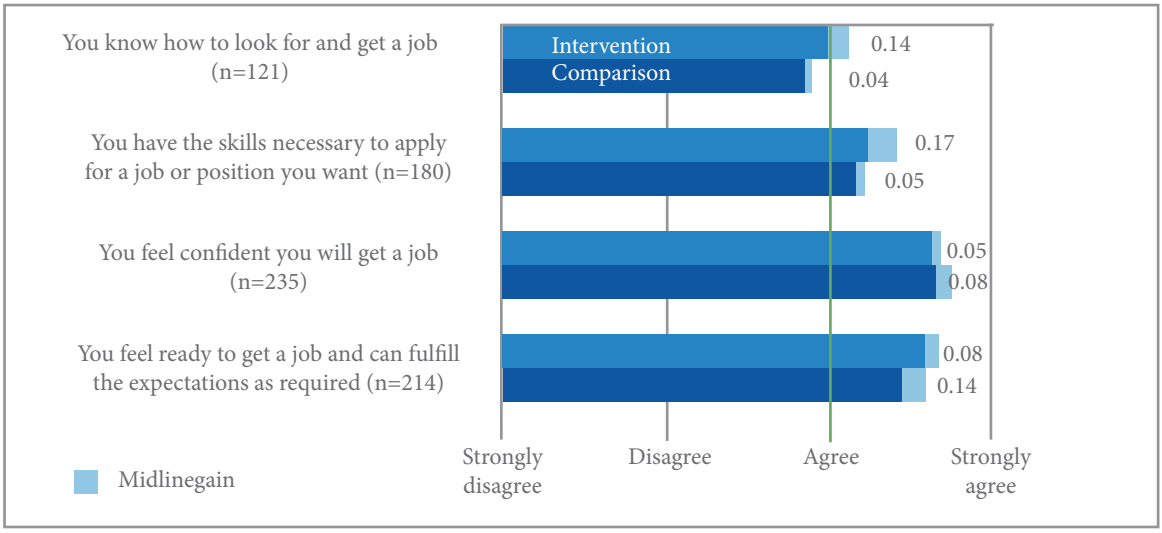


Figure 50: Youth Confidence in Obtaining Work, by Group

The females and males rated themselves similarly at the baseline, although the females were more confident in their knowledge of how to look for a job. The gain scores were overall higher for males, although females had more confidence they would get a job. Differences between sexes were not significant. Figure 51 illustrates the results

Overall youth in San Pedro Sula had higher gains than in Tegucigalpa; Tegucigalpa actually saw a decline in confidence in their skills in applying for a desirable job during the course of the training (Figure 52). Although San Pedro Sula saw significant gains between baseline and midline, the gains were not significant when compared between municipalities.

When triangulated with the facilitator and private sector perspectives, again, the youth rated themselves much higher in all areas (Figure 53). The majority of facilitators thought that less than half of youth actually knew how to look for jobs and less than a fifth (17.4%) of the private sector was in strong agreement that youth had these skills.

In the area of self-esteem and confidence, over 60% of youth strongly agreed they had what it took to obtain their desired job, compared to the private sector's 27.3% that were in strong agreement. Nearly 60% of facilitators thought that half of all youth or less had the confidence. Overall youth had more confidence in their ability to obtain work than their facilitators or private sector counterparts (Figure 54).

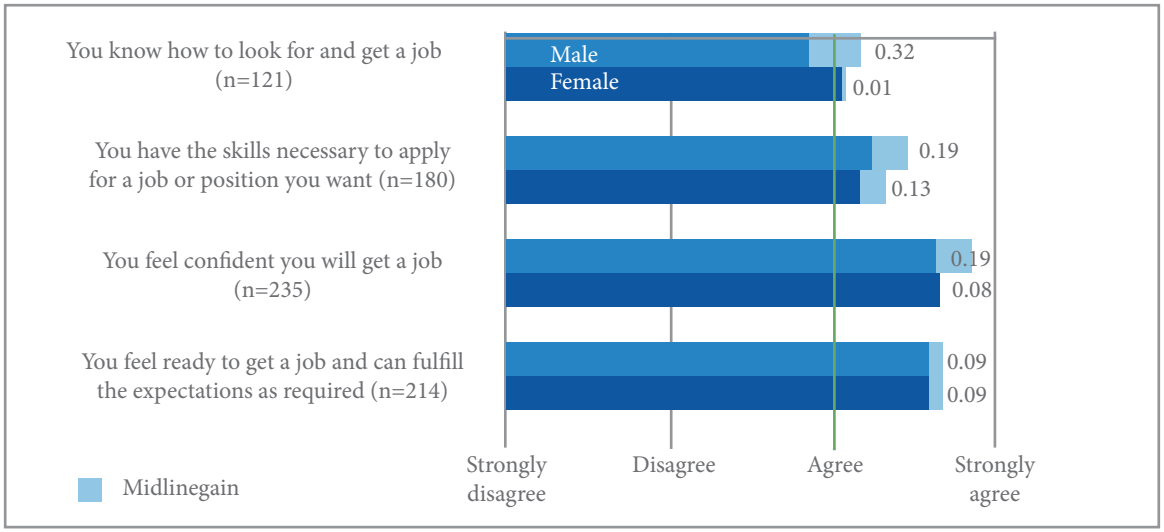


Figure 51: Youth Confidence in Obtaining Work, by Sex

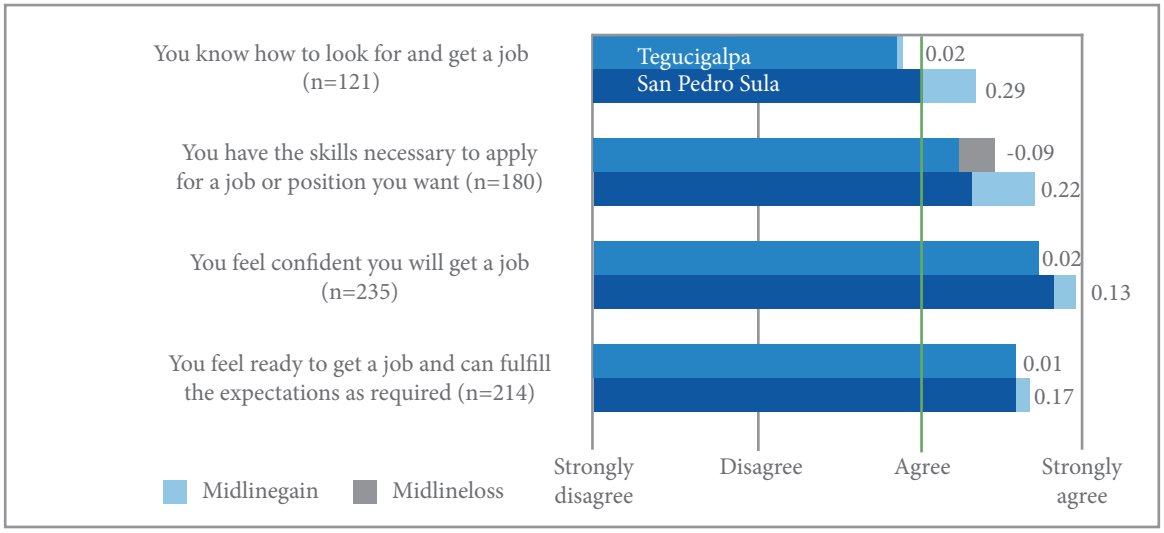


Figure 52: Youth Confidence in Obtaining Work, by Municipality

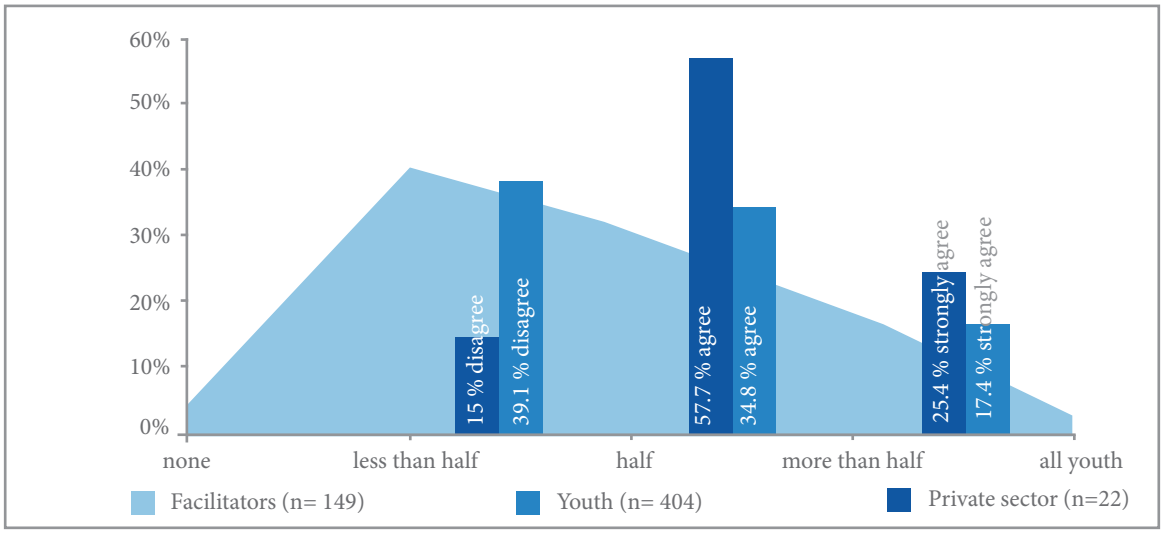


Figure 53: Do youth know how to look for and obtain a job? Perspectives by Youth, Facilitators, and Private Sector

Nearly 99% of youth felt ready and mature enough to obtain work. Although nearly 80% of the private sector respondents also felt youth were ready and mature enough for work, only 12.5% were in strong agreement. The majority of facilitators (63%) said that at least half of the youth they worked with were mature enough for the work force. This data suggest that the maturity of youth is not a major concern; in fact, it is the knowledge and skills that youth lack that is the biggest constraint. Figure 55 illustrates the results of the three perspectives.

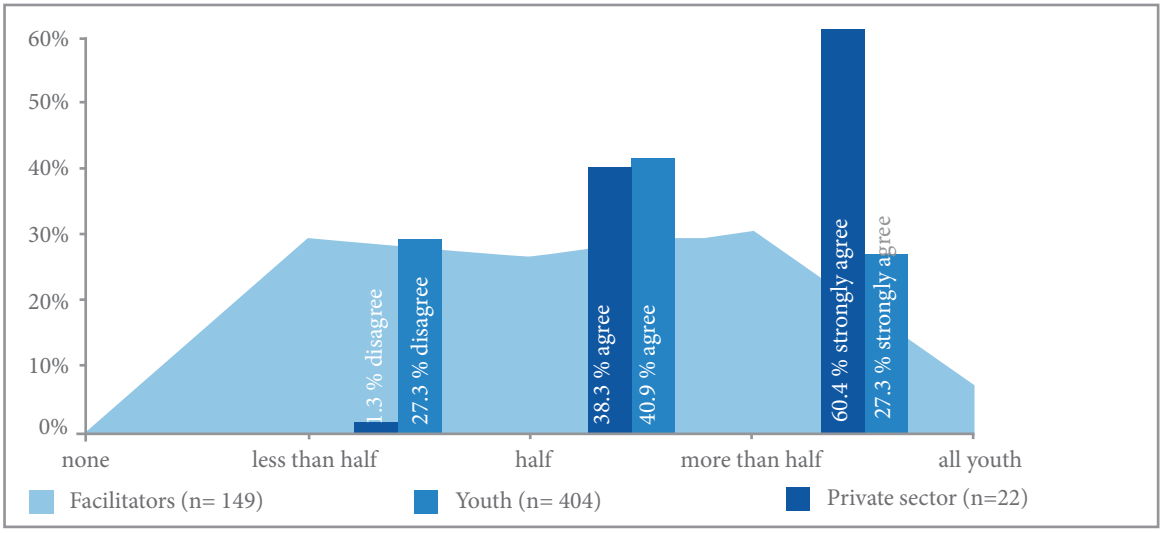


Figure 54: Do youth have the confidence and self-esteem to obtain their desired job? Perspectives by Youth, Facilitators, and Private Sector

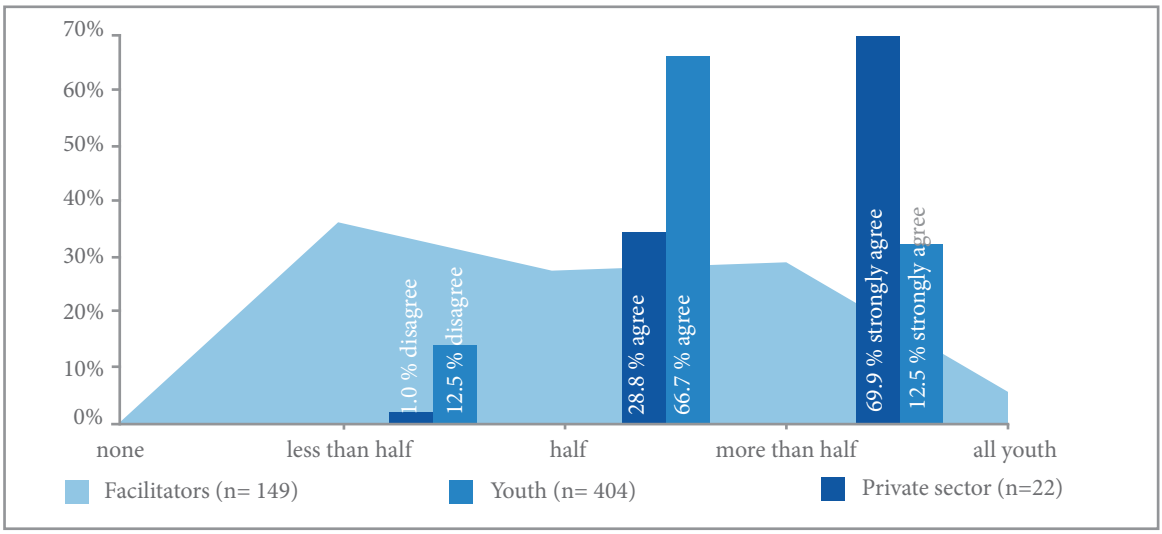


Figure 55: Are youth ready/mature enough to get a and to comply with the expectations required? Perspectives by Youth, Facilitators, and Private Sector

What Youth Have to Say on Building Confidence: Findings from the Focus Group Discussions and Interviews

The majority of non-working youth interviewees reported that the certification and/or training helped boost their confidence both in the workplace and in their personal lives. For instance, even when some youth were uncertain of whether the certification would directly lead to a job, they cited an increased level of confidence in job searching and work readiness skills. One female youth pointed out that after being certified and having undergone the exam processes, she ***"was less nervous and had more confidence"*** in her ability to pass the final university exam.

While the certified youth cited the development of math and reading skills as a major benefit of the BLC program, all four non-certified youth interviewed who completed the training, pointed to an increase in confidence. One male stated that he felt the training **would help boost his resume** and had already increased his **confidence in solving math, reading Spanish, and general research skills**. Another non-certified female youth credited the training course with helping her feel **more confident during interview preparation.**

The four certified working youth expressed a higher level of intrinsic motivation already present prior to the trainings, but two expressed that the BLC program helped increase their self-confidence; one male working in the private sector stated that he is now ***"relating better to his family, neighbors, and work colleagues."***

Many of the working youth who were not certified felt that the training helped them indirectly through increased confidence in the workplace. One female working in a fast-food restaurant said the training helped **her become more comfortable in her workplace**, while another female said she now has **more confidence when communicating with her superiors.** Out of the four interviewees who never completed the training, two stated that they would take the training again largely because the training helped to **have a better perspective, feel more secure in their work, develop general self-esteem, and put knowledge into practice.**

Working Youth

Working youth respondents were asked about the level of pride they feel about and at their job, namely:

- Are you proud of your job?
- Do people from your community and your family respect you because of your job?
- Does your job help you develop competencies you can use to get a better job or earn more money?

Data was used at the endline, as they had more time in the workplace to relate to their responses.

Respondents reported a high level of pride in their jobs (Figure 56). The majority of respondents said they felt respected in their communities and in their families and that they were proud of their jobs. A substantial number of respondents (65.4%) also reported that their job helped them develop competencies to assist them in getting a better job or earning more money. Note that the number of working youth respondents was quite low, and as many of the youth are on their first job, they may not have a frame of reference from which to compare their current work.

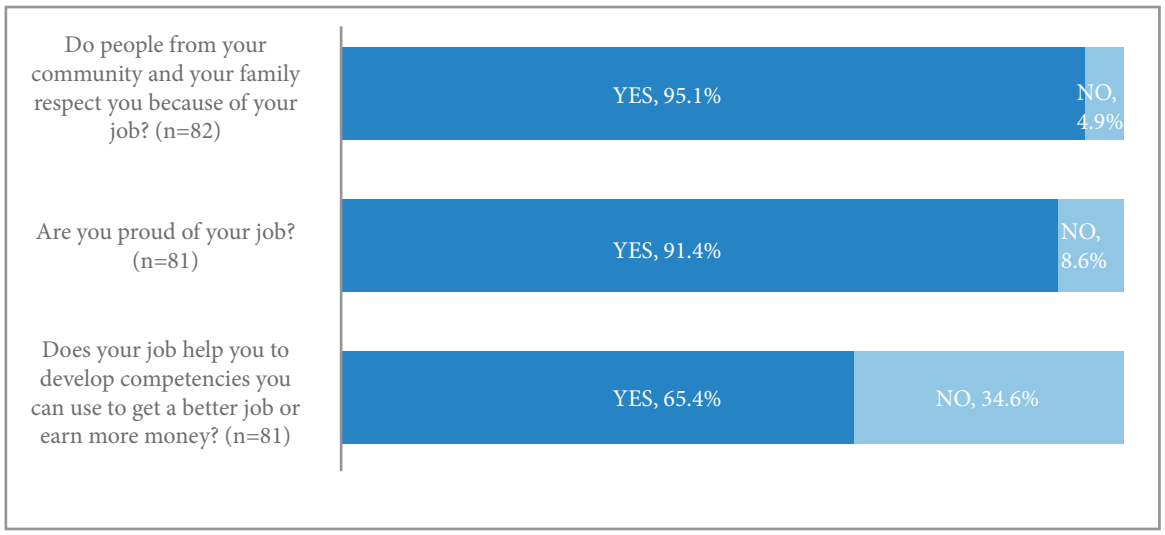


Figure 56: Perception of Job Pride at Endline

Job-Seeking Behaviors

Job-seeking behaviors are actions taken towards obtaining a job, internship, or self-employment.

Respondents were asked if they engaged in eight different job seeking behaviors, ranging from looking for work, to working on a résum, to interviewing for a position. Two of the eight questions related to those youth planning to start or expand a business.

Among respondents, the most common job-seeking activities reported at the endline included working on a resume or cover letter, having an internship, applying for a job, and working on your own. A few respondents participated in a job fair or developed a business plan.

For all eight activities, there was an increase in the number of respondents at the endline who answered "yes" to engaging in job-seeking behaviors (Figure 57). Youth improved in every area of their job-seeking behaviors, from looking for a job to applying for jobs. One of the largest gains (21.8%) was in internships, and youth in the intervention group who had an internship increased significantly ($p<0.05$) over the baseline relative to the comparison group. Working on a resume and applying for a job also saw gains of 15% or more.

Similarly, when analyzed by sex, at the baseline, both males and females showed increases in job-seeking activities in all areas; differences between sexes were not statistically significant. Overall, the percentage of youth exhibiting greater job-seeking behaviors was similar across municipalities. A notable exception is that youth in San Pedro Sula were more likely to have an internship, while youth in Tegucigalpa were more likely to have participated in a job fair or worked for their personal business or income generation activity. These differences were statistically significant at a $p<0.05$.

The gains in job-seeking behavior between the baseline and endline were all statistically significant at the $p<.01$ level, with the exception of developing a business plan. Given that a key component of the BLC program focused on increasing internship experience among youth, a deeper look around internship prevalence is provided below. Disaggregation by group showed that respondents from the intervention group had a larger increase than the comparison group in youth that have had internships or professional practice in the past six months, which was statistically significant at $p<0.05$ (Figure 58).

To further understand whether participating in internships can be attributed to the program, respondents were asked whether they had at any time in the past participated in an internship or professional practice. Analysis showed that 43.3% of youth had participated in an internship or professional practice at some time in the past compared to 36.9% who had internships in the last six months. This finding implies that the majority of internships (85.2%) have occurred within the last six months, during the period youth were in the BLC program, and therefore suggests the program has been effective in increasing the number of youth with internships or professional practice experience.

Finally the findings show that the BLC certification is gaining momentum and recognition, even if it is not at present a major determinant in the hiring of youth. Overall, the private sector respondents feel more confident hiring youth with a certificate (84.6%) but they are also very willing to hire youth with just the basic training (60.7%), even if they were not able to pass the CRC exam. This is likely because the training itself has perceived

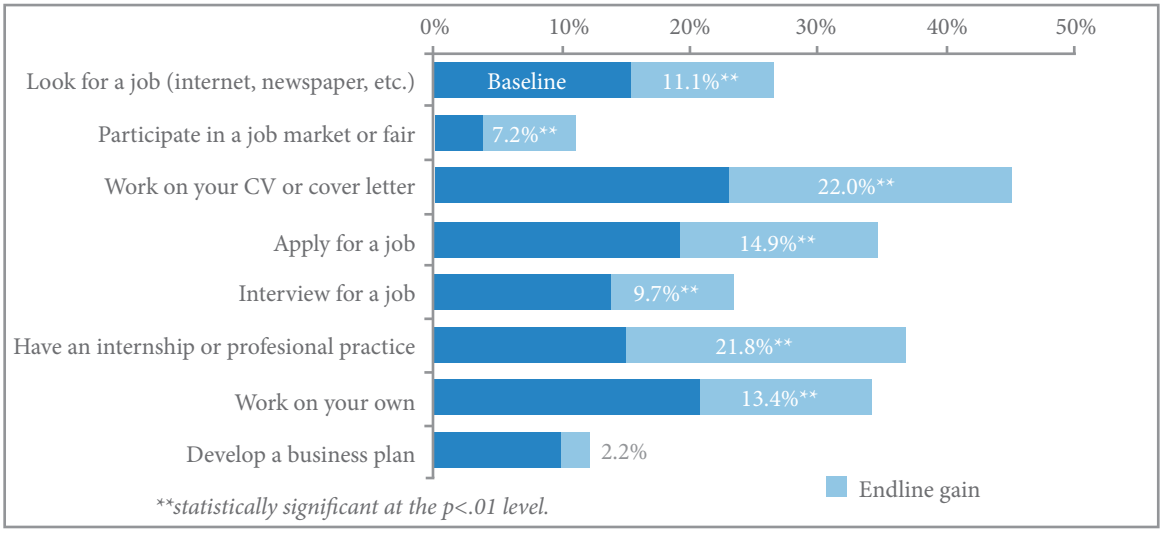


Figure 57: Youth Increased Their Job-Seeking Behaviors (n = 404)

value in developing critical skills and helps ensure that youth have practical experiences, mentors, and the maturity to do well in a work force in a very challenging environment.

Youth not working

Those youth who were not working were asked whether or not they were looking for work. The number of youth that reported they were looking, or applying for, work between the baseline and endline increased by over 27.4%, as compared to nearly 17% for the comparison group (Figure 59). This change between baseline and endline was highly significant for the intervention group ($p<.01$), and only marginally significant for the comparison group ($p<.05$). Additionally, when comparing across group, the difference in gain scores of the intervention and comparison group were statistically significant. The increase in job-searching behaviors was 10% higher for males than females, although this difference was not significant. However, youth in Tegucigalpa and San Pedro Sula had increases in youth looking for or applying for a job, which were both significant at a p-level<.05 (Figure 60). Further, Tegucigalpa youth doubled their job searching over youth from San Pedro Sula; however, this difference was not significant.

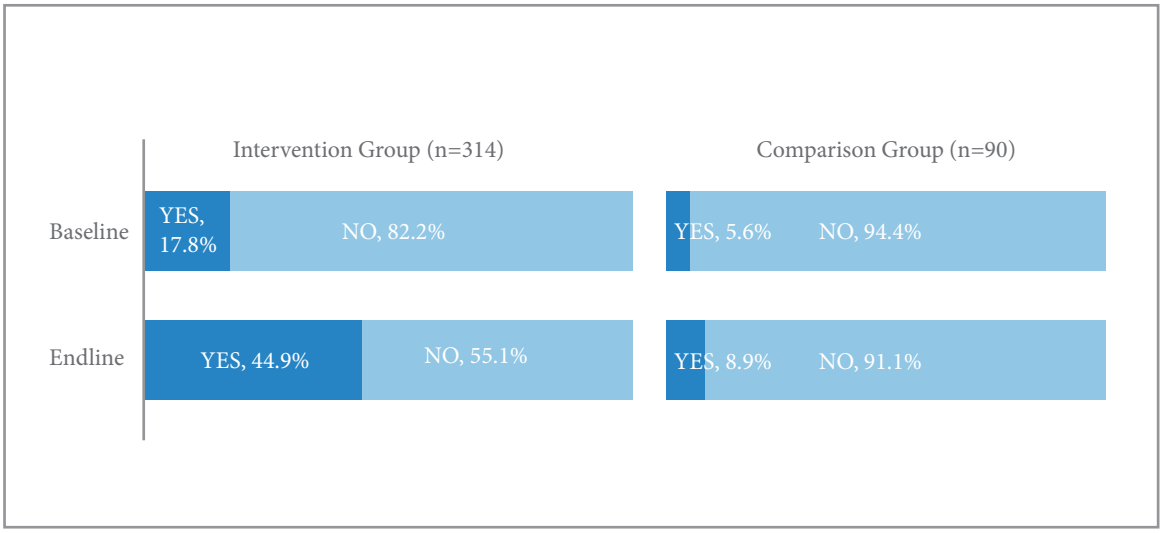


Figure 58: Percentages of Youth that Have Internships (n = 404)

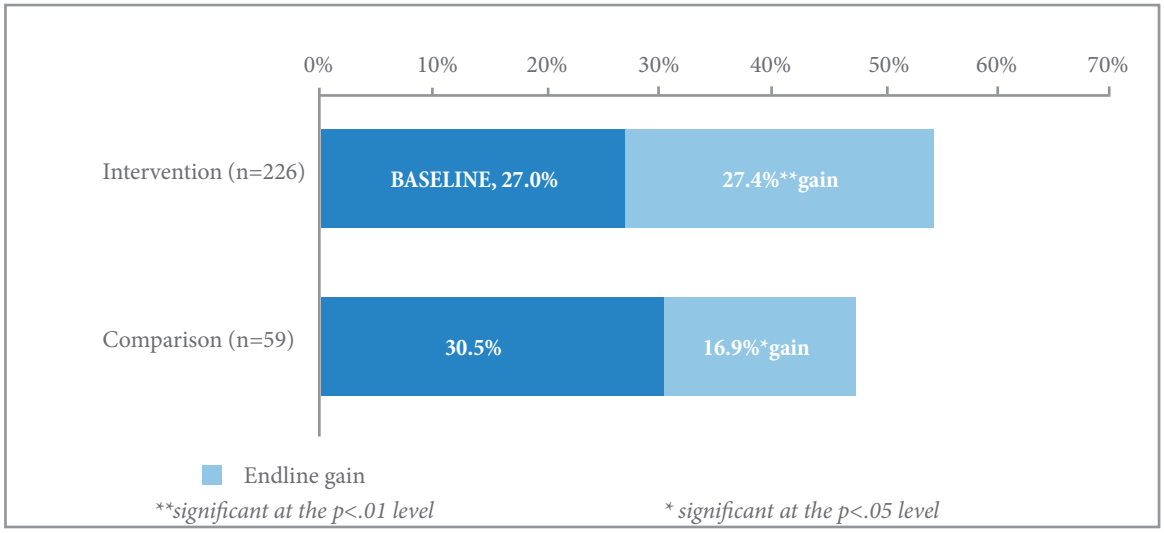


Figure 59: Youth Looking or Applying for Work, by Group (n = 285)

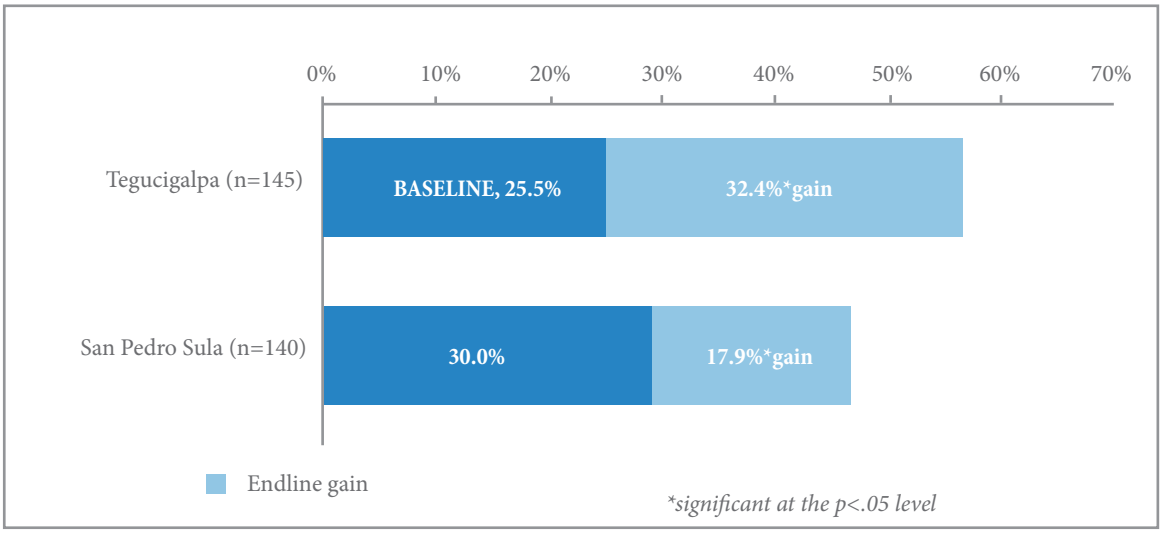


Figure 60: Youth Looking or Applying for Work, by Municipality (n = 285)

What Non-Working Youth Have to Say on Job-Seeking Behaviors: Findings from the Focus Group Discussions and Interviews

Out of the 12 non-working youth interviewed, only 5 were actively looking for work. Out of the same group, 10 youth were studying for bachelor's degrees. Most cited that their studies and lack of time kept them from actively looking for work, as well the amount of experience demanded by employers, the limitation of a high school certificate, and lastly age, being younger than the age desired by the employer.

One certified youth pursuing her business degree was searching for work by sending her resume to different employers and going to job fairs. At the time, she had yet to receive an interview. In her experience, scheduling conflicts between school and job search and long distances from her house were primary barriers in her search for work. One other certified youth stated that he was not actively working, but that he worked over vacation at a family business, during which he used the math and balance skills he learned from the training course.

One non-certified youth studying graphic design was leaving applications at employers' offices and sending them via e-mail. He has had one interview to date and stated that the BLC training helped him be prepared in answering a psychometric exam at the time of the interview.

> *Having a certificate recognized internationally will be useful in looking for work in Honduras.*
>
> ***—Certificate male youth, working in family business. San Pedro Sula***

Realities of Youth Employment (Private Sector and Facilitator Findings)

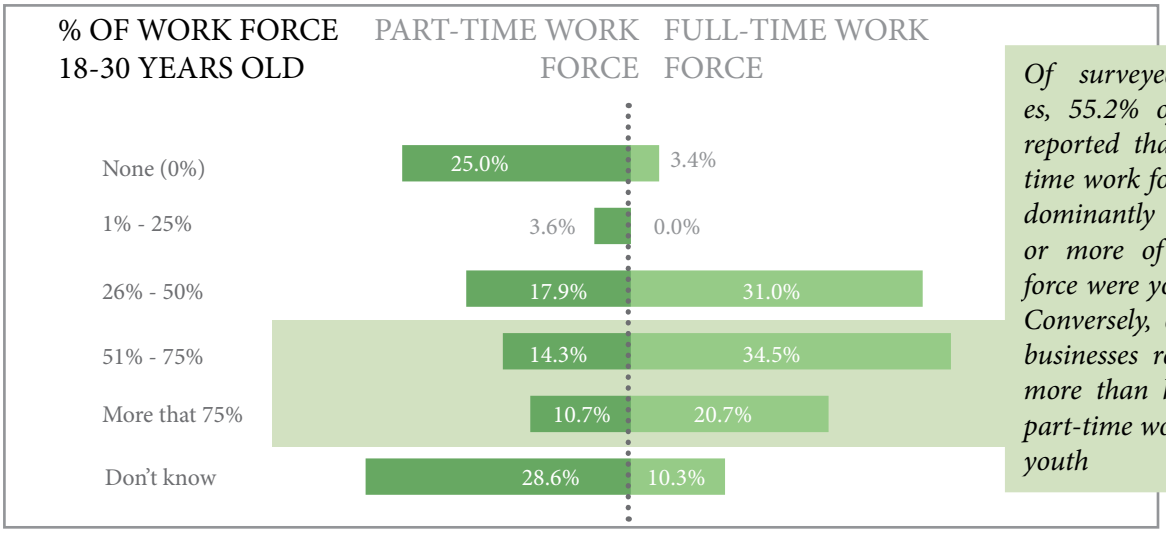
The private sector partners were asked a number of questions about the number of youth working in their businesses, as well as the roles they held. They were also surveyed on the experience and education levels required, as were the facilitators. The private sector partners and the facilitators were also asked a number of questions about how well positioned the youth who had completed the certification, or at minimum the BLC training, were in the job market, in addition to other questions about the BLC program.

Youth Employment in The Private Sector

All of the businesses surveyed employ young people between the ages of 18 and 30, but only a few businesses employ youth as young as 16, the legal working age. As shown in Figure 61, their full-time work forces are predominantly youth, compared to the part-time work force.

Among the surveyed businesses, the primary positions held by youth were in customer service, followed by operations and sales (Figure 62). Very few held any management positions, and only 10.3% held a supervisory role. Of the required education levels, the majority of businesses require a secondary school education, with a few exceptions that require more or less education.[83] (Figure 63).

In terms of level of education by partners' sectors, Table 15 indicates that only hospitality and manufacturing businesses require less than a secondary education, and only transportation, energy/petrol, and agroindustry businesses require a university education.



Of surveyed businesses, 55.2% of businesses reported that their full-time work force was predominantly youth (51% or more of their work force were youth 18–30). Conversely, only 25% of businesses reported that more than half of their part-time work force was youth

Figure 61: Percent of Businesses with 18–30 Year Olds in the Work Force by Work Force Type (n = 29)

83. Note that this question was a multiple response and therefore does not add up to 100%.

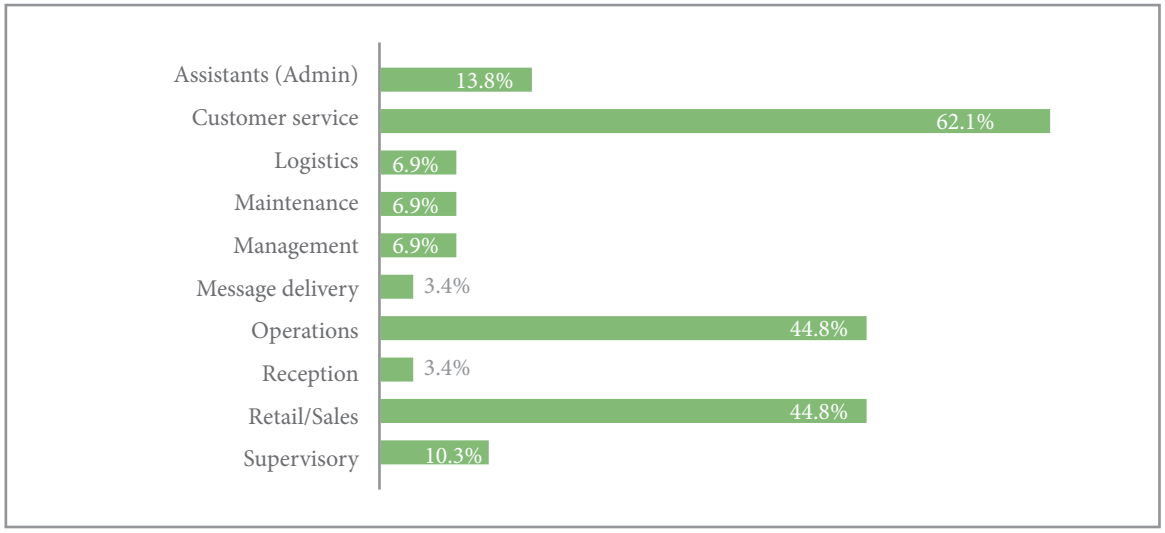


Figure 62: Roles of Youth in Private Sector Businesses (n = 29)

This question was a multiple response and therefore does not add up to a 100%.

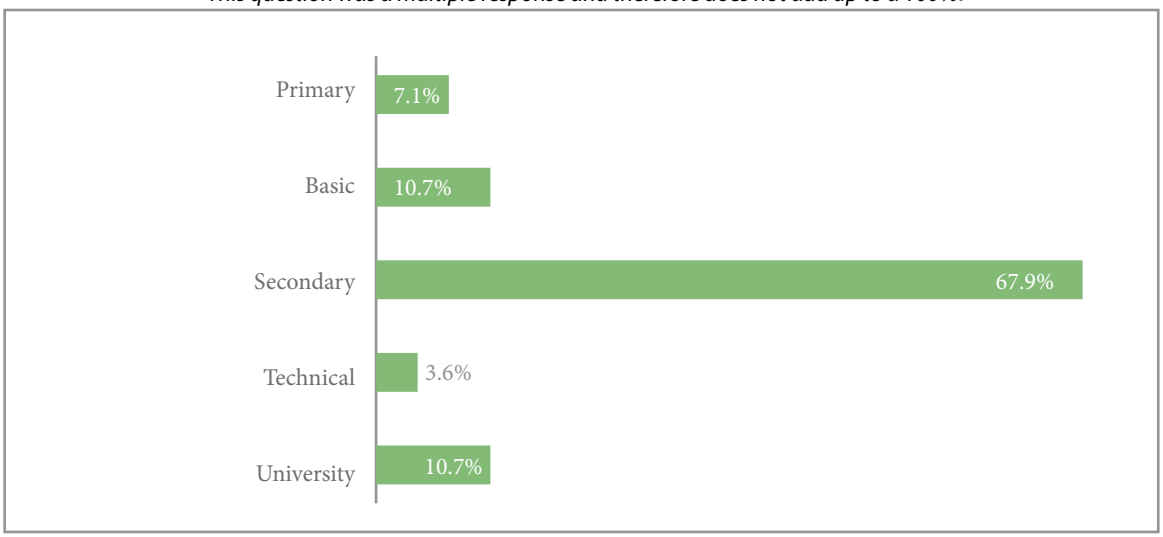


Figure 63: Educational Levels Required for Employment (n = 28)

Sector	Education Level Required				
	Primary	Basic	Secondary	Technical	University
Agriculture/Agroindustry					1
Energy/Petrol			1		1
Financial Services/Banks			7		
Food Services			1		
Hospitality/Tourism	1		2		
Manufacturing/Maquilas	1	3	1		
Mining/Cement			1		
Retail/Sales			3	1	
Technology/Telecom			2		
Transportation/Logistics			1		1
Total	2	3	19	1	3

Table 15: Educational Levels Required for Employment, by Sector (n = 28)

When asked what level of work experience was required, nearly 40% of the private sector respondents said no experience was needed at all, and 46.5% said at least one year of experience, general or specialized, was needed (Figure 64).

The number of years of experience required is broken down by sector Table 16. As can be seen, those sectors that required more educational credentials tend to require more work experience and vice versa.

Sector	Years of Experience Required			
	No Experience	1+ Year General	1+ Year Specialized	Not Sure
Agriculture/Agroindustry			1	
Energy/Petrol	1		1	
Financial Services/Banks	2	1	1	3
Food Services	1			
Hospitality/Tourism	2	1		
Manufacturing/Maquilas	2	1	2	1
Mining/Cement	1			
Retail/Sales	1	1	1	
Technology/Telecom	1		1	
Transportation/Logistics		1	1	
Total	11	5	8	4

Table 16: Work Experience, by Sector (n = 28)

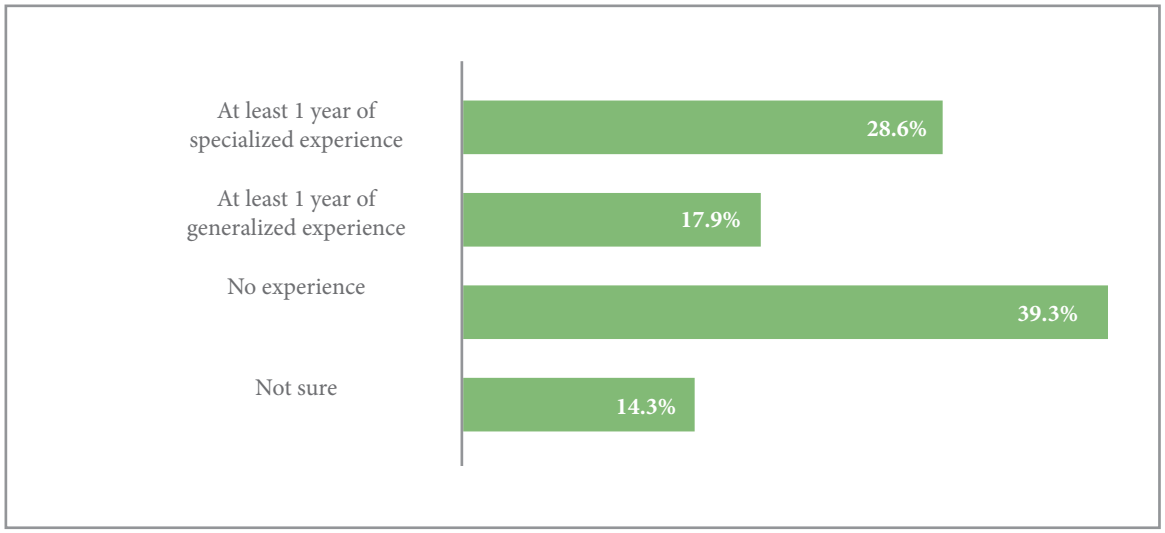


Figure 64: a Years of Work Experience Required (n=28)

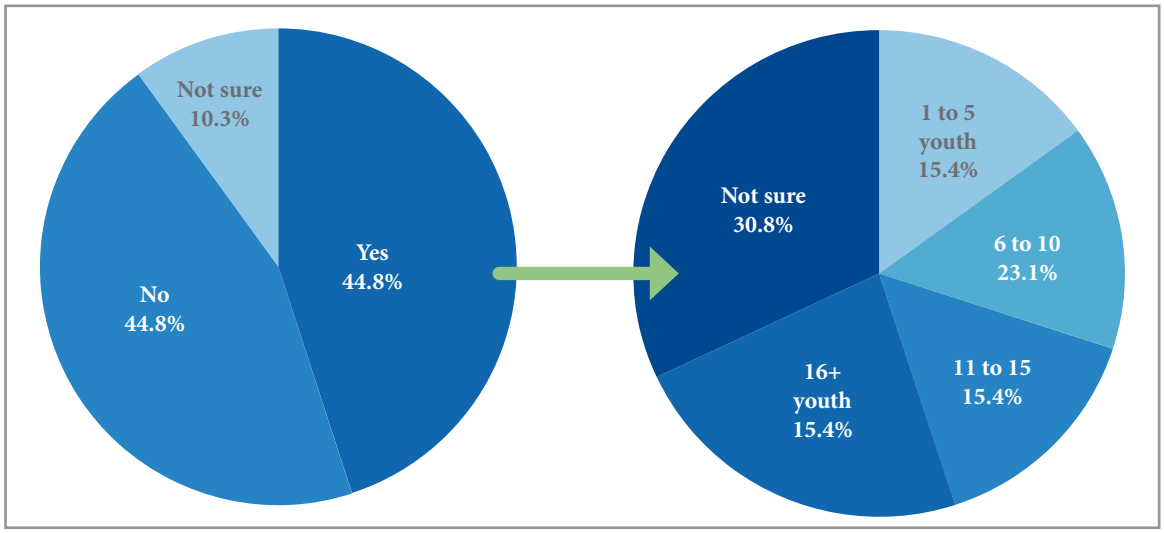


Figure 65: Do you employ METAS youth? (n = 29)

Figure 66: How many METAS youth do you employ? By Percent of Businesses (n = 13)

Thirteen(44.8%) of the 29 private sector respondents reported that they employ METAS youth who have received the Career Readiness Certificate (CRC), and 3 were unsure. Of those 13 businesses, nearly one-third were not sure how many youth they employed, but for the remaining businesses, numbers ranged from 1 to 5 youth employed to over 16. The businesses that reportedly had the largest number of METAS youth working for them (over 16) were from the financial sector.

When asked if youth receiving the certificate were more desirable as employees, 11 of the 13 (84.6%) said yes, signaling that they see a clear value in the certification. Eleven businesses reported they were either very satisfied or satisfied with the METAS youth; two respondents were not sure and could not rate the youth.

When asked if businesses would hire youth who had participated in the BLC training, even if they had not received a certificate, 73.8% said "yes." This data (Figure 68) suggests that businesses are still willing to hire youth who completed the training, even if they have not received the certification

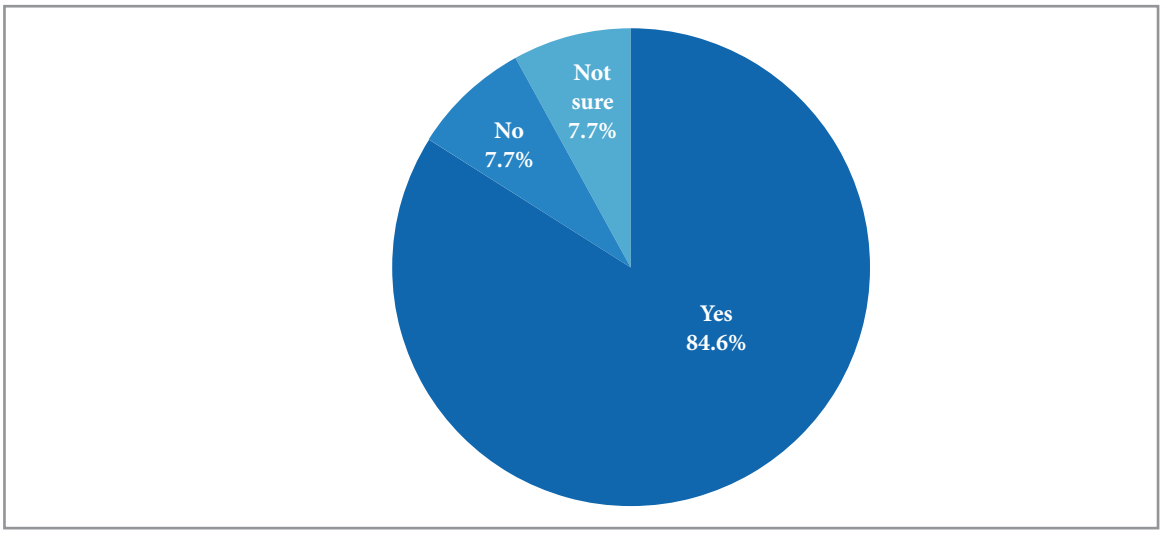


Figure 67: Are METAS youth more desirable as employees? By Percent of Businesses (n = 13)

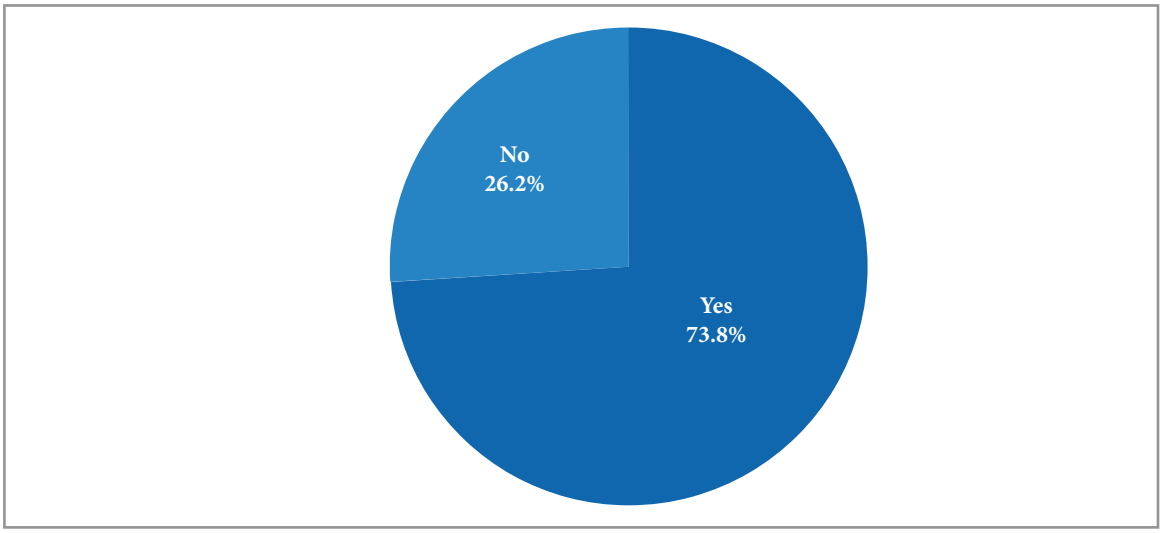


Figure 68: Are youth who participated in the BLC training but did not receive the CRC still well placed? (n = 143)

(although the percentage is lower by 11%, meaning that some businesses were only willing to hire certificate holders). This was confirmed by the facilitators.

When asked what the preferred channel for receiving information about METAS youth for potential employment, the private sector responses were (1) preselected profiles based on the job description (53.6%), (2) interactive online platform (28.6%), and (3) phone calls by implementing NGOs-METAS partners (17.9%).

The perspectives of facilitators were unanimous across municipalities, with facilitators from Tegucigalpa seeing the most benefit in participating in the BLC training (81% responded yes). When facilitators were asked what aspects of the training were of the most importance, they identified applied mathematics as having the most importance, followed by looking for information and reading for information (Figure 69).

The data were fairly consistent by municipality, although facilitators from La Ceiba valued reading for information more than the other areas (Figure 70)

When asked what two sectors they thought would be the most relevant for their youth, facilitators cited technology and information and manufacturing as the top two, followed by financial services and professional, scientific, or technical (Figure 71). Public sector is included in all of the analyses for reference. These top four industries are for the most part in line with the representation of private sector partners, with the exception of professional, scientific, or technical, which would include areas such as electrical, mechanical, and other professionalized areas. There were no private sector partners that specialized in such services, although a number of the businesses had roles for youth with technical skills under the area of maintenance. Additionally, the facilitators placed a much higher emphasis on jobs in technology and information, whereas there were only two technology and information private sector partners. Manufacturing, or maquilas, were generally

Figure 69: Most Critical Content Areas identified by Facilitators (n = 141)

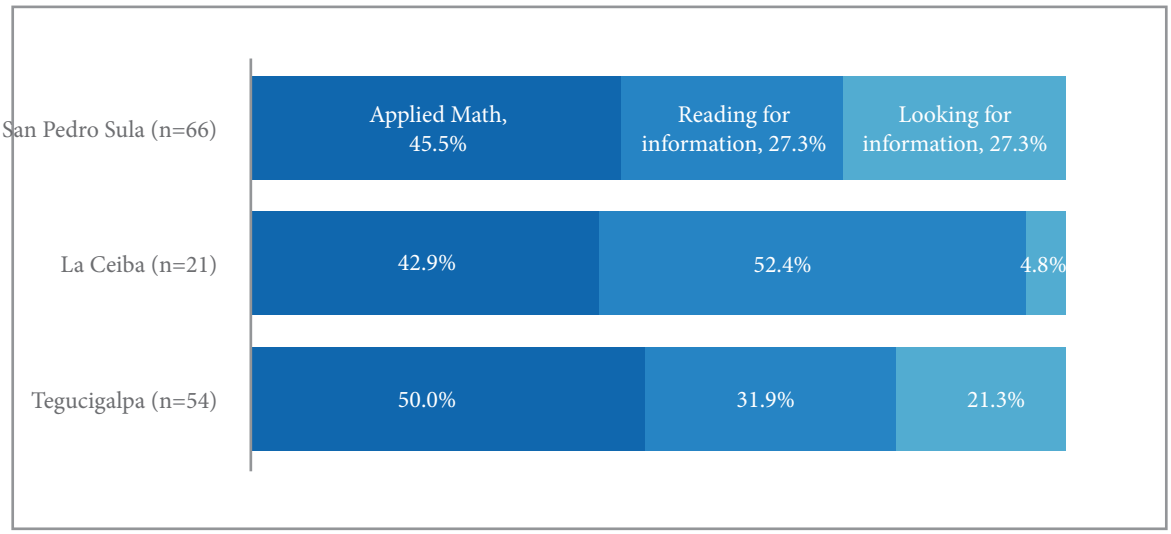


Figure 70: Most Critical Content Areas, by Municipality identified by Facilitators (n = 141)

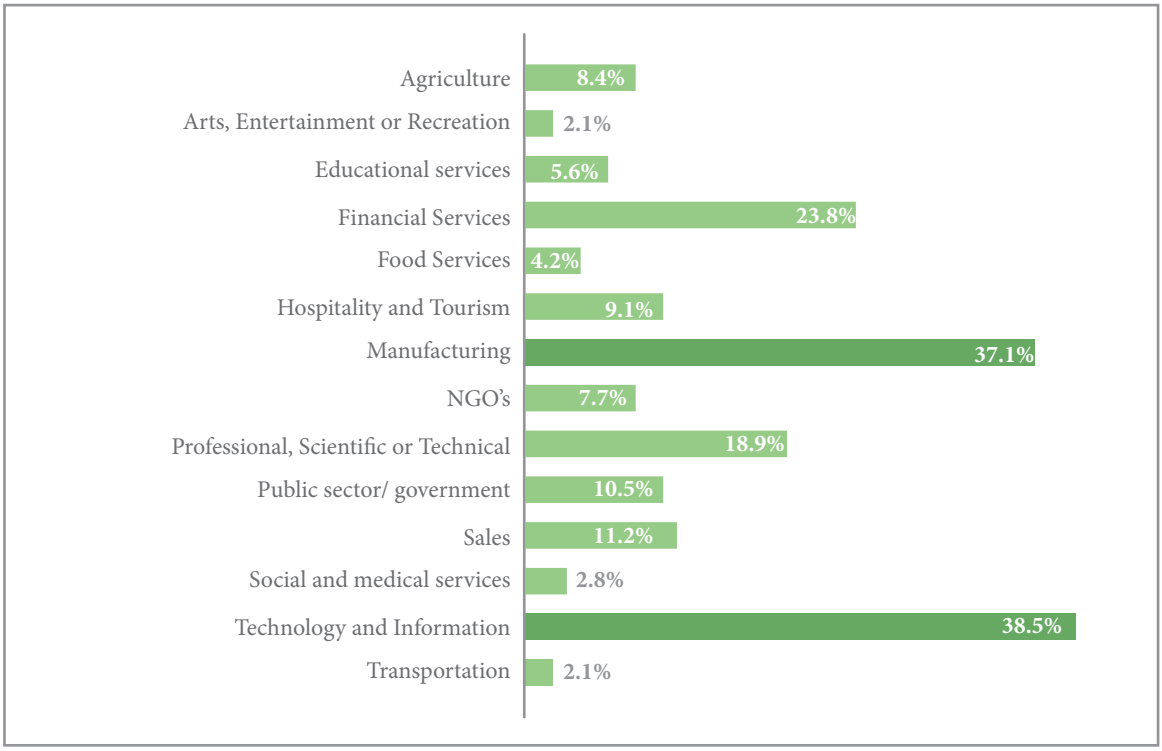


Figure 71: Industries Rated as Most Relevant to Youth identified by Facilitators (n = 141)

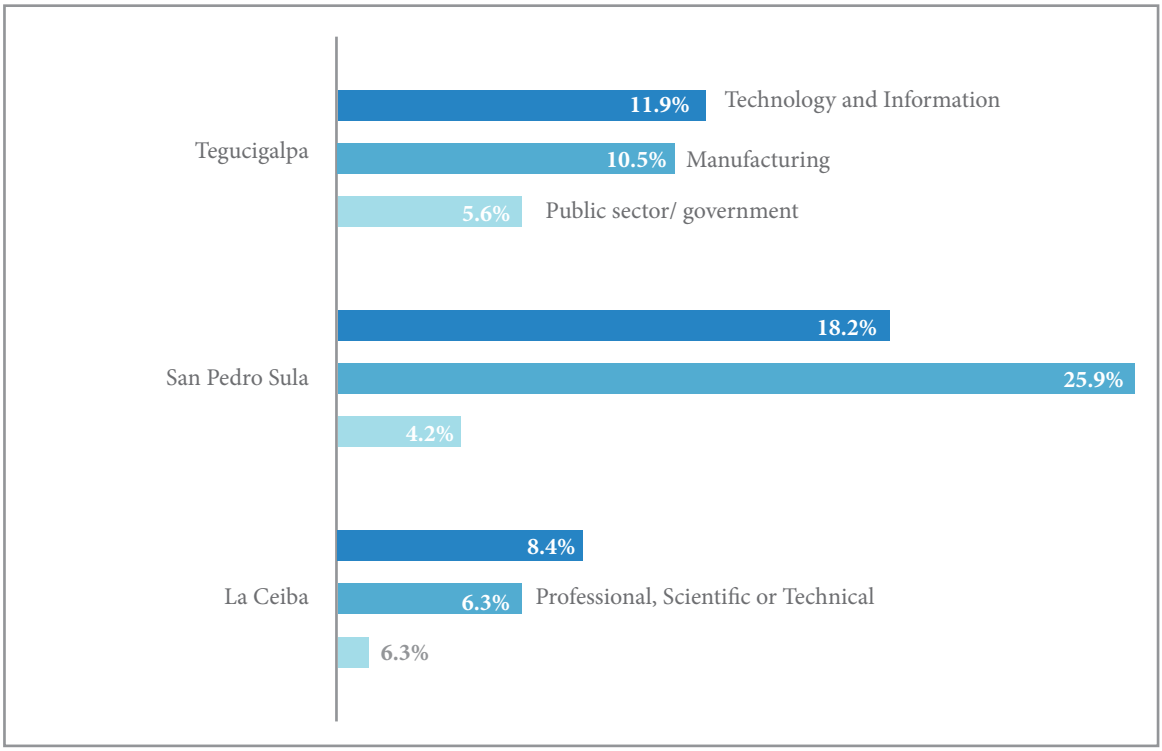


Figure 72: Top 2 Industries (and Public Sector)
Rated as Most Relevant to Youth by Municipality identified by Facilitators

acknowledged by all respondents as one of the most viable sectors for youth.

When disaggregated by municipality (Figure 72), facilitator responses were consistent with the trends as seen above. In Tegucigalpa and San Pedro Sula the top two industries cited were technology and information and manufacturing. One notable difference is seen in La Ceiba, where although technology and information is again one of the top two industries cited by facilitators, however, facilitators in this municipality felt that the professional, scientific or technical industry was the second most relevant industry for youth in their municipality.

The facilitators were asked to give the top two strengths and weakness of the BLC training and CRC (i.e., certification). For the most part, facilitators in both municipalities rated the content of the training (mathematics, reading for information, and looking for information) and preparation for the work force as the two major strengths (Figure 73).

The two reported weaknesses were the pace of BLC training and certification program and the materials, specifically the quality of the translation or adaptation of materials for Honduras and the number of materials provided (Figure 74). It is important to note that the METAS team identified the quality of materials early on in the implementation (direct translation of English and U.S.-focused content) and adapted materials into the Honduran context for later implementation.

When compared by municipality, the responses were consistent; the only notable exception was in Tegucigalpa, which indicated that the second most significant weakness of the program was the organizational support and logistics (22.2%).

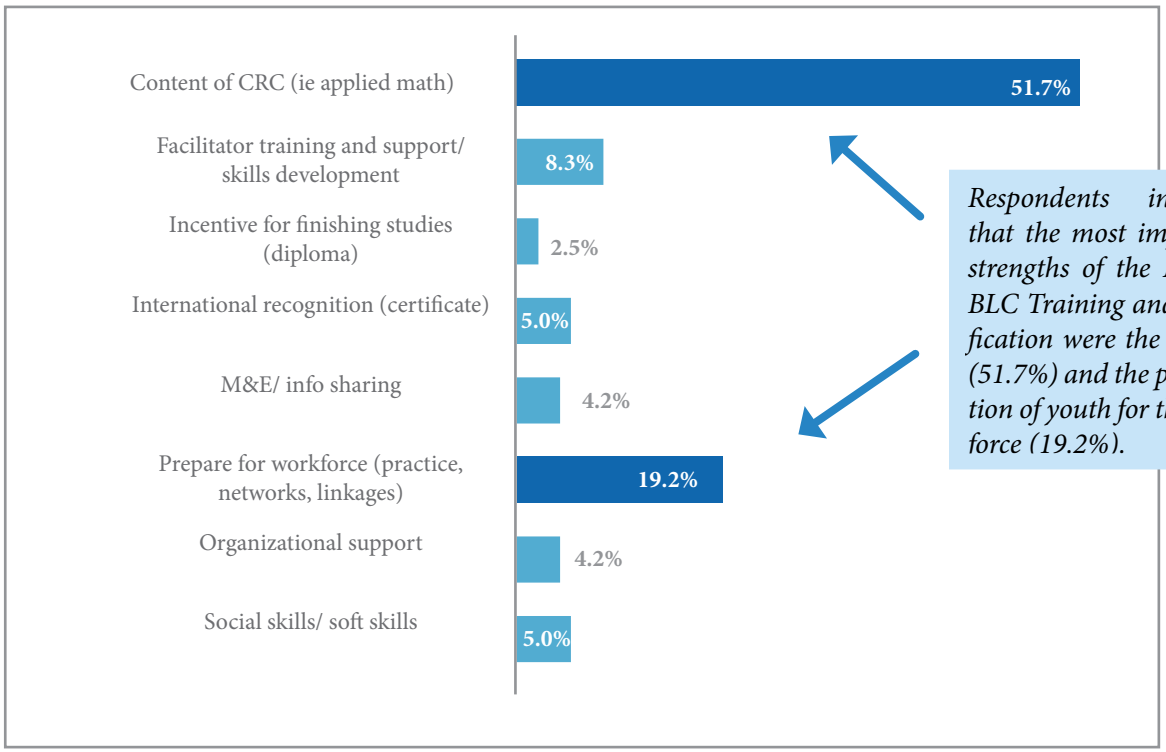


Figure 73: Most Important Strengths of the METAS BLC Training and Certification identified by Facilitators (n=120)

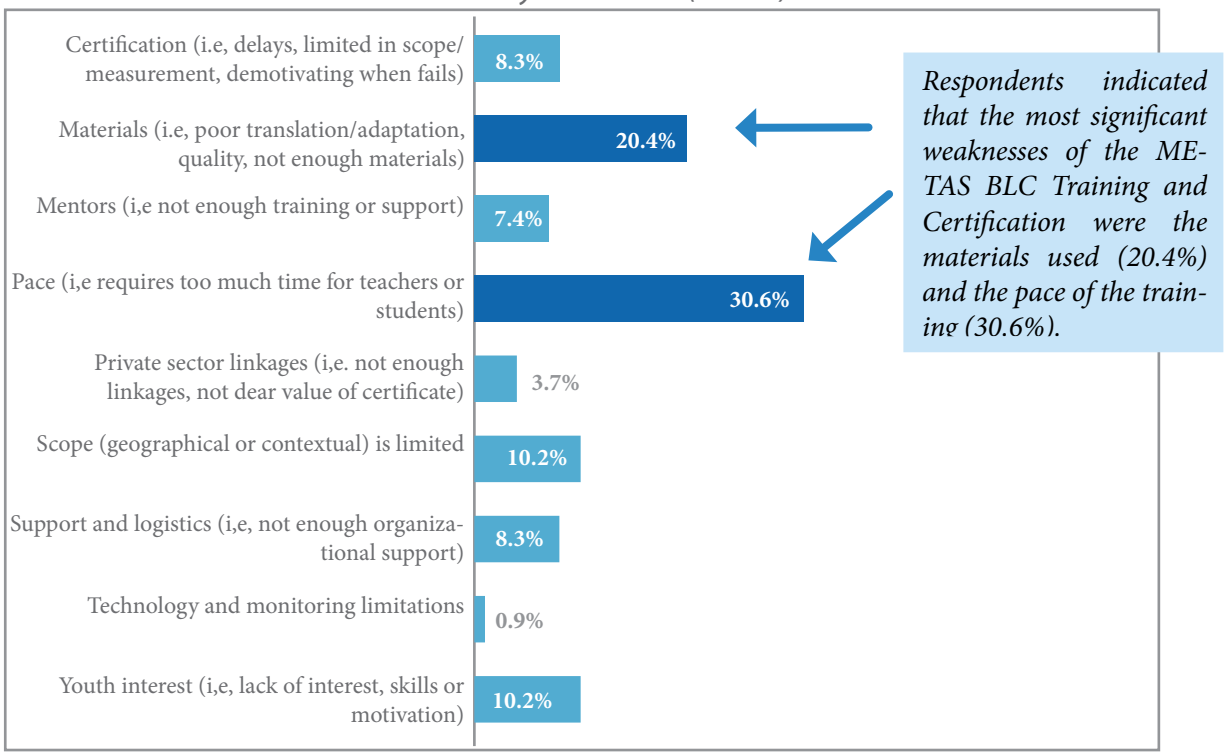


Figure 74: Weaknesses of the METAS BLC Training and Certification

What Youth Have to Say on Certification: Findings from the Focus Group Discussions and Interviews

Youth who participated in FGDs and interviews said that the BLC training and CRC process helped prepare them for psychometric exams and job interviews. Youth also noted that they learned basic logic skills that helped them while navigating through job searches. A number of youth also pointed to interpersonal communication and problem-solving skills. One youth who stopped his training because he dropped out of school, said the training had helped his behavior.

Of the four youth who were interviewed and had not finish the training, all four answered that they would retake the course again so they might look more competitive and to help develop their basic skills. One youth who stopped the training due to lack of time, stated:

> *The types of exercises given were basic and could relate to real life problems.*
>
> ***—Female youth not working who did not complee training. San Pedro Sula***

A number of participants said that the BLC should focus more on applied skills, such as:

- Strategies and behaviors in obtaining a job (interviewing, body language, etc.)
- Vocational workshops for job specialization

> *With the training I received, I was able to answer the questions in a lot easier way when I took my psychometric (interview) exam*
>
> ***—Non- certified male, youth not working. San Pedro Sula***

> *Suggestion: Give follow-up to the training to know what happens afterward with us, because maybe we have the certificate, but we won't always know how, when or where to use it...*
>
> ***—Female youth not working, did not complete the BLC. Tegucigalpa***

Another youth who did not complete the training said that the program should follow up with participants to learn what they had learned and how they were able to apply their certificate.

Conclusion

The Employability Study has provided insight into the success and impact of the Basic Labor Competencies (BLC) program and associated Career Readiness Certificate (CRC), as well helped inform the METAS as a whole on the employability of Honduran youth. The findings are based on five employability categories: (1) employment status and characteristics, (2) employment goals and aspirations, (3) perception of job skills, (4) confidence and self-esteem (work-related), and (5) job-seeking behaviors.

The study indicates that METAS youth (the intervention group) have achieved positive gains in terms of job-seeking behavior, skills development, and internships. Youth also report that having a personal or professional mentor made a significant and positive difference in terms of their confidence and self-esteem, and having a successful mentoring relationship played a key role in youth completing the BLC program. Employers are reporting increased confidence in hiring both youth with the CRC youth who only completed the BLC training.

In terms of job-seeking behavior, for example, it is notable that youth improved in every measured area. Remarkably, one of the largest gains was in internships (21.8%), and METAS youth who had an internship increased significantly over the baseline relative to the comparison group. Working on a resume and applying for a job also saw gains of 15% or more. Similarly, trained youth reported increased gains in self-confidence in having the skills needed to find a job and knowing how to find a job. While increased confidence is a positive gain, it is important that confidence is based on real skills and not self-perceptions that do not match employers' views. Further analysis would have to be conducted as to whether actual skills development and confidence are correlated.

The study also points out some areas for programmatic improvement. One area is in the differing perceptions, or mismatch, between youth and the private sector employers in terms of skills necessary to obtain a job and barriers for youth to obtain employment. Youth reported higher ratings of their skills than employers or their facilitators. Youth (and their BLC facilitators) also rated computer skills and foreign language (such as English) as the most important competencies needed to be hired, while employers reported interpersonal communication and problem solving as the critical competencies they consider in the hiring process.

Finally, youth tended to focus on financial services and professional, scientific or technical services (such as tourism) as the sectors for promising employment opportunities as opposed to food/restaurant or agriculture/agroindustry sectors; however, agriculture/agroindustry is one of the key growth sectors in Honduras, and the food/restaurant sector is also an important source of jobs. This mismatch of perceptions between the youth, private sector employers, and facilitators is not unique to Honduras. For example, an influential study published by McKinsey & Company notes that there is a pervasive disconnect worldwide between the sectors, understandings and perspectives of learners, education providers, and employers.[84] This same finding is stressed in the USAID publication EQUIP3 Lessons Learned: Experiences

84. Mourshed, M., Farrell, D., & Barton, D. (2012). Education to employment: Designing a system that works. McKinsey Center for Government. Retrieved from http://mckinseyonsociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf

in Livelihood, Literacy, and Leadership Programs in 26 Countries (which includes incipient data from METAS).[85]

Taken together, these findings suggest some key areas for METAS to focus upon and lessons learned for youth and work force development programs in Honduras as well as more generally:

- **Bolster the mentorship component:** A work force development program focusing on at-risk youth and conflict-prone, fragile communities needs to be mindful that having positive role models is critical for a young person's retention and success in this type of program. While the sustainability of mentorship programs can be a challenge, METAS should consider strengthening the role and presence of mentors to the maximum extent possible, with a sustainability plan built in. This may include having increased resources and/or incentives available for the BLC facilitators to play a more active, intentional role as mentors, as well as looking at peer mentorship programs, where youth who have successfully completed the BLC training program and have a job are paired up as mentors to youth going through the program. As noted by interviewed youth, facilitators play a key role in learners' decisions to stay or leave the program.
- **Strengthen career awareness and readiness efforts:** The study points to a disconnect between youth and employer perceptions around the skills and competencies necessary to obtain a job and succeed in the workplace. Employers indicate that youth need more soft skills and job experience in order to be considered for hiring. METAS has already put in place an internship program, as part of its Bridging Strategies to connect youth to work-based opportunities, and the study reports a positive increase in the number of youth obtaining internships. However, given these findings regarding the disconnect in employer and youth perceptions and the demand by employers for youth with skills and experience, it is suggested that additional resources go to placing more youth in internships, tracking job placement rates post-internship, etc. This may be even be more important given that most BLC participants are under the desired age for private sector employment and report that they are studying full time and not working. Additionally, METAS is encouraged to devote more resources to increasing youths' awareness of the needs and demands of employers and promote career awareness of real work opportunities, although perhaps not ones matching youths' interests, such as working in the agri-business sector.
- **Focus additional efforts in identifying job-placement and income-generating opportunities in the agribusiness sector.** The study shows that agribusiness entails many different components, such as producing, processing, and supplying agriculture products and other forestry, hunting, and fishing income-generation activities. Given the importance of this sector, METAS is encouraged to think of new job placement, skills development, and entrepreneurship activities that help youth

85. The publication can be retrieved from http://idd.edc.org/sites/idd.edc.org/files/EQUIP3%20Lessons%20Learned%20-%20Book_0.pdf

enter this sector, in ways that youth find meaningful and fulfilling.

- **Another key finding relates to what may be considered weaknesses of the BLC program.** In this regard, respondents identified Pace (demanding too much time from students) and Materials (either scarce or poorly adapted). While the METAS technical staff anecdotally identified both findings during the program implementation, it is important to have evidence of these as areas for improvement. Strategies to counterbalance these weaknesses are known to have already taken place during the last year of METAS. These include the development of fully Honduran-developed paper and Web-based curriculum replacing the U.S.-imported curriculum and the switch in focus to students in the second-to-last year of school so the program does not compete with school priorities, such as social service and graduation activities, during the last school year.

Overall, the METAS program on Basic Labor Competencies has been well received by all stakeholders—youth, employers, and educational centers/facilitators—demonstrating important employability skills and behaviors that have improved in the METAS youth as evidenced in the study. The last three years of program implementation have yielded a wealth of knowledge and lessons learned for METAS, USAID, and overall youth and work force efforts in Honduras that must be taken into account into current and future programming. Several key and strategic areas for improvement have been identified and solutions to challenges are becoming clearer, thus promising greater results in terms of stakeholder engagement, educational achievement, and more sustainable system approaches.

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Appendix 1: The CRC Exam (Act WorkKeys®)

There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. Examples are included with each level description. In order to receive the CRC, youth need to pass at minimum of a level 3 on each of the three sections (Applied Mathematics, Locating Information, and Reading for Information).

What the WorkKeys Applied Mathematics Test Measures

Profile Level	Characteristics	Skills	Award
3	Translate easily from a word problem to a math equation All needed information is presented in logical order No extra information	• Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers • Add or subtract negative numbers • Change numbers from one form to another using whole numbers, fractions, decimals, or percentages • Convert simple money and time units (e.g., hours to minutes)	Bronze: 3
4	Information may be presented out of order May include extra, unnecessary information May include a simple chart, diagram, or graph	• Solve problems that require one or two operations • Multiply negative numbers • Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals • Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%) • Add up to three fractions that share a common denominator • Multiply a mixed number by a whole number or decimal • Put the information in the right order before performing calculations	Silver: 3-4

Profile Level	Characteristics	Skills	Award
5	Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax)	• Decide what information, calculations, or unit conversions to use to solve the problem • Look up a formula and perform single-step conversions within or between systems of measurement • Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) • Divide negative numbers • Find the best deal using one- and two-step calculations and then compare results • Calculate perimeters and areas of basic shapes (rectangles and circles) • Calculate percent discounts or markups	Gold

Profile Level	Characteristics	Skills	Award
6	May require considerable translation from verbal form to mathematical expression Generally require considerable setup and involve multiple-step calculations	• Use fractions, negative numbers, ratios, percentages, or mixed numbers • Rearrange a formula before solving a problem • Use two formulas to change from one unit to another within the same system of measurement • Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement • Find mistakes in questions that belong at Levels 3, 4, 5 • Find the best deal and use the result for another calculation • Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations • Find the volume of rectangular solids • Calculate multiple rates	Platinum
7	Content or format may be unusual Information may be incomplete or implicit Problems often involve multiple steps of logic and calculation	• Solve problems that include nonlinear functions and/or that involve more than one unknown • Find mistakes in Level 6 questions • Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages • Calculate areas and volumes of spheres, cylinders, or cones • Set up and manipulate complex ratios or proportions • Find the best deal when there are several choices • Apply basic statistical concepts	Platinum

What the WorkKeys Reading for Information Test Measures

Profile Level	Characteristics	Skills	Award
3	Reading materials include basic company policies, procedures, and announcements Reading materials are short and simple, with no extra information Reading materials tell readers what they should do All needed information is stated clearly and directly Items focus on the main points of the passages Wording of the questions and answers is similar or identical to the wording used in the reading materials	• Identify main ideas and clearly stated details • Choose the correct meaning of a word that is clearly defined in the reading • Choose the correct meaning of common, everyday workplace words • Choose when to perform each step in a short series of steps • Apply instructions to a situation that is the same as the one in the reading materials	Bronze: 3

Profile Level	Characteristics	Skills	Award
4	Reading materials include company policies, procedures, and notices Reading materials are straightforward but have longer sentences and contain a number of details Reading materials use common words but do have some harder words, too Reading materials describe procedures that include several steps When following the procedures, individuals must think about changing conditions that affect what they should do Questions and answers are often paraphrased from the passage	• Identify important details that may not be clearly stated • Use the reading material to figure out the meaning of words that are not defined • Apply instructions with several steps to a situation that is the same as the situation in the reading materials • Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)	Silver: 3-4

Profile Level	Characteristics	Skills	Award
5	Policies, procedures, and announcements include all of the information needed to finish a task Information is stated clearly and directly, but the materials have many details Materials also include jargon, technical terms, acronyms, or words that have several meanings Application of information given in the passage to a situation that is not specifically described in the passage There are several considerations to be taken into account in order to choose the correct actions	• Figure out the correct meaning of a word based on how the word is used • Identify the correct meaning of an acronym that is defined in the document • Identify the paraphrased definition of a technical term or jargon that is defined in the document • Apply technical terms and jargon and relate them to stated situations • Apply straightforward instructions to a new situation that is similar to the one described in the material • Apply complex instructions that include conditionals to situations described in the materials	Gold

Profile Level	Characteristics	Skills	Award
6	Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents Complicated sentences with difficult words, jargon, and technical terms Most of the information needed to answer the items is not clearly stated	• Identify implied details • Use technical terms and jargon in new situations • Figure out the less common meaning of a word based on the context • Apply complicated instructions to new situations • Figure out the principles behind policies, rules, and procedures • Apply general principles from the materials to similar and new situations • Explain the rationale behind a procedure, policy, or communication	Platinum
7	Very complex reading materials Information includes a lot of details Complicated concepts Difficult vocabulary Unusual jargon and technical terms are used but not defined Writing often lacks clarity and direction Readers must draw conclusions from some parts of the reading and apply them to other parts	• Figure out the definitions of difficult, uncommon words based on how they are used • Figure out the meaning of jargon or technical terms based on how they are used • Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials	Platinum

What the WorkKeys Locating Information Test Measures

Profile Level	Characteristics	Skills	Award
3	• Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans • One graphic used at a time	• Find one or two pieces of information in a graphic • Fill in one or two pieces of information that are missing from a graphic	Bronze: 3
4	• Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps • One or two graphics are used at a time	• Find several pieces of information in one or two graphics • Understand how graphics are related to each other • Summarize information from one or two straightforward graphics • Identify trends shown in one or two straightforward graphics • Compare information and trends shown in one or two straightforward graphics	Silver: 3-4
5	• Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges • Graphics may have less common formats • One or more graphics are used at a time	• Sort through distracting information • Summarize information from one or more detailed graphics • Identify trends shown in one or more detailed or complicated graphics • Compare information and trends from one or more complicated graphics	Gold

6	• Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams • Graphics contain large amounts of information and may have challenging formats • One or more graphics are used at a time • Connections between graphics may be subtle	• Draw conclusions based on one complicated graphic or several related graphics • Apply information from one or more complicated graphics to specific situations • Use the information to make decisions	Platinum

Appendix 2: BLC Facilitator Perspectives on the Training

A number of background questions were asked to facilitators to understand how they were recruited for the BLC program and their perspectives on the training. Out of 144 facilitators surveyed, 90.6% reported that their decision to become a BLC facilitator was a voluntary choice. Only 6% (9 facilitators) cited that their decision to become a facilitator had been involuntary.

Over half (62.8%) of the facilitators felt that what they learned at the METAS training (BLC) could be applied to their other teaching work. Over 80% felt adequately prepared to lead the BLC training program.

Nearly all of the facilitators felt that the BLC program prepared youth sufficiently for the local labor market, while nearly 90% felt that the CRC or BLC training made youth more desirable to employers. A little less than 80% said the majority of their students were enthusiastic and motivated to attend the BLC training sessions.

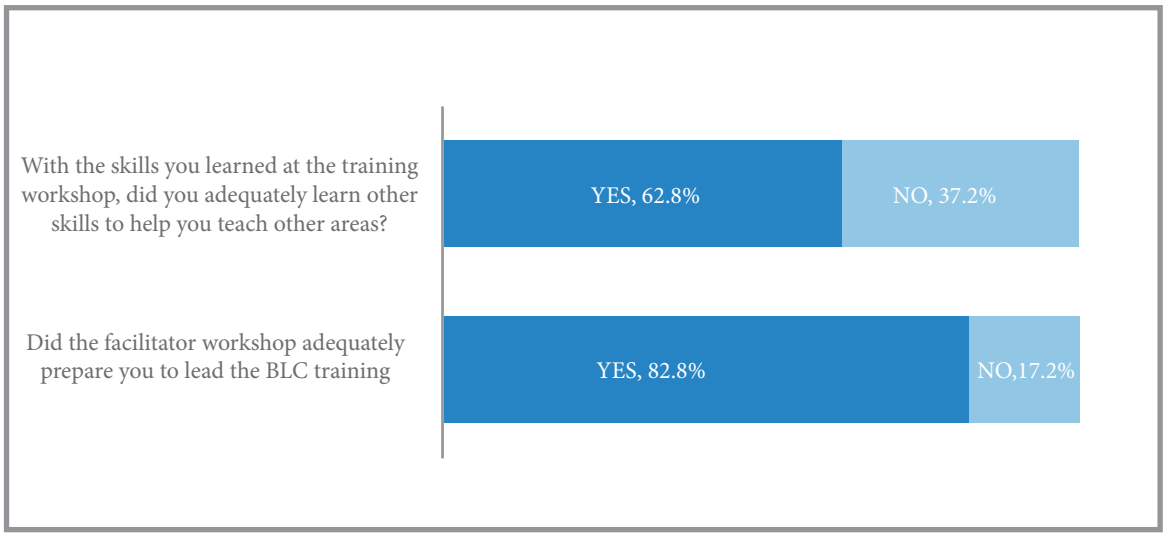

Figure 75: Facilitator perspectives on the training (n = 145)

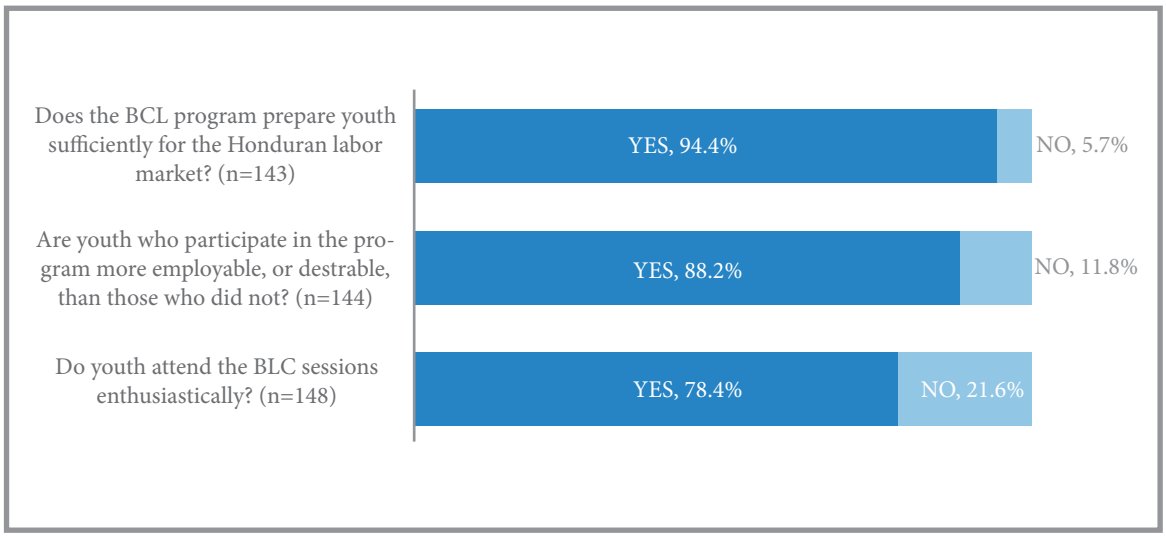

Figure 76: Facilitator Perspectives on the Training

Appendix 3: Survey Descriptives

Table 17: Youth survey descriptive analysis of questions

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
All youth answer the following questions.							
16. Do you feel you can manage your money? (n = 806)	Never	50.0%	39.6%	0.6%	52.6%	46.2%	0.8%
	Sometimes	43.7%	30.7%	22.4%	41.0%	35.0%	11.3%
	Always	2.0%	0.9%	34.3%	2.6%	1.5%	20.3%
	Not sure/No response	4.3%	28.7%	42.8%	3.8%	17.3%	67.7%
17. When you have problems at work, can you solve them by yourself? (n = 806)	Never	43.0%	25.0%	0.6%	38.3%	36.1%	1.1%
	Sometimes	49.1%	43.7%	30.9%	45.5%	43.2%	12.8%
	Always	1.7%	0.0%	21.9%	4.1%	3.4%	16.2%
	Not sure/No response	6.3%	31.3%	46.7%	12.0%	17.3%	69.9%
18. Can you use basic mathematics (without using a calculator) in order to solve problems at work? (n = 806)	Never	37.4%	28.1%	1.9%	29.7%	29.3%	1.5%
	Sometimes	52.4%	39.6%	31.9%	50.4%	48.5%	19.2%
	Always	5.0%	2.0%	23.5%	10.2%	3.4%	12.0%
	Not sure/No response	5.2%	30.2%	42.8%	9.8%	18.8%	67.3%
19. Can you complete an employment application or to write a cover letter? (n = 806)	Never	62.0%	49.1%	1.1%	62.0%	51.9%	1.5%
	Sometimes	21.5%	16.9%	13.1%	17.7%	22.6%	5.6%
	Always	3.0%	0.7%	40.9%	4.1%	3.0%	23.7%
	Not sure/No response	13.5%	33.3%	44.8%	16.2%	22.6%	69.2%
20. Is it easy for you to communicate with possible employers, bosses and/or supervisors? (n = 806)	Never	51.9%	45.4%	0.9%	49.6%	54.5%	0.8%
	Sometimes	32.0%	21.5%	17.6%	35.3%	22.9%	13.2%
	Always	5.7%	2.0%	35.4%	4.5%	3.4%	16.5%
	Not sure/No response	10.4%	31.1%	46.1%	10.5%	19.2%	69.5%
21. Can you use a computer to write a letter, write e-mail messages, look for a job, etc.? (n = 806)	Never	69.8%	57.4%	0.9%	64.7%	59.4%	1.5%
	Sometimes	20.7%	11.7%	8.3%	25.2%	15.8%	7.5%
	Always	4.8%	1.1%	46.9%	5.6%	5.6%	24.4%
	Not sure/No response	4.6%	29.8%	43.9%	4.5%	19.2%	66.5%

Questions 1-15 include data for Youth's demographics and they are not included in this annex.

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
22. Have you done any of the following activities during the last six months?* **(Percent of all respondents who reported yes are displayed in the table)** **T1: (n = 806)** **T2: (n = 624)** **T3: (n = 404)TT**	Look for a job (internet, newspaper, etc.)	17.8%	15.3%	25.5%	14.7%	9.1%	30.0%
	Participate in a job market or fair	4.4%	7.9%	11.8%	3.4%	3.0%	8.9%
	Work on your CV or cover letter	26.7%	37.4%	47.1%	13.9%	27.3%	37.8%
	Apply for a job	23.3%	21.4%	34.7%	20.7%	19.5%	34.4%
	Interview for a job	17.0%	12.7%	24.2%	11.3%	10.8%	21.1%
	Have an internship or professional practice	16.7%	55.2%	44.9%	8.6%	23.4%	8.9%
	Work on your own	25.7%	29.8%	34.1%	20.3%	19.0%	34.4%
	Develop a business plan	12.0%	14.2%	14.3%	7.9%	5.6%	4.4%
	Other (specify)	0.0%	0.0%	4.1%	0.0%	0.0%	1.1%
23. Do you know someone (supervisor, family, friend and/or neighbor…) who gives you support and/or advice on how to get a job or how to improve your job situation? **T1: (n = 806)** **T2: (n = 624)** **T3: (n = 404)**	Yes	80.4%	83.2%	81.8%	77.8%	80.5%	84.4%
	No	19.6%	16.85	18.2%	22.2%	19.5%	15.6%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
24. Have you participated in an internship or professional practice? **T1: (n = 806)** **T2: (n = 624)** **T3: (n = 404)**	Yes	23.5%	55.5%	48.7%	9.8%	23.4%	24.4%
	No	76.5%	44.5%	51.3%	90.2%	76.6%	75.6%
25. Which ones do you think are the two (2) most important limitations faced by youth in order to get a job?* **(Top two highlighted in pink)** **T1: (n = 806)** **T2: (n = 624)** **T3: (n = 404)**	Lack of opportunities (jobs)	61.1%	70.5%	63.1%	64.3%	69.7%	65.6%
	Lack of skills (communication, teamwork, etc.)	9.8%	8.4%	8.0%	8.3%	4.8%	5.6%
	Lack of job experience	36.1%	39.7%	42.0%	36.5%	38.1%	33.3%
	Lack of opportunities for internships and/or professional practices	6.5%	5.9%	5.4%	6.0%	8.2%	5.6%
	Lack of information about job opportunities	10.9%	10.2%	9.2%	8.6%	10.4%	17.8%
	Lack of economic resources	14.8%	14.5%	15.3%	20.7%	19.5%	18.9%
	Lack of contacts/ recommendations	10.0%	7.6%	11.1%	7.9%	10.0%	8.9%
	Lack of safety in the country	9.6%	9.9%	12.7%	12.8%	11.3%	13.3%
	Age	13.5%	10.9%	13.7%	13.2%	16.9%	13.3%
	Gender	0.7%	0.5%	1.0%	0.0%	0.0%	0.0%
	Ethnicity	0.6%	0.3%	0.4%	0.8%	0.0%	2.2%
	Environment in which youth live (suburbs, neighborhood, community, etc.)	5.4%	5.3%	8.0%	1.5%	0.4%	1.1%
	Criminal records	11.5%	8.7%	6.4%	10.5%	4.3%	8.9%
	Tattoos	8.9%	6.9%	3.8%	8.6%	5.6%	5.6%
	Other (specify)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
26. From the following list of competencies, please choose the two (2) options you consider the most important in order to successfully perform the job position you desire: * T1: (n = 806) T2: (n = 624) T3: (n = 403) (Top two highlighted in pink)	Information Technology / Computers	45.2%	45.8%	52.4%	48.5%	58.4%	47.8%
	Basic Mathematics	27.0%	23.2%	24.0%	24.4%	29.4%	40.0%
	Critical Thinking	5.2%	4.3%	4.5%	5.6%	2.2%	3.3%
	Problems solving	11.3%	10.9%	11.8%	9.8%	9.1%	10.0%
	Time management	6.7%	6.4%	7.3%	7.9%	4.8%	4.4%
	Flexibility and adaptability	10.6%	12.2%	14.1%	9.4%	8.2%	10.0%
	Communication (oral and verbal, observation and perception)	23.0%	24.7%	23.0%	22.6%	19.5%	14.4%
	Cooperation and team work	19.1%	20.1%	16.6%	16.5%	18.2%	20.0%
	Foreign languages (English, French, etc.)	42.4%	43.0%	37.4%	37.6%	30.7%	28.9%
	Accounting	9.3%	8.9%	8.9%	17.7%	18.2%	21.1%
	Other (specify)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
27. In what industry sector do you see yourself working in 5 years from now, or after finishing your studies? T1: (n = 806) T2: (n = 624) T3: (n = 404)	Agriculture	1.1%	3.6%	1.9%	0.8%	2.6%	2.2%
	Arts, Entertainment or Recreation	4.8%	8.7%	6.1%	4.9%	6.1%	3.3%
	Administrative Support	5.2%	10.7%	10.2%	8.3%	15.2%	7.8%
	Hospitality and Tourism	7.0%	7.9%	8.9%	5.3%	10.0%	7.8%
	Manufacturing	5.9%	5.6%	5.4%	3.0%	2.6%	4.4%
	NGOs	0.9%	2.5%	2.9%	1.5%	1.3%	0.0%
	Professional, Scientific o Technical	12.8%	13.0%	12.1%	15.0%	12.6%	12.2%
	Public sector/ government	7.8%	10.4%	9.6%	4.1%	6.5%	5.6%
	Food services	1.9%	1.3%	0.6%	1.1%	0.0%	2.2%
	Educational services	7.0%	5.9%	7.3%	4.9%	3.9%	2.2%
	Financial services	8.9%	11.5%	11.8%	21.8%	19.5%	20.0%
	Social and medical services	13.1%	3.8%	8.6%	6.4%	2.6%	6.7%
	Technology and Information	12.0%	9.9%	7.6%	13.9%	13.0%	0.0%
	Transportation	0.7%	0.5%	1.3%	0.4%	1.3%	16.7%
	Sales	6.3%	3.3%	5.4%	4.5%	1.7%	7.8%
	Other : (specify)	2.2%	1.5%	0.0%	0.0%	0.9%	0.0%
	Not sure	2.2%	0.0%	0.3%	4.1%	0.4%	1.1%
28. What is your current status? T1: (n = 806) T2: (n = 624) T3: (n = 404)	Only Working	0.0%	0.0%	7.3%	0.0%	0.4%	0.0%
	Working and Studying	22.0%	14.8%	11.1%	21.4%	21.6%	25.6%
	Only Studying	78.0%	84.5%	60.5%	78.6%	77.5%	61.1%
	Neither working nor studying	0.0%	0.8%	21.0%	0.0%	0.4%	13.3%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
Working respondents only answer the following questions.							
29. On average, how many hours do you work daily?	Less than 1	1.7%	0.0%	1.7%	0.0%	0.0%	0.0%
	1-2	5.0%	3.4%	3.4%	3.5%	3.9%	0.0%
	3-4	20.2%	25.9%	12.1%	12.3%	3.9%	4.3%
	5-6	14.3%	22.4%	19.0%	10.5%	17.6%	13.0%
	7-8	32.8%	19.0%	41.4%	21.1%	27.5%	21.7%
T1: (n = 176) **T2: (n = 109)** **T3: (n = 81)**	More than 8	26.1%	29.3%	22.4%	52.6%	47.1%	60.9%
30. On average, how many days do you work weekly?	1	6.7%	5.2%	3.4%	0.0%	2.0%	0.0%
	2	12.6%	17.2%	12.1%	5.3%	5.9%	0.0%
	3	12.6%	5.2%	5.2%	3.5%	2.0%	4.3%
	4	8.4%	10.3%	8.6%	15.8%	11.8%	13.0%
	5	25.2%	24.1%	31.0%	43.9%	35.3%	47.8%
T1: (n = 176)	6	21.8%	19.0%	29.3%	19.3%	19.6%	26.1%
T2: (n = 109) **T3: (n = 81)**	7	12.6%	19.0%	10.3%	12.3%	23.5%	8.7%
31. On average, how many months do you work yearly?	Less than 1	0.0%	1.7%	1.7%	0.0%	0.0%	0.0%
	1-3	7.6%	6.9%	15.5%	0.0%	5.9%	4.3%
	4-6	7.6%	12.1%	8.6%	1.8%	5.9%	4.3%
T1: (n = 176)	7-9	6.7%	8.6%	6.9%	5.3%	7.8%	4.3%
T2: (n = 109) **T3: (n = 81)**	10-12	78.2%	70.7%	67.2%	93.0%	80.4%	87.0%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
32. Which one of the following options describes your main job? **T1: (n = 176)** **T2: (n = 109)** **T3: (n = 81)**	Work on your own	20.2%	15.5%	25.9%	8.8%	5.9%	13.0%
	Salaried	52.9%	51.7%	62.1%	71.9%	70.6%	82.6%
	Family business with remuneration	13.4%	17.2%	5.2%	10.5%	0.0%	0.0%
	Family business, but I don't receive remuneration	10.1%	12.1%	0.0%	8.8%	0.0%	4.3%
	Working but I don't receive remuneration	3.4%	0.0%	5.2%	0.0%	0.0%	0.0%
	I prefer not to answer	0.0%	3.4%	1.7%	0.0%	0.0%	0.0%
33. Are you satisfied with your current job? **T1: (n = 176)** **T2: (n = 109)** **T3: (n = 81)**	Strongly agree	44.5%	34.5%	29.3%	38.6%	25.5%	47.8%
	Agree	35.3%	34.5%	44.8%	38.6%	31.4%	26.1%
	Disagree	14.3%	24.1%	15.5%	8.8%	21.6%	13.0%
	Strongly disagree	1.7%	1.7%	1.7%	5.3%	11.8%	13.0%
	Not sure	4.2%	5.2%	8.6%	8.8%	9.8%	0.0%
34. Are you satisfied with the number of hours you are currently working? **T1: (n = 176)** **T2: (n = 109)** **T3: (n = 81)**	Strongly agree	37.0%	41.4%	19.0%	36.8%	35.3%	34.8%
	Agree	48.7%	44.8%	56.9%	42.1%	39.2%	52.2%
	Disagree	10.9%	10.3%	17.2%	12.3%	7.8%	8.7%
	Strongly disagree	1.7%	3.4%	5.2%	7.0%	13.7%	4.3%
	Not sure	1.7%	0.0%	1.7%	1.8%	3.9%	0.0%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
35. Are you satisfied with the location of your current job and with the time it takes to get there?	Strongly agree	45.4%	44.8%	41.4%	42.1%	37.3%	65.2%
	Agree	36.1%	39.7%	39.7%	35.1%	45.1%	26.1%
	Disagree	11.8%	6.9%	8.6%	7.0%	7.8%	4.3%
	Strongly disagree	2.5%	5.2%	3.4%	8.8%	5.9%	4.3%
T1: (n = 176) T2: (n = 109) T3: (n = 81)	Not sure	4.2%	3.4%	6.9%	7.0%	3.9%	0.0%
36. Are you satisfied with your current immediate supervisor?	Strongly agree	65.3%	73.5%	45.7%	55.8%	60.4%	65.2%
	Agree	28.4%	22.4%	40.0%	36.5%	31.3%	34.8%
	Disagree	3.2%	2.0%	11.4%	3.8%	6.3%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	3.8%	2.1%	0.0%
T1: (n = 147) T2: (n = 97) T3: (n = 58)	Not sure	3.2%	2.0%	2.9%	0.0%	0.0%	0.0%
37. Are you satisfied with the working environment at your job?	Strongly agree	49.6%	65.5%	34.5%	50.9%	43.1%	52.2%
	Agree	38.7%	24.1%	51.7%	36.8%	47.1%	34.8%
	Disagree	6.7%	10.3%	6.9%	10.5%	7.8%	4.3%
	Strongly disagree	1.7%	0.0%	3.4%	1.8%	0.0%	4.3%
T1: (n = 176) T2: (n = 109) T3: (n = 81)	Not sure	3.4%	0.0%	3.4%	0.0%	2.0%	4.3%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
38. Do you feel physically and emotionally safe when you are at your job?	Strongly agree	56.3%	63.8%	48.3%	52.6%	54.9%	56.5%
	Agree	34.5%	24.1%	39.7%	36.8%	37.3%	43.5%
	Disagree	4.2%	8.6%	5.2%	8.8%	3.9%	0.0%
	Strongly disagree	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%
T1: (n = 176) **T2: (n = 109)** **T3: (n = 81)**	Not sure	5.0%	3.4%	5.2%	1.8%	3.9%	0.0%
39. Do you use your earnings to contribute to your household's income?	Always	51.5%	49.0%	56.9%	51.9%	47.6%	65.2%
	Sometimes	37.9%	41.2%	36.2%	28.8%	38.1%	17.4%
T1: (n = 155) **T2: (n = 93)** **T3: (n = 81)**	Never	10.7%	9.8%	6.9%	19.2%	14.3%	17.4%
40. Does your job pay you enough to cover your basic daily expenses (transportation, food, etc.)?	Always	35.9%	23.5%	32.8%	38.5%	31.0%	34.8%
	Sometimes	42.7%	56.9%	50.0%	44.2%	50.0%	39.1%
T1: (n = 155) **T2: (n = 93)** **T3: (n = 81)**	Never	21.4%	19.6%	17.2%	17.3%	19.0%	26.1%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
41. Does your job pay you enough that you can save money?	Always	25.2%	9.8%	19.0%	23.1%	19.0%	26.1%
	Sometimes	35.9%	45.1%	34.5%	34.6%	35.7%	43.5%
T1: (n = 155) **T2: (n = 93)** **T3: (n = 81)**	Never	38.8%	45.1%	46.6%	42.3%	45.2%	30.4%
42. Does your job prevent you from going to school?	Always	2.5%	0.0%	5.2%	1.8%	2.0%	0.0%
	Sometimes	10.9%	6.9%	22.4%	17.9%	11.8%	8.7%
T1: (n = 175) **T2: (n = 109)** **T3: (n = 81)**	Never	86.6%	93.1%	72.4%	80.4%	86.3%	91.3%
43. Does your job help you to develop competencies you can use to get a better job or earn more money?	Yes	69.7%	72.4%	67.2%	64.9%	58.8%	60.9%
T1: (n = 176) **T2: (n = 109)** **T3: (n = 81)**	No	30.3%	27.6%	32.8%	35.1%	41.2%	39.1%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
44. Are you proud of your job? **T1: (n = 176)** **T2: (n = 109)** **T3: (n = 81)**	Yes	87.4%	93.1%	91.4%	86.0%	80.4%	91.3%
	No	12.6%	6.9%	8.6%	14.0%	19.6%	8.7%
45. Do people from your community and your family respect you because of your job? **T1: (n = 176)** **T2: (n = 109)** **T3: (n = 81)**	Yes	95.0%	96.6%	98.3%	94.7%	96.1%	95.7%
	No	5.0%	3.4%	1.7%	5.3%	3.9%	4.3%
46. Does your job expose you to risky situations (physically dangerous or illegal tasks)? **T1: (n = 176)** **T2: (n = 109)** **T3: (n = 81)**	Yes	20.2%	22.4%	15.5%	15.8%	9.8%	8.7%
	No	79.8%	77.6%	84.5%	84.2%	90.2%	91.3%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
47. What type of risks does your current job expose you to?*	Injuries (wounds, falls, etc.)	58.3%	58.3%	66.7%	44.4%	33.3%	0.0%
	Robbery	41.7%	58.3%	44.4%	44.4%	33.3%	50.0%
	Rape	8.3%	16.7%	0.0%	11.1%	0.0%	0.0%
	Misintervention	4.2%	8.3%	22.2%	0.0%	16.7%	0.0%
	Drugs	0.0%	8.3%	11.1%	0.0%	0.0%	50.0%
T1: (n = 33)	I prefer not to answer	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%
T2: (n = 17)	Other	4.2%	0.0%	22.2%	0.0%	0.0%	0.0%
T3: (n = 11)							
Students not working answer the following questions.							
48. Have you worked before?	Yes	40.9%	39.7%	41.4%	48.8%	46.7%	44.8%
T1: (n = 630)	No	59.1%	60.3%	58.6%	51.2%	53.3%	55.2%
T2: (n = 515)							
T3: (n = 323)							
49. When was the last time you had a job?	0-3 months	19.1%	20.3%	39.6%	21.6%	16.7%	23.3%
	4-6 months	42.2%	14.3%	23.6%	35.3%	21.4%	36.7%
	7-12 months	16.2%	27.8%	8.5%	14.7%	26.2%	13.3%
	More than 1 year	22.5%	36.8%	27.4%	27.5%	34.5%	26.7%
T1: (n = 275)	I prefer not to answer	0.0%	0.8%	0.9%	1.0%	1.2%	0.0%
T2: (n = 217)							
T3: (n = 136)							

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
50. Are you looking for a job, or in the job application process? **T1: (n = 630)** **T2: (n = 515)** **T3: (n = 323)**	Yes	35.4%	57.3%	53.5%	29.7%	48.9%	47.8%
	No	64.6%	42.7%	46.5%	70.3%	51.1%	52.2%
51. You want to get a job. **T1: (n = 630)** **T2: (n = 515)** **T3: (n = 323)**	Strongly agree	63.9%	74.0%	60.2%	60.8%	66.7%	53.7%
	Agree	28.5%	19.1%	35.9%	31.1%	27.8%	38.8%
	Disagree	2.4%	1.2%	0.8%	1.4%	2.2%	4.5%
	Strongly disagree	1.9%	0.6%	0.8%	1.4%	0.0%	0.0%
	I am not sure	3.3%	5.1%	2.3%	5.3%	3.3%	3.0%
52. You are sure about the type of job that you want. **T1: (n = 630)** **T2: (n = 515)** **T3: (n = 323)**	Strongly agree	45.1%	43.6%	42.6%	35.9%	43.9%	28.4%
	Agree	27.6%	31.9%	32.0%	29.7%	28.3%	46.3%
	Disagree	8.3%	6.6%	7.0%	4.8%	7.8%	11.9%
	Strongly disagree	1.7%	0.3%	0.0%	1.4%	0.0%	0.0%
	I am not sure	17.3%	17.6%	18.4%	28.2%	20.0%	13.4%
52. You are sure about the type of job that you want. **T1: (n = 630)** **T2: (n = 515)** **T3: (n = 323)**	Strongly agree	39.7%	36.1%	27.7%	33.5%	33.3%	17.9%
	Agree	30.6%	32.2%	38.7%	31.6%	30.0%	43.3%
	Disagree	10.5%	8.1%	11.7%	9.6%	9.4%	13.4%
	Strongly disagree	3.3%	1.8%	2.3%	2.4%	0.6%	1.5%
	I am not sure	15.9%	21.8%	19.5%	23.0%	26.7%	23.9%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
54. You know how to look for and get a job. T1: (n = 630) T2: (n = 515) T3: (n = 323)	Strongly agree	20.7%	21.5%	21.1%	11.5%	21.7%	17.9%
	Agree	28.7%	41.2%	47.3%	27.8%	32.2%	43.3%
	Disagree	13.5%	9.9%	10.9%	21.5%	15.6%	16.4%
	Strongly disagree	3.6%	2.7%	1.6%	3.8%	2.2%	1.5%
	I am not sure	33.5%	24.8%	19.1%	35.4%	28.3%	20.9%
55. You have the skills necessary to apply for a job or position you want. T1: (n = 630) T2: (n = 515) T3: (n = 323)	Strongly agree	34.4%	37.6%	34.8%	27.8%	37.8%	25.4%
	Agree	35.6%	42.1%	45.7%	39.2%	37.2%	53.7%
	Disagree	7.8%	4.5%	5.1%	11.0%	6.7%	7.5%
	Strongly disagree	1.9%	0.6%	0.4%	2.4%	1.7%	0.0%
	I am not sure	20.2%	15.2%	14.1%	19.6%	16.7%	13.4%
56. You feel confident you will get a job. T1: (n = 630) T2: (n = 515) T3: (n = 323)	Strongly agree	65.1%	68.7%	61.7%	63.2%	66.7%	46.3%
	Agree	26.4%	23.6%	34.0%	29.7%	28.3%	49.3%
	Disagree	2.6%	1.5%	1.2%	2.9%	1.7%	1.5%
	Strongly disagree	1.0%	0.3%	0.00%	0.5%	0.00%	0.0%
	I am not sure	5.0%	6.0%	3.1%	3.8%	3.3%	3.0%
57. You feel confident you will be able to get along with your co-workers. T1: (n = 630) T2: (n = 515) T3: (n = 323)	Strongly agree	68.9%	77.6%	73.8%	72.7%	75.6%	61.2%
	Agree	26.4%	20.3%	23.0%	23.4%	18.9%	34.3%
	Disagree	1.2%	0.0%	0.4%	1.0%	1.7%	0.0%
	Strongly disagree	1.0%	0.0%	0.0%	0.0%	1.1%	0.0%
	I am not sure	2.6%	2.1%	2.7%	2.9%	2.8%	4.5%

Question	Answer Options	Survey Results by Questions					
		Intervention (%)			Comparison (%)		
		Pre	Mid	End	Pre	Mid	End
58. You feel ready to get a job and can fulfill the expectations as required?	Strongly agree	61.5%	66.6%	68.4%	53.1%	58.3%	64.2%
	Agree	24.7%	25.1%	28.1%	33.0%	27.8%	26.9%
	Disagree	2.6%	2.4%	0.4%	2.4%	3.3%	4.5%
	Strongly disagree	1.0%	0.3%	0.0%	1.4%	0.0%	0.0%
	I am not sure	10.2%	5.7%	3.1%	10.0%	10.6%	4.5%

Table 18: Youth Survey matched gain scores, by group

	Results			
	Intervention Group		Comparison Group	
Question	N°	Gain Score Mean	N°	Gain Score Mean
16. Do you feel you can manage your money?	294	1.08	82	1.18
17. When you have problems at work, can you solve them by yourself?	270	0.88	78	0.86
18. Can you use basic mathematics (without using a calculator) in order to solve problems at work?	294	0.72	77	0.60
19. Can you complete an employment application or to write a letter?	260	1.38	67	1.39
20. Is it easy for you to communicate with possible employers, bosses and/or supervisors?	263	1.19	68	1.01
21. Can you use a computer to write a letter, write e-mail messages, look for a job, etc.?	292	1.58	86	1.27
23. Do you know someone (supervisor, family, friend and/or neighbor…) who gives you support and/or advice on how to get a job or how to improve your job situation?	314	0.01	90	0.04
24. Have you participated in an internship or professional practice?	314	0.25	90	0.18
28. What is your current status?	314	0.13	90	0.17
29. On average, how many hours do you work daily?	26	0.31	18	0.17
30. On average, how many days do you work weekly?	26	0.35	18	0.28
31. On average, how many months do you work yearly?	26	-0.19	18	-0.06
32. Which one of the following options describes your main job?	26	0.08	18	-0.33
33. Are you satisfied with your current job?	24	-0.38	18	-0.33
34. Are you satisfied with the number of hours you are currently working?	26	-0.04	18	0.17

Questions 1-15 include data for Youth's demographics and they are not included in this annex.

	Results			
	Intervention Group		Comparison Group	
Question	N°	Gain Score Mean	N°	Gain Score Mean
35. Are you satisfied with the location of your current job and with the time it takes to get there?	24	0.17	17	0.29
36. Are you satisfied with your current immediate supervisor?	16	-0.13	17	0.00
37. Are you satisfied with the working environment at your job?	24	-0.17	17	0.12
38. Do you feel physically and emotionally safe when you are at your job?	22	-0.23	17	-0.18
39. Do you use your earnings to contribute to your household's income?	25	0.00	16	0.13
40. Does your job pay you enough to cover your basic daily expenses (transportation, food, etc.)?	25	-0.08	16	-0.25
41. Does your job pay you enough that you can save money?	25	-0.12	16	-0.06
42. Does your job prevent you from going to school?	26	0.23	18	-0.17
43. Does your job help you to develop competencies you can use to get a better job or earn more money?	26	-0.04	18	-0.06
44. Are you proud of your job?	26	-0.04	18	-0.06
45. Do people from your community and your family respect you because of your job?	26	0.04	18	0.00
46. Does your job expose you to risky situations (physically dangerous or illegal tasks)?	26	0.04	18	-0.06
48. Have you worked before?	226	0.02	59	0.00
49. When was the last time you had a job?	49	0.02	16	-0.13
50. Are you looking for a job, or in the job application process?	226	0.27	59	0.17
51. You want to get a job.	213	-0.02	54	-0.06
52. You are sure about the type of job that you want.	157	-0.04	38	-0.08

	Results			
	Intervention Group		Comparison Group	
Question	N°	Gain Score Mean	N°	Gain Score Mean
53. You want to start your own business.	164	-0.15	37	-0.22
54. You know how to look for and get a job.	120	0.13	27	0.22
55. You have the skills necessary to apply for a job position you want.	164	0.04	43	-0.02
56. You have confidence you will get a job.	212	-0.06	53	-0.28
57. You have confidence you will be able to get along with your co-workers.	214	0.06	56	-0.07
58. You think you are ready to get a job and fulfill the expectations as required?	189	0.07	53	0.08

Table 19: Facilitator's survey descriptive analysis of questions

Question	Descriptive Options	La Ceiba	SPS	Tegucigalpa	Total
9. In your opinion, what are the top two (2) barriers that prevent the youth that you work with from getting a job?* (n = 149) *Top 2 highlighted in pink	Lack of opportunities	61.9%	80.3%	82.3	78.5%
	Lack of skills	47.6%	25.8%	29.0%	30.2%
	Lack of experience	9.5%	27.35%	33.95%	27.5%
	Lack of connections	9.5%	12.1%	9.7%	10.7%
	Lack of internship opportunities	28.6%	6.1%	3.2%	8.1%
	Lack of sufficient information about job openings	19.0%	9.1%	6.5%	9.4%
	Insufficient economic resources	0.0%	12.1%	4.85%	7.4%
	Lack of security in the country	4.8%	12.1%	3.2%	7.4%
	Age	4.8%	6.1%	0.0%	3.4%
	Gender	0.0%	0.0%	0.0%	0.0%
	Ethnicity	0.0%	0.0%	0.0%	0.0%
	Places where youth live (Neighborhood, suburbs, community, etc.)	0.0%	3.0%	1.6%	2.0%
	Criminal record/offense	9.5%	0.0%	0.0%	1.3%
	Tattoos	0.0%	0.0%	0.0%	0.0%
	Other (specify)	4.8%	1.5%	0.0%	0.7%
10. Selecting from this list, what are the two (2) most important competencies that youth need to find a job that they want?* (n = 149)	Computer knowledge	38.1%	53.0%	61.3%	54.4%
	Basic math	28.6%	15.2%	12.9%	16.1%
	Critical thinking	23.8%	7.6%	12.9%	12.1%
	Problem resolution	14.3%	24.2%	38.7%	28.9%
	Time Management	4.8%	3.0%	0.0%	2.0%
	Flexibility and adaptability	4.8%	12.1%	9.7%	10.1%
	Communication (oral and verbal, observation and perception)	47.6%	28.8%	22.6%	28.9%
	Collaboration and teamwork	4.8%	6.1%	15.6%	6.7%
	Foreign languages	33.3%	48.5%	22.6%	35.6%
	Accounting	0.0%	0.0%	1.6%	0.7%
	Others (specify)	0.0%	0.0%	0.0%	0.0%

1-8 include data for Facilitator's demographics and they are not included in this annex.

Question	Descriptive Options	La Ceiba	SPS	Tegucigalpa	Total
11. Youth can administer their money well. (n = 149)	Strongly agree	4.8%	6.1%	9.7%	7.4%
	Agree	28.6%	25.8%	24.2%	25.5%
	Disagree	38.1%	47.0%	46.8%	45.6%
	Strongly disagree	9.5%	9.1%	4.8%	7.4%
	I'm not sure	19.0%	12.1%	14.5%	14.1%
12. They will be able to solve problems at work without relying on others to tell how to do things (n = 148)	Strongly agree	14.3%	18.2%	8.2%	13.4%
	Agree	33.3%	42.4%	62.3%	49.0%
	Disagree	28.6%	30.3%	18.0%	24.8%
	Strongly disagree	0.0%	3.0%	3.3%	2.7%
	I'm not sure	23.8%	6.1%	8.2%	9.4%
13. They will be able to use basic math (without calculators) to solve simple problems at work . (n = 146)	Strongly agree	14.3%	10.6%	5.0%	8.7%
	Agree	19.0%	25.8%	23.3%	23.5%
	Disagree	52.4%	45.5%	45.0%	45.6%
	Strongly disagree	9.5%	12.1%	20.0%	14.8%
	I'm not sure	4.8%	6.1%	6.7%	5.4%
14. They are able to fill out an application form or write a cover letter. (n = 148)	Strongly agree	9.5%	22.7%	16.4%	18.2%
	Agree	66.7%	51.5%	55.7%	55.4%
	Disagree	14.3%	18.2%	14.8%	16.2%
	Strongly disagree	0.0%	4.5%	9.8%	6.1%
	I'm not sure	9.5%	3.0%	3.3%	4.1%
15. They are able to communicate well, and market their skills to potential employers. (n = 145)	Strongly agree	9.5%	25.8%	1.7%	13.8%
	Agree	33.3%	36.4%	56.9%	44.1%
	Disagree	38.1%	27.3%	31.0%	30.3%
	Strongly disagree	9.5%	3.0%	1.7%	3.4%
	I'm not sure	9.5%	7.6%	8.6%	8.3%
16. They are able to use a computer to type a letter, write e-mails, or look for jobs. (n = 149)	Strongly agree	47.6%	50.0%	25.8%	39.6%
	Agree	42.9%	37.9%	53.2%	45.0%
	Disagree	4.8%	10.6%	12.9%	10.7%
	Strongly disagree	0.0%	0.0%	1.6%	0.7%
	I'm not sure	4.8%	1.5%	6.5%	4.0%

Question	Descriptive Options	La Ceiba	SPS	Tegucigalpa	Total
17. It is important for youth to have a mentor to support and advise them on how to obtain a job or how to improve their work situation. (n = 149)	Strongly agree	76.2%	86.4%	62.9%	75.2%
	Agree	19.0%	12.1%	30.6%	20.8%
	Disagree	4.8%	1.5%	4.8%	3.4%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%
	I'm not sure	0.0%	0.0%	1.6%	0.7%
18. They know what kind of job they want (i.e. they have professional or work goals). (n = 149)	All	4.8%	3.0%	12.9%	7.4%
	More than half	14.3%	39.4%	33.9%	33.6%
	Half	33.3%	28.8%	25.8%	28.2%
	Less than half	47.6%	28.8%	25.8%	30.2%
	None	0.0%	0.0%	1.6%	0.7%
19. They know how to get a job they want. (n = 149)	All	4.8%	3.0%	3.2%	3.4%
	More than half	9.5%	21.2%	21.0%	19.5%
	Half	28.6%	31.8%	32.3%	31.5%
	Less than half	57.1%	39.4%	37.1%	40.9%
	None	0.0%	4.5%	6.5%	4.7%
20. They have the motivation to get a job they want. (n = 149)	All	4.8%	16.7%	8.1%	11.4%
	More than half	14.3%	28.8%	32.3%	28.2%
	Half	47.6%	34.8%	24.2%	32.2%
	Less than half	28.6%	18.2%	33.9%	26.2%
	None	4.8%	1.5%	1.6%	2.0%
21. They have the confidence and self-esteem to get a job they want. (n = 149	All	0.0%	12.1%	6.5%	8.1%
	More than half	28.6%	28.8%	37.1%	32.2%
	Half	38.1%	34.8%	17.7%	28.2%
	Less than half	33.3%	22.7%	38.7%	30.9%
	None	0.0%	1.5%	0.0%	0.7%
22. They have the interpersonal skills to succeed in a professional setting (i.e. they can communicate and get along with others). (n = 149)	All	4.8%	13.6%	17.7%	14.1%
	More than half	28.6%	54.5%	38.7%	44.3%
	Half	38.1%	25.8%	32.3%	30.2%
	Less than half	28.6%	6.1%	11.3%	11.4%
	None	0.0%	0.0%	0.0%	0.0%

Question	Descriptive Options	La Ceiba	SPS	Tegucigalpa	Total
23. They are mature and responsible enough to succeed in a professional setting. (n = 149	All	14.3%	4.5%	4.8%	6.0%
	More than half	14.3%	33.3%	30.6%	29.5%
	Half	38.1%	21.2%	30.6%	27.5%
	Less than half	33.3%	40.9%	33.9%	36.9%
	None	0.0%	0.0%	0.0%	0.0%
24. Was it a voluntary decision for you to become a facilitator for METAS Basic Labor Competencies Training and Certification Program? (n = 149)	Yes	90.5%	89.4%	100.0%	93.8%
	No	9.5%	10.6%	0.0%	6.3%
25. Did the facilitator workshop adequately prepare you to lead the BLC training?? (n = 149)	Yes	85.7%	77.3%	87.9%	82.8%
	No	14.3%	22.7%	12.1%	17.2%
26. With the skills you learned at the training workshop, did you adequately learn other skills to help you teach other areas?? (n = 149)	Yes	66.7%	47.0%	79.3%	62.8%
	No	33.3%	53.0%	20.7%	37.2%
27. Do youth enthusiastically attend the lessons related to the METAS Basic Labor Competencies Training and Certification Program? (n = 149)	Yes	76.2%	63.6%	95.1%	78.4%
	No	23.8%	36.4%	4.9%	21.6%
28. Are youth who participate in the METAS Basic Labor Competencies Training and Certification Program more employable or desirable to companies than those who did not? (n = 149)	Yes	90.5%	81.8%	94.7%	88.2%
	No	9.5%	18.2%	5.3%	11.8%

Question	Descriptive Options	La Ceiba	SPS	Tegucigalpa	Total
29. Does the METAS Basic Labor Competencies Training and Certification Program sufficiently prepare youth for the Honduran Labor market? (n = 149)	Yes	90.5%	92.4%	98.2%	94.4%
	No	9.5%	7.6%	1.8%	5.6%
30. Relating to the youth who participated in the METAS Basic Labor Competencies Training and Certification Program but DID NOT receive the International Career Readiness Certificate do you think they will still be in a better position in their job search than those who did not participate in the program at all? (n = 143)	Yes	71.4%	68.2%	78.6%	72.7%
	No	28.6%	31.8%	17.9%	25.9%
31. Out of the competencies taught by the METAS Basic Labor Competencies Training and Certification Program, which one do you think is the most useful for youth? (select just one) (n = 141)	Applied math	42.9%	45.5%	50.0%	46.8%
	Searching for information	52.4%	27.3%	29.6%	31.9%
	Informational reading	4.8%	27.3%	20.4%	21.3%

Question	Descriptive Options	La Ceiba	SPS	Tegucigalpa	Total
32. Out of the following list of industries, which 2 (two) do you think are the main ones that youth who participated in METAS Basic Labor Competencies Training and Certification Program are best suited to work in? (n = 143)* **Top four highlighted in pink.	Agriculture		0.7%	7.7%	8.4%
	Arts, Entertainment or Recreation	0.7%	1.4%		2.1%
	Hospitality and Tourism	3.5%	0.7%	4.9%	9.1%
	Manufacturing	0.7%	25.9%	10.5%	37.1%
	NGOs	1.4%	2.8%	3.5%	7.7%
	Professional, Scientific or Technical	6.3%	12.6%		18.9%
	Public sector	0.7%	4.2%	5.6%	10.5%
	Food services	0.7%	0.7%	2.8%	4.2%
	Educational services	1.4%	2.8%	1.4%	5.6%
	Financial services	4.2%	11.9%	7.7%	23.8%
	Social and medical services	0.7%	2.1%		2.8%
	Technology and Information	8.4%	18.2%	11.9%	38.5%
	Transportation			2.1%	2.1%
	Sales	0.7%	7.0%	3.5%	11.2%
33. Please tell us in your opinion which are the two (2) most important strengths of the METAS Basic Labor Competencies Training and Certification*	Content of CRC (ie applied math)	9.2%	27.5%	15.0%	51.7%
	Facilitator training and support/skills development	1.7%	4.2%	2.5%	8.3%
	Incentive for finishing studies (diploma)	1.7%	0.8%	0.0%	2.5%
	International recognition (certificate)	0.0%	2.5%	2.5%	5.0%
	M&E/info sharing	0.0%	0.8%	3.3%	4.2%
	Prepare for work force (practice, networks, linkages)	3.3%	11.7%	4.2%	19.2%
	Organizational support	0.0%	0.8%	3.3%	4.2%
	Social skills/soft skills	0.0%	3.3%	1.7%	5.0%

Question	Descriptive Options	La Ceiba	SPS	Tegucigalpa	Total
34. Please tell us in your opinion, which are the two (2) most significant weaknesses of the METAS Basic Labor Competencies Training and Certification.*	Certification challenges (i.e. delayed receipt, limited in scope, demo-tivating if student fails)	10.5%	11.3%	2.8%	8.3%
	Materials (i.e. poor translation/ adaptation, quality, not enough materials)	36.8%	22.6%	8.3%	20.4%
	Mentors (i.e. not enough training or support)	5.3%	9.4%	5.6%	7.4%
	Pace (i.e. requires too much time of teachers or students)	31.6%	28.3%	33.3%	31.1%
	Private sector linkages (i.e not enough linkages, not clear to private sector value of certificate)	0.0%	7.5%	0.0%	3.7%
	Scope (geographical or contextual) is limited	0.0%	7.5%	19.4%	10.2%
	Support and logistics (i.e. not enough organizational support, challenging logistically)	0.0%	1.9%	22.2%	8.3%
	Technology and monitoring limitations	5.3%	0.0%	0.0%	.9%
	Youth interest (i.e. lack of interest, skills or motivation)	10.5%	11.3%	8.3%	10.2%

*Percentages exceed 100% as there respondents are allowed to select multiple responses.

Table 20: Private Sector Survey Descriptive analysis of questions

Question	Descriptive Options	Total
24. In your opinion, what are the top two (2) factors that you take into account when hiring youth for a position at the company that you work at?* (n = 29)	Skills (communication, work in groups, etc.)	86.2%
	Job experience	34.5%
	Socioeconomic status of youth	3.4%
	Contacts/Recommendations	17.2%
	Age	3.4%
	Gender	24.1%
	Ethnicity	0.0%
	Place where youth live (neighborhood, suburbs, community, etc.)	0.0%
	Criminal record/offense	24.1%
	Appearance (hairstyle, hygiene, etc.)	6.9%
	Tattoos	3.4%
	Other (specify)	10.3%
25. Please select from the following list of competencies, the two (2) most important competencies that you consider necessary for youth to have in a job position at the company that you represent.* (n = 28)	Information Technology/Computers	32.1%
	Basic math	7.1%
	Critical thinking	10.7%
	Problem resolution	39.3%
	Time Management	3.6%
	Flexibility and adaptability	17.9%
	Communication (oral and verbal, observation and perception)	14.3%
	Collaboration and teamwork	67.9%
	Foreign languages	3.6%
	Accounting	3.6%
	Others (specify)	0.0%
26. Youth can administer their money well. (n = 28)	Strongly agree	17.9%
	Agree	39.3%
	Disagree	21.4%
	Strongly disagree	3.6%
	I'm not sure	17.9%

Question	Descriptive Options	Total
27. They will be able to solve problems at work without relying on others to tell how to do things (n = 1)	Strongly agree	7.1%
	Agree	64.3%
	Disagree	21.4%
	Strongly disagree	0.0%
	I'm not sure	7.1%
28. They will be able to use basic math (without calculators) to solve simple problems at work . (n = 28)	Strongly agree	17.9%
	Agree	60.7%
	Disagree	17.9%
	Strongly disagree	0.0%
	I'm not sure	3.6%
29. They are able to fill out an application form or write a letter. (n = 28)	Strongly agree	21.4%
	Agree	53.6%
	Disagree	17.9%
	Strongly disagree	7.1%
	I'm not sure	21.4%
30. They are able to communicate well, and market their skills to potential employers. (n = 29)	Strongly agree	20.7%
	Agree	58.6%
	Disagree	13.8%
	Strongly disagree	0.0%
	I'm not sure	6.9%
31. They are able to use a computer to type a letter, write e-mails, or look for jobs. (n = 29)	Strongly agree	17.2%
	Agree	44.8%
	Disagree	20.7%
	Strongly disagree	3.4%
	I'm not sure	13.8%
32. It is important for youth to have a mentor to support and advise them on how to obtain a job or how to improve their work situation. (n = 29)	Strongly agree	69.0%
	Agree	27.6%
	Disagree	0.0%
	Strongly disagree	0.0%
	I'm not sure	3.4%

Question	Descriptive Options	Total
33. They know what kind of job they want (i.e. they have professional or work goals). (n = 149)	Strongly agree	24.1%
	Agree	27.6%
	Disagree	31.0%
	Strongly disagree	0.0%
	I'm not sure	17.2%
34. They know how to get a job they want. (n = 29)	Strongly agree	13.8%
	Agree	27.6%
	Disagree	31.0%
	Strongly disagree	6.9%
	I'm not sure	20.7%
35. They have the motivation to get a job they want. (n = 29)	Strongly agree	20.7%
	Agree	31.0%
	Disagree	31.0%
	Strongly disagree	0.0%
	I'm not sure	17.2%
36. They have the confidence and self-esteem to get a job they want. (n = 29)	Strongly agree	20.7%
	Agree	31.0%
	Disagree	24.1%
	Strongly disagree	0.0%
	I'm not sure	24.1%
37. They have the interpersonal skills to succeed in a professional setting (i.e. they can communicate and get along with others). (n = 29)	Strongly agree	20.7%
	Agree	58.6%
	Disagree	6.9%
	Strongly disagree	0.0%
	I'm not sure	13.8%
38. They are mature and responsible enough to succeed in a professional setting. (n = 29)	Strongly agree	10.3%
	Agree	55.2%
	Disagree	10.3%
	Strongly disagree	6.9%
	I'm not sure	17.2%

*Percentages exceed 100% as there respondents are allowed to select multiple responses.