Evaluation of *entra 21* using Quantitative and Qualitative Data

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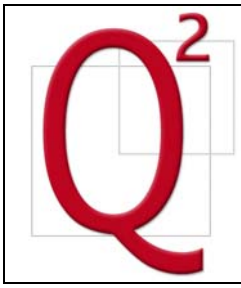

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Abstract

This paper evaluates *entra 21* a training program for disadvantaged youth in Latin America and the Caribbean carried out by private NGOs. Most impact evaluation of such programs rely on quantitative techniques, often ignoring qualitative results. We combine both techniques and find that traditional quantitative results cannot account for the degree of institutional learning of the participating NGOs. By using both quantitative and qualitative methods, a much better understanding of how these program work is gained. The main policy recommendation is that both components of evaluation should be present at the program design stage.

1 Introduction

Poor and uneducated young people represent one of the most vulnerable social groups in terms of employment possibilities. Latin America has invested a significant amount of resources in training programs aimed at increasing the probability of employment for such groups. In order to assess the effects of these training programs, lending institutions and government should maximize their effort to conduct serious impact evaluation in order to improve future programs.

*This paper is a shortened version of the report "Evaluación Final de entra 21 y recomendaciones para un nuevo programa", IERAL, May 2007, prepared for MIF-IADB.

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A good evaluation must take into account both traditional program evaluation results together with an evaluation of the programs institutional aspects, which may also condition its success. Both aspects present several challenges. There is not a unique answer to which is the best technique to conduct program evaluations and most of the time, such evaluations are severely conditioned by the availability of the data and by the moment it is designed.

Institutional aspects may greatly vary from country to country and must also be taken into account at the moment of giving a general assessment about the impact of training programs. Traditional impact evaluation of training program focuses on quantitative methods, estimating average treatment effects on employment and income of program participants, often neglecting qualitative or institutional aspects of the programs.

This paper evaluates *entra 21*, a training program conducted by the International Youth Foundation (IYF) co financed by the MIF at the IADB, UsAid and other international donors. The program was executed by thirty five NGOs in eighteen different countries. We apply a non-experimental evaluation in order to answer the following questions: (a) did the program increase the probability of employment? (b) Did it increase the probability of formal employment? (c) Did it increase the labor income of trainees?

We used propensity score- matching estimators given the quantitative data available. First we estimated a model for program participation using propensity scores and then, conditional upon the estimated propensity scores, we used the matching estimators to calculate the impact of the program in the different variables of interest.

We also present qualitative results of two different sources: one resulting from conducting interviews to participating NGOs and another one from interviewing beneficiaries.

The results show that impact on employment and income is not similar across countries or even within one country. Qualitative evaluations show an important degree of institutional learning among participating institutions and a very positive impact on beneficiaries' opinion about the program. This evaluation supports the importance of combining quantitative and qualitative analysis when measuring impact of social programs.

2 Youth Poverty and Unemployment

Young individuals with low human capital are amongst the most vulnerable groups in terms of labor market insertion in today's world, both in developed and in developing countries. Many governments conduct active labor market policies specially targeted to young people with the objective of increasing employment probabilities of this vulnerable group.

The enclosed table presents results for the countries that were analyzed

	Unemployment		Poverty	Child Labor	Informal**	Youth gross enrollment rate in education	Wage earners	Self-employed
	Total	Youth						
Argentina								
2005-II	10.6	24.2	33.8	1.2	41.8	50.6	74.5	20.2
Bolivia								
2003-04	4.3	9.5	63.1	12.4	73.4	41.1	34.5	35.4
Brazil								
2004	8.9	18.1	32.9*	4.5	54.2	36.6	62.9	22.0
Chile								
2003	10.0	21.5	18.8	0.2	37.0	42.8	74.2	20.4
Colombia								
2004	12.9	24.7	52.7	2.4	76.4	31.3	48.7	41.0
Dominican Rep.								
2005	17.6	32.8	25.8*	6.6	53.2	49.0	47.6	39.7
Panama								
2004	8.6	19.4	36.8*	1.3	48.0	42.8	62.2	29.9
Peru								
2003	4.6	10.5	54.7	5.5	70.6	38.7	37.2	37.7

*Closest available year
**Salaried workers in small firms, non-professional self-employed and zero-income workers
Source: CEDLAS - UNLP & World Bank

for this project.[1] As it can be appraised, youth poverty and unemployment represent a concern for all the countries considered. However, there are some differences across countries. For example, there are some countries where unemployment is low, like Bolivia, but the quality of employment is very poor, and thus, poverty rates are higher. In some other countries, self employment appears as one of the main options for juvenile employment, while in other, salaried jobs are much higher.

These different realities call for different policy interventions in term of active labor market programs for disadvantaged youth. One of the main advantages of the program evaluated in this paper is that executing NGOs across Latin America had a great deal of flexibility to proceed, since they have a deep knowledge of the market where they operate.

3 Active labor market policies

One of the main concerns for most of the Latin American population has to do with the functioning of the labor market, be it employment, unemployment, wages or job stability. This concern is even more pronounced among young individuals, since they are more affected by unemployment, low wages and poverty.

Governments are equally concerned, and creating good jobs has been consistently on top of the national and regional agendas. In a world marked by globalization and rapid technical changes, a major challenge for policymakers is how to implement policies that help those with only basic or medium skills to insert themselves in the labor market. In some Latin American countries,

[1] While we show some results for some selected countries in Latin America, the whole region shows a similar pattern in terms of youth unemployment and poverty.

many programs were financed by international donors during the past decade. The programs were executed by government agencies, and aimed at providing training for unemployed young workers. This set of interventions have followed a common model, based on the successful Chilean experience from the early 1990s, which was called *"Chile Joven"*.[2] The main objective of Chile Joven was to facilitate labor market insertion and improve the performance of groups of young individuals who faced difficulties to access the formal-sector labor market. The programs provided short-term semi-skill training to potential workers in the occupations demanded by the private sector. The model was characterized by the separation of financing and provision of training –the government selects training courses competitively, through a process where private and public training institutions can participate—and by the contents of the courses being demand-driven. Also, the classroom phase if followed by an internship to complement the training. The effects of these array of programs on employment and income varied according to the countries.[3]

entra 21 bears some similarities with the above described programs, but it presents key differences. The training is concentrated in information and telecommunications technology, henceforth ICT, related activities ranging from simple PC operations to more sophisticated courses as accounting or webpage design. Training in "life skills"[4] was also part of the training since it was believed it contributed to improve the probability of finding a job afterwards. After the classroom phase, all beneficiaries participated in internships. Another difference with the above mentioned projects was that *entra 21* was fully executed by the private sector (different kind of NGOs in different Latin American countries). Also, while the internship component was a requirement, the NGOs did not have to provide "proved" demand for the courses they were offering as it was required in the Joven program. Also, but this was an ex-post consequence of the type of training offered, the beneficiaries ended up being more educated[5] and not so poor[6] as the participants of the *Joven* experience.

4 *entra 21*

More than half the population of Latin America and the Caribbean is under the age of 24, with youth unemployment rates on the rise in most of the countries of the region. Existing educational systems are failing to equip youth with the

[2] The program was implemented later in Argentina, Dominican Republic, Peru and Panama. Such programs are generally known as *"Joven"*. Similar experiences, sometimes fully funded by national governments took place in Colombia and Basil.

[3] For more information on impact of the *"Joven"* programs, see the appendix.

[4] The definition of "life skills" was very broad, ranging from writing resumés and job search assistance to reproductive health.

[5] Contratry to the Joven, most participants of *entra 21* had completed high school education.

[6] Per capita income was, on average, higher for *entra 21* participants.

knowledge and skills necessary to succeed in a fast-changing marketplace. At the same time that more and more youth are unprepared for the workforce, businesses have an urgent need for workers equipped with the technical skills to contribute to the region's growing information-based economy. Demand for ICT skills is expected to rise sharply in the region as more organizations migrate toward the Internet and automate their businesses with application software.

Young people possess the creativity and adaptability to thrive in the ICT area; yet more programs are needed to equip youth with the knowledge and skills to take advantage of growing opportunities. Greater investment in such programs will help narrow the growing gap between the supply of and demand for skilled workers, while helping to bridge the digital divide between developed and developing countries.

entra 21 lemma is "Preparing Youth in Latin America and the Caribbean to Enter the Modern Workplace". The International Youth Foundation (IYF) and the Multilateral Investment Fund (MIF) of the Inter-American Development Bank have co-financed a US$29 million program, *entra 21*, to fund youth employment projects in ICT. The main objective of the program was to support local projects that train young people and assist them in securing jobs that require ICT skills in Latin American countries, create partnerships among nonprofit organizations, governments, and businesses to meet the ICT training and employment needs of the region and to identify, document, and disseminate best practices in training, job placement, and collaboration among participating organizations.

entra 21 offered training to young people living in a poor household, between the ages of sixteen and twenty four, who face difficulties when in terms of insertion and permanence in the labor market. The program gave the trainees an average of 430[7] hours of training (the shorter course lasting 210 hours and the longest 730[8]), plus transportation expenses[9], books, training material, clothes etc. The program consisted of three phases:

- training phase: trainees received technical training on a specific occupation in ICT related activities. Moreover all the courses had to provide some training in "life skills". This definition included a broad range of topics: from preparing CVs to family planning.

- internship: an average of 217 hours[10] of on-the-job training related to the activities trainees had learned during the technical phase.

[7] This figures result from qualitative interviews and may not be fully compatible with the M&E database, since some projects were in excecution at the time we started working with the database.

[8] Each NGO defined the content and duration of courses and internships.

[9] Most of the projects provided some sort of stipends, but it was mainly decided by each NGO based on their knowledge and experience working with beneficiaries.

[10] The duration of the internship varied greatly among NGOs. One of the NGOs in Brazil had internship that lasted only for 80 hours, while another NGO in Colombia had internships of 412 hours. With the data on labor insertion rates, we could assess that insertion is better the longer the internships last.

- employment: each NGO committed to insert 40% of their graduates on the labor market. In this sense, this component was absolutely new compared to previous active labor market programs.

Morover, *entra 21* stressed the importance of NGOs' institutional strengthening and learning. All the NGOs selected had experience either in training and/or in working with vulnerable population, but for most of them the idea of supplying specific short term training to meet labor market needs was new and thus, they had to develop creative ways to read labor demand and to place beneficiaries in internships.

entra 21 has financed 35 projects in 18 countries. While the program is still in execution, *entra 21* has achieved the following results so far.

Main indicators*	Total	ADEC	SES	Quipus	Cepro	Comfenalco I
# of applicants	22419	2020	626	692	570	1625
# enrolled individuals	7172	150	490	600	570	515
# individuals who completed the courses	5526	145	383	471	474	471
Dropout rate	10.4%	10.0%	20.0%	15.5%	16.8%	8.0%
Average duration of courses (in hours)	677.5	530	544	350	528	984
Average of hours in IT training	297.3	112	218	149	171	476
Average of hours in life skills	108.7	76	186	44	157	120
Average of hours in internships	226.4	320	98	114	157	278
Stipend for participants	73.3%	Sí	Sí	Some	No	Sí
Employment rate	48.4%	57.2%	48.3%	44.6%	23.2%	46.3%
% Full time	9.0%	9.7%	21.7%	0.0%	0.0%	0.0%
% Part time	41.4%	35.9%	13.8%	44.2%	23.2%	44.6%
% Selfemployed	5.4%	11.7%	12.8%	0.4%	0.0%	1.7%
% Benefits**	40.7%	29.2%	30.5%	6.6%	33.3%	84.8%

* preliminary results based on the M&E database, IYF

** (health insurance, paid holidays, etc.)

Main indicators*	Indufrial	ISA	Alternativa	Cospae	AHUB	IH
# of applicants	566	455	952	1300	743	7434
# enrolled individuals	300	455	446	600	384	600
# individuals who completed the courses	177	401	367	508	249	566
Dropout rate	2.0%	2.2%	17.7%	15.3%	13.5%	5.7%
Average duration of courses (in hours)	862	712	383	390	729	522
Average of hours in IT training	380	281	169	140	449	88
Average of hours in life skills	80	78	48	70	120	258
Average of hours in life skills	40	6	6	20	40	96
Average of hours in internships	362	347	160	160	120	80
Stipend for participants	Sí	No	No	Some	Sí	Sí
Employment rate	32.8%	23.9%	46.3%	44.1%	33.3%	70.7%
% Full time	0.6%	1.0%	7.4%	7.3%	3.2%	42.2%
% Part time	14.1%	22.9%	29.4%	35.4%	29.7%	28.3%
% Selfemployed	18.1%	0.0%	9.5%	1.4%	0.4%	0.2%
% Benefits**	26.0%	79.6%	9.6%	67.3%	8.3%	32.5%

* preliminary results based on the M&E database, IYF

** (health insurance, paid holidays, etc.)

Main indicators*	Fundacion Chile	Alianza	Comfacauca	Comfenalco II
# of applicants	880	925	1744	1887
# enrolled individuals	695	324	379	664
# individuals who completed the courses	395	0	313	606
Dropout rate	3.9%	0.0%	12.1%	8.7%
Average duration of courses (in hours)	456	680	890	1142
Average of hours in IT training	178	296	500	500
Average of hours in life skills	31	204	120	120
Average of hours in life skills	17	20	20	110
Average of hours in internships	230	160	250	412
Stipend for participants	No	Sí	Sí	Sí
Employment rate	81.3%	0.0%	51.1%	59.1%
% Full time	19.0%	0.0%	3.2%	0.0%
% Part time	42.0%	0.0%	45.4%	56.6%
% Selfemployed	20.3%	0.0%	2.6%	2.5%
% Benefits**	28.6%	52.6%	23.7%	70.1%

* preliminary results based on the M&E database, IYF

** (health insurance, paid holidays, etc.)

The need to have an impact evaluation of *entra 21*, given the fact that IYF was requesting more funds for donors in order to carry out a scale up of the program, made it necessary to sample some of the projects in order to measure the effect of the intervention on employment, income and to assess the degree of NGOs' institutional learning.

4.1 Selection of the sample

Out of the total thirty five projects, fifteen were selected according to the following criteria:

1. Projects which were finished or about to finish. This criteria left out projects in the following countries: Belize, Ecuador, El Salvador, Honduras, Mexico, Nicaragua, Paraguay, Uruguay and Venezuela.
2. The number of beneficiaries per NGO in the sample mimics the total number per NGO for all projects.
3. Given restrictions 1 and 2, the greatest geographic diversity was sought.
4. Availability of periodic household surveys in order to build control gropus to measure impact.
5. Countries with previous active labor market programs geared to the youth population, in order to compare *entra 21* with them.

In depth interviews were conducted for all the projects in the sample, thirteen projects were visited. Interviews were conducted with IYF staff, and other donors as well. Interviews with beneficiaries, training personnel and firms were also conducted.

In the projects evaluated here, we present a shortened version of the complete report, showing results for two projects in Argentina and two in Brasil. In what follows, we briefly provide a description of the projects presented in this paper.

Project description[11]

Argentina - SES: Argentina has suffered from a severe economic crisis in 2001. Unemployment and poverty rates peaked after it, reaching 22% and 54% respectively. While social and economic indicators have been improving, youth unemployment is still high. Young people are twice as likely to be unemployed as older job seekers, and suffer from a lack of relevant education, job training, access to computers, and job experience. Through its network of local affiliates, Fundación SES (Sustentabilidad, Educación, Solidaridad) provided 450 youth

[11] The following description is based on "*entra 21* Cameos", Feb. 2006, available at www.iyfnet.org.

in five regions of the country with job and life skills training. Trainees were divided into 10- people "Job Training Groups," each of which trained for a particular type of job, and were assigned a professional "tutor." Coursework, to be completed over a ten-month period, involved 480 hours of instruction, divided equally among: basic ICT (e.g., introduction to operating a personal computer [PC], PC hardware and software, and word-processing); life skills (e.g., work habits, social skills, group dynamics); employability skills (e.g., how to find, interview for, and keep a job); and specialized ICT training. Each participant engaged in approximately 200 hours of community service aimed at partially repaying their tuition-free training, while also offering hands on experience in designing and executing a community project involving the ICT skills they have learned. To assist with job placement, each local implementing organization maintained a computer database of job openings and offered opportunities for self-employment training.

Argentina ADEC: Cordoba, the second bigger province in Argentina has a total of 2.5 million inhabitants. Out of them 190,000 are young men and women who come from low income households with minimal possibilities of inserting themselves in the labor market. The Agencia para el Desarrollo Económico de la ciudad de Córdoba (ADEC), composed of entities from the public and private sectors, along with the Technical Institute of Córdoba, trained 400 youth in Information and Communications Technologies (ICT). Students of the program were between the ages of 18 and 25 from the area of Río Segundo. The two year plan consisted of eight courses in the first year and 12 in the second year; each class lasted at least 540 hours. The training process had three basic phases: a training session on ICT held in the laboratories of the National University of Córdoba; the second stage consisted of life skills training; and the third stage included internships. Each student of the program had a tutor and will received a monthly stipend intended to allow students access to greater opportunities to improve their lives.

Brazil CEPRO: For more than 50 years, Fundaçao de Rotarianos de São Paulo has provided social services to low-income families in and around the metro region. Through its professional training project, CEPRO (Centro de Ensino Profissionalizante Rotary), the Foundation now offers ICT training to 1,080 disadvantaged youth in Cotia, an industrial area on the outskirts of the city. The project sought to improve young people's placement in the labor market, either as employees or entrepreneurs. Trainees, ages 16 to 18, participated in 600 hours of coursework, including life skills training (e.g., business communication, interpersonal relationships, personal planning, and organizational structures), and technical training in office skills. Following this basic training, participants chose from among four specialized courses in computer installation

and maintenance, telephone systems, computer graphics, or website development. Additional training was offered in either entrepreneurship or employability, depending on participants' needs and interests. CEPRO then assisted with placing graduates in jobs through its contacts with local businesses.

Brazil IH: While in the late 1990's Brazil was the eighth largest economy in the world, it ranked 25th in international tourism. Recognizing the enormous potential for growing the nation's tourism industry, the Instituto de Hospitalidade (IH) was founded in 1997 to expand the tourism industry, improve its quality, and strengthen its contribution to Brazil's long-term development. A private, nonprofit organization, IH represents the coming together of business, government, and civil society sector leaders in pursuit of a common mission. Recognizing that the future of the tourism industry hinges on the availability of workers trained in the use information communications technologies (ICTs), IH has launched a youth training program targeting 480 disadvantaged youth in northeast Brazil. These youth, ages 16 to 21, were provided with ICT training, life skills instruction, and job placement assistance. Participants had the option of focusing on one of three areas: lodging, food and beverage, and tourism. In addition to receiving 480 hours of training over a five-month period, participants undertook a month-long internship with a local hospitality business. Upon completion of the program, graduates were awarded a nationally recognized certification. Through the program, IH seeks to satisfy the urgent need of the tourism sector for skilled workers, while providing at-risk youth with a chance to realize their potential within a growing market.

5 Monitoring and evaluation system

As mentioned in the introduction, *entra 21* was executed by thirty five NGOs in eighteen different countries. The original program included a thoroughly detailed system of monitoring and evaluation, henceforth M&E. However, such system resulted cumbersome for most NGOs, since while they were experienced with training programs for disadvantaged youth, they lacked the resources to administer such system. In spite of enormous efforts on behalf of IYF in order to improve the original M&E system, it proved unuseful in terms of looking at the results of *entra 21*. [12]

In order to conduct an evaluation of both components of *entra 21*, a sample of fifteen finished projects[13] were chosen and both qualitative interviews and quantitative techniques were applied. In order to evaluate the NGO institutional learning, qualitative interviews were conducted to key actors in each of the

[12] For a more detailed assesment of the problems of the M&E system see Alzua and Nahirñak (2007).

[13] A complete list of project names, country and number of beneficiaries is available in the appendix.

NGOs (Director, program administrators, firms, beneficiaries, etc.). Finally, in order to measure the impact of the program on employment and income, traditional techniques for non experimental programs were used.

5.1 Qualitative evaluation of NGOs

Given the importance of the learning component and institutional strengthening for the NGOs qualitative interviews had to be conducted. The evaluative dimensions considered corresponded to different moments in the evolution of the projects. Some of them correspond to IYF, which acted as "coordinator" and some of them to the executing NGOs. The qualitative evaluation aimed at evaluating NGOs learning and involved three different points in time: one was an evaluation at the project planning level (ex-ante), at the excecution level and once the project was finished (ex-post). The qualitative evaluation also looked at three different dimensions at each stage: accountability, continuous improvement and quantum improvement.[14]

It terms of evaluative dimensions, we considered the following items for each of the project stages: internal control, effectiveness, evaluation, efficiency, additionality, lessons learned, visibility, relevance, sustainability and innovation. There are several interesting findings arising from the qualitative evaluations to NGOs.

1. **Internal Control**: IYF had been working with donors and partners NGOs for many years, and thus, *entra 21* had a carefully designed system of budget preparation which could be controlled during execution and after finalization. According to interviewed NGOs, the system was even simpler and more complete than those of other donors. All NGOs had proven financial solvency and had the physical assets needed to provide the training. This was a requirement for participating in *entra 21*.

2. **Effectiveness**: Most of the NGOs did not have expertise in choosing beneficiaries (mostly in terms of years of education) so as to meet labor market requirements. Initially, most of the NGOs had incomplete high school as a criteria for eligibility and were not aware of the fact that educational requirements for individuals working in ICT related activities (even the simplest ones) was complete high school or more. Thus, having participants with lower level of education made insertion rates more difficult. As it will be seen in the quantitative evaluation, the case of Brazil represents a relevant example in this sense. At the beginning of the project, some of them had the requirement that participants should be attending school. This made labor insertion almost impossible for this group. *entra 21*'s

[14] The following evaluative table is based in Metodología desarrollada para la Evaluación del FOMIN Alejandro D. Soriano, Oficina de Evaluacion y Supervision, Banco Inter-Americano de Desarrollo.

flexibility allowed NGOs to quickly change the eligibility criteria, but only after some time. In spite of this initial problem, most NGOs did achieved the target insertion rates.

3. **Evaluation**: There was a M&E system which contemplated gathering information on beneficiaries and courses. Unfortunately, no impact evaluation was included at program design. The M&E system proved to be very problematic for NGOs to implement, and did not allow IYF or donors to monitor some indicators like which courses had the best insertion rates, the duration of the internship and the probability of finding job until each project was finished.

4. **Efficiency**: The M&E system was too slow as a tool to correct any eventual problem.The eventual misdiagnose of eligible population may have caused some loss in efficiency, since it was more difficult to guarantee insertion for some of them.

5. **Additionality**: IYF helped NGOs from the planning stage. During execution, IYF also facilitated interaction among participanting NGOs in workshops, a web based forum, etc. Once the projects were finished, NGOs strengthened much of their capabilities in diverse areas. Moreover, there were some influence in public policies. In Peru, one of the NGOs helped setting up an "employment office" similar to that of the NGO in a technical school. In Colombia, the mayor of Medellin copied the structure of *entra 21* for a government funded employment project. Finally, some NGOs made the private sector (firms, association of firms, etc.) actively participate during the excecution of the projects.

6. **Lessons learned**:*entra 21* was based in other previous employment program for disadvantaged youth.However, more attention should have been devoted at the planning stage to existing programs. There has been a significant learning of participating institutions in different dimensions: targeting the beneficiaries, ensuring internships and working with international donors, among others. Most NGOs are engaged in disseminating best practices learned from participating in *entra 21.*

7. **Visibility**: The program had from the beginning a clear marketing strategy to become known within the communities. All the NGOs are well respected and widely known in their areas of influence (either geographically, within the business community, as experienced in working with the target population, etc.). There was some clear actions on behalf of some participating NGOs to try apply the learning of *entra 21* to some other projects, either in their institutions or outside them. IYF is engaged in disseminating results (brochures, articles in World Development Notes, etc.)

8. **Relevance**: Youth unemployment and poverty was an important problem for the region. However, there was no quantification of unmet labor

demand in the ICT and no assesment whether such unmet demand could be supplied with the training of the objective population. As impact indicators will show, some aspects of the program (basically related to the supply of courses) may have lost relevance during the execution of the program (mainly due to demand saturation). All the NGOs modified their view about the importance of providing training oriented to meet labor market demands.

9. **Sustainability**: NGOs were carefully selected, all having potential to engage in sustainable projects. All participating NGOs showed a great commitment during execution. Personnel turnover or change in macro/microeconomic conditions did not have any harmful effect on the execution of the programs. In terms of financial viability, programs similar to *entra 21* still rely on external funds for most of the organizations. However, some of them still participate in similar projects.

10. **Innovation**: One of the main innovation of *entra 21* was both linking training to market demands and the decentralized implementation of the project through NGOs. During execution *entra 21* served as a model for

    other institutions or for other areas within the same institution. Some NGOs produced material with sistematization of *entra 21* learning to disseminate them outside the institutions.

Dimensions[15]	Ex-ante	Execution	Ex-post
Internal control	Organiz./Incentives	Control Activities	Audit activities
Effectiveness	Risk Asssesment	Contingency Management	Results
Evaluation	Evaluability	Results Monitoring	Impact Assesment
Efficiency	Budgeting	Operations Management	Productivity
Additionality	Value Added	Synergies	Cataytic Effect
Lessons learned	Application	Identification	Dissemination
Visibility	Marketing Plan	Strategic Alliances	Result Dissemination
Relevance	Diagnostic	Demand	Market
Sustainability	Partner Selection	Partner Monitoring	Institutionalization
Innovation	Product Innovation	Process Innovation	Demostration Effect

[15] The following evaluative table is based in Metodología desarrollada para la Evaluación del FOMIN Alejandro D. Soriano, Oficina de Evaluacion y Supervision, Banco Inter-Americano de Desarrollo.

Dimensions	Ex-ante
Internal control	NGOs that wanted to participate in entra 21 where thoroughly evaluated in terms of financial solvency.
Effectiveness	Not enough care was taken in terms of selecting beneficiaries so as to match labor market requirements.
Evaluation	No impact evaluation was contemplated at the design stage.
Efficiency	Budgeting: It was carefully planned and NGOs did not face any problem with financial execution
Additionality	IYF helped NGOs from the planning stage
Lessons learned	*entra 21* was based in other previous employment program for disadvantaged youth. However, more attention should have been devoted at the planning stage to existing programs.
Visibility	The program had from the beginning a clear marketing strategy to become known within the community All the NGOs are well respected and widely known in their areas of influence (either geographically, within the business community, as experienced in working with the target population, etc.)
Relevance	Youth unemployment and poverty was an important problem for the region. However, there was no quantification of unmet labor demand in the IT and no assesment whether such unmet demand could be supplied with the training of the objective population.
Sustainability	NGOs were carefully selected, all with potential to engage in sustainable projects.
Innovation	Linking training to market demands, implementing decentralized programs through NGOs.

Dimensions	Execution
Internal control	*entra 21* included a very thorough plan for monitoring program evolution in terms of monetary resources spent.
Effectiveness	*entra 21* flexibility allowed NGOs to quickly change courses/ requirement for eligible population, etc. as soon as any potential problem arose. For example, the age and educational requirements of beneficiaries were modified in some projects in order to increase the probability of finding a job once the course was finished.
Evaluation	The monitoring system did not achieve its purpose. Monitoring of activities was slow. A lot of information about each project could have been used to improve the program as it went by.
Efficiency	The main limitation of the design was the fact that the M&E system was too time consuming for the NGOs and did not allow IYF or donors to monitor some indicators like which courses had the best insertion rates, the duration of the internship and the probability of finding job until each project was finished.
Additionality	*entra 21* provided great possibility of interaction among participating NGOs in workshops and internet platform for all NGOs.
Lessons learned	There has been a significant learning of participating institutions in different dimensions: targeting the beneficiaries, ensuring internships and working with international donors, among others.
Visibility	There was some clear actions on behalf of some participating NGOs to try apply the learning of *entra 21* to some other projects, either in their institutions or outside them. For example, in one case the experience was replicated by the local government. In other case, a placement service similar to that of *entra 21* was set up in a technical school.
Relevance	As impact indicators show, some aspects of the program (basically related to the supply of courses) may have lost relevance during the execution of the program (mainly due to demand saturation).
Sustainability	All participating NGOs showed a great commitment during execution. Personnel turnover or change in macro/ microeconomic conditions did not have any harmful effect on the execution of the programs.
Innovation	During execution *entra 21* served as a model for other institutions or for other areas within the same institution.

Dimensions	ex-post
Internal control	There is plenty of information available for audit actitivies.
Effectiveness	NGOs showed insertion rates in line with the objective of the project, which was set at 40%.
Evaluation	Impact assesment is very difficult to conduct, since it was not included at the design level.
Efficiency	The eventual misdiagnose of eligible population may have caused some loss in efficiency, since it was more difficult to guarantee insertion for some of them or even prevent them from abandoning the program.
Additionality	A program such as *entra 21* couldn't have been possible without IYF financing. Moreover, NGOs strengthened much of their capabilities in diverse areas. Finally, as mentioned above, there was some spillovers from *entra 21* to public policies.
Lessons learned	Most NGOs are engaged in disseminating best practices learned from participating in *entra 21*.
Visibility	IYF is engaged in disseminating results (brochures, articles in World Development Notes, etc.) A second new program very similar to entra 21 (but much bigger) has just been approved by donors.
Relevance	All the NGOs modified their view about the importance of providing training oriented to meet labor market demands.
Sustainability	In terms of financial viability, programs similar to *entra 21* still rely on external funds for most of the organizations. However, some of them still participate in similar projects.
Innovation	Some NGOs produced material with sistematization of *entra 21* learning to disseminate them outside the institutions.

Qualitative evaluation of beneficiaries

Beneficiaries had to answer a long survey of qualitative data which complemented the quantitative information. Qualitative information was gathered at the moment of finalization of the internship. We present a summary to measure satisfaction with participation in the program and other effects of it on the expectations of beneficiaries. In general, participants were able to use either most or some of the time what they learned in classes. However, for the chosen projects, this figure in lower than for the rest of the sample. Across all projects, *entra 21* fulfilled participants's expectations in a much higher proportion than the internships themselves. This is an extremely important result for this disadvantaged population that many times feel frustrated when participating in these sort of programs. Moreover, youngsters feel personal improvements of different sorts after finalizing the program.

Did you use what you learned in the classes during the internship?					
	ADEC	SES	Cepro	IH	Rest of the sample
Most of the time	29%	38%	56%	32%	61%
Some of the time	48%	27%	29%	16%	25%
Rarely	8%	12%	9%	24%	8%
Never	15%	22%	6%	28%	6%

Source: *entra 21* database

Did the internship fulfill your expectations?					
	ADEC	SES	Cepro	IH	Rest of the sample
Yes	64%	64%	58%	56%	66%
No	20%	20%	26%	24%	17%
I am not sure	16%	16%	16%	20%	17%

Source: *entra 21* database

Did you experienced any personal improvement after finishing the training?					
	ADEC	SES	Cepro	IH	Rest of the sample
No change	0%	3%	0%	1%	1%
Feel more reassured	51%	39%	17%	18%	28%
Able to obtain better results at work	19%	28%	17%	18%	17%
More qualified that non participants	10%	9%	4%	23%	9%
Raised expectations for my future work	17%	20%	61%	39%	44%
Other	3%	1%	2%	1%	1%

Source: *entra 21* database

Did entra 21 **fulfill your expectations?**					
	ADEC	SES	Cepro	IH	Rest of the sample
Yes	97%	97%	99%	92%	90%
Partially	3%	2%	1%	7%	9%
No	0%	1%	0%	1%	2%

Source: *entra 21* database

5.2 Quantitative evaluation

The program did not include any impact evaluation component in its design. A control group in order to calculate the counterfactual was not present was built ex-post. While this methodology has many drawbacks, the number of participants was small with respect to eligible population we had in household surveys. We used contemporaneous household surveys for the countries analyzed. We present the results for Brazil and Argentina.

For the case of Argentina, there are four different samples corresponding to the two projects who took place there. Each of them corresponds to the following moments in time: second semester of 2003 and 2004 and first and second semester 2005. The control group was build using Household Surveys for the region the courses took place. For the treatment group, we used information at the time the courses were finalized.

For Brasil, the projects evaluated here correspond to the first cohort of graduates (2004) for two out of the four projects analyzed. In order to construct the control group we used the same methodology than for the Argentine case.

5.3 Impact estimates

The parameter being estimated is the impact of the program on its beneficiaries. In order to do so, we considered the following outcome variables: probability of employment and its quality (i.e. probability of formal employment) and income. We present the results for Argentina and Brasil.[16]

As mentioned above, variables of impact were measured after the courses where finished.[17]

We used a cross-sectional matching indicator, which compares the results of the outcome variables for controls and beneficiaries at some point in time after finishing the program. After calculating the propensity scores, individuals from the treatment and control group are matched in order to estimate the counterfactual value for each beneficiary in the sample. Such matching can be obtained through a different variety of alternative methods. As the result of the estimation is not invariant to the choice of the matching methodology, we performed several estimations: nearest neighbor, kernel and stratified matching, since results are not invariant to the the specification of the matching technique. Then we used bootstrap techniques to obtain the sample variance of the impact estimates.

Most of the programs were executed during cycles of economic expansions, both for Argentina and Brazil. However, Argentina's economy was growing at

[16] Please look at the appendix for the complete sample.

[17] The database with information on income and employment six months after graduation is being collected and processed by IYF.

Variable name	Description
age	Age (complete years)
sex	Gender (1 for males)
maritalsta~s	1 for married (or living together) and 0 for single
secondary	1 for complete or incomplete secondary education
tertiary	1 for complete or incomplete tertiary education
hhn	Number of members in the household
attending	1 if attending school
wchildren	1 if the individual has children
labinc	Labor income
employed	1 if the individual is employed
formal	1 if the individual is employed in the formal sector

an annual average of 8% for the period under analysis, while the Brazilian one grew 4.9%.

5.3.1 Descriptive statistics

For all the samples considered in Argentina, the control groups are always approximately ten times higher than the treatment, which is a desirable property when using external data to build the reference group. Age is an average of 20 years, and samples are also balanced in terms of gender. The number of members in the household is also similar in both groups. For some of the samples, it was impossible to balance marital status for control and treatments. For educational level, there is a bias in the sense that treatment enjoy a higher level of education than the rest of the sample. While this could be causing a bias in the results, we believe average treatment effects will be overestimated.

5.4 Results

For the case of Argentina, effects on employment were positive in 2003 (ranging between 11 to 15% over the control group) and 2004 (from 18% to 19%), but they are not statistically significant in 2005.[18] In terms of income, such impact is also

[18] It is important at this point to analyze the possible causes of such differential impact in a moment where the Argentine economy was growing. This is a useful aspect of qualitative information. Interviews conducted at the NGO level allowed the authors to find that there could have been some indicators of labor demand saturation for certain areas and sectors of acitvities the NGOs overlooked. In this sense, the fact that the courses were not "demand driven" appears to be a problem in terms of labor insertion rates.

Figure 1: Table xx

Descriptive Statistics: Argentina II-03

	Control		Beneficiaries	
Observations	843		133	
	Mean	Std. Dev.	Mean	Std. Dev.
age	20.41	2.73	19.50	2.11
sex	0.51	0.50	0.46	0.50
maritalsta~s	0.20	0.40	0.07	0.25
secondary	0.58	0.49	0.71	0.45
tertiary	0.15	0.36	0.22	0.41
hhn	4.80	1.66	4.97	2.01
attending	0.39	0.49	0.63	0.48

Source: Author´s calculations based on EPH & entra21 Database

Figure 2:

Descriptive Statistics: Argentina II-04

	Control		Beneficiaries	
Observations	616		96	
	Mean	Std. Dev.	Mean	Std. Dev.
age	20.60	2.20	20.52	3.04
sex	0.48	0.50	0.40	0.49
maritalsta~s	0.17	0.37	0.13	0.33
secondary	0.50	0.50	0.80	0.40
tertiary	0.20	0.40	0.16	0.36
hhn	4.43	0.74	4.40	1.68
attending	0.38	0.49	0.55	0.50

Source: Author´s calculations based on EPH & entra21 Database

Descriptive Statistics: Argentina I-05

	Control		Beneficiaries	
Observatio	1087		125	
	Mean	Std. Dev.	Mean	Std. Dev.
age	20.31	2.20	20.10	2.10
sex	0.46	0.50	0.47	0.50
maritalsta~	0.16	0.37	0.08	0.27
secondary	0.72	0.45	0.94	0.23
tertiary	0.28	0.45	0.06	0.23
hhn	3.60	0.89	4.70	1.52
attending	0.48	0.50	0.42	0.49

Source: Author´s calculations based on EPH & entra21 Database

Descriptive Statistics: Argentina II-05

	Control		Beneficiaries	
Observatio	802		81	
	Mean	Std. Dev.	Mean	Std. Dev.
age	20.39	2.72	19.36	2.43
sex	0.49	0.50	0.46	0.50
maritalsta~	0.22	0.41	0.09	0.28
secondary	0.56	0.50	0.79	0.41
tertiary	0.16	0.37	0.14	0.34
hhn	4.66	0.90	5.32	1.48
attending	0.36	0.48	0.60	0.49

Source: Author´s calculations based on EPH & entra21 Database

Figure 3: Table xx

Argentina: Propensity Scores Estimation

	II-03	II-04	I-05	II-05
age	-0.071	0.112	0.12	-0.041
	(0.046)	(0.055)*	(0.057)*	-0.056
sex	-0.148	-0.382	-0.146	-0.212
	(0.195)	(0.231)	(0.208)	(0.250)
maritalstatus	-0.797	-0.155	-1.301	-0.708
	(0.382)*	(0.363)	(0.376)**	(0.438)
secondary	1.351	-	2.212	1.287
	(0.369)**	-	(0.449)**	(0.456)**
tertiary	1.414	-1.184	-	0.6
	(0.450)**	(0.360)**	-	(0.584)
hhn	0.014	-0.03	0.815	0.559
	(0.049)	(0.121)	(0.085)**	(0.105)**
attending	0.375	1.154	0.247	0.796
	(0.247)	(0.283)**	(0.251)	(0.303)**
Constant	-1.689	-4.166	-9.681	-5.417
	(1.025)	(1.308)**	(1.479)**	(1.359)**
Observations	975	712	1212	882
Log Likelihood	-359.413	-269.706	-325.941	-235.089

Standard errors in parentheses

* significant at 5%; ** significant at 1%

Source: Author´s calculations based on EPH & entra21 Database

Argentina: II-03	ATT	Analytical		Control	Beneficiaries	Bootstrapped	
		Std. Err.	t			Std. Err.	t
Income							
Nearest Neighbor Matching	226.047	22.706	9.955	132	263	30.554	7.398
Kernel Matching	233.689	.	.	132	604	29.452	7.934
Stratified Matching	233.823	24.179	9.670	132	604	37.580	6.222
Employment							
Nearest Neighbor Matching	0.116	0.062	1.871	132	108	0.096	1.207
Kernel Matching	0.153	.	.	132	604	0.053	2.886
Stratified Matching	0.142	0.045	3.131	132	604	0.060	2.358
Formal employment							
Nearest Neighbor Matching	0.012	0.039	0.311	132	46	0.075	0.159
Kernel Matching	0.072	.	.	132	604	0.047	1.524
Stratified Matching	0.076	0.027	2.762	132	604	0.040	1.876

Source: Author´s calculations based on EPH & entra21 Database

Argentina: II-04	ATT	Analytical		Control	Beneficiaries	Bootstrapped	
		Std. Err.	t			Std. Err.	t
Income							
Nearest Neighbor Matching	224.330	32.240	6.958	96	248	36.624	6.125
Kernel Matching	223.096	.	.	96	598	41.386	5.391
Stratified Matching	215.617	30.794	7.002	94	600	40.393	5.338
Employment							
Nearest Neighbor Matching	0.207	0.067	3.105	96	120	0.098	2.124
Kernel Matching	0.183	.	.	96	598	0.055	3.328
Stratified Matching	0.194	0.050	3.877	94	600	0.061	3.205
Formal employment							
Nearest Neighbor Matching	0.093	0.035	2.684	96	54	0.052	1.796
Kernel Matching	0.083	.	.	96	598	0.047	1.770
Stratified Matching	0.093	0.033	2.799	94	600	0.043	2.156

Source: Author´s calculations based on EPH & entra21 Database

positive for all the sample considered, but the impact decreases through time. While in 2003 and 2004 participants earned on average of AR$226-233 (auround US$ 70, 90% of the poverty line), such effect goes down to approximately AR$ 100 in 2005. Again, this provides some evidence of market saturation, or it may even indicate the fact that all comparable population is acquiring these sort of skills. Another impact variable which is of importance is labor informality, which is very high in Argentina, and much higher among young individuals. For the case of Argentina, the effect of *entra 21* on formality is not statistically significant for most of the estimations conducted.

For the case of Brazil, we have data for 2004 and considered the case of CEPRO and IH. Contrary to Argentina, we found either negative or no significant effects on employment and income. When looking at older cohorts, we can observe that insertion rates are better than the ones evaluated here, and that this result can be fully attributed to the fact that NGOs had among its beneficiaries individuals attending to schools, which made insertion very difficult.

Argentina: I-05	ATT	Analytical		Control	Beneficiaries	Bootstrapped	
		Std. Err.	t			Std. Err.	t
Income							
Nearest Neighbor Matching	105.830	24.911	4.248	125	370	31.188	3.393
Kernel Matching	93.062	.	.	125	824	28.857	3.225
Stratified Matching	106.005	24.086	4.401	125	824	36.525	2.902
Employment							
Nearest Neighbor Matching	0.052	0.060	0.859	125	196	0.083	0.619
Kernel Matching	0.002	.	.	125	824	0.074	0.030
Stratified Matching	0.000	0.063	-0.001	125	824	0.075	-0.001
Formal employment							
Nearest Neighbor Matching	0.128	0.040	3.174	125	104	0.070	1.829
Kernel Matching	0.045	.	.	125	824	0.080	0.557
Stratified Matching	0.052	.	.	125	824	0.071	0.729

Source: Author´s calculations based on EPH & entra21 Database

Argentina: II-05	ATT	Analytical		Control	Beneficiaries	Bootstrapped	
		Std. Err.	t			Std. Err.	t
Income							
Nearest Neighbor Matching	293.382	36.805	7.971	80	203	49.314	5.949
Kernel Matching	278.227	.	.	80	793	45.125	6.166
Stratified Matching	282.909	35.815	7.899	80	793	50.558	5.596
Employment							
Nearest Neighbor Matching	-0.056	0.074	-0.750	80	57	0.127	-0.438
Kernel Matching	-0.053	.	.	80	793	0.073	-0.728
Stratified Matching	-0.047	0.061	-0.768	80	793	0.074	-0.632
Formal employment							
Nearest Neighbor Matching	0.124	0.058	2.134	80	28	0.103	1.207
Kernel Matching	0.144	.	.	80	793	0.069	2.083

Source: Author´s calculations based on EPH & entra21 Database

Descriptive Statistics: Brazil Cepro

	Control		Beneficiaries	
Observations	542		474	
	Mean	Std. Dev.	Mean	Std. Dev.
age	17.06	1.19	16.41	0.72
sex	0.50	0.50	0.47	0.50
secondary	0.62	0.49	0.96	0.21
tertiary	0.00	0.04	0.01	0.08
hhn	4.79	1.97	4.58	1.55
wchildren	0.04	0.19	0.01	0.08

Source: Author´s calculations based on PNAD 2004 & entra21 Database

Descriptive Statistics: Brazil IH

	Control		Beneficiaries	
Observations	921		546	
	Mean	Std. Dev.	Mean	Std. Dev.
age	19.23	2.19	17.74	1.43
sex	0.49	0.50	0.38	0.49
secondary	0.52	0.50	0.97	0.16
hhn	4.64	1.82	4.61	1.75
tertiary	0.00	0.00	0.00	0.04
wchildren	0.13	0.33	0.01	0.10

Source: Author´s calculations based on PNAD 2004 & entra21 Database

Brazil: Propensity Score Estimation

	Cepro	IH
age	-1.945	-0.864
	(0.123)**	(0.055)**
sex	0.300	-0.041
	(0.181)	(0,159)
secondary	6.534	5.068
	(0.441)**	(0.310)**
tertiary	7.762	-
	(1.351)**	-
hhn	-0.004	0.088
	(0.057)	(0,046)
Constant	27.006	11.018
	(1.861)**	(0.990)**
Observations	1016.000	1465.000
Log Likelihood	-393.756	-519.113

Standard errors in parentheses
* significant at 5%; ** significant at 1%
Source: Author´s calculations based on PNAD 2004 & entra21 Database

6 Conclussions

This paper presents the results of the quantitative and qualitative evaluation of *entra 21*, a program aimed at providing training in ICT related activities to disadvantaged youth in 18 Latin American countries.

Several items in *entra 21* were innovative. First of all, training was oriented to meet labor market needs and all beneficiaries should experience an internship after finishing the classroom training. Secondly, it was fully executed by local NGOs and coordinated by the International Youth Foundation with its headquarters in Baltimore , US . Lastly, it was very flexible, being each NGO entirely responsible for eligibility criteria, obtaining the internships, course contents, etc. The objective of *entra 21* was twofold: increasing employability of its participants while ensuring a minimum of 40% of labor insertion rate and the institutional strengthening of NGOs.

While *entra 21* was a challenge in terms of coordination and monitoring activities, there were several aspects which could have been improved since its

Cepro	ATT	Analytical		Control	Beneficiaries	Bootstrapped	
		Std. Err.	t			Std. Err.	t
Income							
Nearest Neighbor Matching	-90.86	32.02	-2.84	474	156	78.76	-1.15
Kernel Matching	-91.80	.	.	474	532	98.08	-0.94
Stratified Matching	.	.	.	.	.	.	.
Employment							
Nearest Neighbor Matching	-0.65	0.07	-8.73	474	233	0.05	-12.67
Kernel Matching	-0.69	.	.	474	532	0.03	-19.80
Stratified Matching	.	.	.	.	.	.	.
Formal employment							
Nearest Neighbor Matching	-0.71	0.10	-7.12	474	128	0.09	-7.93
Kernel Matching	-0.77	.	.	474	532	0.07	-10.58
Stratified Matching	.	.	.	.	.	.	.

Source: Author´s calculations based on PNAD 2004 & entra21 Database

IH	ATT	Analytical		Control	Beneficiaries	Bootstrapped	
		Std. Err.	t			Std. Err.	t
Income							
Nearest Neighbor Matching	-97.99	19.74	-4.96	544	153	24.74	-3.96
Kernel Matching	-129.91	.	.	544	909	31.90	-4.07
Stratified Matching	.	.	.	.	.	.	.
Employment							
Nearest Neighbor Matching	-0.23	0.04	-5.36	544	264	0.06	-3.97
Kernel Matching	-0.16	.	.	544	909	0.09	-1.82
Stratified Matching	.	.	.	.	.	.	.
Formal employment							
Nearest Neighbor Matching	-0.42	0.04	-9.54	544	120	0.07	-5.89
Kernel Matching	-0.50	.	.	544	909	0.13	-3.85
Stratified Matching	.	.	.	.	.	.	.

Source: Author´s calculations based on PNAD 2004 & entra21 Database

design. One of them was that it did not contemplate an evaluation component the moment the program was designed. As a consequence, it was very difficult to measure impact on employment and income.

We conducted one qualitative evaluation by interviewing a sample of NGOs, mostly the ones whose programs were already finished and a quantitative evaluation to measure program impact on employment, income and quality of the job. Finally, some qualitative aspects of questionnaires administered to beneficiaries are evaluated.

In terms of the qualitative evaluation of NGOs, a great deal of institutional learning was found. Qualitative evaluation of beneficiaries: high level of satisfaction with the program, lower level of satisfaction with internships and jobs.

In terms of the quantitative evaluations, we found that impact on employment and income varies from country to country. For the case of Argentina it is positive but decreasing in time. This facts suggest some evidence of demand saturation proving the importance of an appropriate reading of demand. In Brazil, effects are negligible or even negative. This provides some idea that the misdiagnose of eligible population so as to maximize insertion rates.

Our paper shows the importance of addressing the impact evaluation from both a quantitative and a qualitative dimension. Moreover, both dimensions should be included at the planning stage, since otherwise it is very difficult to apply the most widely used econometric techniques for impact evaluation.

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	Methodology for Impact Evaluation	Employment Rate	Formality	Wages	Institutional Sustainability	Evaluation Component at Project Design
Argentina	quasi-experimental, four rounds, primary data	0% - 11%, 10-30% for youngest (<21)	0% - 3%, 6% - 9% for young males	not significant	Very low	Very Good, approach and data considered at project design
Chile	literature review of quasi-experimental data, one round	18-22% larger for youngest groups	15-23% larger for youngest groups	22-25%, imprecisely estimated	Very high	Poor at design, improved during execution.
Dominican Republic	experimental, one round, primary data	None, higher (5-6%) but not significant in the East & Sto Dom	Health-insurance 9% higher for men (43% vs 34%)	17% (sign. at 10%), larger for males under 19	High	Excellent, both at design and during implementation
Mexico	quasi-experimental, six rounds, primary data	No clear pattern for general employment	10-20% for salaried workers, 0-20% for self - employed, higher since 2002	no consistent patterns, at best small and mostly not significant	Very High	Poor, no design and no proper data gathering system
Panama	natural experiment, one round, primary data	0% - 5%, 10-12% for women and in Panama	overall not significant, probably higher outside Panama City	overall negligible, large for women (38%) and in Panama 25%	Uncertain	Acceptable at design, but limited specification of control group and no data gathering system. Poor during execution.
Peru	quasi-experimental, five rounds, primary data	13% (much higher for women --20% than for men --negligible)	11% (14% women, 5% men)	not significant	Medium	Good, approach and data considered at project design

Source: OVE - IADB

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7 Appendix

Project Name	**Country**	**# of beneficiaries****
*SES**	*Argentina*	*450*
*ADEC**	*Argentina*	*400*
University of Belize	Belize	300
*Quipus**	*Bolivia*	*600*
*AHUB**	*Brazil*	*300*
*CERPO**	*Brazil*	*1080*
*IH**	*Brazil*	*480*
IAA	Brazil	432
*IH (2)**	*Brazil*	*4080*
BLUSOFT	Brazil	400
*Comfenalco I**	*Colombia*	*500*
*Comfenalco II**	*Colombia*	*500*
ExE	Colombia	475
Fundación Luker	Colombia	320
*Indufrial**	*Colombia*	*300*
*Comfacauca**	*Colombia*	*350*
*Fundación Chile**	*Chile*	*700*
ACHNU	Chile	550
*ISA**	*Dominican Republic*	*360*
Fundación Sur Futuro	Dominican Republic	360
Esquel	Ecuador	750
AGAPE	El Salvador	480
PoA/CADI	Guatemala	590
CADERH	Honduras	320
Asoc.Cristiana de Jóvenes	Honduras	350
CIPEC	Mexico	250
SEPICJ	Mexico	400
Don Bosco	Nicaragua	400
*Cospae**	*Panama*	*600*
CIRD	Paraguay	500
*Alternativa**	*Perú*	*450*
ITDG	Peru	720
Kolping	Uruguay	200
Opportunitas	Venezuela	400
Fundación para la Infancia y la Juventud	Venezuela	500

*projects in the sample, ** in the terms of reference

7.1