Youth Pathways Mexico / Jóvenes con Rumbo Final Report
(September 2012 – December 2015)

Jóvenes con Rumbo

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Acronyms and Abbreviations

CAB	Community Asset Building
CMIC	Mexican Chamber of Construction Industry
CSO	Civil and Social Organization
DIF	Family Integral Development
FEV	Glorias del Deporte. Futbol Escuela de Vida Program
GDA	Global Development Alliance
GOM	Government of Mexico
ICT	Information and Communication Technologies
Intel	Intel Corporation
ICIC	Training Institute of Construction Industry of the CMIC
IMDET	Municipal Sports Institute of Tijuana
INEA	National Institute for Adults Education
JCC	Jóvenes Constructores de la Comunidad AC
JcR	Jóvenes con Rumbo (Program's Spanish name)
MIS	Management Information System
NGO	Non-Governmental Organization
NMP	Nacional Monte de Piedad
PDP	Personal Development Plan
PREI	Prudential Real Estate Investors
SERAJ	Servicios a la Juventud, A.C.
sfw	streetfootballworld
USAID	United States Agency for International Development
USG	United States Government
YBI	YouthBuild International
YEC	Youth Center
YPM	Youth Pathways Mexico (Program's English name)

Executive Summary

In September 2012, USAID selected for award the Youth Pathways Mexico initiative, a three-year violence prevention program led by YouthBuild International (YBI) in partnership with two national organizations, Jóvenes Constructores de la Comunidad, A.C. (JCC) and Servicios a la Juventud, A.C. (SERAJ), and two international private sector entities, Intel, and Prudential Financial, Inc. (Prudential Real Estate Investors and The Prudential Foundation). The overall objective of the Youth Pathways Mexico program, known in Spanish as Jóvenes con Rumbo (JcR),[1] is to diminish the impact of violence in the lives of young people in Mexico by providing them with pathways to productive livelihoods and further education. A unique aspect of the JcR initiative is that it was awarded as a Global Development Alliance (GDA), a USAID mechanism that promotes the development of strategic partnerships that combine the assets and experiences of the private, public and NGO sectors, leveraging their capital, investments, and other resources to solve development problems. Through this USAID GDA mechanism, alliances must leverage at least 1:1 cash and in-kind matching of USAID resources.

The resulting JcR initiative, prioritized the development of multi-sector partnerships and alliances in order to strengthen the operations of the program, to leverage resources that helped sustain the program and to create local ownership by private, public and community stakeholders. Throughout the three years of operations, JcR was able to leverage over $10 million USD and to cultivate and mobilize a cross-sector alliance of 22 private sector stakeholders, more than 20 civil society organizations, eleven universities, and municipal, state, and federal government agencies to support the implementation of the JcR program in six polígonos in Tijuana and in Monterrey.

Over the 36-month period of the JcR implementation, a two-city network of six JcR safe spaces, provided a full range of education, job readiness, training and leadership resources, reaching and productively engaging almost 8,000 young people, surpassing the goal of serving 5,000 youth. Working with private sector resource partners such as PREI and Intel, this GDA organized and implemented two technical training programs, focused on the construction and technology sectors. As a result, JcR placed over 1,200 young people in jobs, internships, self-employment, and continuing education.

The JcR program has had a profound impact on young people, placing them in jobs and economic opportunities, facilitating their return to school, connecting them to their neighbors through youth-led projects designed to benefit their own communities, and increasing their self-esteem and confidence.

During the course of the JcR program, the Government of Mexico (GOM) specifically requested technical assistance to support their national Futbol Escuela de Vida (FEV) prevention program. In response to this request, USAID modified the JcR program to include a component that supported the GOM's national prevention initiative. Starting in May 2014, the FEV program was incorporated as a program component of the Youth Pathways Mexico GDA. To date, the FEV program has served close to 15,000 at-risk youth.

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1 Jóvenes con Rumbo (JcR) was the public name for the Youth Pathways Mexico GDA. For the purpose of this report, YBI will use the public name of the program.

Program's Key Accomplishments

The JcR program had the following key achievements during the three-year implementation:

- Created a diverse network of strategic partners that have leveraged over $10 million and increased local ownership and sustainability of crime prevention efforts in Mexico. During every stage of the program, JcR successfully attracted support from community organizations and leaders, CSOs, corporations, government agencies, and universities. The leverage drawn to the program significantly strengthened the impact of JcR on young people by providing resources to fund additional training and placement opportunities. As a result, YBI, SERAJ, JCC and its two anchor private sector partners, Intel and Prudential Real Estate Investors (PREI), have grown the network of JcR's resource and technical partners to include: 28 national and global private sector companies; federal, state and municipal government institutions in 52 municipalities; 11 universities; and four global NGOs with operations in Mexico.

- Designed an integrated and comprehensive program, utilizing primary, secondary, and tertiary prevention strategies, to support vulnerable and at-risk youth who live in communities characterized by high levels of violence. The JcR initiative included the design and implementation of three programs: A **School Continuity program** – A primary prevention program designed to prevent school dropouts among students transitioning from middle to high school, mitigating one of the main risk factors for youth who live in a context of violence - being outside the school system; a **Safe Spaces program** – A secondary prevention program designed to serve youth who are unemployed and out of the school system, offering technical and soft skills training and connecting them with education and job opportunities so as to reduce the risk of young people engaging in illegal activities; and a **Social Reinsertion program** – A tertiary prevention program designed to serve youth in conflict with the law, helping them to develop a transition plan, be reinserted into their communities, and to prevent young people from a recurrence of their engagement in violent or illegal activities.

- Created six new Youth Centers that have served at-risk youth in six polígonos in Tijuana and Monterrey. In the JcR safe spaces program, young people from the six target communities helped build these six community assets as part of their technical training in construction, and as a result, the centers have become trusted, vibrant, and popular community centers with local youth and residents. Staff at the centers offer comprehensive services ranging from human development and leadership training; opportunities for community service; technical training in construction, Information and Communication Technologies (ICT), and hospitality; and placement services. With customized support from staff, 2,143 youth who enrolled at the centers have created Personal Development Plans and learned how to set personal, professional, and educational goals. Of this group of young people, 1,286 (60%) have been placed into jobs, internships, further technical training, and further schooling.

- Provided technical training in construction, ICT, and hospitality benefitting close to 800 youth to date, with more than 80% of these youth receiving industry-recognized certifications in their trade of choice. Through innovative partnerships with Intel and the Mexican Chamber of the Construction Industry (CMIC), young people participated in ICT courses adapted from Intel's learning curriculum or specialized in electricity, painting, masonry, or blacksmithing courses provided by the Training Institute of the Construction Industry (ICIC). Through a new pilot initiative with Nacional Monte de Piedad and the Tecnológico de Monterrey, JcR has been able to offer scholarships to 122 youth to participate in a specialized online course in four different hospitality trades: culinary skills and restaurant management, tourism and hotel management, office management, and entrepreneurship training to start a small business.

- Increased school retention rates and helped improve the environment of 12 public schools in the target polígonos. The school continuity program engaged close to 3,900 students and 850 family members and teachers at 12 public schools. After analyzing the high dropout rates in the six polígonos, JcR crafted strategies to 1) serve the entire school population, including students, families, teachers, and administrators, and 2) offer a more intensive, customized program to support the students at the highest risk of dropping out. As a result, out of the total students that participated in the intensive program, 91.6% successfully concluded their studies for the school year and 67.3% enrolled in the next grade level.

- Increased the participation of youth in their neighborhoods and schools, building a culture of civic engagement and community participation. JcR delivered leadership training to over 600 youth, who have organized 123 projects to benefit their schools and communities and which engaged an additional 2,431 local youth in the process. The leadership training has had a substantial impact on the young people and the way they view themselves and their communities. The JcR participants have organized cultural, athletic, and artistic events ranging from hosting football tournaments, to showing movies in local neighborhoods, to offering music lessons. By learning how to conceive, organize, and implement social projects, the young people have realized that they can be positive agents of change in their own communities and make a difference by supporting others. As a result, the community service projects have

helped change the perception of the young people in the community, as family members, local officials, and community leaders see that young people can play a positive role in the community.

- Designed a new re-entry program for youth in conflict with the law that has engaged 188 detained youth and their families. Through partnerships developed with the Diagnostics Center for Adolescents in Tijuana and the Penitentiary Administration Agency in Nuevo León, JcR has provided technical and leadership training to youth residing in detention centers, and customized support to enable these youth to develop a re-entry plan for when they are released from the juvenile facilities. For this work, JcR has been recognized as one of the key civil society programs in Mexico that serves youth in conflict with the law.

- Impacted GOM national youth and violence prevention policies through technical assistance to the country's largest government-led violence prevention initiative. Through a partnership with the Undersecretary of Prevention and Citizen Participation of the Ministry of Interior and the private sector company, Capital MX, the JcR program provided technical assistance to the Glorias del Deporte. Futbol Escuela de Vida (FEV) program, strengthening the program's focus on violence prevention, sharing effective international practices to enhance the program model, overseeing the external evaluation of FEV, and creating and coordinating a national network of 14 civil society organizations that operated the program in nearly 50 municipalities, serving approximately 15,000 youth in a three-year period.

- Facilitated the replication of the JcR program in five new municipalities. With the support of government and private sector funding, the JcR safe spaces program has been replicated in the municipalities of Toluca and Ecatepec, Edo. Mex; Tlaxcala, Tlaxcala; Acapulco, Guerrero, and Zamora, Michoacán. Additionally, the youth in conflict with the law program has been replicated in Toluca. As a result, the JcR program is impacting at-risk youth in a total of six states in the country. Furthermore, the working model is gradually becoming public policy through local goverment ownership.

- Designed and implemented a highly customized Management Information System. The JcR program developed a Management Information System (MIS) that is customized to the diverse needs and complexities of the JcR program. This MIS has allowed JcR to compile and organize personal information about each young participant – which 1) facilitates specifically tailored attention to each youth and the customized trajectory of each within the program; 2) organizes the operation of the program, including the diverse services that are offered to youth; and 3) documents and analyzes information about diverse indicators of the population served.

Program Summary

Jóvenes con Rumbo (JcR) responded to the USAID/Mexico strategic objective to diminish the impact of violence in the lives of young people and in local communities located near the U.S./Mexican border. JcR provided a comprehensive array of programming and partnerships that supported the efforts of Mexican young people to build resilient communities and pathways to leadership, lifelong learning, and productive livelihoods in Tijuana and Monterrey. Within these two cities, the JcR GDA concentrated resources in six target communities: Independencia, La Alianza, and Nuevo Almaguer in Monterrey, and Camino Verde, Granjas Familiares, and Mariano Matamoros in Tijuana. The JcR program focuses on achieving the following two high-level objectives:

I. Improve the availability, relevance and quality of youth leadership and workforce development programs in target communities; and

II. Create economic, educational and social opportunities for youth, women and other vulnerable groups in target communities.

JcR mobilized the experience, resources and expertise of two highly successful national Mexican youth serving NGOs, JCC and Seraj, who between them have implemented a full range of education, training, employability and leadership programs for in-school, out-of-school, and unemployed Mexican young people. Two global corporations with major operations in Mexico, the Intel Corporation and Prudential Real Estate Investors (PREI), joined this GDA and provided training, mentoring, job and internship placement opportunities to participating youth. The Prudential Foundation is a private foundation lead resource partner to the GDA. YouthBuild International (YBI), the US-based partner to this Alliance, has been in operation for 37 years, with program sites in 260 locations in 46 States and 100 program sites in 21 countries. JcR aimed to significantly diminish the barriers that impede a young person's ability to gather the necessary social, economic, educational and leadership capital to secure viable livelihoods. JcR addressed education deficits, link young people to relevant, demand-driven training activities, and called on youth to take on meaningful leadership roles in their communities.

The GOM requested YBI and SERAJ to provide technical assistant to strengthen the national-wide violence prevention program Glorias del Deporte. Futbol Escuela de Vida (FEV). FEV is a multi-sector program, initiated by the GOM including the participation of the private sector (Capital MX), the government, and a civil society (network of 14 CSOs, coordinated by SERAJ and YBI. The GOM implemented the first pilot phase of the FEV program in 21 cities, serving a total of 1500 at-risk youth, from August to December 2013. After the successful implementation of the pilot, the GOM decided to expand the program to 54 municipalities around the country and formally requested the technical assistance of YBI in order to strengthen the FEV model and improve the education and human development component of the program. The JcR program has supported FEV as a component of the program, through which close to 15,000 at-risk youth have been served.

Background: Context of youth in Mexico

The early years of a person's life are critical to his/her personal development. Opportunities – or a lack thereof – that are experienced during this period of life are central in assisting or hindering personal and professional development. During this time, behavioral patterns are formed, values are set, and attitudes of tolerance – or intolerance – are strengthened, leading a young person to establish attitudes and feelings towards diversity. Therefore, in social terms, these years are also a stage of human development, where young people form a sense of belonging and social integration, embrace their roles as citizens, and form the fabric of social cohesion.[2]

In Mexico, there are 38 million young people between the ages of 12 and 29 years, representing over 30% of the population.[3] This segment of the population represents a "demographic window of opportunity," as there are more people of working age compared to the dependent population (children and elderly). However, the situation of inequality in the country and a lack of opportunities supporting young people and their economic and social development is so great that it jeopardizes the social cohesion of the country[4] and the possibility of these young people fully exercising their rights and enjoying a productive life.

Over 22% of young people between the ages of 15 and 29 (about 1 in 5) in Mexico are out of the education system and/or unemployed.[5] This population has been categorized as NiNi (not studying or working). Jóvenes con Rumbo believes this categorization of young people is inadequate, because it leaves the responsibility to study and/or work, only on the young person, and is therefore a reductionist term that does not consider other factors such as family, community and context, that influence or cause a young person to leave school or to remain unemployed. JcR pioneered a new term, SinSin[6] - without opportunities of school, jobs, or other educational/economic opportunities – which we believe to be a more appropriate description of these young people.

In the country, about 15 million young people, or nearly 40%, live in multidimensional poverty[7] and 12.5 million are in conditions of educational backwardness.[8] In addition, there are cultural patterns, including gender roles, which also influence the condition of unemployment of the young people. Over 75% of young people who are unemployed and out of school are women, and 67% of them have children, showing that in Mexico, at-risk women have fewer educational and employment opportunities than at-risk men.[9]

Besides these structural conditions that increase social risk amongst young people, the situation in Mexico is exacerbated by increased violence in the country, especially in communities with high levels of inequality in particular. JcR works in communities where the presence of criminal groups is high, and the need to prevent violence is more urgent. Youth are clearly one of the components of the Mexican population most affected by violence. While the national homicide rate is 19 per 100,000 inhabitants, in the case of young people between the ages of 15 and 24, the rate goes up to 23.6%. Additionally, more than one third of the homicide victims in 2013 were young people between the ages of 15 and 29 years old.

JcR aims at tackling some of the most important challenges facing youth in vulnerable situations regarding violence and crime. Being out of school and unemployed does not allow young people to participate actively in educational or socio-economic contexts, while also increasing their risk of social and labor exclusion, engagement in criminal activity, unsafe sexual practices, and addiction, among others.[10] In the country, 3,255 young people drop out of high school each day and 650,000 drop out each year.[11] The JcR program helps prevent school dropout and supports youth in completing their education cycles. The relationship between low education and lack of employment is clear in the country: 26% of the young people who are out of school and unemployed have not completed basic education, and almost 44% have not completed high school.[12] The link between low levels of education and the risk of becoming victims of violence, is also clear; studies have established that men without primary education are 25 times more likely to be killed than men with a university education. This trend is similar for women.[13] Therefore, JcR seeks to mitigate some of these risk factors.

2 Székely Pardo, Miguel. (2012) "Jóvenes que ni estudian ni trabajan: Un riesgo para la cohesión social en América Latina". En Díaz, Francisco Javier y Meller, Patricio (ed). Violencia y cohesión social en América Latina. CIEPLAN.

3Gómez-Hermosillo, Rogelio. (2014) "Panorama de la realidad de las personas jóvenes en México", en Prevención de violencia y construcción de paz: Modelos de trabajo con jóvenes. SERAJ.

4Székely Pardo, Miguel. (2012) "Jóvenes que ni estudian ni trabajan: Un riesgo para la cohesión social en América Latina". En Díaz, Francisco Javier y Meller, Patricio (ed). Violencia y cohesión social en América Latina. CIEPLAN.

5OECD. (2014). Education at a Glance 2014: OECD Indicators.

6Lanzagorta, Tere (2015). Presentación sobre programas de segunda oportunidad. Cumbre CLASE en Movimiento: Más y mejores oportunidades para los jóvenes.

7CONEVAL 2008. Comunicado del día internacional de la juventud.

8INEGI 2010. Censo de población y Vivienda 2010.

9Tuirán, Rodolfo y Ávila, José Luis. (2012). "Jóvenes que no estudian ni trabajan: ¿Cuántos son?, ¿quiénes son?, ¿qué hacer?". En Revista Este País Núm. 251. Marzo 2012.

10Székely Pardo, Miguel. (2012) "Jóvenes que ni estudian ni trabajan: Un riesgo para la cohesión social en América Latina". En Díaz, Francisco Javier y Meller, Patricio (ed). Violencia y cohesión social en América Latina. CIEPLAN.

11INEE (2013). Panorama educativo de México. Indicadores del Sistema Educativo Nacional 2013.

12Idem.

13Merino, José et al. (2013). "Marcado para morir". NEXOS. Núm. 427 julio, 2013.

Program Framework

Jóvenes con Rumbo (JcR) was designed to respond to the issues outlined above, viewing violence as a multidimensional and reproductive phenomenon with multiple causes and diverse manifestations that are often linked to each other. Based on the conceptualization of violence by Johan Galtung, there are at least three dimensions of violence: direct, structural, and cultural. Direct violence is visible and is related to aggression. Structural violence includes oppressive social, political and economic conditions that impede the development of people - such as poverty and lack of access to education and health services. Cultural violence is derived from the imposition of values that deny cultural diversity and legitimize the use of force as means of resolving conflicts.[14]

JcR believes that these structural, cultural and relational conditions that lead to various forms of violence are not without solution and are not completely determining of a young person's future. For this reason, JcR works to develop the social skills of young people to provoke reflection of their living conditions and to provide systematic, customized, and quality support and monitoring of the personal progress of each program participant. This integral process of skills development, support, and follow-up services provides partic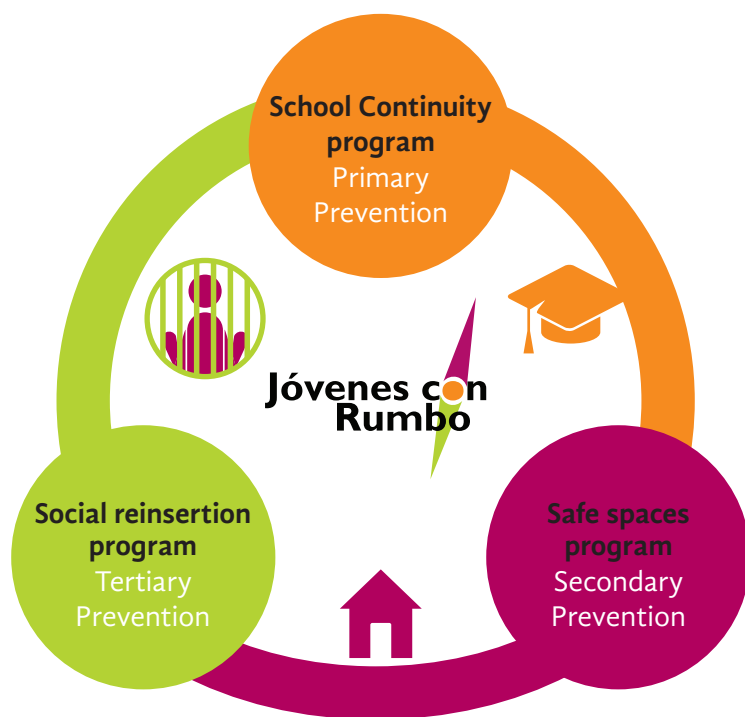ipants with a foundation for transition into a more productive life, which allows them to experience a fuller and more satisfying life and to more fully exercise their human rights.

JcR is a prevention program that enables young people to overcome the impact of personal challenges and failures and significantly strengthen their life skills and resiliency, enabling them to take control over the course of their life and manage their responsibilities consciously and enthusiastically.

Resiliency is the ability to adapt and recover from adverse situations and is reflected in life and psychosocial skills that enable people to cope with the demands and challenges of everyday life.[15] Life skills may be divided into five basic areas: 1) the ability to make decisions and solve problems; 2) the ability to think critical and creatively; 3) the ability to communicate and relate to others; 4) the development of empathy and self-knowledge; and 5) the management of emotions and stress.[16]

The JcR model structures its interventions/activities within the three levels of violence prevention as established by the World Health Organization (WHO)[17]:

- **Primary prevention:** Interventions aimed at preventing young people from becoming victims of violence or engaging in violent activities before they occur (such as access to health, education, employment, art, etc.).

- **Secondary prevention:** Interventions designed to protect at risk social groups (such as homeless youth, young people with substance abuse issues, out of school and/or unemployed youth, etc.).

- **Tertiary prevention:** Includes strategies to prevent the recurrence of violence (such as the reintegration of youth already in conflict with the law back into society).

School Continuity program — Primary Prevention
Jóvenes con Rumbo
Safe spaces program — Secondary Prevention
Social reinsertion program — Tertiary Prevention

14 Lamadrid, Luz María (2014) "Construcción de paz y prevención de la violencia" en Prevención de violencia y construcción de paz: Modelos de trabajo con jóvenes. SERAJ.

15 Becoña Elisardo (2006). Resiliencia: Definición, características y utilidad del concepto. Revista de Psicopatología y Psicología Clínica. Vol. 11, Núm. 3. Asociación Española de Psicología Clínica y Psicopatía (AEPCP).

16 UNICEF (2012). Global evaluation of life skills education programs.

17 Lamadrid, Luz María (2014) "Construcción de paz y prevención de la violencia" en Prevención de violencia y construcción de paz: Modelos de trabajo con jóvenes. SERAJ.

Technical Activities and Results by Goal
Cross-cutting Goal: Development of Strategic Partnerships and Sustainable Alliances.

Background

During the three years of the implementation of the program, JcR dedicated great efforts to creating and maintaining diverse partnerships and alliances that could strengthen the program's efforts and broaden its impact. The program was successful in opening relationships and working in partnership with the private sector, municipal, state, and federal government agencies, universities, and civil society organizations and networks.

Results

The role that private and public sector stakeholders played was critical in contributing to the success of the initiative, and the program was successful in its efforts to leverage over $10 million USD, exceeding the GDA commitment to leverage $3.12 million USD as part of the GDA requirements.

Please see Exhibit 2 for detailed leverage and partnership charts.

Results of the partnerships with private sector

Over the course of the three years of implementation, JcR incorporated 22 private sector companies and groups as allies of the program, with diverse levels of engagement. These private sector partnerships allowed JcR to leverage $2.28 million USD worth in contributions – both in kind and in cash – that strengthened the program's operations and intensified its impact.

From the conception of the program, the Intel Corporation and Prudential Real Estate Investors (PREI) participated as private sector resource partners of the GDA. These two partnerships allowed the program to provide a full curriculum in Information and Communications Technologies (ICTs) and to initiate relationships with some of the most important real estate and construction companies in Mexico.

In a later stage of the GDA, two more private sector entities partnered with JcR and strengthened its technical training services. First, the Mexican Chamber of Construction Industry (CMIC) signed an agreement with JcR both in Monterrey and Tijuana to offer technical training and certification to JcR participant youth at a subsidized cost. Second, Nacional Monte de Piedad offered JcR its customer services curriculum that had been developed with the prestigious university Tecnológico de Monterrey, and provided scholarships to JcR youth to take four different online courses and to gain market-recognized certifications from the Tecnológico de Monterrey.

The contribution of diverse companies proved critical in enabling JcR to renovate, build, and equip the Youth Centers, and other public spaces, as part of the technical training in construction. These key partners included the Xignux Foundation, Cemex, Comex and Grainger.

JcR also forged alliances with a diverse range of companies, such as Manpower, Coparmex and Arca, that have hired JcR youth, facilitated the process of job placement, and shared information about employment vacancies.

Additionally, the private sector played an instrumental leadership role in the development of the Glorias del Deporte, Futbol Escuela de Vida program. Capital MX was in charge of coordinating the program throughout the country and engaging former football players as trainers and guides for the youth. Companies like Coca-Cola, Scotiabank, and Voit also provided important in-kind and cash donations to the program.

Results of the partnerships with governments

The JcR program established strong partnerships with multiple levels of goverment, including: three municipal governments, two state governments, and the federal government. The program was able to leverage in-kind and cash contributions from government institutions worth $7.82 million USD, which strengthened JcR local operations and also provided the ground for local ownership in the communities.

Perhaps the most significant partnerships were those developed in order to establish the Youth Centers (YECs) in the six target communities. In Tijuana, JcR partnered with the Youth Institute, the Sports Institute, the Department of Prevention and Citizen Participation, and the local "delegaciones" of Camino Verde and La Mesa (Mariano Matamoros). In the metropolitan area of Monterrey, JcR partnered with the Regia Youth Institute, the Human and Social Development Ministry of Monterrey, the Social Development Ministry of Nuevo Leon, and the Municipal Government of Guadalupe.

The partnerships developed with the Ministries of Social Security of Nuevo Leon and Baja California were crucial for JcR's work in the detention centers.

Finally, JcR partnered with diverse government institutions that complemented the services provided at the YECs and schools. For example, while staff did not provide drug addiction services, legal counseling, or formal schooling, JcR leveraged partnerships to refer program participants to these complementary services. Principle allies included: the National Institute for Adult Education (INEA) that allowed many JcR participants to obtain formal certification of their primary and middle school studies; the Labor Ministries in both states that shared information about job vacancies for youth; the Family Integral Development (DIF) centers that offered services to some of JcR youth who had no home, or who faced domestic violence; and the Youth Integration Centers that treated JcR youth with drug addiction problems.

Results of the partnerships with education institutions

JcR's partnerships with diverse education institutions allowed the program to strengthen its primary and secondary prevention strategies (in the neighborhoods and schools). JcR's school continuity program was made possible due to the agreements with 12 public schools (eight middle schools and four high schools) in the two cities that opened their doors to the program and embraced the implementation of the school drop out prevention strategy. The collaboration of school administrations and teachers was crucial in identifying students at risk of dropping out of school.

JcR also partnered with 10 universities located in the two cities, and the universities designated JcR as an institution that could receive students who would volunteer at the program in order to meet their mandatory social service requirement for graduation. This strong alliance between JcR and the higher education sector motivated the participation of over 100 volunteers in the program, mostly as facilitators of the activities and workshops in schools, but also as facilitators of ICT training courses at the YECs.

Through its partnership with Nacional Monte de Piedad, JcR also formed a productive alliance with the Virtual Learning Center of the Tecnológico de Monterrey, whose tutors provided additional support and instruction for the JcR youth enrolled in Tec's four online customer services courses. JcR delivered training to 120 youth through this partnership.

Finally, JcR established strong partnerships with public and private entities that offer technical training, such as the Training Center for Industrial Work (CECATI) in Tijuana and the Training, Certification and Evaluation Center of Nuevo Leon (ICECCT), which have allowed JcR youth to access further technical training so that they can obtain employment that provides better working conditions.

Results of the partnerships with civil society organizations and networks

JcR has partnered with over 20 civil society organizations in Tijuana and Monterrey that have also enriched the program's work through the exchange of strategies and services. Through USAID's leadership, JcR participated in the network of organizations in Tijuana and Monterrey working on violence prevention programs.

YBI and SERAJ participated in the Board of Directors of the CLASE en Movimiento network that was founded after the CLASE summit in 2014. The summit's goal was to disseminate successful practices that support young people in developing positive life trajectories. The network brings together 100 civil society organizations, universities, and private sector companies that focus on three education issues related to youth between the ages of 14 and 19: 1) school continuity; 2) the connection between education and work; and 3) second chance programs. YBI leads the initiatives related to second chance programs in the country while SERAJ guides school continuity initiatives.

As part of the Glorias del Deporte, Futbol Escuela de Vida program, YBI and SERAJ have coordinated the participation of a network of 14 civil society organizations that implement the program in the municipalities and have been in charge of training the staff — including sports trainers, city coordinators and educators.

Goal 1: Establish Safe Spaces for Youth

Background

The lack of spaces dedicated to youth was a common challenge and a serious issue in the target communities selected for the program. For this reason, JcR sought to increase the number and quality of safe spaces for youth outside of the labor and educational systems in the six high-crime communities in Tijuana and Monterrey.

During the planning stage of the program, JcR staff developed the concept of Youth Centers (YEC): welcoming spaces where youth can gather to advance their basic education and job readiness skills, implement community-based improvement projects and violence prevention initiatives, access a full range of cultural and sports related resources, and encounter caring, resourceful adults who are dedicated to their safety and success.

Overarching Program Results

JcR met the target of opening six YECs, one in each of the program's target communities. In the six YECs, JcR served 3,955 youth, surpassing the goal of serving 2,800 youth. To open these YECs, JcR established partnerships with various entities within state and municipal governments. This government support was critical to the overall success of the YEC initiative as well as the drive of the young people that participated in the construction and rehabilitation of the centers. As a result, the six target communities now have a specific space dedicated to youth, which has also contributed to creating healthier environments and cohesion in the local neighborhoods.

The YECs became "learning communities" where youth were engaged in technical training and supplemental services that helped them to overcome their lack of formal education; this was a unique service that was not offered in the neighborhoods by any other private or public entities. JcR achieved the goal of reaching at-risk youth in the communities. Out of the youth served, 86% were unemployed and 61% out of school at the time of their enrolment.

The programs and services in the YECs were customized to respond to each of the young person's needs and desires. The key process at the YECs enables youth to formulate a Personal Development Plan (PDP) with the guidance of a youth tutor. As a result of the work in the YECs, 2,143 youth created Personal Development Plans. Out of these youth, 1,286 youth (60%) were placed: 371 found jobs, 690 went back to school, and 361 were placed in further technical trainings.[18]

Results by City
Tijuana

In partnership with multiple municipal institutions, JcR opened three safe spaces in the city of Tijuana, serving 1,666 youth. The Youth Institute and the Department of Prevention and Citizen Participation of Tijuana supported the three YECs and the overall operation of the JcR program in the city.

JcR opened a YEC in Camino Verde in partnership with the Youth Institute of Tijuana and the Subdelegación Sánchez Taboada, which donated the land for the YEC to the JcR program. Young people helped build two rooms that serve as the YEC, and also renovated and cleaned the surrounding areas of the subdelegación. The YEC in Camino Verde was inaugurated in late March 2013 and has served 740 youth through the program's different activities.

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18 Please note that some youth were placed into more than one opportunity, for instance work and school. For this reason, the sum of placements in jobs, courses and school (1,422) does not total the number of youth placed (1,286).

JcR partnered with the Municipal Sports Institute of Tijuana (IMDET) to renovate an abandoned gym in Mariano Matamoros that was being used for illegal drug use and sales. Through JcR's construction training, youth from the community renovated the gym and cleaned the surrounding area. In exchange, IMDET donated space within the gym for JcR to establish its YEC, which opened its doors in November 2013. Since then, the program has served 480 youth in the community. Additionally, as a result of the JcR program, this space has been rejuvenated as a lively, popular, and vibrant community space that offers services to the whole community.

Through a partnership with the Granjas Familiares Neighbors Committee, JcR established a YEC in that community and launched programming in November 2013. A group of JcR program participants built a room for the program activities, and the Neighbors Committee allowed JcR to use its computer room for ICT trainings. In this YEC, JcR has served 446 youth.

Monterrey

JcR worked in partnership with the state authorities of Nuevo León, and municipal authorities of Monterrey and Guadalupe in order to meet the target of opening three safe spaces in the metropolitan area of Monterrey. In these spaces, JcR served 2,287 youth, exceeding the goal of serving 1,400 in the city. The Ministry of Public Security, through the Undersecretary of Prevention and Citizen Participation of the state of Nuevo León, was a crucial ally in supporting the development of the JcR program in the three communities. To help renovate these public spaces in Nuevo León, JcR also developed diverse partnerships with private sector entities that contributed construction materials, other in-kind support, and cash donations to make the opening of YECs

a reality. These private sector partners included the Xignux Foundation, CEMEX, and Comex.

JcR partnered with the Regia Youth Institute and the Human and Social Development Ministry of the municipality of Monterrey to establish the YEC in La Independencia. Youth renovated an abandoned space that belonged to the Youth Institute and started offering youth services in March 2013. La Independencia is a neighborhood with a high presence of criminal groups and gangs that divide the area into different territories. Mobility for youth is difficult, as they are not allowed to move between these territories. As a result of the JcR program, and in partnership with DIF Heriberto Jara and other local groups, areas of the neighborhood were rehabilitated, achieving better environments for youth to develop in. JcR worked with 791 youth in La Independencia YEC.

JcR partnered with the Ministry of Social Development of Nuevo León to establish the YEC in La Alianza. The Ministry donated a land parcel to JcR inside the community center. With the support of the technical trainers, JcR youth took charge of building a three-room center that opened its doors in December 2014. Before that time, JcR served youth from the community in spaces provided by the Ministry. JcR worked with 1,109 youth from La Alianza.

The municipal government of Guadalupe partnered with JcR for the establishment of the YEC in the community of Nuevo Almaguer. Youth from the program renovated an abandoned police station and turned it into a safe space dedicated to youth. The creation of this space has had a very positive impact in the community and resulted in improved perceptions of the role of young people in the community. 387 youth from Nuevo Almaguer have participated in JcR activities in the neighborhood.

Testimonies

"Since joining JcR I graduated from middle school and plan on enrolling in high school next year. JcR has helped me to identify my strengths that I did not even know I had. My family supports my participation in JcR because now I am involved in something productive."

-Juan Pablo,
16 years old
Mariano Matamoros, Tijuana, Baja California
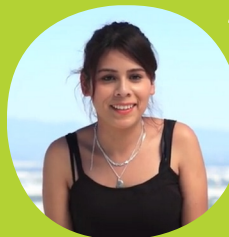
"I didn't know what path to take, what I had to do or if I could continue studying. The truth is I didn't know. I told myself no, I don't have money and I can't study. So when I arrived there [at JcR], they encouraged me to start working and told me that they could help me to look for a job and fill out applications, and to continue studying high school. With the help of JcR staff, I am still in school, and I am working at a convenience store. I have been working there for six months now and am very happy."

-Reyna Marlene Cuevas Rodriguez,
19 years old
Nuevo Almaguer, Guadalupe, N.L.

Goal 2: Implement two technical skills training programs focused on the technology and construction sectors

Background

Lack of experience and appropriate training is one of the main obstacles that youth encounter in their search for a job. For this reason, JcR committed to offering high quality and relevant training to the participating youth. The program's alliances with the private sector were crucial for the success of this component.

GDA partner, Intel Corporation, donated its "Intel Learning" curricula to the program, in order to provide youth with basic technological training and skills necessary for any job. This training was also vital for youth that decided to go back to school, as ICT is a central emphasis in today's classrooms.

The technical training in construction was adapted from the YouthBuild International/Jóvenes Constructores de la Comunidad "Community Asset Building" (CAB) program model. This model engages young people and other community stakeholders in renovating community assets such as community centers, parks, schools, and other green infrastructure. Through CAB activities, young people learn technical and soft skills through practical, hands-on experience while building assets that benefit the entire community. JcR's construction training had two stages: the first phase enabled young people to learn entry-level construction skills through the CAB model, and the second phase allowed young people to develop more specialized skills in specific trades, including electricity, masonry, painting, and blacksmithing. To provide specialized training, JcR established an alliance with the Training Institute of Construction Industry (ICIC) of the Mexican Chamber of Construction Industry (CMIC) and so the youth gained industry-recognized certificates from ICIC.

Finally, in response to relevant job market opportunities in Tijuana and Monterrey, JcR created a new technical training in hospitality and customer service to facilitate youth placement. This training track was made possible through an alliance with the private sector institution Nacional Monte de Piedad (NMP). With financial support and scholarships provided by NMP, Tecnológico de Monterrey agreed to provide four online technical training courses in hospitality and customer service to JcR youth: gastronomy and restaurant management, tourism and hotel management, office management, and entrepreneurship and small business development. Young people who completed the course gained a certificate from the Tecnológico de Monterrey.

Results

Through these partnerships, JcR delivered technical training to 778 youth over the course of the three-year program, surpassing the goal of training 600 youth. Program staff trained 457 youth in the Intel ICT courses and 412 of them received a market-recognized credential; JcR offered technical training in construction to 545 youth, and ICIC certified 338 of these program participants; and finally, JcR offered hospitality and customer services training to 87 JcR youth in Tijuana and Monterrey, and to an additional 33 youth in Ecatepec, Estado de Mexico; Acapulco, Guerrero, and Iztapalapa and Gustavo A. Madero in Mexico City. 97 youth received their certificate from Tec de Monterrey. As a result of training, close to 70% of these youth were placed in jobs or further education opportunities.

Testimonies

"I live in La Independencia since I was born. I just concluded the Office Management course of Tec de Monterrey thanks to the Nacional Monte de Piedad scholarship that Jóvenes con Rumbo offered to me... JcR and the online course impacted positively my life as I was able to study again and to find a job.

Thanks to the new skills I learned, I now work at an administrative office of the state government of Nuevo Leon.

Just as in my life, JcR and these online diplomas have impacted the lives of other youth... now we have better opportunities to get ahead and to enjoy a healthy environment in our neighborhood."

- Mario Alberto García Peña
La Independencia, Monterrey,

"I am from Camino Verde, and today I work as a cook in Mamamía Pizza. Growing up my family had some difficulties and I wasn't able to finish my primary school.

In 2013, I enrolled in Jóvenes con Rumbo, first to take the Intel courses that they offered. I discovered that I was good at it, so I also became an intern there and helped other peers in the ICT courses. At that point, I decided to finish my primary and secondary school at the National Institute for Adults Education.

I've always like computers, and I like to cook, so I was very happy to take the Gastronomy and restaurant management course with Tec de Monterrey. I graduated in June and was able to visit the university to receive my certificate.

I am happy to work now as a cook, and I have learned a lot."

-Heriberto Ortiz
Camino Verde, Tijuana, B.C.

Goal 3: Implement a model to prevent school dropout in twelve schools in the six target communities

Background

Being outside of the education system is one of the major risk factors for young men and women to become targets of violence or to engage in criminal activities in Mexico. JcR Staff analyzed the school dropout phenomenon in the target communities and developed a program model, based on SERAJ's "Create Your Space" program, to address this challenge during the first year of the JcR initiative.

The JcR school continuity program identified strategies for reducing dropout rates among young people who are at high risk of leaving school, especially as they transition between middle and high school. In Mexico, during this transition alone, 15% of all students drop out of school (while approximately 80% of 15 year olds attend school, only 65% of 16 year olds and 45% of 18 year olds attend school).

The JcR school continuity program developed two intervention strategies: one engaging the general population of students, and another with a focalized strategy on young people at the highest risk of dropping out.

In the general population strategy, JcR worked with the school community, including students, teachers and administrative staff in order to raise awareness about the problem of high dropout rates, and to provoke reflection on the role played by teachers, administrative, and managerial staff and the student body in helping to curb this trend. This strategy helped improve the schools by creating a more supportive environment for students. Within this strategy, students also voluntarily participated in social leadership projects that aimed to improve the school environment in three main areas: academic, relational, and physical.

The focalized population strategy worked with youth at the highest risk of dropping out. Through coordinated work with education authorities, JcR staff identified the students who are most at risk of dropping out through indicators such as their attendance records, attendance during exams, misconduct reports, and failed subjects. These at-risk students worked with staff to create an Individual Action Plan that identified the factors that could lead them to dropout and to develop alternative strategies to keep the young people in school.

Results

To address the high dropout rates in the six target communities, JcR established alliances with the Ministry of Public Education in Baja California and in Nuevo León.

JcR implemented its school continuity program in 12 public schools: four middle schools and two high schools in each target city. 3,883 students and 843 adults (teachers and families) were engaged through the school continuity program: 2,313 students participated in the awareness raising workshops and 2,431 students took part in the school "brigades" (leadership projects) organized by students to help create better environments. The participation of the school community resulted in more encouraging environments for at-risk students.

In the focalized strategy for at-risk youth, JcR in cooperation with school authorities, identified 600 students at high risk of dropping out. Of this number, 357 voluntary participated in the JcR program – 279 in the third year of middle school, and 78 in the first year of high school. As a result of the program, 91.6% of the at-risk students that participated were able to conclude the school year, and 67.3% transitioned to the next level of education.

Testimonies

"When I was in the Middle School #117 I was sent to speak with professor Aldo [JcR] because I had failed many subjects and I had lots of bad reports. At the beginning I didn't want to go, I thought it would be boring, but afterwards I liked it. To tell the truth, I wasn't an exemplary student, and I thought school was too hard. I didn't pay attention to the teachers because I would rather be playing.

After I started going to the JcR talks, I started to see that school wasn't so difficult and that I could do it, also that it wasn't boring. Because besides going to the talks we also did other things like play, and when I had an exam, they helped me study. So I was able to finish middle school and to get into high school. I thought I wouldn't be able to, but I was.

When I was already in high school, I continued going with 'profe' Aldo. He asked me how I was doing in school, and although at the beginning it was hard for me, I passed all my subjects and now I am in the forth semester. I haven't failed and I've joined a Scout's program...

Honestly the talks and workshops did help me a lot."

- Axel José Chamarría
17 years old
Granjas Familiares, Tijuana, B.C.

"I remember that when I was in middle school, we went to special classes like once a week, along with other classmates, and that is where I met Fátima [JcR]. Almost all of us had many failed subjects, I had at least four: history, math, science, and I don't remember what else. In those classes, we learned a lot of things, like how to get along better with our parents, to do our best in school, and that if we didn't like one subject, we had to study harder for it. Also that studying will help us get ahead.

We enjoyed time together! I also remember that we would take our work to this class and help each other to complete what we needed to do.

At the beginning, we all thought we would not get our middle school certificate, but we did! I got a 7.8.

I am now in CONALEP Rangel Frías [high school], studying a technical career to become an office assistant, and I am now in the forth semester. I joined the marching band and I play the cornet. I like to teach others.

I want to finish high school to be able to get a good job."

José Alberto
16 years old
Nuevo Almaguer, Guadalupe

Goal 4: Develop the Leadership Training Program and define leadership competencies

Background

YBI understands leadership as the capacity to take responsibility so that things go right for oneself, one's family, and one's community. Staff integrated this definition of leadership into the JcR program and developed a curriculum to strengthen young people's leadership capacities on three levels:

- **Personal leadership**: focused on strengthening life skills,

- **Employment leadership:** focused on the development of work competences directly related with the capacity of getting and keeping a job, and

- **Social leadership:** focused on the development of competences for youth to participate and engage in social and community actions to improve their surroundings

JcR's leadership training is designed to empower young people to take the initiative to improve conditions and to help prevent violence in their own communities. JcR established the following 25 leadership competencies for program participants to attain:

Assertive communication	Organization of tasks
Team work	Organization of space
Dialogue/Active listening	Emotional self-control
Respect and tolerance	Financial education
Non-violent conflict resolution	Research
Setting and meeting goals	Having and using a support network
Self-knowledge	Self-esteem
Responsibility	Creativity
Punctuality and programming	Flexibility and adaptability
Initiative	Public speaking
Empathy	Decision making
Relationships with people with authority	Critical thinking
Respect for norms	

The curricula developed included:

- Three levels of a human development and leadership workshop focused on the development of life skills, an understanding of violence and its impacts, and non-violent conflict resolution.

- Two social project development workshops. The first was designed to support young people in improving the environment in schools, so that they could create a more encouraging atmosphere and help prevent school dropouts. The second workshop provided leadership training to help young people to organize diverse activities and projects in the neighborhoods to promote healthier relationships and environments in the communities.

Results

JcR offered human development and leadership workshops to approximately 1,200 youth in the YECs, and to 174 youth in detention centers.

Over the past three years, over 600 youth participated in the organization of 123 leadership activities and social projects benefitting their communities, while engaging more than 5,000 youth in the schools and neighborhoods in Tijuana and Monterrey.

JcR would like to highlight some of the social projects organized by youth within their schools and communities that exemplify the leadership drive of youth participating in this program, and the impact they were able to have in their communities when they became engaged as active participants in community life.

- In Camino Verde, a group of five young people decided to take on a project to create awareness in their community, and among their peers, about how violence in relationships can lead to domestic violence. After participating in JcR's human development and leadership workshops, and with the help of JcR staff, these five youth organized and produced two short videos. As part of the process, they were in charge of producing, acting, directing, and writing the scripts for the videos. Through the videos, the youth used the opportunity to foster debate in the community about issues related to domestic violence, violence in relationships, the risks that such violence entails, and to provide information on how people can respond if they are victims of, or witnesses to, violence. Besides presenting these videos to their peers in the Camino Verde YEC, the youth posted the videos on YouTube and presented them to other youth in the YECs in Granjas Familiares and Mariano Matamoros. As a result, participant youth were able to raise awareness about the presence of violence, not only in households, but also in romantic relationships and friendships among youth, hence contributing to preventing violence in their surroundings.

- In Camino Verde, Tijuana, a group of five JcR youth observed a community playground and noticed that the swings were broken and that the children could not use

them. The young men had completed the JcR technical training in construction, and also participated in the human development and leadership workshops, so they decided to collect some funds to buy materials and to work together to fix the swings. As a result, youth were able to use their newly acquired technical skills to improve the neighborhood. Immediately after the repairs were made, children from the community came to play on the swings, making the JcR youth proud of having had the initiative to improve a community resource for their neighbors.

- A group of JcR youth stimulated an interesting process of transformation in the neighborhood near the JcR youth center in Nuevo Almaguer. The group started by meeting to discuss the current situation of their community and to decide on actions they could take to improve its environment and the relationships among neighbors. Youth discussed the possibility of opening a small library within the YEC, organizing sports tournaments, and helping to clean up streets and community spaces. Finally, a group of nine youth took action and started a campaign to clean up the community and to collect recyclable materials such as aluminum and plastic. The objective in collecting these materials was to generate economic resources to support sports, and cultural and artistic initiatives in the community. The young people received great support from both adults and children in the community through donations of recyclable materials. This group of youth continued meeting and organizing diverse activities, including a children's summer course, where they taught kids how to use the recycled materials to make handcrafts. In April – May of 2015, the group organized an event to celebrate Mother's Day and the Day of the Children in Mexico. The event drew strong community participation, with 170 community members in attendance (120 children and 50 women). This group of youth achieved an amazing change in their immediate environment.

- JcR youth from La Alianza have organized themselves into groups to promote unique self-employment projects that allow them to take advantage of their skills while doing activities that they love. A group of youth organized the collective "Alianza Batucada" to get together and play instruments, and eventually, they formed a group of 10 youth and established the band "Ritmo carnavalero." As a result of these youth's participation in the program, "Ritmo carnavalero" started playing for community gatherings and has been hired to play in some Quinceañera parties, and other events. Another group of youth organized to market and promote a local barber shop. The youth designed posters and handouts with graphics highlighting the shop's hair styling and cutting services. Five young people – two women and three men – were involved in this collective, and they have received positive feedback on their promotional materials and strategy, which have helped generate new clients for the small business. These two groups are good examples of how JcR has boosted entrepreneurship in the communities.

• In Mariano Matamoros, a group of six youth heard of the partnership between JcR and streetfootballworld (sfw) and expressed interest in learning the Football3 methodology and in applying this methodology to address issues and problems faced by their peers. These six youth participated in a training workshop on the use of the Football3 methodology to address violence and gender issues, a training session facilitated by sfw's consultants. The young leaders then applied their new skills by serving as mediators in a tournament organized in their neighborhood. Football3 is a methodology that organizes the game into three phases – in the first phase, young people work together to formulate the rules of the game; during the second phase, the young people play the game; and finally, in the third phase, the young people reflect on what happened in the game and if the rules agreed to by the teams were met. There is no referee for Football3 games, but rather a "mediator" who is in charge of observing the rules set by the teams, and who helps to facilitate the discussions during the distinct phases of the game. The Football3 tournament attracted the participation of 73 youth from the community, and 64 of these young people (ages 8 – 14) formed 16 teams that played in the tournament. the results of the activity proved to be better relationships amongst the participating youth and a promotion of a healthy coexistence with each other.

• Twenty-one students – 17 girls and 4 boys – of the General Middle School #31 in Mariano Matamoros organized an artistic activity to communicate how important it is to stay in school. This group of students invited others to capture – in images or words on a blank sheet of paper – their thoughts and ideas on why it is important to continue studying. Youth shared very different ideas through their art, suggesting that studying is important not only for having better opportunities in the future, but also because it provides a space to meet people and forge long-lasting friendships. In order to develop the activity, this group of students went through a months-long planning process, where they had to develop objectives and strategies to meet their goals. They also had to engage in a dialogue with school authorities to request the necessary permission for this activity.

• A group of four students from the General Middle School #68 in Camino Verde, who participated in the JcR leadership program, identified that there were gender stereotypes in the school community that prevented students from having equal relationships among their peers, and with the school authorities. These students identified soccer as a traditionally masculine activity, and decided to organize a co-ed soccer match to challenge such stereotypes. They wanted to demonstrate that girls can also play sports, and that boys and girls can play together. The activity resulted in the mobilization of 118 students who participated in the "Match for Gender Equality", which contributed to breaking gender barriers inside the school.

• A group of students at the General Jesus M. Montemayor middle school in La Independencia decided to design a project including students and teachers that could help create better relationships and encourage students to stay in school. These youth were part of the JcR leadership program inside the schools, and they came up with the idea of a project called "mail coexistence." They invited students to write to their teachers to express their gratitude, with a goal of fostering better relationships with the teachers, and also to encourage teachers to care for their students. 76 students – 45 women and 31 men – wrote letters to their teachers, thanking them for their continued hard work and dedication to the students, achieving to bring students and teachers closer.

Goal 5: Design and implement a model re-entry program for youth in conflict with the law

Background

JcR's Social Reinsertion Program began with an in-depth analysis of already existing intervention models for tertiary prevention. The analysis consisted of research performed by JcR local teams on state programs that support youth in conflict with the law from the point where they are "behind the walls" to when they reenter society, including YouthBuild USA's Start Making a Real Transformation (SMART) program. Additionally, in order to better inform the design and approach of the model, JcR participated in international meetings and events. These events included participating in a site visit to the DREAMS YouthBuild program in New York; the 3rd L.A. Gang Violence Prevention and Intervention Conference; the International Conference TOGETHER FOR ACTION; Partnerships for Youth Crime and Violence Prevention in the Americas in Antigua, Guatemala; and the Crime and Violence Social Prevention Week organized by the Ministry of Interior (Segob) and the Inter-American Development Bank (IDB).

The JcR social reinsertion program is based on the idea that young people have the ability to reflect on their life situation and the causes that led them to be in conflict with the law, and to change their life choices so as to live in a dignified and peaceful manner, in harmony with their families and communities. Based on this principle, JcR developed a curriculum that works with youth, individually, in order to assist them in the elaboration of a reinsertion plan; with youth groups, so that they can collectively identify the risk factors that surround them and work on the protection factors that they need; and with their families so that they get involved and become a positive, protective entity that supports the reinsertion process of the youth.

During the design period, JcR held meetings with government representatives in charge of penitentiary and justice systems in order to establish partnerships that would allow the program to work with youth in conflict with the law inside detention centers. The program successfully consolidated alliances with the Ministries of Public Security of Nuevo León and Baja California, and was able to work with youth in the Diagnostics Center for Adolescents of Tijuana, the Detention and Adaptation Center for Adolescents of Nuevo León in Escobedo and Constituyentes, and the Social Re-adaptation Center in Cadereyta, Nuevo León.

The program set three main objectives:

• Link youth in conflict with the law with safe spaces during their reinsertion process, so that they can strengthen their life and work skills and identify and develop a support network.

• Identify the risk and the protection factors for each participating youth and work in partnership with them and their families to mitigate the first, and strengthen the latter.

• Prevent youth from re-engaging in illicit activities within a year of the young person's release

After two years of implementing the social reinsertion program, JcR staff observed underlying issues that drive youth to engage in illegal activities, and this analysis helped to strengthen the design and structure of the program. Based on interviews with the youth participants, JcR noted the following observations:

- Most young people with whom JcR worked were already outside the education system at the time of arrest. In Tijuana, about 80% of participants had not completed middle school and 14% had no schooling. In Monterrey, over 50% had not completed high school and 10% had not completed elementary school.

- More than 50% of youth participants were previously arrested for theft: 68% of young people in Tijuana were sentenced for theft, 55% for robbery, and 10% for murder. In Monterrey, about 30% of youth participants were sentenced for robbery, 25% for homicide, and 16% for crimes against health (in Mexico, such crimes include drug production, possession, and distribution).

- The majority of young people reported having used illegal drugs before their arrest: 70% of young participants in Tijuana and 50% of young participants in Monterrey used drugs before being arrested.

Results

JcR exceeded its goal of working with 140 youth in conflict with the law, as staff served 322 youth in conflict with the law through the program: 188 youth inside detention centers, and another 134 in the communities. Out of the youth in communities who mentioned having had conflicts with the law prior to their participation in the program, 28

youth (24 male and four female) reported having received and served a sentence.

- 174 of the participants in the social reinsertion program took part in human development, leadership, and employability workshops, and 126 of them developed personal development plans for their reinsertion.

- 60 young people completed training in construction trades inside the detention center in Escobedo, and contributed to creating a better space for visitors to the facility. As part of their construction training, youth built tables and benches in the detention center's court yard.

- 72 families of young people participated in the program, engaging them in the social reinsertion process of their young family member.

- 50% of young people who were released from juvenile facilities in Tijuana and received JcR follow-up services found employment or an opportunity to continue their education.

Testimonies

"JcR helped me leave things in the past. I now focus in my short, medium and long- term goals.

When I left the detention center, I immediately went to get my ID in order to be able to get a job. I am working with my uncle repairing machinery now. And I have also improved my relationship with my family.

In the short-term, I want to save some money to study. In the mid-term, I will start studying high school in August, and I would like to go to university later on."

-Roberto
18 years old
Released from Diagnostics Center for Adolescents of Tijuana in January 2016

"I am Jorge and I currently live with my grandmother Ana, along with my wife and my son Arturo who is a one year and three months old. When I left the detention center, I came to my grandmother's house because here is where I find support from my grand- parents. For what I learned in the [JcR] talks, they helped me realize that it wasn't good for me to be around with the same people than before, and that I need to be more interested in my family now. My grandma takes care of me and always asks me where I am going, who I am with, because she doesn't want me to fall back into bad steps.

I work all week setting up industrial sheds and on Saturdays I work with a welder as his assistant. I like to be with my family, with my wife and kid. Sometimes I get a bit depressed because money is not enough, but my family encourages me to get ahead. That is why I want to study high school, because I know that if I study I will be able to earn more money and we will be able to rent our own house.

I think this experience, and the talks helped me a lot to change how I was, and to value the people that helped me. Because my grandparents have always been there for me, and it is now my time to help them."

- Jorge
19 years old
Released from Detention and Adaptation Center Escobedo in July 2015

Goal 6: Support the evaluation of the Futbol Escuela de Vida (FEV) program, provide technical assistance and training to implementing partners, and facilitate the GOM's expansion of the FEV program

Background

From August to December 2013, the GOM implemented the first pilot phase of its "Glorias del Deporte. Futbol Escuela de Vida (FEV)" program in 21 cities, serving a total of 1500 at-risk youth. In this pilot, YBI's partner organization, Servicios a la Juventud, A.C. (SERAJ), was invited to coordinate the network of six CSOs in charge of the implementation of the program. SERAJ also developed the design of the initial educational material for the program and was in charge of training the educators in all of the cities. The company Capital MX was responsible for developing the football component of the program, managing the professional football players (trainers), and cultivating relationships with program sponsors from the private sector. After the conclusion of the pilot program, the GOM requested USAID and YBI to provide technical assistance for the development and expansion of the program.

The JcR specific objectives for the technical support to the GOM program were to:

I. Strengthen and diversify the FEV program design

II. Strengthen the national Government of Mexico FEV delivery system, through the technical training of Civil Society Organizations (implementing partners)

III. Provide an international platform to share and discuss best practices of sports-related violence prevention programs, and

IV. Support the evaluation and systematization of the FEV program for further replication

Results

During the 2014 initiative, the FEV program expanded to 54 academies in 27 states within the country. In 2015, the program worked in 35 academies, 28 municipalities in 15 states. In total, the FEV program has served close to 15,000 youth throughout the country, engaging a network of 14 civil society organizations that work directly with at-risk youth.

YBI and SERAJ were responsible for developing the program's operation manual and the education (life skills) curricula, and for training FEV staff in all localities on the violence prevention approaches directly impacting the public

policy of violence prevention in the country. In total, YBI and SERAJ trained 60 educators, 40 trainers and 28 program coordinators.

JcR also coordinated the exchange between the FEV program and the international network streetfootballworld (sfw). YBI partnered with sfw to strengthen FEV's gender perspective and conflict-resolution approach. Additionally, sfw provided recommendations to the program for its leadership and community work.

YBI staff coordinated the development and implementation of an external evaluation led by a team of consultants. The objectives of the evaluation were to: 1) identify the main accomplishments of the program; 2) assess the program's strengths, best practices; and principal challenges; and 3) develop recommendations for the systematization of the model and its possible expansion and replication.

During the 2014 FEV initiative, the team of consultants performed a qualitative analysis of the program and conducted a comprehensive revision of program tools and documentation. The evaluation team also conducted key stakeholder interviews, including with SEGOB, Capital MX, SERAJ, and YBI, and facilitated site visits to the academies of Guerrero, Puebla, Guanajuato and Hidalgo.

The primary findings identified through the 2014 evaluation activities were:

• The program is an innovative alternative for adolescents who reside in vulnerable areas with high violence and crime rates;

• By offering a safe space for healthy recreation and personal development, the FEV program fills a gap in policies to serve at-risk, vulnerable youth ages 13 – 16, and provides a second chance for these young people to develop positive and productive pathways to their future;

• In general, youth and their parents value the program. It provides an opportunity for youth to invest their time productively; strengthen their soft skills; improve their relationships with friends and family; and keep away from threats to their lives (violence, gangs, drugs, etc.);

• The program has established effective and productive partnerships across multiple sectors: CSOs, private institutions, and different levels of the government;

• In general, the staff at the academies demonstrate great commitment and enthusiasm in supporting the youth, earning the trust of the young people; and

• The program led to success stories in regards to youth recovering from drug addiction and re-enrolling in the education system.

During the 2015 initiative, the team of consultants continued to work on the evaluation of the program from a qualitative perspective. As the program is ongoing, the analysis will be completed during the second quarter of 2016. However, YBI and the team of consultants have:

• Coordinated the implementation of baseline questionnaires in all six-month academies[19]; and facilitated the implementation of baseline questionnaires for the "control group," formed by youth in 17 of the FEV target polígonos.

• In coordination with SERAJ, and based on the recommendations from the 2014 evaluation and lessons learned from recent program activities, staff revised the FEV Operations Manual and education materials.

• In coordination with SERAJ, the team facilitated six training sessions, three in Mexico City; one in Reynosa, Tamaulipas; one in San Luis Potosí, S.L.P., and one in Tuxtepec, Oaxaca. These skills-building workshops strengthened staff understanding of the violence prevention approach of the program and increased understanding of the at-risk youth population so as to help guide the selection of program participants. This year's training sessions included the participation of the full local teams (football trainers, educators, and coordinators) of all the FEV academies for 2015. The technical support of the program strengthened the coordination between the teams, and also further developed local capacities and reinforced the violence prevention approach among the teams.

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19 Some municipalities have only agreed to implementing the FEV program for a three-month period. These academies are not part of the evaluation analysis, as behavior attitudes cannot be perceived after such a short period of time, according to consultants.

Testimonies

"The program is very cool because it is not like a normal school because here we dialogue and they teach us values like respecting others and then we go outside and train...before I liked to be in the streets a lot but since learning more about soccer I don't like to be in the streets. I prefer to be in my house or come here to train...

"I don't have sufficient words to express what it feels like to share with my peers."

Israel's youth tutor shares that "During one of the workshops we had on drug use, Israel asked for the floor and shared his life testimony with everyone including how difficult it was for him to stop using drugs and the support he had from his mother. The other participants, who were not paying attention or were making noise prior to his story, stopped talking completely when Israel stood up. Everyone has so much respect for him and he has become an inspiration for the group."

- Israel Jesús Rivera
14 years old
Pachuca, Hidalgo

"I like playing soccer since I was little. I like it because it makes me feel good and because I get to hang around with the people I love. I think people who think that only men can play soccer are ignorant because whatever a man can do, a woman can do it too.

Today, I felt different than other times I've played soccer, because other times you don't get to talk as much. You just get there and get the ball. Here, there was more chance to share... I felt good to be able to set the rules. I proposed that the goals of a woman were worth two points... because they always want to make us feel less, so our goals should be worth more"

-Samanta
15 years old
Mariano Matamoros, Tijuana
Football3 tournament, based on streetfootballworld methodology

JcR Final Results: Monitoring and Evaluation Report

Introduction

Tracking progress and results was a priority for JcR throughout the implementation of the three-year program. In this chapter of the report, YBI states the objectives set at the beginning of the program in November 2012. The chapter briefly describes the process towards the achievement of the desired results and details the achievements of JcR during its three years of implementation, from September 24, 2012 to December 31, 2015.

For the purpose of monitoring, the program developed a Management Information System (MIS) customized to include specific information about each program participant, as well as tools for the operation of the program. Furthermore, in coordination with USAID, JcR developed a Performance Monitoring Plan (PMP) to detail all program performance targets and indicators for the three-year program.

Summary of Indicators and Results

#	Type of Result	Indicator	Total of End Target	Final Result	Difference #	Difference %
Goal One: Increase the number of safe spaces for young people in Tijuana and Monterrey						
1	Output	Number of youth participating in Youth Centers (YECs)	2,800	3,953	1,153	+41.18%
2	Output	Number of youth elaborating a Personal Development Plan (PDP)	2,000	2,143	143	+7.15%
3	Output	Number of parents, family members, community leaders or other community allies who participate in and support events at YECs	300	3,005	2,705	+901.67%
4	Outcome	% of youth who complete a PDP who are placed into a job, internship, further technical training, school or other placement opportunity	60%	60%	0	0.00%
Goal Two: Implement two certified technical training programs focused on the technology and construction sectors						
5	Output	Number of youth participating in technical skills training programs	600	778	178	+29.67%
6	Outcome	% of enrolled youth completing SERAJ/Intel technical skills training program (retention)	80%	90.10%	0	+10.10%
7	Outcome	% of enrolled youth completing JCC construction technical skills training program (retention)	80%	92.60%	0	+12.60%
8	Outcome	% of youth who completed the course that are placed into a job, internship, further technical training, school or other placement opportunity following training	70%	69.40%	0	-0.60%
Goal Three: Implement the model to prevent school dropout in twelve schools in the six target communities						
9	Output	Number of students participating in the school continuity program	2,200	3,883	1,683	+76.50%
10	Output	Number of other beneficiaries, such as parents, teachers, administrators, and other stakeholders participating in program's workshops and activities	600	845	245	+40.83%
11	Output	Number of youth with high risk of dropping out participating in the program	200	358	158	+79.00%
12	Outcome	Percentage of at-risk youth who participate in the program who enroll in high school (and/or who pass from 1st to 2nd grade in high school)	50%	67.30%	N/A	+17.30%
13	Impact	Number of schools adopting one or more components of the school continuity program	12	12	0	0.00%
Goal Four: Implement a leadership development program that provides young people with the necessary competencies and confidence to lead efforts that address the root causes of violence in their communities						
14	Output	Number of youth participating in JcR's leadership program	2,000	5,334	3,334	+166.70%
15	Outcome	% of enrolled youth who complete the leadership program	70%	84.10%	N/A	+14.10%
16	Output	Number of parents, family members, adult allies, community leaders, local NGO staff or other adult allies who participate in and support program events and activities	270	671	401	+148.52%
17	Output	Number of youth implementing community-based social projects	500	619	119	+23.80%
18	Output	Number of community-based social projects implemented	100	123	23	+23.00%

#	Type of Result	Indicator	Total of End Target	Final Result	Difference #	Difference %
19	Outcome	% of youth who complete the training who engage in community, regional, or national civic activities relating to youth and/or to reducing root causes of violence in local communities	20%	45.50%	N/A	+25.50%
Goal Five: Link youth from Monterrey and Tijuana, who are or have been in conflict with the law, with adults (parents, community leaders, mentors, and employers) and programs that allow them to rebuild their lives "outside the walls"						
20	Output	Number of youth participating in social reinsertion program	140	322	182	+130.00%
21	Outcome	% of participant youth that are placed into a job, internship, further technical training, school or other placement opportunity after being released	20%	50%	N/A	+30.00%
Goal Six: To develop sustainable programs and services for the targeted youth						
22	Output	Number of partnerships and alliances established	20	79	49	+395.00%
23	Impact	% of partnerships and alliances established that provide leverage (in-kind or cash) to the program (by NGO, Government (specify level), Private Sector)	80%	81%	N/A	+1.00%
*USAID priority indicators						

Performance Indicators and Results by Goal

Goal One: Increase the number of safe spaces for young people in Tijuana and Monterrey

Purpose: To reduce the risk and vulnerability of border communities to violence by creating safe spaces for disadvantaged youth and preparing young people for viable futures through jobs or self-employment.

Purpose: To effectively and sustainably disrupt the pathways to violence that Mexican youth may choose, or be forced to accept as a means to meeting their livelihood means.

Purpose: To improve the availability, relevance, and quality of youth leadership and workforce development programs in target communities.

Purpose: To create economic, educational, and social opportunities for youth, women, and other vulnerable groups in target communities.

Definition

Implemented: JcR will have established a Youth Center (YEC) in each target community. JcR will have offered services to youth to develop their basic education, job readiness, and leadership skills, access vocational (technical) training programs, organize and implement community-based improvement projects, access cultural and sports-related resources, and encounter caring and resourceful adults who are dedicated to their safety and success. The safe spaces will be geographically accessible to youth and physically located in the target communities.

1. Indicators 1a and 1b: Number of youth participating in YECs*

Target: 2,800 youth   **Achieved: 3,955 youth**

Indicator definition: This indicator measures the number of youth participating in JCR's activities at Youth Centers (YECs) and other relevant community spaces. Target population are youth between the ages of 14 and 24 years old who live in the communities selected for the project.

There are two categories that add up to meet this target: 1) the number of youth that have attended the YECs and go through a registration process, resulting in the student having a file in JcR's Management Information System, and 2) youth who participate in activities organized by the program, or youth who participate in leadership activities. This second group of youth do not have a file in the MIS, but activities are registered in the MIS and include the number of community allies that participate. (It is important to note that youth who have a file through their enrollment at the YECs are not also counted as participants of the events and activities, in order to not double count their participation in the MIS system.)

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
1a*	Output	Number of youth participating in Youth Centers (YECs)	No. of youth participating	1,400	2,287
		TIJUANA			
1b*	Output	Number of youth participating in Youth Centers (YECs)	No. of youth participating	1,400	1,666

JCR exceeded the target for this indicator in both cities. A Youth Center (YEC) was established in each one of the six target communities in partnership with local state or municipal governments. In total, **3,955 youth** participated in JcR activities at the YECs and other relevant community spaces, 2,287 in Monterrey and 1,666 in Tijuana.

The MIS has 2,262 files of participating youth registered in the six target communities (1,063 in Monterrey, and 1,197 in Tijuana. Out of these youth, 999(44%) are women and 1,263 men(56%).

2. Indicators 2a and 2b: Number of youth developing a Personal Development Plan (PDP)

Target: 2,000 youth   **Achieved: 2,143 youth**

Indicator definition: This indicator measures the number of youth who are developing a Personal Development Plan (PDP) with the support from a JcR youth tutor. PDPs are a document created by the JcR youth that outlines the courses they will take during the JcR program to reach a specific goal for their development (i.e. go back to school or find a job). The process of creating a PDP is different for each youth participant. With the support from a youth tutor, each youth decides what path they want to take in the program in order to achieve their development goals. Some youth wish to go back to school, find a job, and/or wish to be more actively involved in the community. PDPs reflect these goals in a summary that is registered in the MIS. The MIS system divides PDPs in two main columns: aspirations (where youth tutors register the main goals of each youth), and agreements (where the courses, activities, and workshops attended by each student are recorded, and later on, where tutors register the placement of youth into jobs, school, technical training, or other relevant services).

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
2a	Output	Number of youth elaborating a Personal Development Plan (PDP)	No. of PDPs	1,000	1,002
		TIJUANA			
2b	Output	Number of youth elaborating a Personal Development Plan (PDP)	No. of PDPs	1,000	1,141

JCR exceeded the target for this indicator and supported **2,143** youth in their process to elaborate a Personal Development Plan. 951 of these youth were women (44%), and 1,192 men(56%). These PDPs are recorded in the personal files of each participant in the JcR MIS.

3. Indicators 3a and 3b: Number of parents, family members, community leaders or other community allies who participate in and support events at YECs

Target: 300 community allies   **Achieved: 3,005 community allies**

Indicator definition: This indicator measures the number of other beneficiaries of the YEC, such as parents, family members, children, community leaders or other community allies who participate in and support events at YECs. Community allies are children under 14 and adults over 25 who are registered in the MIS as attendees to the events organized by the program. As the YECs are located within community spaces, there were activities that were not registered in the MIS, but that were recorded in JcR's biweekly narrative reports. Some of these activities were considered in the achievement of this target.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
3a	Output	Number of parents, family members, community leaders or other community allies who participate in and support events at YECs	No. of community allies	150	682
		TIJUANA			
3b	Output	Number of parents, family members, community leaders or other community allies who participate in and support events at YECs	No. of community allies	150	2,323

Throughout the implementation of the program, JcR has exceeded the target for this indicator by engaging many community allies, both children and adults. In total, JcR worked with 3,005 community allies, who engaged in the program in different manners.

JcR directly delivered family relations workshops to family members of participating youth. On many occasions, these family members were not the parents, but the grandparents, uncles, aunts and older siblings of participating youth (and, in most cases, they were women). One of the main risks factors that youth face is the lack of family support and the disintegration of families, and so it was a challenge to engage family members in these workshops, despite JcR's intensive outreach and invitations to family members to participate.

The program held other community activities where family members and neighbors were invited - these activities ranged from graduations of technical courses to leadership activities organized by youth. Additionally, given that YECs were located inside government facilities, there were also some events organized in partnership with the local authorities, such as posadas and festivals.

In the MIS, there are 1,011 community allies registered, record of other community allies was taken from narrative biweekly reports, the most significant of them a municipal event held in partnership with the Municipal Government of Tijuana at the YEC in Mariano Matamores that engaged over 2,000 neighbors.

4. Indicators 4a and 4b: % of youth who complete a PDP who are placed into a job, internship, further technical training, school or other placement opportunity*

Target: 60% of youth placed	Achieved: 60%

Indicator definition: This indicator measures the percentage of youth who complete a PDP, and who are placed into a job, internship, further technical training, school or other work or education opportunity. The placement of youth is registered in each participant's PDP in the MIS, which is also able to draw information from these registries and report on the number and type of placements.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
4a*	Outcome	% of youth who complete a PDP who are placed into a job, internship, further technical training, school or other placement opportunity	% of youth placed	60%	60%
TIJUANA					
4b*	Outcome	% of youth who complete a PDP who are placed into a job, internship, further technical training, school or other placement opportunity	% of youth placed	60%	63%

JcR met the target for this indicator and placed 1,286 youth (60%) in education, training and work opportunities. Meeting this target, however, was difficult for multiple reasons. It was challenging to manage the expectations of youth in regards to what type of jobs they are able to get with their qualifications and experience (or lack thereof). Many youth learned in the process that it was important for them to continue studying in order to be able to access, and compete, for better jobs in the future. For this reason, the number of youth placed back into school is higher than that of youth placed into jobs. Another challenge was that many of the participating youth were under the legal working age, but still wanted to find a job. Most of these youth were placed into education opportunities, so that they are better positioned to compete for marketplace opportunities when they are old enough to apply for job openings.

Some of the JcR youth were placed into more than one opportunity (e.g., an individual youth was placed into both a job and into an educational opportunity), so JcR actually placed 1,286 youth into 1,422 opportunities

- 371 youth found jobs

- 690 youth went back to study, either in formal schools, or in open systems such as online high schools or the National Institute for Adults Education (INEA)

- 361 youth were placed in further technical training opportunities

Chart 1: Percentage of placements by type
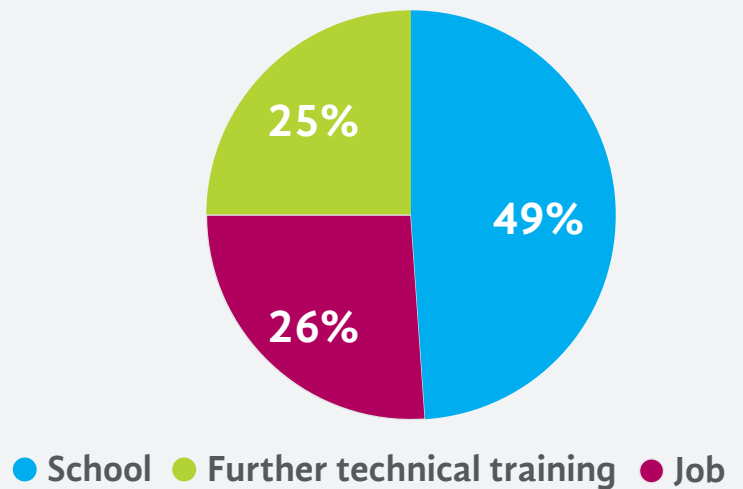
25%

49%

26%

● School ● Further technical training ● Job

Goal Two: Implement two certified technical training programs focused on the technology and construction sectors

> **Purpose:** To improve the availability, relevance, and quality of youth leadership and workforce development programs in target communities.
>
> **Purpose:** To create economic, educational, and social opportunities for youth, women, and other vulnerable groups in target communities.

Definition

Implemented: JcR will have developed curricula to offer two technical skills training programs focused on the technology and construction sectors. Youth from the target communities will have enrolled in the technical skills training program, received technical training that allows them to develop skills in construction or technology, and to receive diplomas after the conclusion of the courses. The curricula for the training programs will reflect private sector input, incorporate practical, workplace-based training experiences, and will include both soft skills and technical skills training.

5. Indicators 5a and 5b: Number of youth participating in technical skills training programs

> **Target: 600 youth trained**   **Achieved: 778 youth trained**
>
> **Indicator definition:** This indicator measures the number of youth enrolled in technical skills training programs directly offered by JcR – in construction trades and Information and Communication Technologies.
>
> Enrollment of youth in the technical courses is registered in JcR's MIS, both in the registry of each course, and in the PDP of each youth. Some youth participate in more than one technical training, this indicator considers each individual trained.

Results summary

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
5a	Output	Number of youth participating in technical skills training programs	No. of youth enrolled	300	362
TIJUANA					
5b	Output	Number of youth participating in technical skills training programs	No. of youth enrolled	300	416

JcR exceded this indicator's target as 778 youth were part of JcR technical : 362 in Monterrey and 416 in Tijuana. JcR successfully developed two technical training curricula, one in construction, and one in Information and Communications Technology (ICT). The construction curricula was based on the YBI/JCC model, and it was implemented in all Youth Centers as well as in one detention center (Escobedo, MTY). Additionally, an agreement was reached with the Mexican Chamber of Construction Industry (CMIC), which allowed the program to provide more specialized training to some of the participating youth, who received a certification from the Training Institute of Construction Industry (ICIC). JcR's partner Intel donated its Intel Aprender curricula to the program, which allowed youth to access this certified ICT training. Towards the end of the GDA, JcR also achieved an agreement with Microsoft, and some of the youth were trained using that curriculum.

545 youth were trained in construction, and 457 were trained in ICT.

6. Indicators 6a and 6b: % of enrolled youth completing SERAJ/Intel technical skills training program (retention)

Target: 80% of completion   **Achieved: 90.1%**

Indicator definition: This indicator measures the percentage of enrolled youth completing the SERAJ/Intel technical skills training program. Youth retention in the courses are recorded in the MIS; each course has a section in the system for the enrollment of participating youth, and staff can indicate which of the youth completed the minimum required sessions (70%) to obtain a certificate, or a diploma of completion.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
6a	Outcome	% of enrolled youth completing SERAJ/Intel technical skills training program (retention)	% of enrolled youth completing SERAJ/Intel technical skills training program (retention)	80%	84%
TIJUANA					
6b	Outcome	% of enrolled youth completing SERAJ/Intel technical skills training program (retention)	% of youth who complete program	80%	92%

JcR exceeded the target for this indicator for its ICT technical training courses, achieving a final **90.1%** completion rate. The retention rate in Monterrey was 84% and 92% in Tijuana.

7. Indicators 7a and 7b: % of enrolled youth completing JCC/CMIC construction technical skills training program (retention)

Target: 80% of completion   **Achieved: 92.6%**

Indicator definition: This indicator measures the percentage of enrolled youth completing the JCC/Construction technical skills training program. Youth retention in the courses are recorded in the MIS; each course has a section in the system for the enrollment of participating youth, and staff can indicate which of the youth completed the minimum required sessions (70%) to obtain a certificate, or a diploma of completion.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
6a	Outcome	% of enrolled youth completing JCC construction technical skills training program (retention)	% of youth who complete program	80%	93%
TIJUANA					
6b	Outcome	% of enrolled youth completing JCC construction technical skills training program (retention)	% of youth who complete program	80%	94%

JCR exceeded the target for this indicator for its construction technical training courses, achieving a final **92.6%** completion rate. The retention rate was 93% in Monterrey and 94% in Tijuana.

8. Indicators 8a and 8b: % of youth who completed a technical course that are placed into a job, internship, further technical training, school or other placement opportunity following training*

> **Target: 70% of placement**   **Achieved: 69.4%**
>
> **Indicator definition:** This indicator measures the percentage of youth who completed a technical course and are placed into a job, internship, further technical training, school or other placement opportunity following training.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
8a*	Outcome	% of youth who completed the course that are placed into a job, internship, further technical training, school or other placement opportunity following training	% of youth placed	70%	79%
		TIJUANA			
8b*	Outcome	% of youth who completed the course who are placed into a job, internship, further technical training, school or other placement opportunity following training	% of youth placed	70%	65%

In total, JcR placed 69.4% of the youth that completed a technical course, slightly below the target. The program was able to meet this target in Monterrey, placing 166 youth of the 227 that completed a technical course (79%); in Tijuana, the program placed 334 youth out of the 511 that completed a technical course (65%).

This target was the most challenging for the program, for many reasons. JcR served at-risk young people who had very low levels of education, who had not had good experiences in the formal school system, and who had lacked connections to the labor and employment system. Given their level of education, and lack of work experience, it was difficult to place these young people into economic opportunities. In addition, these young people often had to overcome a stigma in the marketplace because they were from poor neighborhoods that had high rates of crime and violence. As mentioned above, under indicator 4, negotiating the expectations of youth in terms of placement was not an easy task, as they were usually interested in jobs that required more experience, skills, and/or education than they possessed. In the particular case of the technical training in ICT, staff learned that while the Intel curricula provides youth with the necessary tools to access any type of job, or to return to school, it is not specialized or advanced enough for youth to be placed in a technical computer job. Additionally, JcR achieved a 12% higher retention rate, which meant that staff had to place many more young people than originally anticipated.

Goal Three: Implement the model to prevent school dropout in twelve schools in the six target communities

Purpose: To improve the environment in schools so that it is more supportive to students that may be at-risk of dropping out

Purpose: To create awareness among the school community about the root causes of school dropout

Purpose: To support youth at-risk of abandoning schools so that they can successfully complete the school year and transition to the next level of education

Definition

Implemented: JcR will have performed an analysis of middle school dropout rates in order to identify the key factors driving high dropout rates. JcR will have developed 1) curricula to serve youth that are at risk of dropping out of school, and 2) curricula to engage the school community to raise awareness about the factors driving high school dropout rates in order to promote more supportive school environments. In coordination with school authorities, JcR will have identified the students at the highest risk of dropping out of school and will have delivered its curricula to these youth in the 12 participating schools.

9. Indicator 9a and 9b: Number of students participating in school continuity program

Target: 2,200 students   **Achieved: 3,883 students**

Indicator definition: This indicator measures the number of students participating in the activities of the school continuity program. The school continuity program has the goal of preventing students from dropping out of school, and as such it has two main strategies: 1) to serve the open population of the school, create awareness about the root causes of the school dropout phenomenon, and improve the school's environment so that it is more encouraging for students, and 2) directly serve students that are at risk of dropping out of school.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
9a	Output	Number of students participating in the school continuity program	No. of students served	1100	2174
TIJUANA					
9b	Output	Number of students participating in the school continuity program	No. of students served	1100	1709

JCR exceeded the target for this indicator in both cities. 3,883 students participated in JcR activities in schools, 2,174 in Monterrey and 1,709 in Tijuana. Of these students, 1,842(43%) were women and 2,041(53%) were men.

Of the total students that participated in the program in schools, 2,313 participated in the awareness raising workshops and 2,431 in the school "brigades" (leadership projects) organized by students to help create better environments. Please note that some students participated in both the workshops and the activities, and for that reason, the total number of participants is not the sum of these two activities.

10. Indicators 10a and 10b: Number of other beneficiaries, such as parents, teachers, and administrators participating in program's workshops and activities

> **Target: 600 adults engaged**   **Achieved: 843 adults engaged**
>
> Indicator definition: This indicator measures the number of other beneficiaries (adults) of the school continuity program, such as parents, teachers and administrators, who participated in program workshops. The school continuity program engages teachers and school personnel in its open population strategy that aims at creating more encouraging environments in the schools.

Results summary

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
10a	Output	Number of other beneficiaries, such as parents, teachers, administrators, and other stakeholders participating in program's workshops and activities	No. of teachers and administrators	300	504
TIJUANA					
10b	Output	Number of other beneficiaries, such as parents, teachers, administrators, and other stakeholders participating in program's workshops and activities	No. of teachers and administrators	300	339

During the operation of the program, JcR exceeded the target for this indicator in both cities, engaging **843** adults in its school continuity program (504 in Monterrey and 339 in Tijuana). Of these adults, 242(29%)were teachers and school personnel and 601(71%) were family members of students.

11. Indicator 11a and 11b: Number of youth at a high risk of dropping out participating in the program

> **Target: 200 high-risk students**   **Achieved: 358 high-risk students**
>
> **Indicator definition:** This indicator measures the number of youth at a high risk of dropping out of school who participated in the program. In coordination with school authorities, JcR identifies youth at-risk using four indicators: failed subjects, absenteeism, absenteeism during exam period, and misconduct reports.

Results summary

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
11a	Output	Number of youth with high risk of dropping out participating in the program	Number of high risk youth	100	200
TIJUANA					
11b	Output	Number of youth with high risk of dropping out participating in the program	Number of high risk youth	100	158

JCR exceeded the target for this indicator in both cities. JcR staff worked with school authorities to identify the students that presented risk factors, and could be identified as being at high risk of dropping out of school. The program identified 613 students at risk of dropping out of school in all 12 schools where the school continuity program was implemented.

Out of the students identified, 358 (200 in Monterrey and 158 in Tijuana) agreed to participate in JcR. Of these students, 278 – 101 women and 177 men – were in the last year of middle school and 80 – 33 women and 47 men – in the first year of high school.

Chart 2: Percentage of high-risk students by school year and sex

- Women in 3rd yr of middle school
- Men in 3rd yr of middle school
- Women in 1st yr of high school
- Men in 1st yr of high school

13%

9%

28%

49%
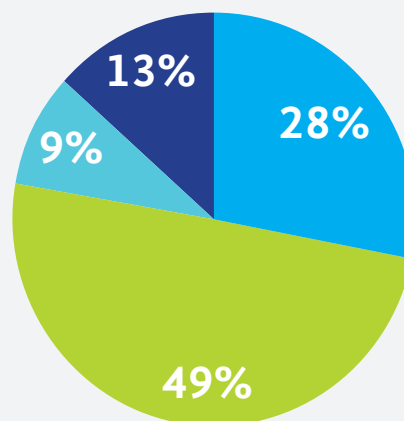
12. Indicator 12a and 12 b: Percentage of at-risk youth who participate in the program and who enroll in high school (and/or who pass from 1st to 2nd grade in high school)*

Target: 50%	Achieved: 67.3%
Indicator definition: This indicator measures the percentage of students at a high risk of dropping out of school that participate in the program and who enroll in the next level of education. In the case of students in their third year of middle school, they would enroll in high school. In the case of students in the first year of high school, they would enroll in the second year of high school.	

Results summary

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
12a*	Outcome	Percentage of at-risk youth who participate in the program who enroll in high school (and/or who pass from 1st to 2nd grade in high school)	Student retention	50%	64%
TIJUANA					
12b*	Outcome	Percentage of at-risk youth who participate in the program who enroll in high school (and/or who pass from 1st to 2nd grade in high school)	Student retention	50%	72%

JcR exceeded the target for this indicator. Of the 357 students that agreed to participate in the JcR program, 241 (67.3%) were able to transition to the following level of education. However, taking into account the students that were able to conclude the school year, the percentage is higher. Of the 357 students at risk of dropping out, 328 (91.6%) finished the school year. In the case of middle school, 255 (91.7%) were able to obtain their middle school diploma.

For the students that enrolled in JcR while in their final year of middle school, it was a great achievement to conclude the year as that allowed them to receive their diploma.

It is important to mention that access to high school facilities is insufficient in the target poligonos where JcR worked. In Camino Verde and La Alianza, there are no public high schools, and it becomes expensive for students to commute to other areas of the city to attend school. Additionally, high schools in the city are not able to accommodate all the students that want to enroll in the schools. Some of the students that participated in JcR did not get a space to take the acceptance exam because there were too many youth who wanted to take the exam. The test administrators distribute passes to take the text, yet the administrators ran out of passes and were not able to provide them to some of the JcR students who wanted to take the exam.

13. Indicator 13a and 13b: Number of schools adopting one or more components of the school continuity program

Target: 12 schools   **Achieved: 12 schools**

Indicator definition: This indicator measures the number of schools inside the program's target polítogonos that commit to implementing one or more components of the school continuity program.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
13a	Impact	Number of schools adopting one or more components of the school continuity program	No. of schools	6	6
		TIJUANA			
13b	Impact	Number of schools adopting one or more components of the school continuity program	No. of schools	6	6

JcR met this target in both cities, and was able to introduce its school continuity program in 12 schools, six in Monterrey and six in Tijuana. Of these schools, eight were middle schools and four were high schools.

Goal Four: Implement a leadership development program that provides young people with the necessary competencies and confidence to lead efforts that address the root causes of violence in their communities

Purpose: To improve the availability, relevance and quality of youth leadership and workforce progams in the program's target communities.

Definition

Implemented: JcR will have designed a curricula to strengthen youth's leadership skills in two areas: personal leadership, and social/community leadership. JcR will have delivered this curricula to youth in schools and YECs and provided youth with an opportunity to develop and practice leadership skills and to organize and implement youth-led community projects.

14. Indicator 14 a and 14 b: Number of youth participating in JcR's leadership program

Target: 2,000 youth   **Achieved: 5,334 youth**

Indicator definition: This indicator measures the number of youth participating in JcR's leadership program. The leadership program in JcR offered diverse alternatives for participation: The curricula included human development and leadership workshops (three levels), social projects to improve the school environment and help mitigate the root causes of school dropout, and community social projects. This indicator considers numbers of all youth participants in schools, YECs and detention centers.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
14a	Output	Number of youth participating in JcR's leadership program	No. of youth enrolled	1,000	3,047
TIJUANA					
14b	Output	Number of youth participating in JcR's leadership program	No. of youth enrolled	1,000	2,287

JcR significantly exceeded the target for this indicator in both cities, more than doubling the number of youth who participated in the leadership program. There is a registry of 5,334 youth participating in leadership activities, 3,047 in Monterrey and 2,287 in Tijuana.

Participating youth included youth enrolled in human development and leadership workshops at the YECs and detention centers (which mainly strengthened young people's personal leadership capacities), and youth that participated – as organizers, or attendees – in leadership activities or events in YECs and schools.

A total of 1,166 youth participated in the human development and leadership workshops. These youth are registered in the JcR MIS.

2,431 students participated in the many youth-led and organized leadership projects in schools (brigades) to improve the school environment, and 1,737 youth participated in the leadership activities held at the YECs.

15. Indicator 15a and 15b: % of enrolled youth who complete the leadership program (retention)

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Target: 70% of retention   **Achieved:84.1% retention**

Indicator definition: This indicator measures the percentage of youth who enrol in the human development and leadership workshops and complete the training. Retention of these workshops is captured in JcR's MIS. The indicator does not consider retention in other leadership activities (school leadership brigades, social and community projects), as the participation of youth in these activities is not part of a training process.

</div>

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
15a	Outcome	% of enrolled youth who complete the leadership program	% of enrolled youth	70%	85%
		TIJUANA			
15b	Outcome	% of enrolled youth who complete the leadership program	% of enrolled youth	70%	83%

JcR exceeded the target for this indicator. Of the 1,166 youth that participated in the workshops, 981 (**84.1%**) completed the sessions. Given that the participation in the leadership program varies, this indicator takes into account only the retention of the human development and leadership courses, as they are a process that can be completed. Retention of these courses is captured in JcR MIS.

16. Indicator 16a and 16b: Number of parents, family members, adult allies, community leaders, local NGO staff or other community allies who participate in and support program events

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Target: 270 community allies   **Achieved: 671 community allies**

Indicator definition: This indicator measures the number of other beneficiaries, such as parents, family members, children, youth, adult allies, community leaders, local NGO staff or other community allies who participate in and support the leadership program activities and events. The number of participants considered in this indicator are those adults (over 25) and children (under 14) that actively participated in activitiess or events organized by youth in the communities and schools.

Community allies participating in leadership projects and activities are registered as attendees at events and activities in schools and YECs in JcR's MIS.

The target for this indicator was separated between Tijuana and Monterrey. The end target was to have 150 community allies participating in the leadership program in Monterrey and 120 in Tijuana.

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Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
16a	Output	Number of parents, family members, adult allies, community leaders, local NGO staff or other adult allies who participate in and support program events and activities	No. of community allies	150	342
		TIJUANA			
16b	Output	Number of parents, family members, adult allies, community leaders, local NGO staff or other adult allies who participate in and support program events and activities	No. of community allies	120	329

JcR exceeded the target for this indicator in both cities. During the three years, a total of 671 community allies participated in these activities, 342 in Monterrey and 329 in Tijuana.

17. Indicators 17a and 17b: Number of youth implementing community-based social projects*

Target: 500 youth   **Achieved: 619 youth**

Indicator definition: This indicator measures the number of youth implementing social projects in schools and in the communities. In schools, youth considered in this indicator were in charge of planning and implementing "school brigades": social projects aimed at improving the environment in schools in three main areas: relationships, academics and physical facilities. In the communities, participating youth considered under this indicator were in charge of planning and implementing projects and activities aimed at increasing youth's participation, at creating awareness about violence, improving the environment in the communities, etc.

Organizers of social projects in schools and communities are registered in JcR's MIS.

The target for this indicator was separated by city; the end target was to have 300 youth engaging in social projects in Monterrey and 200 in Tijuana.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
17a*	Output	Number of youth implementing community-based social projects	No. of youth implementing projects	300	307
TIJUANA					
17b*	Output	Number of youth implementing community-based social projects	No. of youth implementing projects	200	312

The target for this indicator was exceeded, with a total of 619 youth (307 in Monterrey and 312 in Tijuana) participating in the planning and execution of social projects and activities. Out of those youth, 359 were students in charge of planning and executing the school "brigades".

18. Indicator 18a and 18b: Number of community-based social projects implemented

Target: 100 social projects   **Achieved: 123 social projects**

Indicator definition: This indicator measures the number of social and community projects implemented by youth in schools and in the target communities. This indicator considers different types of projects and actions organized by JcR youth in schools and communities. The activities and projects were of a diverse nature; some of the projects took months to organize and implement, and on other occasions, young people organized social and community activities in a shorter period of time.

The target for this indicator was separated by city; the end target was to have 60 community and school social projects implemented in Monterrey and 40 in Tijuana

Social projects are registered in JcR's MIS as events and activities held in schools and YECs.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
18a	Output	Number of community-based social projects implemented	No. of projects implemented	60	67
TIJUANA					
18b	Output	Number of community-based social projects implemented	No. of projects implemented	40	56

JcR exceeded the target for this indicator; 123 social projects and leadership activities were organized by youth during the implementation of the program, 16 in schools and 107 in the communities.

19. Indicator 19a and 19b: % of youth who complete the training who engage in community, regional, or national civic activities relating to youth and/or reducing root causes of violence in local communities

> **Target: 20% of youth engaged in civil activities**   **Achieved: 45.5% of youth**
>
> **Indicator definition:** This indicator measures the percentage of youth who complete the human development and leadership workshops and continue on to engage in civil activities. Youth considered under this indicator were those students engaged in school brigades who planned and organized projects that required dialogue with authorities, or that were clearly targeting at creating awareness about youth issues or school dropout. In the communities, youth considered in this indicator were those in charge of organizing activities directly related to creating awareness about violence, or other youth issues, as well as those youth who engaged in dialogues with authorities (local, state or national).

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
19a	Outcome	% of youth who complete the training who engage in community, regional, or national civic activities relating to youth and/or to reducing root causes of violence in local communities	% of youth who engage in civic activities	20%	41%
TIJUANA					
19b	Outcome	% of youth who complete the training who engage in community, regional, or national civic activities relating to youth and/or to reducing root causes of violence in local communities	% of youth who engage in civic activities	20%	35%

JcR exceeded the target for this indicator. There were a total of 447 youth that engaged in civic activities. Considering that there were 981 youth that concluded the human development and leadership projects, the result for this target was 45.5%.

Goal Five: Link youth from Monterrey and Tijuana, who are or have been in conflict with the law, with adults (parents, community leaders, mentors, and employers) and programs that allow them to rebuild their lives "outside the walls"

Purpose: To strengthen life skills and resiliency of youth in conflict with the law in order to effectively and sustainably disrupt the pathways to violence that they may choose, or be forced to accept as a means to meeting their livelihood needs.

Purpose: To prevent youth in conflict with the law from re-engaging in criminal activities

Definition

Implemented: JcR will have established partnerships with the relevant authorities to be able to serve youth that are in conflict with the law. JcR will have designed a curricula to serve this specific target population, and will have delivered this curricula to youth in locked facilities, and to youth serving non-custodial measures who visit the YECs. JcR will have linked youth, once they are released, with the necessary services for youth to have a successful re-entry into their communities.

20. Indicators 20a and 20b: Number of youth participating in social reinsertion program

Target: 140 youth in conflict with the law   **Achieved: 322 youth**

Indicator definition: This indicator measures the number of youth participating in the social reinsertion program for youth in conflict with the law.

This indicator considers youth in conflict with the law served in locked facilities; youth serving non-custodial measures and who live in the target communities, and youth who attend the YECs in the communities and who had conflicts with the law within the 12 months prior to their enrolment in the program.

The detention centers are listed in JcR's MIS as another YEC, in order to be able to register the services that are provided to youth at these sites, as well as their profiles, PDPs, etc. Youth served in the detention centers have a file in the MIS, just like youth in the YECs. In the case of Nuevo Leon, authorities did not allow the program to register the full names of youth, but only include their initials.

The youth in conflict with the law served in the YECs are not differentiated from the rest of the youth, but information gathered in their profiles allows us to track which youth have had conflict with the law, and the **type** of sentence they received.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
MONTERREY					
20a	Output	Number of youth participating in social reinsertion program	No. of youth enrolled	70	144
TIJUANA					
20b	Output	Number of youth participating in social reinsertion program	No. of youth enrolled	70	178

JcR exceeded the target for this indicator. During the three years, JcR worked with **322** youth (278 males and 44 females). Out of these youth, 188 (159 men and 29 women) were served inside the detention centers. Out of the 134 youth served in the communities, only 28 (24 men and four women) reported having received and served a sentence.

Chart 3: Percentage of youth in conflict with the law served, by sex

14%

86%

● **Women** ● **Men**
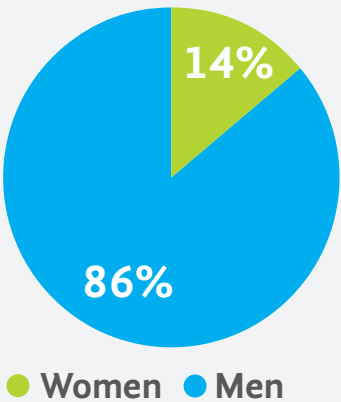
Staff were able to develop the necessary partnerships with state public security authorities in Baja California and Nuevo Leon in order to work with youth in conflict with the law who were held inside detention centers. In Tijuana, Baja California, the program worked at the Diagnostics Center of Adolescents, which focuses on the entire population of youth in conflict with the law in the region (who committed a crime while being underage). In Nuevo León, the program worked in the two sites of the Detention and Adaptation Center for Adolescents of Nuevo Leon (Constituyentes and Escobedo), as well is in the Social Re-adaptation Center of Cadereyta – in this case, with youth between the ages of 18 and 25. Additionally, in the municipality of Guadalupe, the government requested the program to serve youth that were treated in the Integral Attention Center for Adolescents (CAIPA). CAIPAs are spaces dedicated to minors in conflict with the law who have received non-custodial sentences; however, many of the youth that the program served in CAIPA were not in conflict with the law. Finally, the program also worked with some youth in the YECs who, in the process of the interview with youth tutors, mentioned that they had been in conflict with the law. These youth were included in all YEC activities, but received special attention from youth tutors in order to help prevent their recidivism.

Of the 188 youth that were served inside detention centers, 174 took part in the human development, leadership and employment courses.

21. Indicator 21a and 21b: % of participant youth that are placed into a job, internship, further technical training, school or other placement opportunity after being released.*

> **Target: 20% youth in conflict with the law placed**   **Achieved: 50 % youth placed**
>
> **Indicator definition:** This indicator measures the percentage of youth who participate in JCR's social reinsertion program, who come from the target communities and receive follow up by the program, reporting that they are successfully reinserted into their communities through placement into a job, internship, further technical training, school or other placement opportunity after they are released from detention facilities. It is important to note that a number of participant youth are not captured in this indicator as they are serving longer sentences and were not released from the detention center during the course of the program.

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
		MONTERREY			
21a	Outcome	Percentage of participant youth that are placed into a job, internship, further technical training, school or other placement opportunity	% of youth placed	20%	33%
		TIJUANA			
21b	Outcome	Percentage of participant youth that are placed into a job, internship, further technical training, school or other placement opportunity	% of youth placed	20%	51.7%

JcR exceeded its target for this indicator in both cities, and was able to place 50% of youth who revevied JcR follow-up.

In Tijuana, where the program was able to access information about the youth's address, JcR provided follow-up to 29 youth that exited locked facilities. Of these 29 youth, 15 (51.7%) were placed in school or work opportunities.

In Monterrey, the program was allowed to provide follow-up to youth only close to the end of the program; three youth were released in that period, one of them (33%) was placed in work.

Providing follow up services and support to youth that were released from juvenile facilities was a complicated task for the program, especially in Nuevo León. Information about underage people in conflict with the law is highly confidential and sensitive, so it was not easy to gain access to information as simple as the community of origin of the youth who were detained. While in Baja California, authorities provided JcR with this information earlier in the program, authorities in Nuevo León only allowed JcR to have this information near the end of the program. For this reason, it was not possible for the program to provide follow up services to many of the youth that JcR served inside the detention centers.

There were other challenges regarding the follow-up services provided to youth in conflict with the law, that allowed JCR to learn about the type of attention that is necessary, on the one hand, and possible on the other. Sentences for youth are long, and the program was not able to serve so many youth that were in the process of being released. Additionally, some of the youth that were released came from communities where the program did not have a Youth Center, and it was not possible to provide follow-up to these young people. In many cases, youth came from different cities, as detention centers are managed by the state authorities.

Goal Six: To develop sustainable programs and services for the target youth

Purpose: To develop and sustain partnerships that contribute to the operation of the program at a local level and help create local ownership

Purpose: To develop and sustain partnerships that can open placement opportunities for youth, and provide complementary services for program beneficiaries

Purpose: To leverage complementary funds – in kind and cash – for the operation of the program

Definition

Implemented: JcR will have signed agreements and developed strong working relationships with 1) government institutions to establish and maintain the YECs in the target communities, 2) with public schools to work on the school continuity program, and 3) with penitentiary/public security authorities to work with youth in conflict with the law. JcR will have developed sustainable relationships with the private sector to promote the placement of youth, and to support the operation of the program through in-kind and cash donations.

22. Indicator 22: Number of partnerships and alliances established

Target: 20 partnerships established   **Achieved: 79 partnerships**

Indicator definition: This indicator measures the number of strategic partnerships and alliances established that support the JcR program. JcR will consider a strategic partnership established when a contract, MoU, or another legal agreement has been signed between JcR and an institution. JcR will consider an alliance, when there is an ongoing collaborative relationship between JcR and another institution (private, public, government, etc.), where by JcR receives an in-kind or cash donation, even if there is no legal agreement **signed.**

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
22	Output	Number of partnerships and alliances established	No. of Partnerships established	20	79

JcR achieved to establish 79 cross-sector partnerships and alliances that have strengthened the program's operations, as well as help create a sense of ownership in the local communities.

The program achieved to establish a total of 79 partnerships an alliances, of which:

22 were private sector companies and groups
24 were entities of the three levels of the government
23 were education institutions
10 were civil society organizations

23. Indicator 23: % of partnerships and alliances established that provide leverage (in-kind or cash) to the program

> **Target: 80% of partnerships providing leverage**   **Achieved: 81%**
>
> **Indicator definition:** This indicator measures the percentage of partnerships or alliances established that agree to provide leverage to the program. JCR will consider leverage, any donation (cash or in-kind) that is provided by an institution or individual to the JCR program, and that has the objective to directly benefit youth, or to support and strengthen the JCR program and/or the organizations (JCC, Seraj, YBI).

Results

Indicator No.	Type of Result	Indicator	Unit of Measure	Total or End Target	Actual numbers (YR 1,2,3)
23	Impact	% of partnerships and alliances established that provide leverage (in-kind or cash) to the program (by NGO, Government (specify level), Private Sector)	% of MOUs and agreements with leverage provided	80%	81%

The program was able to meet its leverage target with a total of 64 institutions contributing with in-kind or cash donations to the program.

Furtheremore, the program was able to leverage over $10 million USD in contributions by the private and public sectors.

Table 1: Partnerships established

Name of Organization / Institution/ Company	Sector	Purpose of Alliance/ Relationship	Date when partnership was established or collaboration started	Was an agreement signed? (Y/N)	Did partner provide leverage? (Y/N)
Centro de Diagnóstico para Adolescentes de Tijuana	State Government	Support for the operation of Objective 5: youth in conflict with the law	November, 2013	NO	YES
Centro de Internamiento y Adaptación para Adolescentes Infractores de Nuevo León	State Government	Partnership to work inside the youth detention centers in Escobedo and Constituyentes	October, 2013	YES	YES
Instituto de Capacitación, Evaluación y Certificación en Competencias para el Trabajo (ICECCT)	State Government	Further technical training for JCR youth	January, 2014	NO	NO
Ministry of Public Education of Baja California	State Government	Referral of students for "open system" to study high school	July, 2013	NO	NO
Ministry of Public Education of Nuevo León	State Government	Opened relationships with schools for School continuity program. Approval of the project to work in local public schools.	September, 2013	NO	NO
National Institute for Adult Education of Baja California	State Government	Referral of youth who have not finished their primary or secondary education to JcR.	June, 2013	NO	NO
National Institute for Adult Education of Nuevo León	State Government	Referral of JcR youth who have not finished their primary or secondary education	July, 2013	YES	NO
Social Development Ministry of Nuevo León	State Government	Space to build the YEC in La Alianza, support for the maintenance and security of YEC	September, 2014	YES	YES
Undersecretary of Social Prevention of Nuevo León	State Government	Support for the Social reinsertion program	January, 2013	NO	YES
Arca	Private Sector	Support for rehabilitation of green areas of YEC La Alianza Employment placement	September, 2013	NO	YES
BBVA Bancomer	Private Sector	Provided financial training to JcR youth	May, 2015	NO	YES
Capital MX	Private Sector	Co-coordination of the FEV program. Provided funds for the operation of FEV.	July, 2013	NO	YES
Casas GEO	Private Sector	Provided staff support for the conceptualization of the JCR construction component	December, 2012	NO	YES
Cemex	Private Sector	In kind donations for YEC in La Alianza	December, 2014	NO	YES
CISCO	Private Sector	Establishment of a JcR virtual CISCO Academy	October, 2015	YES	NO
Coca-Cola	Private Sector	Donated funds for the programming of JCR MIS, supported the implementation of employment courses in Monterrey, and the implemnetation of FEV	March, 2013	NO	YES
Comex	Private Sector	In kind donations and training (through CMIC) in Tijuana and Donation of painting for YEC in La Alianza	November, 2013	NO	YES
Employment for JCR youth in Monterrey: Grupo Super Salads, MDY Monterrey, Kingston Data Guadalupe, Krispi Kreme, Kidzania, Bosque Mágico, Las Alitas - zona Guadalupe,Gas Natural, TOKS Guadalupe	Private Sector	Signed an agreement with JCR to receive graduates for their job vacancies	July, 2015	YES	NO

Name of Organization / Institution/ Company	Sector	Purpose of Alliance/ Relationship	Date when partnership was established or collaboration started	Was an agreement signed? (Y/N)	Did partner provide leverage? (Y/N)
Grainger	Private Sector	Donated tools and equipment for JCR YECs	December, 2014	NO	YES
Intel Tecnología de México	Private Sector	Partner in the GDA. Donation of ICT curriculum	February, 2013	YES	YES
Man Power	Private Sector	Collaborating relationship for job vacancies	May, 2014	NO	NO
Mexican Chamber of Construction Industry (CMIC) - Monterrey	Private Sector	Subsidized courses and certification of JCR youth in construction trades	September, 2013	YES	YES
Mexican Chamber of Construction Industry (CMIC) - Tijuana	Private Sector	Subsidized courses and certification of JCR youth in construction trades	May, 2013	YES	YES
Nacional Monte de Piedad	Private Sector	Scholarships for the technical training in hospitality and customer services	January, 2015	YES	YES
Prudential Foundation	Private Sector	Partner in the GDA. General support for the inititive	November, 2012	YES	YES
Prudential Real Estate Investors	Private Sector	Provided strategic support on developing partnershios with construction sector in Mexico	January, 2013	NO	YES
Science and Technology Museum: El Trompo	Private Sector	The Museum donated passes to the museum to JcR youth and lent facilities to host events and meetings	June, 2013	YES	YES
Scotiabank	Private Sector	Support and donations for the FEV program	July, 2014	NO	YES
Sony Mexico	Private Sector	Launch of the Dream Goal campaing as partner of JCR	June, 2014	NO	YES
Starwood Foundation	Private Sector	Support for JCR courses in Monterrey. Support for job vacancies of youth	January, 2014	YES	YES
Xignux Foundation	Private Sector	Donation for the construction of the YEC in La Alianza Support for employment placement	January, 2014	NO	YES
Centro de Atención Integral para Adolescentes (CAIPA) Guadalupe	Municipal Government	Referral of youth serving non-custodial measures to JCR	June, 2015	NO	NO
Delegación La Presa	Municipal Government	Support with construction tools and public spaces for youth to rennovate in their construction courses	June, 2014	NO	YES
Delegación Sánchez Taboada/ Subdelegación Camino Verde	Municipal Government	The Delegate of Camino Verde agreed to let the JCR program renovate the community center and use this space for the Youth Encounter Center.	January, 2013	YES	YES
Delegación Zona Centro Tijuana	Municipal Government	Support for JCR initiative		NO	YES
Department of Crime Prevention and Citizen Participation of Tijuana	Municipal Government	Support to the JcR initiative	September, 2013	NO	YES
DIF Monterrey (System for the Integral Family Development)	Municipal Government	Referral of JcR youth that need support related to domestic violence, housing or nutrition deficiencies.	October, 2013	NO	NO
DIF Tijuana (System for the Integral Family Development)	Municipal Government	DIF has agreed to provide JcR youth with services relating to domestic violence and nutrition deficiencies.	October, 2013	NO	YES
Human and Social Development Ministry of Monterrey	Municipal Government	Spaces to develop the JCR program in La Alianza, before YEC was built	January, 2013	NO	YES
Municipal Sports Institute of Tijuana	Municipal Government	Space for YEC in Mariano Matamoros	September, 2013	YES	YES
Municipality of Guadalupe	Municipal Government	Space for YEC and general support for the program in Nuevo Almaguer	February, 2014	YES	YES

Name of Organization / Institution / Company	Sector	Purpose of Alliance/ Relationship	Date when partnership was established or collaboration started	Was an agreement signed? (Y/N)	Did partner provide leverage? (Y/N)
Regia Youth Institute of Monterrey	Municipal Government	Space for YEC in La Independencia	January, 2013	YES	YES
Youth Institute of Guadalupe	Municipal Government	Provided scholarships for JCR youth's technical training	June, 2014	YES	YES
Youth Institute of Tijuana	Municipal Government	The Youth Ministry is supporting the JCR program and is allowing JCR to use facilities in the community center in Camino Verde to establish the first Youth Center in the city.	January, 2013	YES	YES
Centro de Integración Juvenil - Tijuana	Federal Government	Referral of youth they serve to the center and support to JcR youth with drug addiction problems	May, 2013	NO	YES
Undersecretary of Prevention of Crime and Violence and Citizen Participation	Federal Government	General support and endorsement of JcR program. Partnership for the design and implementation of the FEV program	January, 2013	NO	YES
Centro de Capacitación para el Trabajo Industrial #6	Education Institution	Provided training to JCR youth	November, 2013	NO	YES
Centro de Educación Científica y Tecnológica (Cecyte) "Las Águilas"	Education Institution	Public high school in Granjas Familiares. Agreement to work with JcR in the school continuity program	January, 2014	YES	YES
Centro de Educación Científica y Tecnológica (Cecyte) "Villa"	Education Institution	Students volunteered in the program	September, 2015	YES	YES
Colegio de Bachilleres (COBACH) "El Florido"	Education Institution	Public high school near Mariano Matamoros. Agreement to work with JcR in the school continuity program	September, 2014	NO	YES
Colegio Nacional de Educación Profesional Técnica (CONALEP) Raúl Rangel Frías	Education Institution	Public high school in Guadalupe. Agreement to work with JcR in the school continuity program	October, 2015	NO	YES
Escuela Industrial y Preparatoria Técnica "Alvaro Obregón"	Education Institution	Public high school in La Independencia. Agreement to work with JcR in the school continuity program	June, 2013.	YES	YES
Instituto Tecnológico de Estudios Superiores de Monterrey	Education Institution	Partnership for the implementation of hospitality and customer services online courses.	January, 2015	YES	YES
Secundaria General #117	Education Institution	Public Middle school in Granjas Familiares. Agreement to work with JcR in the school continuity program	September, 2013	YES	YES
Secundaria General #15	Education Institution	Public Middle school near Nuevo Almaguer. Agreement to work with JcR in the school continuity program	July, 2013	YES	YES
Secundaria General #2	Education Institution	Public middle school near La Independencia. Agreement to work with JcR in the school continuity program	July, 2013	YES	YES
Secundaria General #68	Education Institution	Public Middle school in Camino Verde. Agreement to work with JcR in the school continuity program	July, 2013	YES	YES
Secundaria Técnica # 31	Education Institution	Public Middle school in Mariano Matamoros. Agreement to work with JcR in the school continuity program	September, 2013	YES	YES
Secundaria Técnica # 33	Education Institution	Public Middle school in Mariano Matamoros. Agreement to work with JcR in the school continuity program	October, 2013	YES	YES
Secundaria Técnica #96	Education Institution	Public middle school near La Alianza. Agreement to work with JcR in the school continuity program	July, 2013	YES	YES
Universidad Autónoma de Baja California	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	June, 2013	NO	YES

Name of Organization / Institution/ Company	Sector	Purpose of Alliance/ Relationship	Date when partnership was established or collaboration started	Was an agreement signed? (Y/N)	Did partner provide leverage? (Y/N)
Universidad Autónoma de Nuevo León	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	November, 2015	NO	YES
Universidad de Desarrollo Professional (UNIDEP)	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	June, 2013	YES	YES
Universidad de las Californias	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	June, 2013	NO	YES
Universidad de Monterrey (UDEM)	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	November, 2015	YES	NO
Universidad de Tijuana (CUT)	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	June, 2013	NO	YES
Universidad Emiliano Zapata	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	October, 2013	YES	YES
Universidad Regiomontana	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	October, 2013	NO	YES
Universidad Xochicalco	Education Institution	Universities registered JcR as a service provided for students to enroll voluntarily to the program as facilitators. University students provided voluntary time to the program.	June, 2013	NO	YES
Centros Nueva Vida	Civil Society	Referral of youth with drug addiction problems, to receive therapy	October, 2013	NO	NO
Club de Niños y Niñas, A.C.	Civil Society	Loan of Computer Room in Camino Verde	August, 2013	NO	YES
Comité de Granjas Familiares	Civil Society	Space for JCR courses in Granjas Familiares	October, 2013	YES	YES
Entijuanarte	Civil Society	Support for JCR initiative		NO	YES
Instituto Cavida - Villas asistenciales	Civil Society	Space and computers for ICT courses in La Independencia	January, 2014	NO	YES
LIBRES, A.C.	Civil Society	Support for youth in conflict with the law	April, 2014	NO	NO
New Employment Opportunities	Civil Society	Support for JCR opperations	June, 2014	YES	NO
RENACE	Civil Society	Referral of youth in conflict with the law, recently released or with alternative measures, to JcR	September, 2014	NO	NO
Save the Children	Civil Society	Support for the development of JcR through reduced cost rental facilities for YouthBuild International's office in Mexico City.	January, 2013	YES	YES
streetfootballworld	Civil Society	Review of FEV curriculum, donation of street football stadium	June, 2014	YES	YES

Challenges and Lessons Learned

Throughout the implementation of the program, JcR faced many different challenges that ultimately strengthened the JcR prevention model and the operation of the program. The key lessons learned include the following:

1) It was important to adapt the program's technical training program to better align with the specific local labor market and employer needs, so as to increase job placement rates for participating youth. During the design phase, JcR had proposed to include technical training in construction and in Information and Communication Technologies (ICT), with the support of private sector partners Prudential Real Estate Investors and Intel Corporation. During the implementation of the program, staff realized that JcR youth had challenges in competing for jobs in the construction and ICT sectors and that the program participants were better positioned for job opportunities in other sectors. To address this challenge, the teams pursued two concurrent strategies: 1) to create networks with local businesses that could hire JcR youth, and 2) to expand JcR's technical training programs to include training in hospitality and customer service. The significant challenge of placing at-risk young people is exacerbated in Mexico, as there is not a culture of supporting internships for technical or trade positions (internships are primarily geared toward university students). Therefore, it is difficult for youth to secure a first job experience that will allow them to learn inside a company or organization, and to develop experience.

2) The lack of public policies relating to youth in the target communities made it difficult for JcR to initiate its programs, but also served an opportunity. JcR found that there was a significant lack of programs and policies dedicated to youth in the six target communities. While this represented a great challenge in the program's work with the local governments and members of the community, it was also an opportunity to create awareness about the need to serve, and invest in, the youth population in order to help them tackle the challenges they face. Given the lack of youth focused programs, JcR was well received in the communities and by local governments.

3) Insufficient schools in target communities hindered JcR placement efforts in schools. Another related challenge was the lack of high schools in the communities - youth have to commute to other areas of the city to continue with their education, which results in high transportation costs and can serve as an obstacle for young people who want to stay in school but cannot afford the cost of the bus and other associated fees.

4) The perception of youth as criminals in the communities and the cities created ongoing challenges for the program. JcR has struggled to change the public view of youth in the communities, especially youth who are currently not working

or in school. JcR youth have reported many episodes of police harassment, noting that they are stopped and sometimes detained only for being a group of youth gathering in the street, or even outside the JcR youth centers. Some neighbors have asked staff to stop working with youth who are "dangerous." This negative view of youth has infiltrated the heart of Mexican culture, and the stereotypes used to characterize youth – such as the use of "Nini" – have harmed young people and prevented them from fully realizing their potential. These negative stereotypes also complicate the work of youth programs. Most of the community centers in the country are closed to youth, as the centers are directed to serve children, elders and/or women, which doesn't lead to a productive inclusion of youth in the communities. Additionally, there is great mistrust between police and young people, and government institutions seldom know how to treat the youth population, resulting in a lack of services for young people. The work of JcR in the neighborhoods, schools, community centers and other government dependencies, as well as the work of other social organizations, have helped create awareness about the situation of youth and to create networks of support for youth in the communities.

5) Targetting the most at-risk youth to engage them in the program was both a challenge and an opportunity. JcR has been recognized for providing services and programs specifically designed for the most at-risk youth. The program identified some of the main risk factors impacting youth and developed criteria to support recruitment and outreach strategies to reach these young people. This was both a great challenge and a great achievement because at-risk youth are often invisible within society. Reaching them has not been easy, as unoccupied youth are not easily found. There is no single site to find them – as in the case of youth that are in school, so JcR had to develop and diversify its outreach strategies to find at-risk young people and attract them to the program. General outreach strategies that invite large numbers of youth to participate in programs have proven to be unsuccessful in attracting at-risk youth, and the JcR staff needed to develop a more customized approach to engage with young people one at a time, which is time-intensive.

6) The diversity of needs of at-risk youth required to create a wide range of partnerships to be able to respond to those needs. JcR's target population has, in general, experienced diverse challenges and has lacked access to opportunities in all aspects of their lives. Given that these young people have dropped out of school or have not completed middle or high school, it is difficult for them to compete for job opportunities. Due to bad experiences in the education system, or a sense of failure, these young people can be reluctant to resume their studies. Helping young people on the path to safe and productive livelihoods cannot be done

overnight – it takes time for young people to develop the various life, soft, and technical skills that they will need to succeed on the job or in the classroom. For this reason, JcR has aimed at creating a network of partnerships with different institutions – public and private - that can jointly support the diverse needs of youth, including formal schooling, drug addiction treatments, psychological therapy, and academic support.

7) Coordination between the three levels of government was a challenge. JcR established partnerships with the three levels of government (municipal, state and federal), and this was challenging, mainly because it meant coordinating with representatives of different political parties. Political transitions also posed important challenges as the program had to renegotiate partnerships when there were any administration changes. Nonetheless, JcR was successful partnerships with the three levels of government.

8) There was a need to strengthen both the process of providing individual support to youth and the accompaniment provided by youth tutors and program team members. Programs like JcR require youth workers who cannot only perform the responsibilities required of their positions but who can also accompany young people while they are going through a process of personal development and learning of new skills. While staff excelled at providing support to young people during the program, they realized they needed to place a much stronger emphasis on how the program was preparing young people for placement into jobs and educational opportunities. It is challenging to provide additional follow-up support to young people over longer time periods to track not only the placement of youth in jobs and educational opportunities, but also to track the

performance and retention of youth in those opportunities. In the case of youth in conflict with the law, while JcR was able to design a successful program model, it is a challenge to guarantee non-recidivism over short follow-up periods. Providing follow-up support over longer time periods requires more time and resources for JcR to be able to provide more services to youth and their family members after they have completed the programs at the YECs or in the schools.

9) It will be imperative to strengthen the program's emphasis on gender, and to develop new strategies that respond in particular to the needs of young women. During the implementation of the program, staff had to develop working strategies for young women who sometimes have very specific living conditions and needs. This attention to young women's contexts, and their specific needs and challenges, must be integrated in a systemic and ongoing way into JcR programs and service to help young women break the cycle of poverty and to overcome the myriad of challenges and risks they face. The increase in teenage pregnancies in Mexico is a challenge that needs to be addressed in a more direct, systemic, and efficient way. JcR recognizes the need to improve its outreach strategy for young women in the communities; gender inequality is a significant issue in the communities and on many occasions, women do not feel they can or should participate in activities, or families do not allow them, especially if they are mothers. The program needs to include specific services for young mothers at the YECs and strengthen gender equality component in its human development courses.

Jóvenes con Rumbo