

Effect of Youth in Action on Work Readiness and Socioeconomic Outcomes: Findings from Burkina Faso

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YOUTH_{in}
ACTION
CREATING PATHWAYS TO OPPORTUNITY.

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Youth in Action (YiA) is a six-year program implemented by Save the Children in partnership with the Mastercard Foundation. The goal of YiA is to improve the socioeconomic status of around 40,000 out-of-school young people (12-18 years), both girls and boys, in rural Burkina Faso, Egypt, Ethiopia, Malawi, and Uganda. The Theory of Change is to achieve this by enhancing youths' work readiness skills (financial literacy, foundational literacy & numeracy, transferable skills, and work supports), facilitating their action in livelihoods opportunities, and building key partnerships to remove barriers to youth's participation in their economies and communities. The project in Burkina Faso aims to reach 4,500 youth in some of the most rural communities of the Boucle du Mouhoun, Cascades, and Hauts-Bassins regions.

Study Design

This study was designed to understand how youth work readiness (financial literacy, work support & resources, academic skills, and transferable skills) might change for a sample of youth over the program period, and how those changes might impact socioeconomic outcomes (income earning status, adequate savings, credit access). It was designed as a pre-post study with no control or comparison group.

Sample

We followed 850 Burkinabe youth and collected data from 804 at posttest. Older youth were slightly less likely to be present at posttest, but this attrition was small and did not affect our overall findings.

% female	FEMALE		67%
Average age	AGE		17
% who speak program language	PROGRAM LANGUAGE		100%
Average # of languages spoken or understood	LANGUAGES		2
% who last attended school >5 months ago	OUT OF SCHOOL		100%
Average # of household members	FAMILY		9
% of DHS possessions present for average youth	SES		36%
% who have a child	PARENT		23%
% who leave community for >1 month at a time	LEAVES COMMUNITY		5%
% who had job for longer than 1 month	JOB		27%

Research Questions and Analytic Strategy

- What gains in work readiness and socioeconomic outcomes do we observe over the program period?
- Are there any equity considerations (age, sex, or wealth) that explain these changes?

Change analysis: Repeated measures ANOVA to assess the significance of changes in means from pretest to posttest

Equity analysis: Predict changes from step one (above) using youth's sex, age, wealth, schooling and parental status

Predicting change: Multivariate regression models to see if pretest-posttest changes in work readiness outcomes predicted posttest levels of socioeconomic outcomes

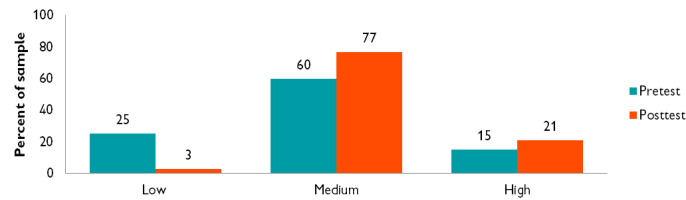
Findings

Over the program period, we found statistically and practically significant improvements in the work readiness skills and socioeconomic outcomes for YiA youth. Most of the equity factors (sex, age, parental status, prior schooling, and wealth) did not substantively predict gains in work readiness or socioeconomic outcomes.

Work Readiness Outcome		Significant and practical gains from pretest to post-test?	Equity differences?
Work Support and Resources	Financial Literacy	At pretest 25% of youth reported a low level of financial literacy, compared to only 3% at posttest	No
	Tangible Assets	Average youth reported having one additional tangible asset by pretest	No
Foundational Academic Skills	Family and Community Support	Because of limited number of youth who provided this information at pretest and posttest, we did not fit predictive models	n/a
	Literacy	By posttest, 27% of youth were able to read with comprehension compared to 6% at pretest	Female youth and youth with more schooling gained more literacy skills
Transferable Skills	Numeracy	Average youth could answer 53% of questions correctly at posttest, compared to 36% at pretest	No
	DAP	By posttest 57% of youth met or exceeded DAP threshold, compared to 43% at pretest	No
	Self-Employment Skills	Average youth moved from having inadequate to adequate self-employment skills	No
Socioeconomic Outcome		Significant and practical gains from pretest to post-test?	Equity differences?
Workplace Teamwork		Average youth moved from having inadequate to adequate Workplace Teamwork and Drive	No
Income Earning Status		At pretest 27% of youth reported having a job, compared to 48% at posttest	No
Adequate Savings		Average youth moved from low to medium level of savings	No
Credit Access		Average youth moved from low to medium level of credit access	No

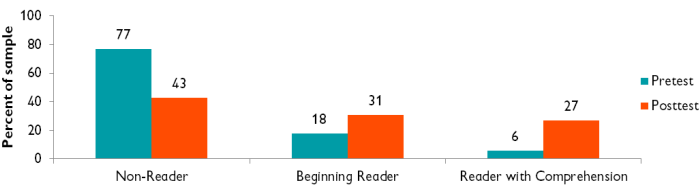
Below, we present some of the important substantive findings.

Nearly all youth who participated in YiA reported comfort with either budgeting or savings, with one out of every five youth reporting comfort with both sets of skills (see figure below).



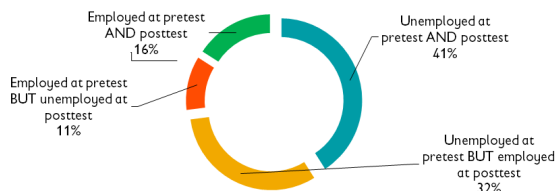
At pretest, 25% of youth had a low financial literacy score; by posttest, the percent reporting in the low category of financial literacy decreased to less than 3%.

At pretest, the average youth could identify 5 letters, read 4 words correctly in a minute, read 11% of the passage accurately when given additional time, and could answer none of the comprehension questions correctly. At posttest, the average youth could identify 12 letters, read 16 words correctly in a minute, read 40% of the passage accurately, and could answer 2 of the comprehension questions correctly.



This improvement in literacy skills meant that by posttest, 27% of youth were able to read with comprehension at a grade 3 level, as compared to 6% at pretest (see figure above).

27% of youth were employed at pretest and 48% were employed at posttest. 43% of the youth experienced job status change from pretest to posttest including 32% who were unemployed at pretest who reported being employed at posttest. Approximately 41% of youth who reported being unemployed at pretest stayed unemployed at posttest. However, 16% who were employed at pretest also stayed employed at posttest.



There were no differences in having a job at posttest by sex, age, schooling level, parental status, and household wealth. However, youth who you reported having a job at pretest had a slightly greater chance of having a job at posttest.

Socioeconomic Outcome		Posttest outcome predicted by change in work readiness outcomes?	Equity differences?
Job status	Hours Worked	Positive gains in numeracy associated with more hours worked at posttest	No
	Income	Positive gains in numeracy associated with higher levels of income at posttest	No
	Productive Employment	No	No
	Hazardous Employment	No	No
Adequate Savings		Positive gains in numeracy and tangible assets associated with higher posttest savings amounts	Youth who had job at pretest reported higher adequate savings at posttest
Credit Access		Positive gains in numeracy and tangible assets associated with higher posttest access to credit	Youth who had job at pretest reported higher credit access at posttest

Limitations

- Except for the Literacy and Numeracy, all other variables are self-reported; there are no objective indicators of those variables. The data might therefore not be fully accurate if youth responded either in an overly positive or overly negative way.
- We were expecting a larger proportion of youth to report working at posttest. The low work rate at pretest and posttest means that we did not have sufficient data on the change in socioeconomic outcomes over the program period.

Messages

1. Youth who attended YiA in Burkina Faso reported improvements in nearly all work readiness and socioeconomic outcomes.
2. Overall, the effect of YiA was similar for both females and males, youth of different ages, parents versus non-parents, youth with different prior schooling experience, as well as more and less affluent youth.
3. Because of the limited number of youth who reported working at pretest and posttest we have limited evidence of the effect of YiA on the socioeconomic status of youth.

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Background

About 89 million youth between the ages of 12-24 are part of a growing cohort of out-of-school youth, approximately half of whom live in Sub-Saharan Africa². Youth in continental Africa and around the world have “aspirations and dreams of who they want to be, how they will contribute to their communities and the work they would like to do”³. However, many out-of-school rural youth face limited formal socioeconomic opportunities, are often unable to access systems and structures (such as quality formal education or the formal economy)⁴, and lack foundational skills that could support them to pursue the futures they envisage for themselves⁵. In rural contexts, many young people have significant responsibilities in their homes, family farms, or family businesses; they may also move in and out of different informal experiences and seek income from a variety of sources. However, many of these youth are unable to find pathways out of poverty or are unable to explore social and economic opportunities to realize their goals⁶.

Youth under the age of 18 are especially vulnerable; being under the recognized age of majority in most countries, they are often at risk of being engaged in hazardous work⁷. However, this stage in life is typically decisive in how youth will transition from school to work and for the likelihood of transiting out of poverty. Many youth in the majority world are already out of school and are trying to provide for themselves and their families. Yet youth below 18-years of age are often excluded in the design or implementation of policies and programs supporting youth employment.

The situation is especially true for Burkina Faso. Burkina Faso is home to a young population; about 65% of the population is under 25 years with the median age being 17 years⁸. However, these statistics do not capture the fact that Burkina Faso was ranked 185 out of 188 countries and territories in the UNDP Human Development Index. This lack of development means that a majority of the population in Burkina Faso live in rural areas of the country, and a majority of employed youth work in the agricultural sector. The Government of Burkina Faso has recognized the important role that agriculture plays as a source of income and livelihood improvement for youth in the country.

Youth in Action Program (YiA)

Youth in Action (YiA) is a six-year program implemented by Save the Children in partnership with Mastercard Foundation. The goal of YiA is to improve the socioeconomic status of around 40,000 out-of-school young people (12-18 years), both girls and boys, in rural Burkina Faso, Egypt, Ethiopia, Malawi, and Uganda. The Theory of Change (see Figure 1) is to achieve this by enhancing youths’ foundational skills and social assets, facilitating their action in livelihoods opportunities, and building key partnerships to remove barriers to youth’s participation in their economies and communities.

YiA supports youth to identify and explore livelihood opportunities through a combination of nonformal education and practice-oriented learning experiences. For many youth, these livelihood opportunities are grounded in agricultural value chains or agri-business. While there is a wide array of programs focusing on education for out-of-school youth or on youth employment, very few incorporate employability, social assets, literacy, numeracy, financial literacy, and real-life experience. YiA integrates all of the above into a participatory learning cycle,

² Inoue, K., Di Gropello, E., Taylor, Y. S., & Gresham, J. (2015). *Out-of-school youth in Sub-Saharan Africa: A policy perspective*. World Bank Publications.

³ Lee, M. (2015). *Mixed livelihoods: A reality for youth in Africa*. The MasterCard Foundation: Toronto, Canada.

⁴ J-PAL. (2013). *J-PAL youth initiative review paper*. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab.

⁵ UNESCO. (2012). *Youth and skills: Putting education to work*. Paris, France: UNESCO.

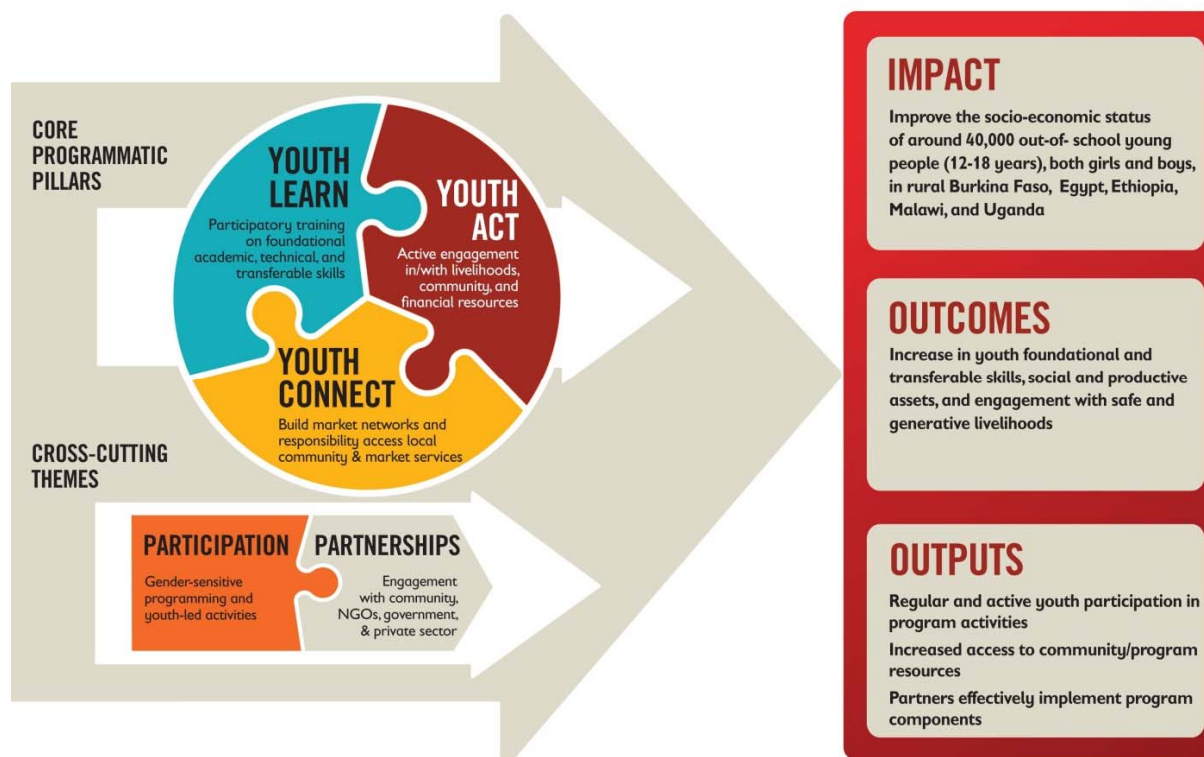
⁶ ILO. (2015). *Global employment trends for youth 2015*. Geneva, Switzerland: International Labour Organization.

⁷ FAO (2016). *Global forum on food security and nutrition*. Discussion Paper No. 127.

⁸ United Nations (2017). *World population prospects 2017*. Retrieved from <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

designed to increase livelihoods opportunities through the acquisition of a broad spectrum of foundational and work-readiness skills.

Figure 1. YiA Theory of Change



Youth in Action Burkina Faso

The project in Burkina Faso aims to reach 4,500 youth in some of the most vulnerable and rural communities in the Boucle du Mouhoun, Cascades, and Hauts-Bassins regions of the country. The project targets youth between the ages of 14-18.

Like the other YiA countries, Burkina Faso follows a three-phase model of the program that rolls out over seven consecutive months. The first phase—selection—deals with the recruitment of rural youth to a program cohort. Community advisory groups help the program recruit and select youth for the program, coordinating the mobilization events and screening process. The second phase—learning—consists of a four-month curriculum focused on foundational literacy, numeracy, financial literacy, and transferable skills.

The last phase—action—lasts for three months. In this phase, youth apply the skills from the learning phase to a pathway option that allows for active and mentored learning. In Burkina Faso, youth either focus on a self-employment/entrepreneurship activity or take up an apprenticeship with a local expert. Youth are given approximately USD 94 each to support them on either of the paths they choose.

Study Design

This report presents findings on the Youth in Action (YiA) program in Burkina Faso. The pretest and posttest⁹ data from this Program Outcomes Study (POS) will be used for two purposes:

- Understand the improvements in Intermediate Work Readiness Outcomes (financial literacy, work support and resources, foundational academic skills, and transferable skills) in youth who have been engaged in the YiA program model.
- Understand how improvements in these Intermediate Work Readiness Outcomes relate to improvements in youth Socioeconomic Outcomes.

The pretest data were collected on March and June 2017 followed by posttest data collection at the end of youth's full engagement with the program in October 2017. The findings from this study are presented in detail to paint a picture of the demographic and socioeconomic conditions of the youth in the YiA program. At pretest, we focused our analysis on descriptive statistics, not predictive relationships. At posttest, we explore the relationships between changes in work readiness skills and changes in socioeconomic outcomes for youth who have been part of the YiA program.

Program Outcomes Study indicators

Quality, meaningful data are foundational for planning, monitoring progress, and documenting results in working with young people. The surveys, on which the Program Outcomes Study is based, include a Demographic Survey, Literacy Assessment, Numeracy Assessment, Developmental Assets Profile (DAP) Survey, and Livelihood Survey.

- **Demographic Survey:** The survey provides background information on youth demographics, socioeconomic status (SES), and household information. We use an adapted version of the wealth questions from the Demographic and Household Survey (DHS) to understand the SES of youth.
- **Literacy Placement Tool:** Primarily designed as a tool to place youth in mixed-literacy groups, this tool also serves as an assessment of the youth's foundational literacy. It provides information on a youth's ability to identify letters, read with fluency & accuracy, and comprehension.
- **Numeracy Assessment:** This survey provides us with a picture of youths' foundational numeracy skills, especially their number identification, mathematical operations, and word problems. The word problems are designed to be practical market-based situations that youth may experience in their livelihood development.
- **DAP Survey:** The DAP Survey consists of 58 items that ask young people how often or how much they experience a variety of possible strengths in themselves, with their friends, and in their families, schools, and communities.
- **Livelihood Survey¹⁰:** Since YiA is focused on learning for livelihood readiness, an additional 27 items were administered at the same time as the DAP Survey. These items assess relevant work readiness learning, skills, and experiences. The Livelihood Survey also asks questions about employment and engagement with the labor market.

Research Design

The purpose of the POS is to collect data on the primary outcomes of YiA that are part of the program's Theory of Change. The study is designed to understand how youth work readiness might change for a sample of youth over the eight to ten month program period, and how those changes might impact socioeconomic outcomes.

Table 1 is an overview of the intermediate work readiness outcomes and ultimate socioeconomic outcomes in the study.

⁹ We use the terms "pretest" and "posttest" to reflect the waves of data collection. Pretest data for this study are collected at the start of a cohort's engagement with YiA. Posttest data are collected at the end of the cohort's engagement with YiA.

¹⁰ This survey was also referred to as the "Plus" section during data collection.

Table 1. Outcomes of the POS at two levels: Intermediate work readiness and socioeconomic outcomes of YiA

Intermediate Work Readiness Outcomes	Socioeconomic Outcomes
<ul style="list-style-type: none"> • <u>Financial Literacy</u> <ul style="list-style-type: none"> • Comfort managing money • Budgeting skills • Savings skills • <u>Work Support & Resources</u> <ul style="list-style-type: none"> • Tangible assets • Family support for work development • Community support for work development • <u>Foundational Academic Skills</u> <ul style="list-style-type: none"> • Literacy • Numeracy • <u>Transferable Skills</u> <ul style="list-style-type: none"> • Developmental assets • Self-employment skills • Workplace teamwork and drive 	<ul style="list-style-type: none"> • <u>Income Earning Status</u> <ul style="list-style-type: none"> • Job status • Hours Worked • Daily income • Productive employment • Hazardous employment • <u>Adequate Savings</u> • <u>Adequate Credit Access</u>

The evidence on the relationship between work readiness skills and socioeconomic outcomes, especially for youth in low- and middle-income countries, is strong and positive¹¹. Livelihood development programs that include these work readiness skills in a systematic and deliberate manner have demonstrated positive effects on youth economic outcomes, like income and job promotion¹². Employers also report being more satisfied with youth who have been through rigorous livelihood development programs that have incorporated life skills and financial training¹³. Overall, the extant literature suggests that work readiness training for youth is strongly associated with employment opportunities for youth, levels of income among youth in entry-level positions, level of promotion, and employer satisfaction¹⁴.

Research Questions

To establish a starting point and build an evidence base for measuring change brought about by the project over time, we asked the following research questions.

- RQ1. What is the relationship between pretest levels of work readiness skills and posttest levels of work readiness outcomes?
- RQ2. Are there any equity considerations (e.g.: age, sex, or wealth) that explain the change in work readiness outcomes between pretest and posttest?
- RQ3. What is the relationship between the change in levels of work readiness outcomes and change in socioeconomic outcomes between pretest and posttest?

¹¹ USAID. (2013a). *State of the field report: Examining the evidence in youth workforce development*. Washington D.C.: USAID.

¹² Ibarraran, P., et al. (2012). Life skills, employability and training for disadvantaged youth: Evidence from a randomized evaluation design. *IZA Discussion Papers Series*, 6617, 1–24. Kluve, J., et al. (2016). "Do Youth Employment Programs Improve Labor Market Outcomes? A Systematic Review." *IZA Discussion Paper Series*, no. 10263.











¹³ International Youth Foundation. (2014). *Strengthening life skills for youth: A practical guide to quality programming*. Baltimore, MD: IYF.

¹⁴ Brown, A., Rankin, K., Picon, M., & Cameron, D. (2015). *The state of evidence on the impact of transferable skills programming on youth in low- and middle-income countries*. New Delhi, India: International Initiative for Impact Evaluation. Lippman, L. H., Ryberg, R., Carney, R., & Moore, K. A. (2015). *Key "soft skills" that foster youth workforce success: Toward a consensus across fields*. Washington D.C.: Child Trends.

Sample

The aim of this study was not to offer a representative picture of all youth who go through YiA in Burkina Faso over the six years of the project. Rather, the aim was to understand what changes we see in a sample of youth who attend the program at a point in the project cycle when the YiA program in Burkina Faso is functioning as the program designers intended. The Burkina Faso country team decided to focus the POS on cohort 9 and 10. In Table 2 we present the demographic characteristics of this sample.

Table 2. Demographic characteristics of the Burkinabe youth (n=850) who were part of the POS pretest data collection

% female	FEMALE		67%
Average age	AGE		17
% who speak program language	PROGRAM LANGUAGE		100%
Average # of languages spoken or understood	LANGUAGES		2
% who last attended school >5 months ago	OUT OF SCHOOL		100%
Average # of household members	FAMILY		9
% of DHS possessions present for average youth	SES		36%
% who have a child	PARENT		23%
% who leave community for >1 month at a time	LEAVES COMMUNITY		5%
% who had job for longer than 1 month	JOB		27%

Analysis Plan

As an initial step, we fit models to understand any changes in intermediate work readiness outcome from pretest to posttest. Changes¹⁵ in scores between pretest and posttest were reflected by two scores: (1) changes in the percent of youth at various levels of the outcome (e.g., high, medium, low); and (2) changes in the mean score of the outcome. We used repeated measures ANOVA to assess the significance of changes in means from pretest to posttest. In addition to presenting statistical significance (a result's *p* level), we also report effect size (η^2) and

¹⁵ "Change" in scores from pretest to posttest can only be calculated for youth from whom we have both pretest and posttest data. Because of missing data and youth non-response the sample sizes for our comparisons are often less than n=850.

(ω^2) to show how meaningful a result is in practical terms. Effect sizes of 0.02-0.124 represent a small effect, 0.125-0.254 represent a medium effect, and 0.255 or more represent a large effect¹⁶.

Our second step was to conduct an equity analysis: predict changes from step one (above) using the demographic characteristics of the youth. We used youth's sex, age, schooling, parental status, and household possessions—an indication of family wealth—to predict gains in each work readiness outcome. In other words, we fit multivariate regression models where we regressed the change score of each work readiness outcome on sex, age, parental status, and household wealth.

Our last step was to understand whether changes from pretest to posttest in work readiness outcomes predicted changes in socioeconomic outcomes. We fit multivariate regression models for each socioeconomic outcome to see if pretest-posttest changes in work readiness outcomes predicted changes in these socioeconomic outcomes. Our models controlled for the differential effects of age, sex, schooling, parental status, and household wealth.

Pretest-Posttest Sample Comparison

Of the pretest sample of 850 youth, 804 youth were able to successfully participate and complete the posttest survey at the end of the program cycle. The full sample attrition rate was approximately 5%. In order to understand if our estimates of the effect of the YiA program would be biased due to the missing youth in our final pretest-posttest comparison sample, we fit a model to understand if attrition was predicted by any of the observed demographic characteristics of youth. We found that demographic characteristics including sex, household wealth, parental status, and work status were not significant predictors of attrition. Please see [Appendix A](#) for a table with the fitted estimates from our logistic regression model.

Controlling for all other demographic factors, we found that age was a significant predictor of attrition at posttest. Older youth were more likely not to take the survey at posttest as compared to younger youth. Although the exact reasons for this attrition are unclear, it is likely that these youth were unable to attend data collection due to conflicting personal, work, or family commitments. This means that age-based equity differences in pretest-posttest scores are less likely to represent the true trends in the population of YiA youth.

¹⁶ Cohen, J. (1988). *Statistical power analysis for the behavioral sciences: 2nd edition*. New Jersey, US: Erlbaum Associates, Hillsdale.

Findings

Change in Work Readiness Outcomes from Pretest to Posttest

There were significant changes in intermediate work readiness outcomes from pretest to posttest. For the purposes of this report, work readiness outcomes include financial literacy, work supports and resources, foundational academic skills, and transferable skills (see Table 1). The following pages expand on these results.

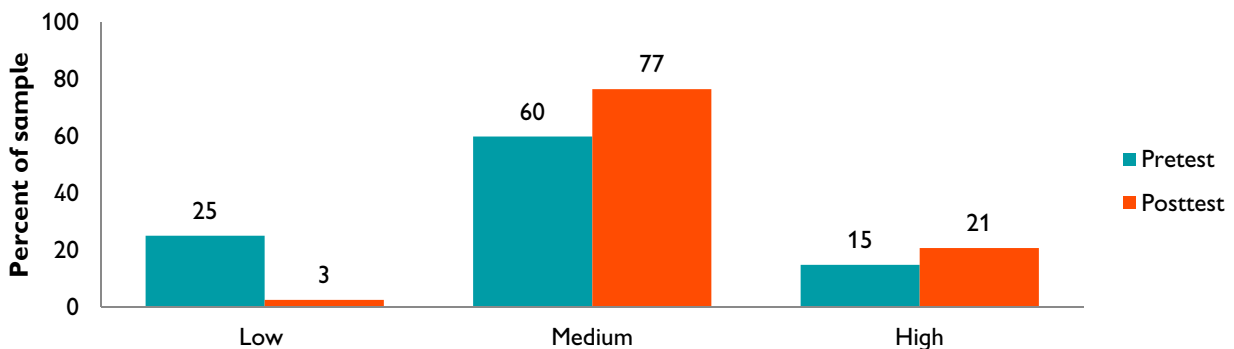
Financial Literacy

The financial literacy score gives an overall sense of youths' comfort managing money and their perception of their budgeting and saving skills. The financial literacy composite score is the sum of youth's responses to five questions that focus on how youth budget their money, methods they use to save money, and their overall comfort in managing their money (see [Appendix B](#) for a list of questions and the scoring criteria). Financial literacy score is defined on a 0-5 scale. A youth falls in the "low" category if they scored 0 on all budgeting and savings skills items. The "medium" category captures youth who scored high on one dimension but not the other or those who have some of both budgeting and saving skills. Youth in the "high" category scored high on both dimensions of budgeting and saving.

804 youth in our sample gave us full information on their financial literacy skills at pretest and posttest. There was a statistically significant difference in the mean financial literacy score between pretest and posttest for the average youth in the population ($F=165.13$; $p<.001$, $\eta^2=.17$, $\omega^2=.17$). Please see [Appendix J](#) for the results of the repeated measures ANOVA we fit.

Practically, this finding is meaningful. As we illustrate in Figure 1 (below), nearly all the youth who participated in YiA reported comfort with either budgeting or savings, with one out of every four youth reporting comfort with both sets of skills. At pretest, 25% of youth had a low financial literacy score, 60% had a medium financial literacy score, and 15% had high financial literacy score. This suggests that a majority of the youth in our sample scored high on one dimension of budgeting or savings skills, but not the other. By posttest, the percent reporting in the low category of financial literacy decreased to less than 3% while 21% of the sample reported in the high category. We present the change in scores for the whole sample, disaggregated by sex in [Appendix I](#).

Figure 1. Percent of youth ($n=804$) reporting different levels of financial literacy skills at pretest and posttest



Youth sex, age, schooling, parental status, and household wealth were not significant predictors of change in financial literacy between pretest and posttest. This means that most youth were able to gain equally in their financial literacy levels. See [Appendix K](#) for fitted estimates from the regression model.

Work Supports and Resources

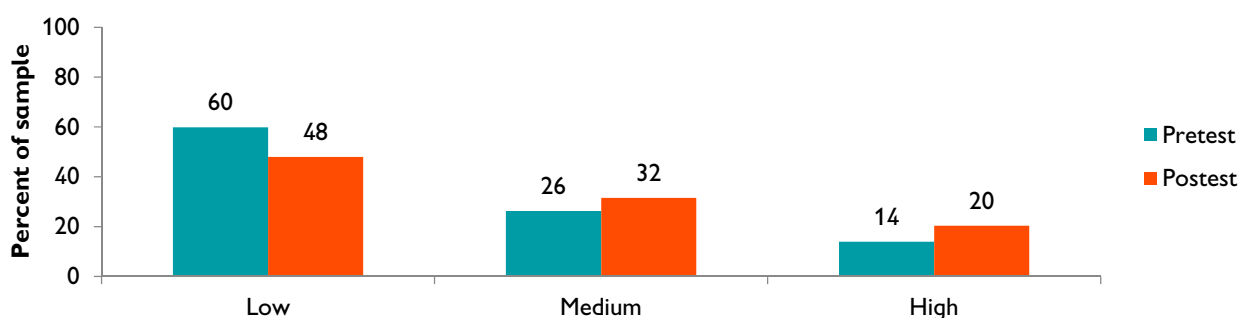
Work supports and resources reflect the encouragement and material assets youth can access to help them in pursuing different livelihoods. See [Appendix C](#) for a list of questions and the scoring criteria.

Tangible Assets

Tangible assets is the sum of youth's responses to six questions that focus on the level of access youth have to resources such as land, livestock, raw materials, tools, and equipment to be able to earn money. The tangible assets score is defined on a 0-6 scale. Youth who scored low have two or fewer tangible assets; youth who scored medium have three or four assets, and youth who scored high have five or six tangible assets.

804 youth gave us information on their tangible assets at pretest and posttest. At pretest, a majority of youth (60%) reported having very little in the way of tangible assets, such as access to land for farming. However, there was a statistically significant difference in the mean tangible assets score between pretest and posttest ($F= 62.83$; $p<.001$, $\eta^2=.07$, $\omega^2=.07$). The average youth reported having one additional tangible asset by posttest. The number of youth with a high level of tangible assets increased from less than 14% at pretest to 20% over the course of YiA (see Figure 2, below). Even though tangible assets increased, almost 48% of the youth still had inadequate resources by the end of the project. This is not surprising because YiA did not target immediate change in the material assets of youth.

Figure 2. Percent of youth ($n=804$) reporting different levels of access to tangible assets at pretest and posttest



We found that youth sex, age, schooling and household wealth at pretest did not affect how youth's access to tangible assets changed between pretest and posttest. However, youth who did not have a child tended to gain more tangible assets than their counterparts who reported having a child. Although being a parent was statistically significant, it is important to note that its effect size of nearly zero (.012) means these results had little practical significance.

Family and Community Support for Work

The support for work development scale was created using the six family support and community support items that look at the support and encouragement youth receive for work from their families and communities. A youth is considered to have inadequate levels of support if the mean score of the six items was lower than three and considered to have adequate levels of support if the mean score was three or greater.

128 youth gave us information on their family and community support for work at pretest and posttest. At pretest, 58 of the 128 youth who reported income generation in either cash or goods in the last year also reported that their families and communities were encouraging and helpful in their work development. At posttest, this number increased to 76 of the 128 youth. We present the change in scores from pretest to posttest for the whole sample, disaggregated by sex in [Appendix I](#). Youth sex, age, schooling, parental status, and household wealth were not significant predictors of change in family and community support for work between pretest and posttest.

Foundational Academic Skills

Before starting YiA, the program conducted a market assessment in each YiA country. This market assessment included conversations with youth, parents, community leaders, and local employers. This assessment brought to light the low levels of literacy and numeracy among youth in the YiA communities. This led to a focus on building the foundational academic skills, both literacy, and numeracy, of the youth in YiA.

Literacy

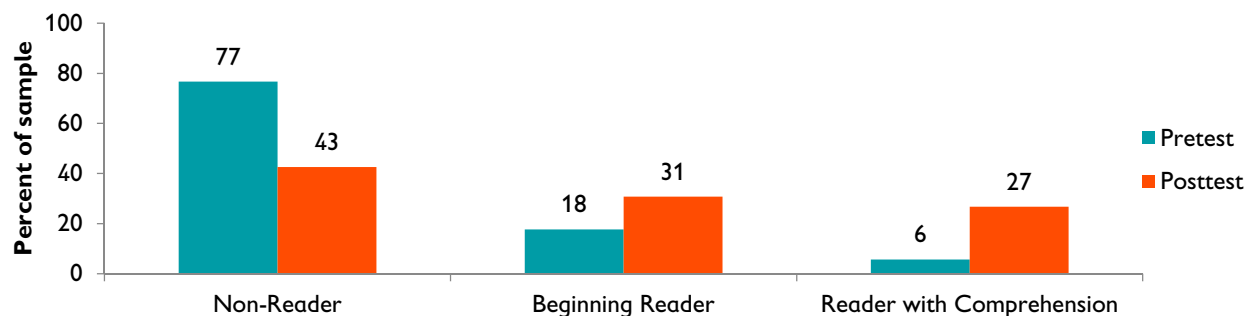
YiA promotes the development of literacy skills for youth at all skill levels, supporting those at the lowest levels with targeted phonics and word-recognition activities, and embedding reading and writing into the duration of the learning sessions. Youth are encouraged to try to read and write, whether or not they have the full capacity, and to depict images in cases where they cannot yet write words. They are also encouraged to seek peer support as well as support from facilitators. Read-alouds and shared reading are regular activities during the learning phase, designed to both foster interests in reading and to allow for practice. In addition, youth have daily, free access to Book Banks: small libraries stocked with local and national language materials related to life skills and livelihoods and available for youth to borrow and take home. All literacy work is directly linked to the life skills and livelihoods work that form the foundation of the YiA learning phase.

794 youth provided full literacy data at both pretest and posttest. At pretest, the average youth could identify 5 letters, read 4 words correctly in a minute, read 11% of the passage accurately when given additional time, and could answer 0.4 comprehension questions correctly. At posttest, the average youth could identify 12 letters, read 16 words correctly in a minute, read 40% of the passage accurately, and could answer 2 of the comprehension questions correctly.

In fitting the repeated measures ANOVA (see [Appendix J](#) for results) we found that there was a statistically significant difference in all of the four literacy skills between pretest and posttest. All of the effect sizes of these changes were large (.26 or above): letter identification ($F= 889$; $p<.001$, $\eta^2=.53$), fluency ($F= 307.49$; $p<.001$, $\eta^2=.28$, $\omega^2=.28$), comprehension skills ($F= 424.89$; $p<.001$, $\eta^2=.35$, $\omega^2=.35$) and accuracy ($F= 379.89$; $p<.001$, $\eta^2=.32$, $\omega^2=.32$).

In Figure 3 (below) we present the distribution of youth in our sample across these three reading tiers at pretest and posttest. By posttest, 27% of youth were able to read with comprehension at a grade 3 level, as compared to 6% at pretest.

Figure 3. Percent of youth ($n=794$) who were in the three literacy tiers at pretest and posttest



While youth of differing age, parental status, and household wealth gained literacy skills equally over the program period, we found that the average female youth gained more in letter identification, reading fluency, and reading accuracy than her male counterpart. We also found that youth with higher levels of schooling gained more in reading fluency and reading comprehension. Nonetheless, it is important to note that while these findings were statistically significant they had a very small effect size. This means that these equity findings have very limited practical significance.

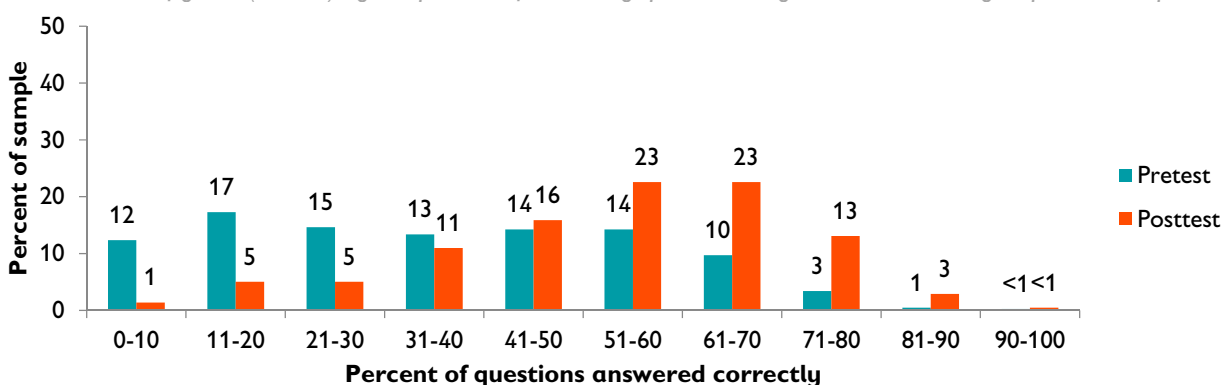
Numeracy

Functional numeracy is an important component of the learning phase of YiA. Since financial literacy—namely budgeting and saving—are seen as important livelihood competencies for youth, building youth's capacity to conduct basic numeric functions is seen as a precursor to enabling youth to keep budgets and manage their own money. Through the curriculum, youth are helped in building their foundational numeracy skills—counting and

numeric functions like addition, subtraction, multiplication, and division. Youth are given opportunities to use these skills through hypothetical and real examples that deal with market interactions and budgeting.

We were able to collect full numeracy information from 793 youth at pretest and posttest. There were significant improvements in numeracy skills from pretest to posttest ($F=499.18$; $p<.001$, $\eta^2=.39$, $\omega^2=.39$). At pretest, the average youth in the sample was able to answer 35% of the numeracy questions correctly and only 15 youth could answer 75% or more of the numeracy questions correctly. At posttest, the average youth in the sample was able to answer 53% of the numeracy questions correctly and 81 youth could answer 75% or more of the numeracy questions correctly.

Figure 4. Percent of youth ($n=793$) by the percent of numeracy questions they answered correctly at pretest and posttest



Youth sex, schooling level, parental status, and household wealth did not play a role in gain in numeracy. However, younger youth gained slightly more in terms of numeracy over the program period than their older counterparts. However, the effect size of (.019) was very small and we believe it has very limited practical significance. See [Appendix K](#) for fitted estimates from the regression model. Nonetheless, younger youth started the program with slightly lower levels of numeracy than older youth. This finding suggests that the program may have helped close the gap, allowing younger youth to catch up with their older counterparts.

Transferable Skills

Transferable skills are “higher-order cognitive and non-cognitive skills that individuals can use to be successful in different situations in work and in life”¹⁷. These skills are important across domains of a youth’s life (e.g.: academic, social, livelihood, etc.), and they can be transferred to a domain when learned in the context of another (e.g.: transferring skills learned in school to livelihood pursuits)¹⁸. Also, these skills are malleable and change over a time in an individual; they can be taught and learned.

YiA focuses on transferable skills in three ways. First, YiA focuses on developmental assets¹⁹: external (relationships, supports, and opportunities, provided by people in the youth’s life) and internal (beliefs, attitudes, and behaviors within a youth) strengths that are important for youth development. Second, the program assesses a youth’s self-employment capabilities. These questions determine a youth’s self-concept and confidence for

¹⁷ Brown, A., Rankin, K., Picon, M., & Cameron, D. (2015). *The state of evidence on the impact of transferable skills programming on youth in low- and middle-income countries*. New Delhi, India: International Initiative for Impact Evaluation. (p. 1)

¹⁸ Pellegrino, J. W., & Hilton, M. L. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington DC: National Research Council.

¹⁹ Scales, P. C., Shramko, M., & Ashburn, K. (2016). Developmental assets and sexual and reproductive health among 10-to 14-year-olds in northern Uganda. *International Journal of Child, Youth and Family Studies*, 7(1), 45-64.

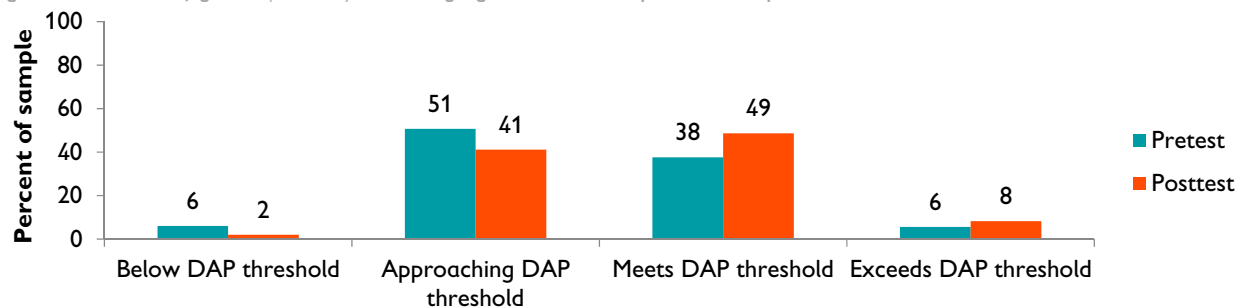
Scales, P. C., Roehlkepartain, E. C., & Fraher, K. (2012). *Do Developmental Assets make a difference in majority-world contexts? A preliminary study of the relationships between Developmental Assets and international development priorities*. Minneapolis: Search Institute, Report to U.S. Agency for International Development.

starting their own business; skills that can be transferred to a different domain of a youth's life. Lastly, we measure the workplace teamwork and drive that youth demonstrate, their motivation to work with others.

Developmental Assets Profile (DAP)

Developmental Assets are “developmental vitamins”: positive experiences and qualities identified by Search Institute as being essential to healthy psychological and social development in childhood and adolescence. The Developmental Assets framework, organized into eight categories, recognizes the importance of young people having both internal strengths (internal assets) and opportunities & guidance from family, school, peers, and community (external assets). The DAP score can be understood in terms of four levels of developmental assets: Below DAP threshold (0-29); Approaching DAP threshold (30-41); Meets DAP threshold (42-51) and Exceeds DAP threshold (52-60). See [Appendix D](#) for a more detailed frame of reference for interpreting DAP scores and for the reliabilities of the sub-scales and total DAP scores in Burkina Faso. Each level has been shown to have a meaningful connection to differing levels of youth well-being. Specifically, youth who “meet DAP threshold” have been shown to have adequate academic, psychological, social-emotional, and behavioral well-being, whereas youth only approaching or below the DAP threshold level have been shown to have significantly worse well-being outcomes.²⁰

Figure 5. Percent of youth (n=804) with varying DAP levels at pretest and posttest



We collected full DAP information from 804 youth at pretest and posttest. There were small improvements in DAP scores from pretest to posttest, with decreases in the percent of youth in the *below DAP threshold* levels (6% at pretest to 2% at posttest) and in the percent of youth *approaching DAP threshold* level (51% at pretest to 41% at posttest). We also observed a small increase in the percent of youth at *meets DAP threshold* level (38% at pretest to 49% at posttest). While these improvements were statistically significant they had limited practical significance ($F=54.51$; $p<.001$, $\eta^2=.06$, $\omega^2=.06$); very few additional youth met or exceeded the DAP threshold by posttest. The equity analysis we conducted showed that there were no differences in the gain in DAP score by sex, age, parental status, schooling level, or household wealth.

Self-Employment Skills

Self-employment skills is a summary of questions that ask youth about their perceptions of their ability to identify and develop a viable business plan, their comfort in business negotiations, and their confidence in being able to run a profitable business. The self-employment skills scale is the sum of youth's responses to four questions and the scale is defined on a 1-3 scale. We considered youth with a mean score lower than 2.5 to have inadequate Self-employment Skills and youth with a mean score of 2.5 or greater have adequate self-employment skills. See [Appendix E](#) for a list of the items and a description of how this composite was created.

In [Appendix I](#) we illustrate the self-reported self-employment skills, disaggregated by sex, for the 804 youth from whom we collected pretest and posttest information. There were meaningful increases in the percent of youth that reported having the requisite self-employment skills: 18% at pretest and 46% at posttest ($F=422.85$; $p<.001$

²⁰ Scales, P.C., Roehlkepartain, E.C., & Shramko, M. (2016). Aligning youth development theory, measurement, and practice across cultures and contexts: Lessons from use of the Developmental Assets Profile. *Child Indicators Research*. DOI 10.1007/s12187-016-9395-x

$\eta^2=.34$, $\omega^2=.34$). Between pretest and posttest, the average youth moved from having inadequate to adequate self-employment skills. While there were no differences in the gain in self-employment score by sex, age, parental status, or household wealth we did find that youth with higher level of schooling tended to gain more in their self-employment skills than their counterparts with lower levels of schooling. However, the effect size of nearly zero (.01) means this result is negligible and thus has little practical meaning.

Workplace Teamwork and Drive

Workplace teamwork and drive looks at youth's report of motivation for working independently and ability to work well as part of a team. We also look at youths' level of goal setting and interest in learning relevant or new skills. The workplace teamwork and drive scale is the sum of youth's responses to four questions and the scale is defined on a 1-3 scale. We considered youth with a mean score lower than 2.5 to have inadequate workplace teamwork and drive; youth with a mean score of 2.5 or greater have adequate workplace teamwork and drive. We were able to collect full workplace teamwork and drive information from 804 youth at pretest and posttest.

Between pretest and posttest, there were small improvements where average youth moved from having inadequate to adequate workplace teamwork and drive ($F=189.15$; $p<.001$, $\eta^2=.19$, $\omega^2=.19$). The percent of youth who reported having adequate workplace teamwork and drive increased from 41% at pretest to 67% at posttest. We found that youth who were parents gained slightly more in their workplace teamwork and drive score than youth who were not parents. However, the effect size (.017) means that this finding has very limited practical significance. There were no differences in the gain of workplace teamwork and drive score by sex, age, schooling level, or household wealth. Please see [Appendix K](#) for fitted estimates from the regression model.

Profile of Socioeconomic Outcomes for Youth

There are three main socioeconomic outcomes on which we assessed youth in this study: income earning status, adequate savings, and adequate credit access (see Table 1). The latter two are independent of whether youth reported working during the pretest or posttest assessment. However, the sub-outcomes under income earning status—hours worked, daily income, productive employment, and hazardous employment—are dependent on whether youth reported working during the assessment. This means that for hours worked, daily income, productive employment, and hazardous employment we can only test differences between pretest and posttest for youth who actually reported having a job at *both* pretest and posttest assessments. Because of the limited number of youth from whom we managed to collect hours worked, daily income, productive employment, and hazardous employment data at pretest and posttest, we were unable to test whether the pretest-posttest change was significant and if there were differences by sex, age, and household wealth.

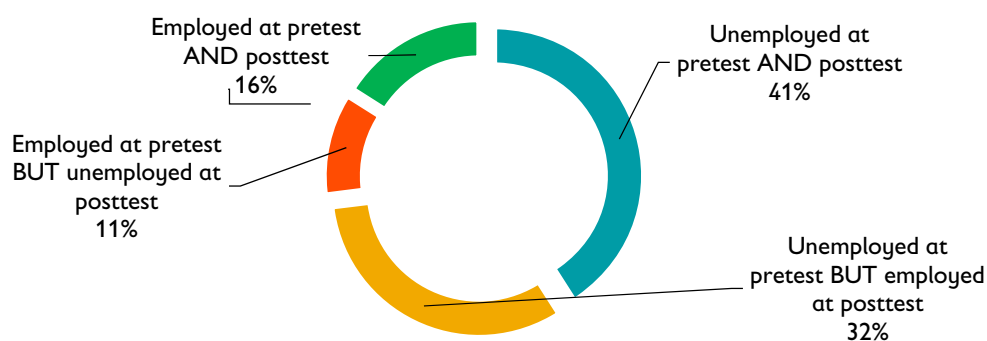
Income Earning Status

Job Status

Job and income earning status assesses youth's level of workforce involvement in an income generating activity in the last year. The term "job" in the survey is defined as "*any work that you have done for family members or others for which you have been compensated with money, goods, or services.*" In Figure 6 we illustrate the frequency with which youth reported experiencing job status change between pretest and posttest.

Of the 804 youth for whom we had data for pretest and posttest, 27% were employed at pretest and 48% were employed at posttest. 43% of the youth experienced job status change from pretest to posttest including 32% who were unemployed at pretest who reported being employed at posttest. Approximately 41% of youth who reported being unemployed at pretest stayed unemployed at posttest. However, 16% who were employed at pretest also stayed employed at posttest.

Figure 6. Percent of youth ($n=804$) with varying job status at pretest and posttest

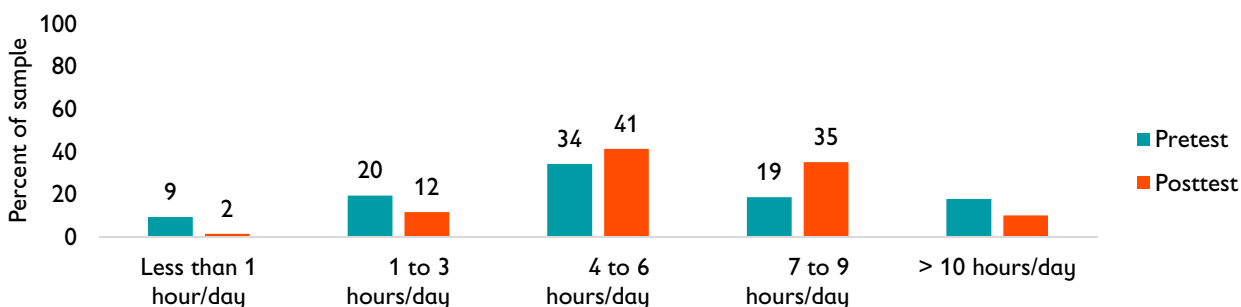


There were no differences in having a job at posttest by sex, age, schooling level, parental status, and household wealth. However, youth who you reported having a job at pretest had a slightly greater chance of having a job at posttest. Please see [Appendix K](#) for fitted estimates from the regression model.

Hours worked

We asked youth who reported having a job about the number of hours they worked on a typical day. In Figure 6b (below) we present the distribution of youth in our sample in ranges of hours worked per day at pretest and posttest. Of the 128 youth for whom we had data for pretest and posttest we observe increases in the percentage of youth who reported working between 4-6 hours/day from 34% at pretest to 41% at posttest and increases for youth who reported working between 7-9 hours/day from 19% at pretest to 35% at posttest.

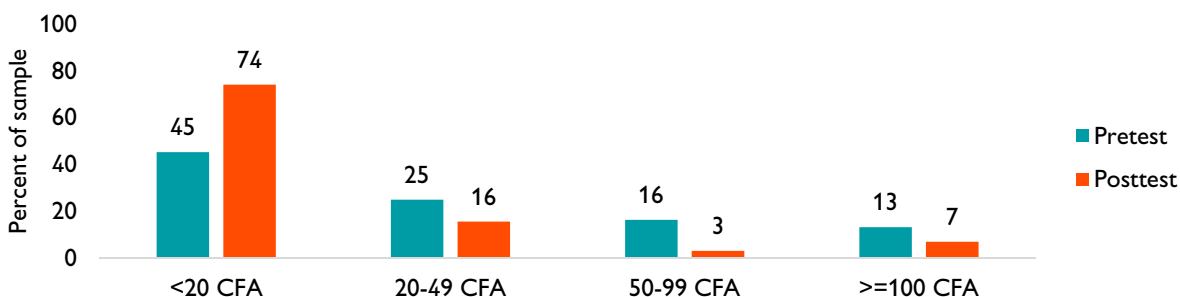
Figure 6b. Percent of youth (n=128) who reported different hours/day worked at pretest and posttest



Daily Income

We asked youth who reported having a job about the amount of money they earned daily. 128 youth gave us information on income at pretest and posttest. At pretest 45% reported earning less than 20 CFA/day. This changed at posttest where 74% reported earning 20 CFA/day (see Figure 6c, below).

Figure 6c. Percent of youth (n=128) who reported different daily income in (Franc CFA) at pretest and posttest



Type of work

128 youth gave us information on type of employment at pretest and posttest. We observed some changes in the type of work from pretest to posttest, with increases in the percent of youth reporting that they owned their own business (21% at pretest to 34% at posttest) and decreases in the percent of youth who are part of a group business with others (20% at pretest to 5% at posttest). We also observed increases in the percent of youth who reported working for someone else outside their family (20% at pretest to 30% at posttest) and decreases in the percent of youth reporting that they worked in their family business (40% at pretest to 32% at posttest).

Productive employment

Productive work is work that allows youth to meet current spending needs, save a little, and work that does not keep them from going to school. The productive employment scale was created using six items and then calculating the mean score of these six items. See [Appendix G](#) for a list of items included in productive employment. We considered youth with a mean score lower than 2.5 to have low levels of productive employment; youth with a mean score of 2.5 or greater have high levels of productive employment.

128 youth gave us information on productive employment at pretest and posttest. At pretest, only 47% of those were engaged in productive work as compared to 74% at posttest. [Appendix I](#) illustrates changes in productive employment from pretest to posttest, disaggregated by sex. Between pretest and posttest, there were small improvements where average youth moved from having low levels of productive employment to high levels of productive employment ($F=21.93$; $p<.001$, $\eta^2=.14$, $\omega^2=.14$). The equity analysis we conducted showed that there were no differences in the gain in productive employment by sex, age, schooling level, parental status, or household wealth.

Hazardous employment

Hazardous work is work that is dangerous or negative working conditions in which the youth feels unsafe. For youth who report working, we asked them if the main way they earn money exposes them to dangerous equipment and tools, excessive workload, as well as a hazardous environment that poses a health and safety risk. See [Appendix G](#) for a list of items included in hazardous employment. The hazardous environment scale is created using three items and then calculating the mean score of these three items. We considered youth with a mean score lower than 2.5 to have lower levels of hazardous work environments; youth with a mean score of 2.5 or greater have higher levels of hazardous work environments.

128 youth gave us information on productive employment at pretest and posttest. At pretest 75% reported hazardous working conditions or work environments; that number decreased at posttest to 46%. [Appendix I](#) illustrates changes in productive employment from pretest to posttest, disaggregated by sex. Between pretest and posttest, there were small improvements where average youth moved from having high levels of hazardous employment to low levels of productive employment ($F=22.52$; $p<.001$, $\eta^2=.15$, $\omega^2=.14$). The equity analysis we conducted showed that there were no differences in the changes in hazardous employment by sex, age, schooling level, parental status, or household wealth.

Adequate Savings

Adequate savings measured youths' self-reported level of savings to cover basic expenses such as groceries, school supplies, clothes, and incidentals, as well as having start-up capital to develop a business. Adequate Savings is a summative scale comprised of five items. Youth were considered to have "low" levels if they scored 2 or lower; "medium" levels if they scored 3 or 4; and "high" levels if they answered affirmatively to all 5 items. See [Appendix H](#) for a list of the items and a description of how this composite was created.

804 youth provided information on their access to savings at pretest and posttest. The average adequate savings score increased from 1.02 at pretest to 1.35 at posttest ($F= 21.52$; $p<.001$, $\eta^2=.02$, $\omega^2=.02$). This means that the average youth had low levels of savings at pretest and posttest. However, there were no differences in the gain of adequate savings by age, sex, parental status, schooling level, or household wealth.

Adequate Credit Access

Adequate credit access measured youths' ability to obtain adequate credit or loans from either formal or non-formal institutions to cover basic expenses and incidentals, or as startup capital to develop a business. Adequate credit access is a summative scale comprised of five items. Youth were considered to have "low" levels if they scored 2 or lower; "medium" levels if they scored 3 or 4; and "high" levels if they scored all 5 items. See [Appendix H](#) for a list of the items and a description of how this composite was created.

804 youth provided information on their access to credit at pretest and posttest. The average credit access score increased from 0.57 at pretest to 0.78 at posttest ($F= 11.59$; $p<.001$, $\eta^2=.01$, $\omega^2=.01$). This means that the average youth had low levels of credit access at pretest and posttest. However, there were no differences in the gain of adequate savings by age, sex, parental status, schooling level, or household wealth.

Association of Work Readiness and Socioeconomic Outcomes

In this section, we examine how levels of changes in the work readiness outcomes predict the levels and changes in socioeconomic outcomes from pretest to posttest. The POS was a one-group pre-post design. Additionally, the low numbers of youth who reported having a job in the Livelihoods Survey at pretest meant that we had limited sample sizes to predict changes in socioeconomic outcomes between pretest and posttest. To deal with these two limitations, we fit a linear regression model for all the socioeconomic outcomes. These models attempted to predict the posttest level of youths' socioeconomic outcomes—income, hours worked, productive employment, hazardous employment, adequate savings, and credit access—using the youths' demographic characteristics and the gains in their work readiness outcomes as predictors.

We found very few demographic factors or changes in work readiness outcomes that predicted where youth were socioeconomically by the end of the program cycle. While there were several relationships that were statistically significant, these findings had little practical significance (see [Appendix M](#) for fitted model estimates).

We found three main statistically and practically significant relationships. First, improvements in numeracy between pretest and posttest were associated with higher levels of income, hours worked, adequate savings, and credit access at posttest. While most of these relationships had a very small effect size, the fact that gain in numeracy was predictive of multiple posttest socioeconomic outcomes suggests that it played a role in where youth were at posttest.

Second, gains in tangible assets between pretest and posttest was associated with posttest levels of productive employment, adequate savings, and credit access at posttest. The effects size for the latter two relationships was small, but meaningful. This suggests that youth who were able to access more tangible assets for work (example: land, tools, and animals) also had higher levels of savings and credit access. This is not surprising; tangible assets are a proxy measure of socioeconomics and so we would expect increases in tangible assets to be linked to youth savings and credit access.

Finally, youth who reported a job at pretest were more likely to have adequate savings and credit access at posttest. The effect size of these relationships was small but meaningful. Once again, this is not a surprising finding; youth who had a job at pretest had more market relevant skills and experience. It is likely that they were able to grow their business over the program period and so they saved more and have more collateral to access credit.

Discussion

In this report, we have attempted to understand how youth work readiness might change for a sample of Burkinabe youth over the eight to ten months of participating in YiA. We also attempted to determine the relationship between the change in these work readiness outcomes and the ultimate socioeconomic outcomes— income earning status, adequate savings, and adequate credit access—that are part of the YiA Theory of Change. In this final section of the report, we discuss the main limitation of this study before summarizing the main findings. We end with a short discussion on the implications of our findings for future research and youth livelihood programming in these communities in Burkina Faso.

Summary of Findings

In Table 3 we provide a quick-view of the main findings for each work readiness outcome. This summary table offers a picture of gains in work readiness outcomes between pretest and posttest, and whether there were any equity dimensions to these gains.

Table 3. Summary of key findings about change in Work Readiness Outcomes between pretest and posttest

Work Readiness Outcome		Description	Significant and practical gains from pretest to posttest?	Significant and practical equity differences?
Financial Literacy		Change in financial literacy from pretest to posttest	Yes. At pretest 1 in every four youth reported a low level of financial literacy, compared to only 3% of youth at posttest	No
Work Support and Resources	Tangible Assets	Change in number of material assets from pretest to posttest	Yes. Average youth reported having one additional tangible asset by posttest	No
	Family and Community Support for Work	Change in amount of family and community support between pretest and posttest	Because of the limited number of youth who provided this information at pretest and posttest, we did not fit predictive models of change.	n/a
Foundational Academic Skills	Literacy	Change in letter recognition, fluency, accuracy, and comprehension between pretest and posttest	Yes. By posttest, 27% of youth were able to read with comprehension at a grade 3 level, as compared to 6% at pretest	Average female youth and youth with more schooling gained more literacy skills
	Numeracy	Change in percent of correct responses to numeracy assessment between pretest and posttest	Yes. Average youth could answer 53% of questions correctly at posttest, compared to 36% at pretest	No
Transferable Skills	DAP	Change in asset score between pretest and posttest	Yes. By posttest 57% of youth met or exceeded the DAP threshold, as compared to 43% at pretest	No
	Self-Employment Skills	Change in level of self-employment comfort between pretest and posttest	Yes. Average youth moved from having inadequate to adequate self-employment skills	No
	Workplace Teamwork & Drive	Change in level of workplace teamwork & drive between pretest and posttest	Yes. Average youth moved from having inadequate to adequate Workplace Teamwork and Drive	No

In Table 4 we provide a quick-view of the main findings for each socioeconomic outcome. The first half of this summary table offers a picture of gains in job status, adequate savings, and adequate credit between pretest and posttest, and whether there were any equity differences to these gains. The second half of Table 4 provides a summary of whether gains in work readiness outcomes predicted posttest levels of socioeconomic outcomes.

Table 4. Summary of key findings about status of Socioeconomic Outcomes

Socioeconomic Outcome		Significant gains from pretest to posttest?	Significant and practical equity differences?
Income Earning Status	Job Status	At pretest 27% of youth reported having a job, compared to 48% at posttest	No
Adequate Savings		Yes. Average youth moved from having a low level of savings to having a medium level of savings	No
Credit Access		Yes. Average youth moved from having a low level of credit access to having a medium level of credit access	No
Socioeconomic Outcome		Higher levels of posttest outcome predicted by change in work readiness outcomes?	Significant and practical equity differences?
Job status	Hours Worked	Yes. Positive gains in numeracy associated with more hours worked at posttest	No
	Income	Yes. Positive gains in numeracy associated with higher levels of income at posttest	No
	Productive Employment	No	No
	Hazardous Employment	No	No
Adequate Savings		Yes. Positive gains in tangible assets associated with higher posttest savings amounts	Youth who reported having a job at pretest reported slightly higher adequate savings at posttest
Credit Access		Yes. Positive gains in tangible assets associated with higher posttest access to credit	Youth who reported having a job at pretest reported slightly higher credit access at posttest

Limitations

A broad limitation is that, except for the Literacy and Numeracy assessments, all the other variables in the POS are self-reported by youth; that is, there are no objective indicators of those variables. The data might therefore not be fully accurate if youth responded either in an overly positive or overly negative way. Nevertheless, youth did not seem to respond in a systematically positive or negative way; their responses varied depending on the content of the questions asked, and so we can have greater confidence in the quality of the responses. As a result, these pretest POS data provide a reasonably clear picture of YiA youth in Burkina Faso.

Another limitation is the sample size for the pretest-posttest gains in some of the socioeconomic outcomes. ~73% of the youth reported that they were not working during the pretest data collection. This finding matches our expectations; based on data from the pre-program market assessments and discussions with the country team, we expected that a big proportion of our sample would not report working during the pretest data collection. However, we were expecting a larger proportion of youth to report working at posttest. The low work rate at

pretest and posttest means that we did not have sufficient data on the change in socioeconomic outcomes over the program period. This restricted our analysis. We were unable to fit models predicting the *change* in socioeconomic outcomes and only could predict the posttest levels of youth's socioeconomic outcomes.

Implications

Our findings provide partial support for the YiA Theory of Change. It is clear from this study that YiA can help build work readiness skills in rural Burkinabe youth who have had limited access to formal education and the formal labor market. Because we do not have a comparison group, we cannot disaggregate the effect of the program to understand how much of the effect was directly because of YiA and how much was because of general maturation and growth. We expect that as youth grow they will develop some work readiness skills and may have more access to the labor market. However, the preponderance of evidence that YiA youth developed work readiness skills on all fronts suggests that the program did have a positive effect on the lives of youth.

Additionally, we found very few work readiness or socioeconomic outcomes that differed by the equity factors—sex, age, parental status, schooling and household wealth—that we tested. Only in youth literacy did we find that female youth gained more skills than male youth. This general lack of equity differences is reassuring. It suggests that the positive effects of YiA in Burkina Faso are, for the most part, not limited to particular kinds of youth, but rather are being experienced equitably for both females and males, youth of different ages, parents and non-parents, youth who have a different schooling background, and youth from more and less affluent backgrounds. The lack of meaningful differential demographic significance in these results suggests that YiA is a broadly effective instrument for promoting greater economic potential and well-being in a largely agriculture-based economy.

It is clear from the findings that nearly all work readiness and socioeconomic outcomes improved from pretest to posttest. In addition, improvement in some of the work readiness outcomes was linked to posttest levels of a few socioeconomic outcomes. While there were several relationships that were statistically significant, we found few practically meaningful associations between gains in work readiness outcomes and youth socioeconomic status. Increases in youths' work readiness skills and supports are valuable in themselves in terms of promoting overall positive youth development. The fact that the increases in work readiness outcomes were demonstrated in the relatively short-term of 7-8 months (with some increases being quite large, such as literacy and self-employment skills) suggests that the full potential economic opportunity-enhancing effect of YiA may take more time to become visible. Economic opportunities take more time to find and develop than the work readiness skills and supports, especially opportunities lasting a month or more (the definition of having a job). Having just two data points—start and end of program cycle—may simply be too short a “pre-post” timeline and too few a number of observation times to accurately capture the ebbs and flows of more frequent workforce entry and exit that are the realities for many rural Burkinabe youth.

The fact that nearly all of the work readiness and socioeconomic outcomes increased suggests that parts of the YiA program may be having a near-term positive effect. If participating youth could be followed for longer periods, there might be even greater positive effect observed over a longer time period of these and the other work readiness outcomes addressed by the program. Subsequent evaluations of the YiA program in Burkina Faso would benefit from longer-term follow-up to determine if there are additional delayed positive changes in the socioeconomic condition of program participants.

Appendix

Appendix A: Fitted estimates from logistic regression predicting attrition

Table 1. Logistic regression predicting program attrition prior to endline survey

Independent Variables	Attrition							p
	β	SE	OR	Inverse OR	%	95% CI		
						Lower	Upper	
Gender (ref: female)	0.29	0.46	1.34	0.75	33.79	-0.62	1.20	.531
Age	0.42	0.19	1.53	0.65	52.75	0.04	0.81	.030
Highest level of schooling	0.71	0.48	2.04	0.49	104.23	-0.23	1.66	.137
Had a job last year	0.50	0.46	1.66	0.60	65.62	-0.40	1.41	.274
Constant	-							
	12.00	3.39	0.00	162337.66	-100.00	-18.64	-5.35	<.001
Pseudo R ²	.028							

Appendix B: Items and structure of Financial Literacy composite

Item #	Question
C3a	I can track how much money I have compared to what I'm spending and thus I can budget money to meet my needs
C3b	I can decide what to do with the rest of my money after paying my expenses
C3c	I feel comfortable in managing my own money
C4	Over the past 12 months, did you put some money aside to cover future expenses?
C5a	Have you deposited any of your money in a formal financial institution (such as a bank or microfinance bank)?
C5b	Have you deposited any of your money in an informal financial institution (such as Saving and Credit Cooperatives or Village Savings & Loan Associations)?
<p>The "Financial Literacy" scale is a summative scale consisting of Budgeting Skills (c3a, c3b) and Savings Skills (c4, c5a, c5b). The budgeting skills items were coded with response options 1 through 3, while the three saving skills items were coded with response options 0 and 1. To create the Financial Literacy scale the coding for the saving skills items were left as-is (0 and 1). We recoded the budgeting skills items as 0 if survey participants responded with "Does not resemble me" (1), and 1 if "Resembles me a little" (2) or "Resembles me a lot" (3). The items were then added up to create the Financial Literacy Scale. To summarize, budgeting skills contribute 2 of the 5 Financial Literacy points; saving skills contribute the other 3 points. In other words, youth with budgeting but no saving skills can have a maximum of 2 points; youth with saving skills but no budgeting skills can have a maximum of 3 points.</p>	









Appendix C: Items and structure of Work Supports & Resources composite

Item #	Question
C8	I am able to access land for the cultivation of food crops or for earning money
C9	I am able to access a place to raise animals for getting food or for making money
C10	I am able to access fishable areas to get food or earn money
C11	I am able to get access to natural resources (such as coal mines, stone-pits, marble quarry) which I can use to make money
C12	I am able to get the tools or equipment I need to earn money
C13	I am able to attain the raw materials or the substances I need to earn money
C22	My family helps me to learn the skills and ideas that I can use in my work
C23	My family supports my ideas to work or to earn money
C24	My family helps me to see how the things that I am doing now will help me in the future
C25	Others in my community help me learn the skills and ideas that I can use in my work
C26	Other people in my community support my ideas for work or for earning money
C27	Other people in my community help me to see how the things that I am doing now will help me in the future

The "Work Support and Resources" scale was created combining two scales: "Tangible Assets" and "Support for Work Development" which looks at family and community support for work. "Tangible assets" is a summative scale of items c8 through c13. Youth who scored LOW have 2 or fewer tangible assets. Youth who scored MEDIUM have 3 or 4 tangible assets. Youth who scored HIGH have 5 or 6 tangible assets. The "Support for Work Development" scale is created using the six family support (c22 through c24) and community support (c25 through c27) items. We calculated a mean score from these six items: we considered youth with a mean score lower than 3 to have inadequate levels of support; youth with a mean score of 3 or greater have adequate levels of support.

Appendix D: Items and structure of Developmental Assets Profile (DAP)

External assets are positive experiences, relationships, and encouragement and support young people receive from peers, parents, teachers, neighbors, and other adults in the community. They include positive role models, boundaries and expectations, as well as young people's constructive use of time. Internal assets are characteristics and behaviors that reflect positive personal and psychological development in young people. They include strengths such as positive values, positive identity, social competencies, and commitment to learning. The DAP also shows youth perspectives of the support in the different settings in their lives: family, school, peers, and community. For example, young people with good social skills are more likely to have a strong web of supportive relationships. Similarly, if youth are part of effective, engaging, and safe schools, they are more likely to develop an internal commitment to learning.

THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP	
External Assets	Internal Assets
 SUPPORT Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.	 COMMITMENT TO LEARNING Asks questions related to whether children care about school and completing their homework, as well as appreciate learning new things.
 EMPOWERMENT Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.	 POSITIVE VALUES Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.
 BOUNDARIES AND EXPECTATIONS Hones in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.	 SOCIAL COMPETENCIES Measures a child's willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.
 CONSTRUCTIVE USE OF TIME Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.	 POSITIVE IDENTITY Measures a child's self-worth.

All 58 individual DAP items have values ranging from 0 through 3. The DAP sub-domains are the means of the items that make up each Asset Category, multiplied by 10 (i.e., all 8 sub-domains have values ranging from 0 through 30). The Internal and External DAP scores are the means of their respective constituent four Asset Categories (so they also range from 0 through 30). The total DAP score is the sum of the Internal and External DAP scores, thus its possible values range from 0 through 60.

Internal Consistency Reliabilities for the DAP in Burkina Faso POS Pretest

Alpha reliabilities of DAP scales, Malawi Pretest, n=850		
Asset Scale	Alpha Coefficient	Meaning
Total DAP	.92	Excellent
External Asset Scale	.85	Good
Internal Asset Scale	.89	Good
SUPPORT: Young people need to be surrounded by people, who love, care for, appreciate, and accept them.	.67	Promising
EMPOWERMENT: Young people need to feel valued and valuable. This happens when youth feel safe and respected.	.60	Promising
BOUNDARIES AND EXPECTATIONS: Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.	.75	Acceptable
CONSTRUCTIVE USE OF TIME: Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.	.46	Low
COMMITMENT TO LEARNING: Young people need a sense of the lasting importance of learning and a belief in their own abilities.	.72	Acceptable
POSITIVE VALUES: Young people need to develop strong guiding values or principles to help them make healthy life choices, including responsibility, empathy, and self-control.	.69	Promising
SOCIAL COMPETENCIES: Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.	.69	Promising
POSITIVE IDENTITY: Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.	.66	Promising
PERSONAL CONTEXT: Internal strengths that shape the character of young people, including their self-concept, values, attitudes, and capabilities.	.75	Acceptable
SOCIAL CONTEXT: Social assets are experienced through personal relationships with others, particularly their friends.	.77	Acceptable
FAMILY CONTEXT: Assets experienced in the family (e.g.: family support, positive family communication, useful roles in the family, family boundaries)	.74	Acceptable
SCHOOL CONTEXT: Assets experienced in school (e.g.: achievement motivation, school engagement, caring school climate, school boundaries)	.76	Acceptable
COMMUNITY CONTEXT: Assets experienced in community settings other than school (e.g.: community values youth, youth programs, religious community, caring neighborhood)	.77	Acceptable
Notes. An alpha reliability coefficient of .70 or higher is considered acceptable; a coefficient of .60 and above is promising.		

Interpreting the DAP

Total DAP Score for youth and the percent of your youth who fall into four levels based on their survey results are: Below DAP Threshold, Approaching DAP Threshold, Meets DAP Threshold, and Exceeds DAP Threshold. Quartile level scores for all DAP sub-scales are defined on a 0-30 scale. The total DAP score, however, is defined on a 0-60 scale. The table below shows each quartile score definition.

Description of Eight DAP categories		
	Total DAP Scale (out of 60)	DAP Asset Categories and Context View Scales (Out of 30)
Below DAP Threshold	0-29	0-15
Approaching DAP Threshold	30-41	16-20
Meets DAP Threshold	42-51	21-25
Exceeds DAP Threshold	52-60	26-30

Appendix E: Items and structure of Self-Employment Skills composite

Item #	Question
C16a	I am able to develop a business plan
C16b	I am comfortable negotiating prices when buying or selling items
C16c	I feel able to identify a business idea that is safe and through which you can make money
C16d	I am confident that I have the skills to run a profitable business
The "Self-employment Skills" scale is created using items c16a through c16d and then calculating the mean score of these four items. We considered youth with a mean score lower than 2.5 to have inadequate Self-employment Skills; youth with a mean score of 2.5 or greater have adequate self-employment skills	

Appendix F: Items and structure of Workplace Teamwork and Drive composite

Item	Question
C2a	I work well on my own without the need for someone to guide me on what I have to do
C2b	I work well as a team member
C2c	I work hard to achieve success and reach my goals
C2d	I am good at learning new skills
The "Workplace Teamwork and Drive" scale is created using items c2a through c2d and then calculating the mean score of these four items. We considered youth with a mean score lower than 2.5 to have inadequate Workplace Teamwork and Drive; youth with a mean score of 2.5 or greater have adequate Workplace Teamwork and Drive	

Appendix G: Items and structure Hazardous Employment & Productive Employment

Item	Question	Hazardous Employment
	Which of the following is true about your main work or your main way to earn money or earn a living: I am exposed to...	
C21a	Dangerous equipment or tools (such as heavy machinery, knives	
C21b	Excessive workload	
C21c	Hazardous environment	
The "Hazardous Environment" scale is created using items c21a through c21c and then calculating the mean score of these three items. We considered youth with a mean score lower than 2.5 to have lower levels of Hazardous work environments; youth with a mean score of 2.5 or greater have higher levels of Hazardous work environments		
Item	Question	Productive Employment
	My method of making money or earning living may.....	
C20a	Prevent me from going to school	
C20b	Help me pay for school	
C20c	Help me contribute to my family	
C20d	Make me enough money to cover my daily expenses	
C20e	Pay me enough to spare some money for the future	
C20f	Help me pay for goods (such as make-up, clothes, mobile phone	
The "Productive Environment" scale is created using items c20a through c20fc and then calculating the mean score of these six items. We considered youth with a mean score lower than 2.5 to have lower levels of Productive Employment; youth with a mean score of 2.5 or greater have higher levels of Productive Employment.		

Appendix H: Items and structure of Adequate Savings & Adequate Credit Access composite

Item	Question
	I have enough savings to:
C14a	Support my family for one week
C14b	Buy the necessary materials to start or develop a business.
C14c	Pay expenses if one of my family members is affected by sudden illness
C14d	Pay for books or tools necessary for school

C14e	Buy suitable work clothes
	<i>I can get a formal or informal loan to:</i>
C15a	Support my family for one week
C15b	Buy the necessary materials to start or develop a business.
C15c	Pay expenses if one of my family members is affected by sudden illness
C15d	Pay for books or tools necessary for school
C15e	Buy suitable work clothes
<p>"Adequate Savings" and "Adequate Credit Access" are both summative scales. Adequate Savings consists of items c14a through c14e; Adequate Credit Access consists of items c15a through c15e. In both measures, youth were considered to have LOW levels if they scored 2 or lower; MEDIUM levels if they scored 3 or 4; HIGH levels if they scored all 5 items.</p>	

Appendix I: Average Workforce Readiness and Socioeconomic Outcome scores at pretest and posttest, disaggregated by gender

	Scale range	Aggregate		Female		Male	
		Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Financial Literacy	0-5	2.21 (1.23)	2.89 (1.00)	2.19 (1.26)	2.88 (0.99)	2.25 (1.18)	2.90 (1.02)
Tangible Assets	0-6	2.17 (1.85)	2.81 (1.79)	1.95 (1.76)	2.64 (1.74)	2.63 (1.97)	3.16 (1.85)
Work Development Supports	1-4	2.86 (0.58)	2.99 (0.54)	2.84 (0.60)	2.96 (0.53)	2.88 (0.55)	3.05 (0.56)
LITERACY							
Letters Known	0-20	4.57 (6.96)	12.12 (6.91)	4.00 (6.66)	11.82 (7.08)	5.74 (7.42)	12.74 (6.50)
Fluency	0-n*	3.95 (11.58)	16.35 (21.68)	3.11 (9.77)	16.33 (21.95)	5.67 (14.47)	16.39 (21.14)
Accuracy	0-1	.11 (0.29)	.40 (0.43)	.10 (0.27)	.41 (0.43)	.15 (0.32)	.39 (0.43)
Comprehension Total	0-5	0.38 (1.13)	1.81 (2.00)	0.35 (1.11)	1.83 (1.99)	0.45 (1.16)	1.75 (2.01)
Numeracy	0-1	.36 (0.20)	.53 (0.18)	0.36 (0.21)	.54 (0.18)	0.36 (0.20)	.53 (0.18)
DEVELOPMENTAL ASSETS PROFILE							
Support	0-30	21.05 (4.61)	22.34 (3.99)	20.86 (4.68)	22.13 (3.97)	21.45 (4.45)	22.78 (4.00)
Empowerment	0-30	19.81 (4.64)	20.92 (4.08)	19.67 (4.64)	20.73 (3.93)	20.10 (4.63)	21.31 (4.34)
Boundaries and Expectations	0-30	20.11 (4.79)	21.44 (4.32)	19.90 (4.80)	21.27 (4.27)	20.53 (4.77)	21.80 (4.41)
Constructive Use of Time	0-30	16.63 (5.74)	17.72 (5.17)	16.28 (5.70)	17.51 (5.20)	17.34 (5.76)	18.17 (5.11)
Commitment to Learning	0-30	23.04 (4.35)	23.46 (3.66)	22.80 (4.41)	23.35 (3.66)	23.53 (4.20)	23.67 (3.67)
Positive Values	0-30	21.01 (4.00)	22.09 (3.37)	20.75 (3.96)	21.92 (3.42)	21.56 (4.05)	22.44 (3.25)
Social Competencies	0-30	20.14 (4.58)	21.36 (3.74)	19.89 (4.58)	21.23 (3.77)	20.66 (4.56)	21.61 (3.67)
Positive Identity	0-30	21.21 (4.72)	22.63 (3.89)	21.01 (4.76)	22.53 (3.83)	21.63 (4.61)	22.84 (4.00)
External DAP	0-30	19.40 (3.94)	20.61 (3.55)	19.18 (3.92)	20.41 (3.51)	19.85 (3.96)	21.01 (3.60)
Internal DAP	0-30	21.35 (3.76)	22.38 (3.11)	21.11 (3.77)	22.26 (3.10)	21.84 (3.72)	22.64 (3.12)
DAP Total	0-60	40.75 (7.13)	42.99 (6.26)	40.29 (7.08)	42.67 (6.20)	41.70 (7.15)	43.65 (6.35)
Self-Employment Skills	1-3	1.87 (0.54)	2.37 (0.45)	1.86 (0.54)	2.37 (0.45)	1.91 (0.55)	2.36 (0.44)
Workplace Teamwork & Drive	1-3	2.24 (0.48)	2.51 (0.37)	2.22 (0.47)	2.51 (0.36)	2.27 (0.48)	2.52 (0.40)
Productive Employment	0-1	.49 (0.50)	.75 (0.43)	.44 (0.50)	.74 (0.44)	.55 (0.50)	.76 (0.43)
Hazardous Employment	0-1	.75 (.44)	.44 (0.50)	.73 (0.45)	.42 (0.50)	.77 (0.42)	.47 (0.50)
Adequate Savings	0-5	1.02 (1.44)	1.35 (1.70)	0.92 (1.38)	1.31 (1.70)	1.22 (1.54)	1.43 (1.71)

Credit Access	0-5	.57 (1.20)	0.78 (1.43)	0.55 (1.18)	0.68 (1.36)	0.61 (1.25)	0.97 (1.56)
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Note. Standard deviations in parentheses.

*This item does not have an upper range limit.

Appendix J: Mean differences in Workforce Readiness and Socioeconomic Outcomes between pretest and posttest

	Time		F	p	η^2	ω^2
	Pretest	Posttest				
	M (SE)	M (SE)				
Financial Literacy	2.21 (0.04)	2.89 (0.04)	165.13	<.001	.171	.170
Tangible Assets	2.17 (0.07)	2.81 (0.06)	62.83	<.001	.073	.071
Support for Work Development	2.86 (0.04)	2.99 (0.03)	8.47	.004	.063	.055
LITERACY						
Letters Known	4.57 (0.25)	12.12 (0.25)	889.00	<.001	.529	.528
Fluency	3.95 (0.41)	16.35 (0.77)	307.49	<.001	.279	.279
Accuracy	.11 (0.01)	.40 (0.02)	379.89	<.001	.324	.323
Comprehension Total	0.38 (0.04)	1.81 (0.07)	424.89	<.001	.349	.348
Numeracy	.36 (0.01)	.53 (0.01)	499.18	<.001	.387	.386
DAP	40.75 (0.25)	42.99 (0.22)	54.51	<.001	.064	.062
Self-Employment Skills	1.87 (0.02)	2.37 (0.02)	422.85	<.001	.345	.344
Workplace Teamwork & Drive	2.24 (0.02)	2.51 (0.01)	189.15	<.001	.191	.190
Productive Employment	.49 (0.03)	.75 (0.02)	21.93	<.001	.147	.141
Hazardous Employment	.75 (0.03)	.44 (0.03)	22.52	<.001	.151	.144
Adequate Savings	1.02 (0.05)	1.35 (0.06)	21.52	<.001	.026	.025
Credit Access	0.57 (0.04)	0.78 (0.05)	11.59	<.001	.014	.013

Note. Effect sizes are for **time**, not the overall model.

Appendix K: Fitted estimates from equity analysis predicting change in Work Readiness Outcomes between pretest and posttest

	Financial Literacy	Tangible Assets	Support for Work Developmen t	Literacy: Letters Known	Literacy: # (Fluency)	Literacy: % (Accuracy)	Literacy: Total Comprehens ion	Numeracy	DAP	Self- Employment Skills	Workplace Teamwork & Drive
Male	0.06 (0.17)	-0.08 (0.11)	-0.20 (0.15)	-3.01*** (0.83)	-5.75* (2.77)	-0.15** (0.05)	-0.36 (0.25)	-0.03 (0.02)	-1.79 (1.01)	-0.10 (0.07)	.081 (0.07)
Age	-0.07 (0.06)	0.05 (0.04)	-0.06 (0.06)	-0.00 (0.30)	1.37 (1.02)	0.02 (0.02)	0.14 (0.09)	-0.02* (0.01)	-0.27 (0.37)	0.03 (0.03)	-0.02 (0.03)
Schooling	0.04 (0.19)	0.06 (0.13)	-0.00 (0.18)	-0.94 (0.95)	9.07** (3.17)	0.04 (0.06)	0.71* (0.29)	-0.03 (0.03)	-1.44 (1.15)	0.17* (0.08)	0.07 (0.08)
Household wealth	0.03 (0.03)	0.03 (0.02)	-0.03 (0.03)	0.06 (0.16)	-0.29 (0.52)	0.00 (0.10)	0.01 (0.05)	-0.01 (0.00)	-0.07 (0.19)	0.02 (0.01)	0.02 (0.01)
Have child	0.22 (0.21)	-0.29* (0.14)	-0.05 (0.21)	-1.88 (1.04)	-1.80 (3.49)	-0.09 (0.07)	-0.37 (0.31)	-0.03 (0.03)	-1.76 (1.26)	-0.09 (0.09)	0.25** (0.09)
Constant	1.17 (1.08)	-0.93 (0.73)	1.62 (1.06)	9.82 (5.36)	-21.38 (17.99)	-0.06 (0.35)	-2.03 (1.62)	0.68*** (0.16)	11.01 (6.52)	-0.82 (0.47)	0.23 (0.48)
Adjusted R ²	-.006	.003	-.018	.028	.036	.011	.020	.027	.009	.014	.014
Model F ²	.000		.000								
Model η^2	.008	.017	.057	.042	.049	.025	.034	.041	.023	.028	.028
Male η^2	.000	.001	.027	.037	.012	.021	.006	.003	.009	.005	.003
Age η^2	.003	.003	.017	.000	.005	.003	.006	.019	.002	.005	.002
School η^2	.000	.001	.000	.003	.023	.001	.017	.004	.004	.011	.002
DHS η^2	.003	.006	.012	.000	.001	.000	.000	.009	.000	.007	.004
Child η^2	.003	.012	.001	.009	.001	.005	.004	.002	.005	.003	.020
Model ω^2	.000	.003	.000	.028	.036	.011	.020	.027	.009	.014	.014
Male ω^2	.000	.000	.011	.034	.009	.018	.003	.000	.006	.003	.001
Age ω^2	.001	.001	.001	.000	.002	.000	.004	.016	.000	.002	.000
School ω^2	.000	.000	.000	.000	.020	.000	.015	.001	.002	.008	.000
DHS ω^2	.000	.003	.000	.000	.000	.000	.000	.006	.000	.004	.001
Child ω^2	.000	.009	.000	.006	.000	.002	.001	.000	.003	.000	.017

Note. * $p \leq .05$. ** $p < .01$. *** $p < .001$. SE in parentheses.

Appendix L: Fitted estimates from equity analysis predicting change in Socioeconomic Outcomes between pretest and posttest

	Productive Employment	Hazardous Employment	Adequate Savings	Credit Access	Job Status at Posttest (Odd Ratios)
Gender (ref: female)	-0.05 (0.18)	.064 (0.17)	-0.00 (0.09)	0.09 (0.07)	0.11 (0.06)
Age	-0.11 (0.07)	-0.08 (0.07)	-0.00 (0.03)	-0.00 (0.03)	0.02 (0.02)
Household Wealth	-0.00 (0.21)	-0.27 (0.20)	0.04 (0.10)	0.05 (0.09)	-0.00 (0.06)
Have child	-0.03 (0.03)	-0.03 (0.03)	0.02 (0.02)	0.01 (0.01)	0.03* (0.01)
Schooling	0.24 (0.24)	0.19 (0.23)	-0.20 (0.11)	-0.12 (0.09)	0.10 (0.07)
Job status at pretest					0.25*** (0.06)
Constant	2.41 (1.24)	1.79 (1.20)	-0.13 (0.58)	-0.06 (0.48)	-0.28 (0.37)
Adjusted R ²	-.013	-.007	.001	.000	.081
Model f ²	.000	.000			
Model η ²	.062	.067	.015	.014	.097
Male η ²	.001	.002	.000	.004	.011
Age η ²	.039	.020	.000	.000	.003
School η ²	.000	.027	.001	.001	.000
DHS η ²	.013	.013	.006	.001	.017
Child η ²	.016	.010	.009	.005	.006
Job status η ²					.054
Model ω ²	.000	.000	.001	.000	.081
Male ω ²	.000	.000	.000	.001	.008
Age ω ²	.024	.005	.000	.000	.000
School ω ²	.000	.012	.000	.000	.000
DHS ω ²	.000	.000	.003	.000	.014
Child ω ²	.000	.000	.006	.002	.003
Job status ω ²					.051

Appendix M: Fitted estimates from multiple regression predicting posttest Socioeconomic Outcomes for all youth

	Income				Hours Worked				Productive Employment				Hazardous Employment				Adequate Savings				Credit Access			
	Coefficient	Std. Err.	P	ω^2	Coefficient	Std. Err.	P	ω^2	Coefficient	Std. Err.	P	ω^2	Coefficient	Std. Err.	P	ω^2	Coefficient	Std. Err.	P	ω^2	Coefficient	Std. Err.	P	ω^2
Job at Pretest	-0.04	0.1	0.66	0.00	0.07	0.11	0.55	0.00	0	0.05	0.94	0.00	-0.01	0.06	0.90	0.00	0.65	0.13	0.00	0.03	0.54	0.11	0.00	0.03
Male	0.15	0.1	0.12	0.00	0.12	0.11	0.27	0.00	0.02	0.05	0.62	0.00	0.06	0.06	0.29	0.00	0.09	0.12	0.46	0.00	0.28	0.1	0.01	0.01
Age	0.05	0.04	0.20	0.00	0.01	0.04	0.80	0.00	0.05	0.02	0.01	0.01	-0.02	0.02	0.24	0.00	0.03	0.04	0.51	0.00	-0.02	0.04	0.67	0
Household Wealth	0.02	0.02	0.34	0.00	0	0.02	0.88	0.00	-0.02	0.01	0.08	0.01	0	0.01	0.74	0.00	-0.01	0.02	0.61	0.00	-0.01	0.02	0.48	0
Financial Literacy	0.01	0.03	0.83	0.00	-0.07	0.03	0.04	0.01	0.02	0.02	0.29	0.00	-0.03	0.02	0.06	0.01	0.06	0.04	0.12	0.00	0.05	0.04	0.19	0.01
Tangible Assets	-0.05	0.05	0.36	0.00	-0.01	0.06	0.89	0.00	0.06	0.03	0.02	0.01	-0.01	0.03	0.66	0.00	0.4	0.06	0.00	0.05	0.3	0.05	0.00	0.04
Literacy (Fluency)	0	0	0.67	0.00	0	0	0.44	0.00	0	0	0.94	0.00	0	0	0.17	0.00	0	0	0.62	0.00	0	0	0.00	0
Numeracy	0.57	0.21	0.01	0.02	-0.66	0.23	0.00	0.02	0.04	0.1	0.67	0.00	-0.19	0.12	0.11	0.00	-1.03	0.27	0.00	0.02	-0.75	0.23	0.00	0.01
DAP	0	0.01	0.55	0.00	0.01	0.01	0.41	0.00	0	0	0.51	0.00	0	0	0.85	0.00	0.02	0.01	0.00	0.01	0.02	0.01	0.01	0.01
Self-Employment	0.04	0.08	0.63	0.00	-0.04	0.09	0.65	0.00	-0.01	0.04	0.78	0.00	-0.02	0.05	0.62	0.00	0.28	0.1	0.01	0.01	0.19	0.08	0.02	0.01
Teamwork & Drive	0.01	0.08	0.93	0.00	-0.18	0.08	0.03	0.01	0.03	0.04	0.38	0.00	-0.03	0.04	0.43	0.00	-0.13	0.1	0.19	0.00	0.11	0.08	0.17	0.01
Intercept	0.33	0.65	0.62		3.32	0.7	0.00		0.08	0.32	0.80		0.89	0.36	0.01		0.71	0.79	0.37		0.87	0.66	0.19	
n		368				368				368				368				762				762		
R ²		0.01				0.039				0.023				0.011				0.13				0.124		
Model f^2		0.01				0.041				0.024				0.011				0.149				0.142		
Model η^2		0.04				0.068				0.052				0.041				0.143				0.137		
Model ω^2		0.01				0.039				0.023				0.011				0.13				0.124		