Mindanao Youth for Development (MYDev) Project

FY16 Impact Evaluation Report

Measuring Youth's Employment, Perceptions and Engagement, and Skills

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EXECUTIVE SUMMARY

INTRODUCTION

The Mindanao Youth for Development (MYDev) project supports USAID-Philippines' overall Country Development Cooperative Strategy (CDCS) goal through Development Objective 2: *Peace and Stability in Conflict-Affected Areas in Mindanao Improved*. To contribute to peace and stability in Mindanao, MYDev applies a positive youth development approach to implementing activities targeted at two key populations:

- Out-of-School Youth: MYDev implements basic education and experiential life and leadership skills as well as technical skills training for 19,000 youth in eight areas in Mindanao. In addition, MYDev engages youth in community service activities through youth networks in order to improve youth's employability and civic engagement.
- Local Government and Community Leaders: MYDev supports the creation and development of local Out-of-School Youth Development Alliances (OSYDA), which actively promote education and work opportunities for out-of-school youth in their communities.

Together, out-of-school youth and OSYDA activities are designed to create an environment in which out-of-school youth feel engaged through their contributions of productive work and civic engagement (see Figure i).

Figure i: MYDev encourages out-of-school youth to become actively engaged in their communities.

METHODOLOGY

The outcomes of MYDev's programming are measured by examining the changes from baseline to endline of a randomly selected, weighted sample of MYDev youth and a weighted sample of comparison group youth[1]. Two tools—the Youth Employment Survey (YES) and the Youth Perceptions Survey (YPS)—are used to answer three evaluation questions that correspond to key indicators:

Q1. *Do youth participants demonstrate improved livelihoods as a result of project activities?*
Q2. *Do youth participants demonstrate improved perceptions of government and community as a result of project activities?*
Q3. *Do youth participants demonstrate improved life, work readiness, and leadership skills as a result of project activities?*

[1] A non-equivalent groups, pre/post, quasi-experimental evaluation, with samples weighted by sex and highly urban/partially urban/rural location to reflect the MYDev population.

The collection of data on employment, skills, and perceptions and engagement from the same youth allowed MYDev to explore the possible influences of the project beyond these three questions alone.

While this impact evaluation was implemented with attention to rigor and detail, some key limitations persist, including: 1) the quasi-experimental evaluation design limits the claims to causality this report can make, and 2) the possible contamination of the comparison group may negatively bias estimates of MYDev youth's improvements relative to non-MYDev youth.

Impact Findings

Employment

Employment data suggest that MYDev's programming may positively affect not only unemployed youth in finding a job, but employed youth in better managing what they earn from a job.

25.7% of MYDev youth find new or better employment between baseline and endline (see Figure ii)[2]. Further, compared to non-MYDev youth, MYDev youth achieve a greater incidence of *new* employment (significant at $p<0.001$).

While MYDev youth do not obtain *better* employment at greater rates than non-MYDev youth, they are better able to productively manage their money. More MYDev youth than comparison group youth are better able to use their savings to meet their needs ($p=0.024$), and more MYDev youth report eating more meals per day by endline ($p<0.001$).

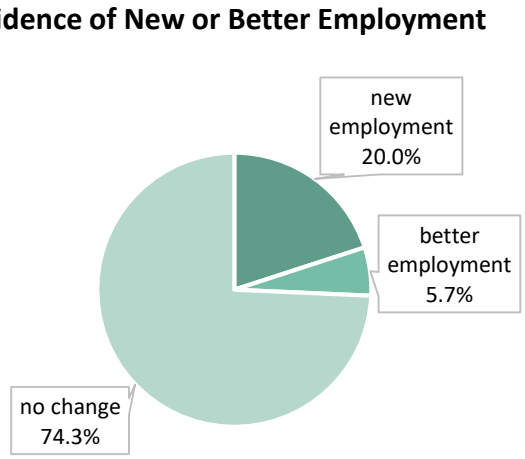

Figure ii: New or Better Employment Amongst MYDev Youth

Indicator 12: *Number of out-of-school youth receiving new or better employment*

25.7% of the MYDev Population

Youth's Perceptions and Engagement

Nearly 70% of MYDev youth improve their perceptions of the community or government. Upon comparison with non-MYDev youth, data suggest that MYDev activities seem to positively affect MYDev youth's perceptions of their communities, their satisfaction with their communities, and their satisfaction with the government. Activities do not, however, seem to positively affect youth's perceptions of the government.

[2] Note that all visuals depicting MYDev youth only are colored in green, while visuals depicting a comparison between intervention and comparison group youth are colored in shades of blue.

Still, MYDev activities seem to positively affect the level of engagement of MYDev youth in their communities. While MYDev youth reduce the number of organizations in which they are involved compared to comparison group youth (p=0.009), they increase the frequency with which they perform their organizational duties in those organizations more than do comparison group youth (p=0.002).

Indicator 10: *Percentage of targeted out-of-school youth with improved perceptions of community or government*

69.1% of the MYDev Population

Soft Skills

MYDev youth improve their life skills, work readiness skills, and leadership skills to a greater extent than non-MYDev youth.

74.9% of MYDev youth improve either their life skills, work readiness skills, or leadership skills between baseline and endline. While a statistically similar percent (72.1%) of comparison group youth improve their skills as well (p=0.220), MYDev youth improve their skills in life, work readiness, and in leadership to a greater extent than comparison group youth do (statistically significant at p<0.001) (see Figure iii[3]).

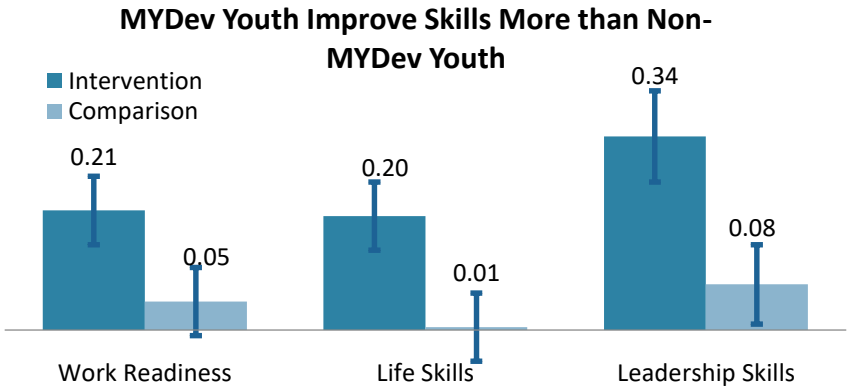

Figure iii: MYDev and Non-MYDev Youth's Skills Changes Over Time

Indicator 14: *Percentage of targeted out-of-school youth with improved life skills, work readiness, or leadership skills*

74.9% of the MYDev Population

Gender Gap

MYDev seems to be able to reduce gender gaps across employment, skills, and some aspects of civic engagement: w**here gender gaps exist in baseline data, MYDev youth consistently experience smaller or disappeared gender gaps by endline compared to non-MYDev youth**.

[3] Confidence intervals (blue whiskers on each bar in the graph) represent the area in which we are 95% confident the population value lies. If confidence intervals on two bars overlap, it is likely that there is no statistical difference between the average values represented by the bars.

While non-MYDev males find employment almost twice as much as females, amongst MYDev youth this gap is much smaller. Further, gaps in better employment between non-MYDev males and females at endline cannot be found amongst MYDev males and females (p=0.502).

MYDev males and females improve their skills at a statistically similar rate for all skill areas (all p>0.10), while non-MYDev males improve their skills more than non-MYDev females (p<0.10 for all skills).

At baseline, female intervention group youth recognize more institutions on average than male intervention group youth, but by endline, this gap disappears (p=0.28). However, in other areas of civic engagement, MYDev seems to reduce the gaps for females more than males.

EMERGING FINDINGS

The Relationship Between Soft Skills and Other Outcomes

Skill gains alone do not meaningfully influence employment or perceptions and engagement.

MYDev's model is built upon a positive youth development approach characterized by a bundling of activities that together are expected to improve outcomes for MYDev youth. By design, soft skill training alone is not intended to yield the peace-building outcomes MYDev embraces; perhaps as evidence of this, regression models that examine the relationship between skills and other outcomes only partially explain those outcomes. Still, the finding that comparison group youth who improve their work readiness and leadership skills at the same rate as MYDev youth are more likely to find new or better employment or have better perceptions of the community or government begs for further research. Is this finding the beginnings of evidence that the holistic, positive youth development model MYDev employs is key to the positive outcomes observed? Is it a manifestation of the complexities of the context in which MYDev works? More research is necessary to understand this phenomenon, observed by MYDev for the first time in this study, better.

Urban Rural Gap

Gaps in achievement for youth from highly urban, partially urban, or rural areas persist for employment, perceptions and engagement, and leadership skills.

MYDev targets youth in highly urban, partially urban, and rural areas alike. While all programming originates from the same base, recent observations by staff have influenced suggestions of revisions of project programming to better target the different contexts geographic regions provide. Indeed, MYDev's first investigation of the urban rural gap corroborates the importance of such a revised approach:

- While youth from highly urban, partially urban, and rural areas seem to find better employment at similar rates, the majority of MYDev (72.2%) and non-MYDev (54.7%) youth who find new employment are from urban areas.
- Rural youth improve their community and government perceptions and satisfaction, though this finding is not consistent when applied to highly urban and partially urban youth. However, highly urban youth recognize more institutions and meet more leaders by endline, which is not true of partially urban or rural youth.
- While MYDev may have reduced the urban rural gap across most skill areas, this is not true for rural youth when it comes to leadership skills.

RECOMMENDATIONS

Impact Finding Recommendations

Findings on MYDev's three evaluation questions yield the following recommendations:

1. With the understanding that better employment is observable in MYDev youth mostly through financial management indicators, the project should further examine what "better" employment can look like for MYDev youth as well as potential paths through which a working youth can achieve better employment. MYDev should harness these findings into supplemental project activities and employment evaluation tools.
2. Given findings that show small changes in youth's perceptions, but meaningful changes in their engagement, the project should review project evaluation tools to ensure they appropriately measure project activities.
3. MYDev's value-add is in the level of soft skills MYDev youth obtain. The project should continue to implement soft skill development activities, while harnessing this information for the benefit of external stakeholders and the youth themselves.
4. MYDev's ability to reduce gender gaps seems to be corroborated consistently in the data. The project should continue in its gender work, focusing additional efforts on civic engagement-oriented activities to ensure that male MYDev youth benefit as much as females.

Emerging Findings Recommendations

The quality of the data and design allow MYDev to explore and learn more about the project:

1. The initial—and as yet un-replicated—finding that soft skills on their own do not explain youth's positive outcomes requires further investigation by the project team and should be explored through further qualitative and quantitative study.
2. An emerging understanding of the influence of geographic area on youth's outcomes suggests that the project should systematically target programming to meet the different needs of youth in those areas while further investigating how area affects programming.

CONCLUSION

Overall, this evaluation suggests that MYDev's activities seem to have positively influenced the employment, perceptions and engagement, and skills outcomes of MYDev youth. MYDev's deep expertise in work readiness, its engagement with government and communities in the region, and its efforts regarding gender are highlighted by the positive outcomes found across employment, civic engagement, and a closing gender gap found in this evaluation. While some areas remain for continued thought and focus—including how the project measures youth's government and community perceptions and how it targets youth from different geographic locations—this evaluation suggests that the activities implemented by the Mindanao Youth for Development project are effective.

INTRODUCTION

PROJECT BACKGROUND

The MYDev project supports USAID-Philippines' overall Country Development Cooperative Strategy (CDCS) goal through Development Objective 2: *Peace and Stability in Conflict-Affected Areas in Mindanao Improved*. Using a positive development approach, MYDev is designed to contribute to peace and stability in Mindanao by providing experiential training and other activities to improve life skills, improve youth's engagement with and perceptions of their communities and government, and increase employability for 19,000 out-of-school youth in eight conflict-affected areas: Cotabato City, Marawi City, Isabela City, Lamitan City, Zamboanga City, and the municipalities of Parang in Maguindanao, and Jolo and Indanan in Sulu. In addition, MYDev organizes and mobilizes local government officials, businesses, and other stakeholders in Out-of-School Youth Development Alliances (OSYDA) in order to strengthen local governance and its effect on out-of-school youth.

Specifically, MYDev activities focus on three key components:

- Strengthening life skills, leadership, and civic engagement for vulnerable out-of-school youth through capacity building of local government units, communities, and stakeholders (through the OSYDA) to improve education and training services for out-of-school youth
- Increasing out-of-school youth's access to education through the Department of Education's Alternative Learning System (ALS)
- Improving out-of-school youth's employability by providing equitable access to relevant education and skills training

Within the specific context of the eight conflict-affected areas where MYDev works, external factors, combined with local socio-economic circumstances, bear acutely on vulnerable out-of-school youth populations. MYDev therefore aims to strengthen positive factors for pro-social engagement of out-of-school youth by supporting reaffirmation of the social contract between and among different local government and other stakeholder groups, including out-of-school youth. Thus, MYDev's implementation is informed by a positive youth development approach, USAID's youth policy, USG's *3D approach* and MYDev's development hypothesis: *If the **social contract** between local government and communities—vulnerable out-of-school youth in particular—is strengthened through incremental gains in mutual trust, conflict affected communities will begin to benefit from the accretion of social capital that underpins local area stability, security and prosperity*.

Taken together, out-of-school youth and OSYDA programming is designed to produce an environment in which out-of-school youth cease to feel alienated from their communities and instead are able to contribute through work and community service. Such integration into the community—as produced by both out-of-school youth training programs and OSYDA activity—would be evidenced by improved leadership, life, and work readiness skills accompanied by improved perceptions of and engagement with the community and government. The improvement of skills and perceptions in the context of an environment that is conducive to out-of-school youth's development and growth would lead to improved work outcomes for out-of-school youth (see Figure 1).

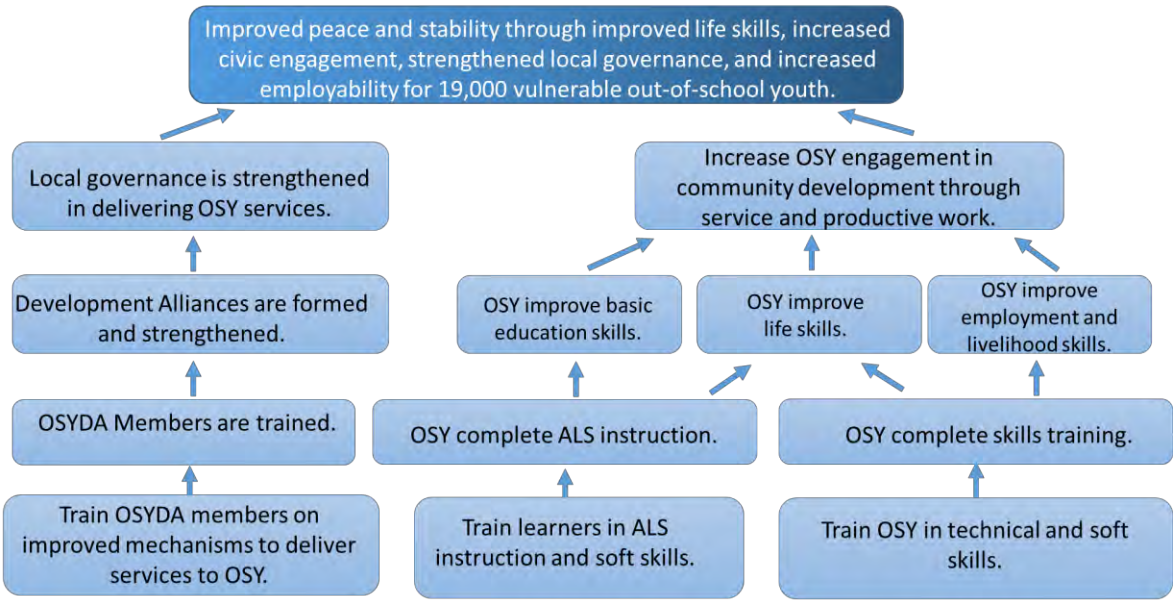

Figure 1: MYDev's Theory of Change

Evaluation Questions

Yet can such a theory—in which a holistic approach to creating an enabling environment for out-of-school youth is combined with skills-focused training—be proven in the context of MYDev? This impact evaluation seeks to determine whether links can be found between youth participation in MYDev's programming and their outcomes in three key areas:

- Employment, including self-employment
- Perceptions of and engagement with the community and government
- Life, leadership, and work-readiness skills

These three outcome areas align with three of MYDev's key indicators and present the basis of the three evaluation questions that this impact evaluation seeks to answer:

Q1. *Do youth participants demonstrate improved livelihoods as a result of project activities?*

- ***Indicator 12:*** *Number of out-of-school youth receiving new or better employment (FAFI 4.6.3-2: Number of persons receiving new or better employment (including better self-employment) as a result of participation in a USG-funded workforce development project)*

Q2. *Do youth participants demonstrate improved perceptions of government and community as a result of project activities?*

- **Indicator 10:** *Percentage of targeted out-of-school youth with improved perceptions of community or government*

Q3. *Do youth participants demonstrate improved life, work readiness, and leadership skills as a result of project activities?*

- ***Indicator 14:*** *Percentage of out-of-school youth with improved life skills, work readiness, or leadership skills for civic engagement*

Beyond answering these three evaluation questions, the richness of data collected from the same youth over time allows for further exploration into how MYDev's model functions. These findings—which require further study and reflection—are also presented in this report.

METHODOLOGY

STUDY DESIGN

In order to understand MYDev's contribution to improving out-of-school youth's community and government perceptions, skills, and employment outcomes, MYDev has designed and implemented a quasi-experimental evaluation study with each cohort of youth. After piloting evaluation tools in fiscal year 2014 (FY14), the project implemented the first full evaluation in FY15. For each cohort, a randomly selected sample of intervention group youth is surveyed during the first day of participation in MYDev (baseline) and four to six months after graduation from MYDev (endline). Intervention group results are then compared to a comparison group's results at both baseline and endline to shed light on the possible influence of project activities on intervention group youth (see Figure 2).

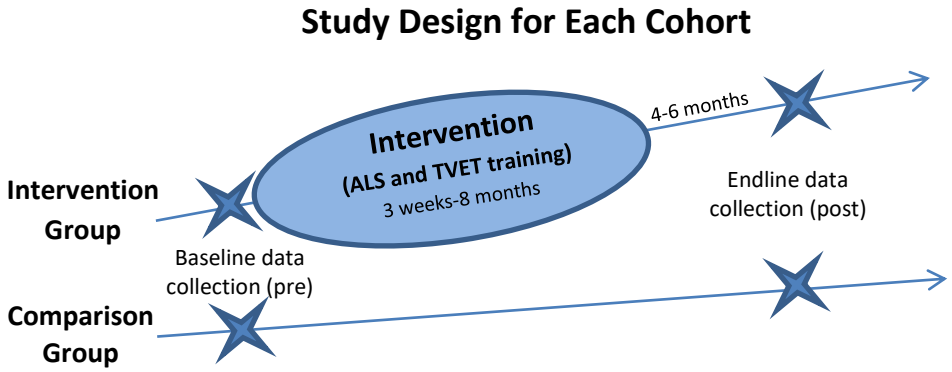

Figure 2: MYDev Evaluation Study Design

SAMPLE DESIGN

The selection of the sample of intervention and comparison group youth is key to ensuring the most comparable groups possible given a quasi-experimental approach in which the equivalence of comparison and intervention groups cannot be assumed. Thus, care was taken to choose comparison group youth who were very similar to intervention group youth in key characteristics:

- Sex
- Age
- Education Status
- Employment Status
- Place of Residence

Intervention group youth who participated in the impact evaluation were randomly selected from the population of out-of-school youth who began MYDev training between October of 2015 and September of 2016 (FY16). To account for a high expected rate of attrition from the sample, a sample of 1,200 youth,

stratified by sex and local government unit (LGU), was randomly selected from the FY16 participants, yielding a final sample of 1063 intervention group youth who took all surveys at both baseline and endline. A much smaller sample of 600 comparison group youth was drawn as well, also stratified by sex and LGU, yielding a final sample of 401 comparison group youth who took all surveys at both baseline and endline. These sample sizes were chosen to allow for the detection of even small changes over time or small differences between groups, sometimes referred to as a small effect size. While this sample size allows for comparisons between males and females, it does not allow for comparisons between males and females by LGU.

In order to allow for findings of this evaluation—which is based on sample data—to be generalized to the population of MYDev youth who participated in trainings beginning in FY16, the sample data was weighted to the population of youth who participated in MYDev in FY16. Weighting allows for the sample—which did not reflect key characteristics of the population such as the percent of males and females or the percent from rural/partially urban/highly urban settings—to be readjusted so that the composition of the sample reflects the composition of the population in key ways. In the MYDev context, where a disproportionate stratified sampling strategy meant that an equal number of males and females were sampled from each LGU, the composition of the sample in terms of sex and being from a rural/partially urban/highly urban setting did not reflect the population. Thus, weights were applied to the sample based on the sex and rural/partially urban/highly urban setting composition of the population. This allows the MYDev team to argue that findings represent the entire population and to generalize findings to this entire population of FY16 MYDev youth. Both the intervention and comparison groups were weighted to the population of FY16 MYDev youth who participated in MYDev trainings during the time period in which we implemented our data collection surveys (see Annex 1 for sample weights).

Data Collection

Data were collected from intervention group youth both on the first day of their participation in MYDev training and 4-6 months after they graduated from their training programs. Since MYDev youth begin and graduate from their trainings at different points throughout the fiscal year, which runs from October 1 through September 30, baseline data were collected quarterly throughout the entire year. The 4-6 month lag between graduation and endline data collection is intentional: it allows youth the time necessary to realize the expected outcomes that we intend to measure.

Comparison group youth are assessed at the beginning of the fiscal year, October and November 2016 with an endline survey implemented 4-6 months later in March and April 2017.

Tools

Data were collected from youth using two tools: the Youth Employment Survey (YES) and the Youth Perceptions Survey (YPS). These two tools were first piloted with MYDev youth in FY14, after which they were revised, adapted, and implemented as part of MYDev's FY15 impact evaluation before being used again for the FY16 impact evaluation.

The YES was developed and validated in previous EDC projects, and then adapted for use in MYDev. This process of adaptation included translation, back translation, piloting, and revision to the tool to ensure its usefulness for the MYDev context. In addition, a new section was added to measure youth's life, work-

readiness, and leadership skills. To establish the reliability of this new section, principal component analysis was implemented, revealing the tool to be relatively reliable with a Cronbach's alpha of .83 for work readiness, .72 for leadership, and .76 for life skills[4] (see Table 1).

The YPS was developed specifically for the MYDev context with the goal of measuring youth's perceptions of their government and their communities. Principal component analysis using FY16 data revealed that both dimensions measured—perceptions of community and of government—were reliable, with α=0.91 and α=0.90, respectively (see Table 1).

Tool	Dimension	Cronbach's Alpha	How Reliable is it?
Youth Employment Survey	Work Readiness	0.83	Good
	Leadership	0.72	Acceptable
	Life Skill	0.76	Acceptable
Youth Perceptions Survey	Perceptions of Community	0.91	Excellent
	Perceptions of Government	0.90	Excellent

Table 1: Reliability Statistics for the YES and YPS

The reliability of these two tools—as revealed in principal component analysis using baseline data—suggests that these tools are measuring consistently each time they are implemented in this context.

LIMITATIONS

While this impact evaluation was implemented with rigor and detail, some limitations persist:

- Claims to Causality. While quasi-experimental impact evaluations are relatively rigorous, one cannot assume that they produce intervention and comparison groups that are equivalent in both observable and unobservable characteristics. While the sampling and data analysis approaches used in this evaluation try to mitigate the effects of this limitation, the influence of unobservable difference remains unknown. Thus, factors other than the presence or absence of the MYDev program may influence youth's outcomes such that the findings in this evaluation cannot be claimed to be *caused* by MYDev's programming. Instead, throughout the report, we point to findings that suggest the influence of MYDev's programming on MYDev youth, even though we cannot claim causality.
- Comparison Group Weighting. As data on the sex and geographic area composition of all out-of-school youth in Mindanao were not available, comparison group youth were weighted to the population of MYDev Cohort 3 (FY16) youth. This means that, regardless of the reality, comparison and intervention groups will seem statistically comparable in terms of sex and location.
- Contamination of the Comparison Group. Comparison group youth—selected from barangays not served by MYDev but within the same LGUs as intervention group youth—may have experienced positive spillover effects from any encounters with MYDev youth within their LGUs or from the work of OSYDAs in improving the environment for out-of-school youth. Further, other projects—such as USAID's ENGAGE project, which specifically targets civil society organizations with civic engagement

[4] A level of .70 or higher is viewed as acceptable for Cronbach's alphas, though researchers prefer to see alphas of .85 or higher.

strengthening activities that include out-of-school youth—are operating in the same areas as MYDev. While MYDev youth are not likely participating in ENGAGE activities since the two projects require participation at many of the same times, comparison group youth may be participating in these projects. Since ENGAGE is focused on improving civic engagement, measures of civic engagement with comparison group youth may be biased upward if comparison group youth are ENGAGE participants. This would bias downward the estimate of MYDev youth's gains relative to the comparison group.

- Different Timing of Data Collection for Intervention and Comparison Groups. MYDev's trainings have rolling admission, which means that baseline surveys are implemented on a rolling basis as well, whereas comparison group baselines are implemented at one point in time. If time of year has a differential effect on skills, perceptions, or employment outcomes, observed differences between intervention and comparison group youth may be artificial. For example, perhaps comparison group youth were surveyed during an election cycle that made them feel unheard, while intervention group youth were surveyed at all points in the year, including the election cycle. In this case, intervention group youth as a whole would appear to have a better perception of the government at baseline, even if this were not true. Indeed, the presidential and local elections of 2016 may have provided just such a differential effect on findings depending on when during the election cycle a youth participated in MYDev's evaluation.

DEMOGRAPHICS

THE SAMPLE

The **unweighted sample of intervention group youth** is 49.5% male and 50.5% female. Most intervention group youth come from rural areas (38.1%), followed by partially urban (35.4%) and highly urban (26.5%) areas. The largest group comes from Cotabato (13.4%), closely followed by Marawi (13.3%) and Parang (13.2%). The fewest youth come from Lamitan (9.5%). The average age of intervention group youth is around 19.5 years, with a minimum age of 14 and a maximum of 25. Nearly all of the intervention group youth (95.7%) participated in MYDev's skills training program, with only 4.3% participating in ALS training.

The **unweighted sample of comparison group youth** is 51.1% male and 48.9% female. Unlike the intervention group, the comparison group youth are most heavily concentrated in partially urban areas (38.4%), followed by rural areas (34.4%) and then highly urban areas (27.1%) (see Figure 3)[5, 6]. The largest number of comparison group youth come from Indanan (19.8%), followed by Parang (14.6%) and Cotabato (14.2%). There are also the fewest amount of comparison group youth (12.3%) in Lamitan. The

[5] All graphs comparing MYDev youth to other MYDev youth or non-MYDev youth to other non-MYDev youth only are colored in green, while visuals depicting a comparison between intervention and comparison group youth are colored in shades of blue.
[6] Confidence intervals (black whiskers on each bar in the graph) represent the area in which we are 95% confident the population value lies. If confidence intervals overlap, it is likely that there is no statistical difference between those values.

average age for comparison group youth is about the same as for intervention group youth, with a minimum of 14 and a maximum of 27 years.

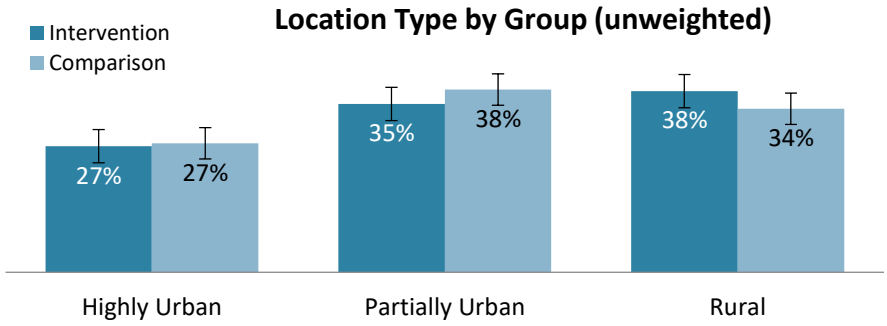

Figure 3: Location Type by Group (Unweighted)

Comparability of Weighted Sample

After weighting the sample, the comparison and intervention groups are statistically similar except for the regions they come from. The **weighted sample of intervention group youth** that this study examines is more heavily male (54.7%) than 45.3% female, reflecting the MYDev Cohort 3 population. These youth mostly come from highly urban areas (38.9%), followed by partially urban (33.2%) and rural (27.9%) areas. The most intervention group youth still come from Cotabato (20.1%), followed by Zamboanga (18.8%) and Isabela (14.5%). The least amount of weighted intervention group youth come from Lamitan (5.6%). The average age of intervention group youth is also around 19.4 years, with a minimum of 14 and a maximum of 25 years. Even more (99.7%) of the weighted intervention group youth participated in MYDev's skills training, while only 0.3% participated in ALS training.

Weighted for sex and highly urban/partially urban/rural based on the population of the intervention group, the **weighted comparison group youth** exactly reflect the composition of males and females and highly urban/partially urban/rural youth of intervention group youth. There is no statistical difference between weighted intervention and weighted comparison groups' average ages (p=0.55) (see Figure 4). They are an average age of 19.3 with a minimum of 14 and a maximum of 27 years. There is, however, a significant difference between the regions in which weighted intervention and comparison group youth are concentrated (p<0.001). Comparison group youth are most heavily concentrated in the Cotabato region (24%), followed by Marawi (15.7%) and Zamboanga (15%). The smallest amount of weighted comparison group youth come from Isabela.

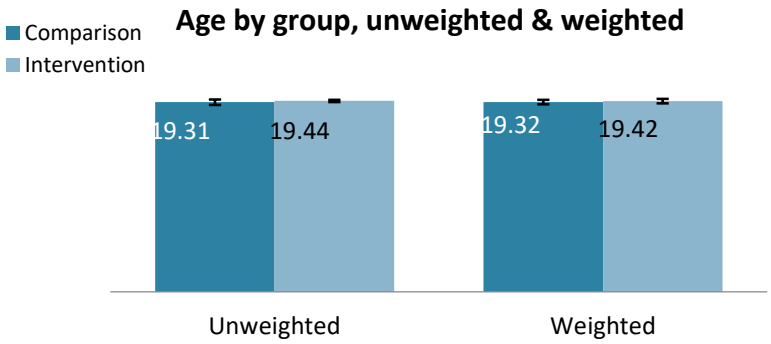

Figure 4: Age by Group, Unweighted & Weighted

As expected, the comparison group youth and intervention group youth show more demographic equivalencies when the data is weighted.

FINDINGS AND DISCUSSION

EMPLOYMENT

MYDev's training activities focus largely on helping youth to achieve positive education and employment outcomes—including obtaining work for the first time since starting MYDev or improving the quality of one's work. While youth have the option to become involved in either technical skills training programs or alternative basic education (ALS), all youth participate in MYDev's Life Skills training, which is based on EDC's Work Ready Now! (WRN!) Curriculum. Life Skills training includes focused study and the practical application of skills across several areas important for one's work readiness. The curriculum also includes entrepreneurship and civic engagement modules:

- Personal Development
- Interpersonal Communications
- Work Habits and Conduct
- Leadership and Teamwork
- Safety and Health at Work
- Workers' and Employers' Rights and Responsibilities
- Managing Personal Finances
- Exploring Entrepreneurship
- Civic Engagement

While the life skills training provided prepares youth for success on the job, it also seeks to prepare them for managing that success in the handling of their personal lives even as they embrace technical training or basic education training to prepare them for their next steps. This set of interventions that targets individual youth's needs and goals intends to allow youth flexibility in finding work that suits them while providing a common level of soft skills amongst all MYDev youth.

In this section, we examine the incidence of new and better employment amongst MYDev youth, comparing these youth to non-MYDev youth to provide a window into the potential effect of the MYDev program. **The findings below suggest that 25.7% of MYDev youth find new or better employment between baseline and endline** (see Figure 5). When compared to non-MYDev youth, MYDev youth achieve a greater incidence of new employment (a small to moderate effect size of 0.26).

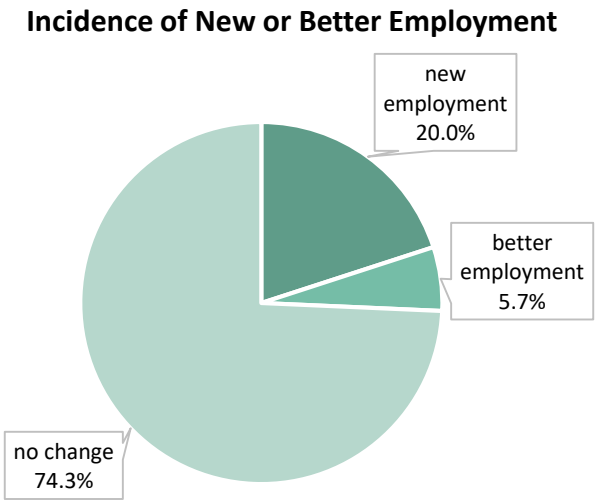

Figure 5: Incidence of New or Better Employment Amongst MYDev youth

While MYDev youth do not achieve a greater incidence of better employment by endline relative to non-MYDev youth, a deeper look at several quality employment indicators provides some meaningful insights: while MYDev youth do not seem to improve the quality of their employment more than non-MYDev youth over time—they do not experience a greater increase in income or savings, for example—they do find themselves better able to use their savings to meet their needs, and they increase the number of meals they eat per day more than MYDev youth. **These findings, explored more thoroughly below, suggest that MYDev's programming may positively affect not only unemployed youth in finding a job, but employed youth in better managing what they earn from a job.**

New Employment

New Employment for MYDev Youth

Out of the possible employment outcomes, MYDev youth are most successful, in absolute terms, in finding new employment. Out of the 79.9% of MYDev youth who do not have employment at baseline (and thus are eligible for new employment by endline), 25% gain employment by endline, representing 20% of all MYDev youth. This increase in new employment by endline raises the number of MYDev youth who are working from just 20.1% at baseline to 30% by endline (a significant difference at $p<0.001$) (see Figure 6).

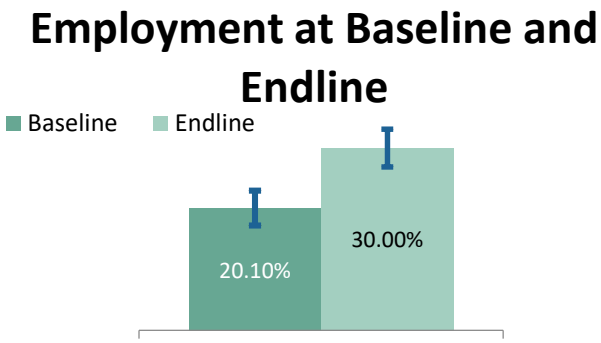

Figure 6: Employment at Baseline and Endline Amongst MYDev Youth

The group of MYDev youth who are newly employed by endline tend to be male (63%), live in highly urban areas (54.9%), and are, on average, 19.7 years old (see Figure 7). Their work lives are mostly consumed with temporary work (38.7% of the youth) or permanent work (31.7%), both of which are much more popular types of employment amongst newly employed MYDev youth compared to internships and running one's own business. Most of these youth (71.3%) work one job each. Almost all (93.8%) are paid in monetary wages, and not in kind, for their work. The most popular sector for newly employed youth is business, with 29.2% of newly employed youth involved in this sector, followed by food/restaurant services (15.7%), and construction (11.5%). Most of these youth feel either safe (59.6%) or very safe on the job (10.2%).

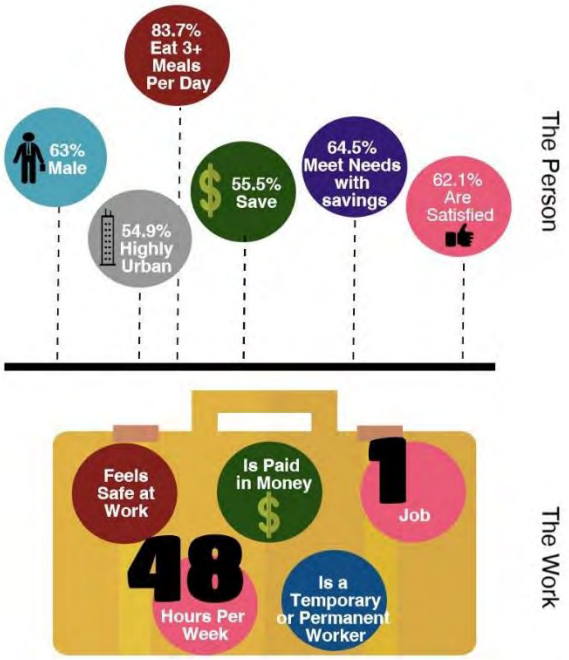

Figure 7: Profile of a Newly Employed MYDev Youth

Financially, newly employed MYDev youth seem to be managing their earnings. While just over half (54.2%) say their earnings have increased a little since graduation from MYDev, the majority (78.5%) say that these earnings meet their needs either sometimes or always. A slight majority (55.5%) of youth who are newly employed report being able to save their money sometimes, and the majority of youth (64.5%) who responded say that these savings meet their needs, though half (50.5%) of them say their savings have not increased since they graduated from MYDev. Corroborating this point is the fact that 83.7% of responding youth report eating three or more meals per day at endline.

Impact Findings: MYDev vs. Non-MYDev Youth

While findings on MYDev youth's incidence of new employment are encouraging, even more meaningfully, every indicator suggests that MYDev youth far outpaced non-MYDev youth in finding new employment by endline. While 19.9% of MYDev youth find new employment by endline, just 10.5% of comparison group youth find new employment by endline (statistically different at $p<0.001$). This difference has a small to moderate effect size of 0.26. Even when we zoom out to look not just at new employment by endline, but at any employment by endline (so now including those who have employment at baseline and also at endline), MYDev youth perform much better than non-MYDev youth. In fact, as the negative slope of the comparison group line and the positive slope of the intervention group line in Figure 8 display, while fewer intervention group youth have any employment at baseline (20.1% compared to 24.7% of comparison group youth; significantly different at $p=0.03$), by endline, more intervention group youth have employment than do comparison group youth (30% compared to 21.1% of the comparison group; significantly different at $p<0.001$).

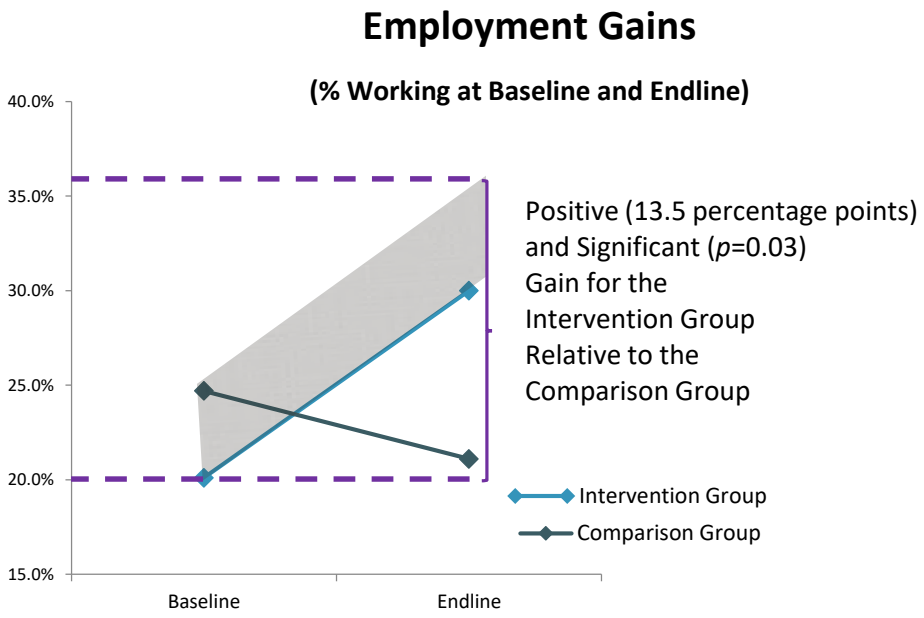

Figure 8: Baseline and Endline Employment by MYDev and Non-MYDev Youth

New Employment and Gender

A comparison of MYDev males and females to non-MYDev males and females suggests that MYDev may reduce the gender gap for females in obtaining new employment. While 16.3% of all MYDev females find new employment compared to 23.1% of all MYDev males (statistically different at p=.024), this difference between males and females in MYDev is not as extreme as the difference between males and females in the comparison group. As Figure 9 shows, the percent of male non-MYDev youth who find new employment almost doubles the percent of non-MYDev females who find employment, for a 92% difference. Amongst MYDev males and females, this difference is much smaller, at just 42%. These differences between intervention and comparison group males and females are statistically different (baseline at p=0.03 and endline at p<0.001).

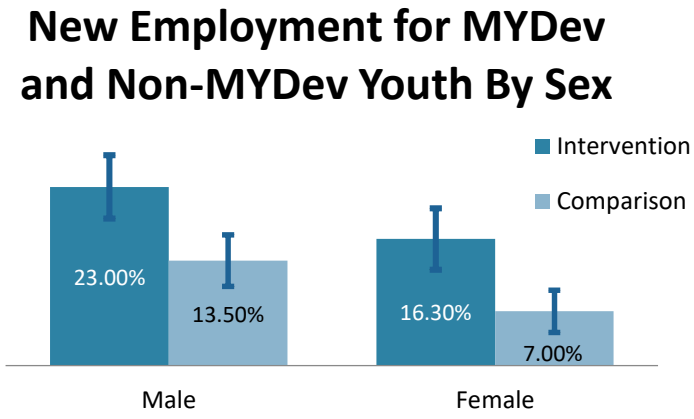

Figure 9: New Employment Amongst MYDev and Non-MYDev Youth, By Sex

New Employment and Urban/Rural Location

There seems to be a highly urban/partially urban/rural gap for youth in finding new employment. Amongst both MYDev and non-MYDev youth, the majority of youth who find new employment are from urban areas (72.2% of newly employed non-MYDev youth are urban and 54.7% of newly employed MYDev youth are urban). For both the intervention and comparison groups, the distribution of newly employed youth from highly urban/partially urban/rural areas is significantly different (at $p<0.001$). Even when the full sample of all youth working at baseline and all youth working at endline is examined, the same pattern is found: working youth are mostly from highly urban areas.

Better Employment

Better Employment for MYDev Youth

MYDev does not seem to influence the incidence of finding better employment in the way it seems to influence the incidence of finding new employment. While just 5.7% of *all* MYDev youth have better quality employment by endline, when we examine only the group of 76 MYDev youth who have employment at both baseline and endline (and are therefore 'eligible' for improved employment), more than half (56.5%) of these youth obtain improved employment by endline.

Impact Findings: MYDev vs. Non-MYDev Youth

While an initial glance at the data suggests no statistically significant differences in quality of employment between MYDev and non-MYDev youth, a deeper dive shows that MYDev youth outpace non-MYDev youth in terms of productively managing their income or savings from their work, improving their quality of life if not their quality of employment. First, while over half of MYDev youth with continuous employment improve their employment by endline, a statistically similar percent of non-MYDev youth achieve the same (see Figure 10, where overlapping error bars (blue whiskers) show that there is no statistically significant difference between outcomes for the intervention and comparison groups) ($p=0.559$).

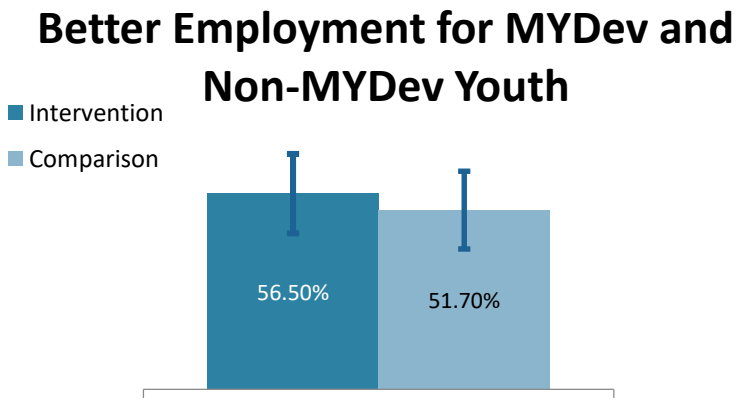

Figure 10: Better Employment for MYDev vs. Non-MYDev Youth

Yet a deeper dive into the components that construct "better employment" suggests that MYDev youth may be better off than non-MYDev youth. Table 2 below depicts these components as well as whether or not MYDev youth are statistically better off than comparison group youth for that component. While

MYDev youth experience the majority of the components similarly to non-MYDev youth, they are worse off in one area and better off in two telling areas. While more research needs to be implemented to understand why MYDev youth feel increasingly less safe at work compared to non-MYDev youth, the areas where MYDev youth surpass non-MYDev youth **suggest that the financial management training component of MYDev's curriculum may be working well**. Even though MYDev youth do not report saving more or more frequently, earning more or more frequently, or even that their earnings better meet their needs, they do seem to be able to manage money better over time than non-MYDev youth. MYDev youth report that their savings—which have not increased more than non-MYDev youth's savings—better meet their needs. Figure 11 shows that the distribution of responses for MYDev youth are skewed more positively to the right (statistically different from the comparison group at p=0.024).

Variable	Difference?	Who is better off?
Total Hours Worked/Week	No	
Job Satisfaction	No	
Savings Increasing	No	
Saving Frequency	No	
Earnings Increasing	No	
Earnings Meet One's Needs	No	
Job Type	No	
Satisfaction	No	
Safety in Performing One's Job	**Yes**	**Comparison**
Savings Meet One's Needs	**Yes**	**Intervention**
Meals Eaten Per Day	**Yes**	**Intervention**

Table 2: Components of Better Employment for Intervention and Comparison Youth

Further, MYDev youth report that the number of meals they eat per day, on average, has increased more than for non-MYDev youth. Figure 12 shows that while 22.3% of MYDev youth report eating more meals on average by endline, just 2.3% of non-MYDev youth do (statistically different at p<0.001). While such findings highlight the limitations of training programs to change economic environment or the jobs a youth can obtain, they also **highlight the importance of training programs in influencing what can become long term financial stability for a youth**. Youth who can more efficiently use their resources to ensure that they can meet their needs, including eating meals, may be better able to sustain themselves in the long run.

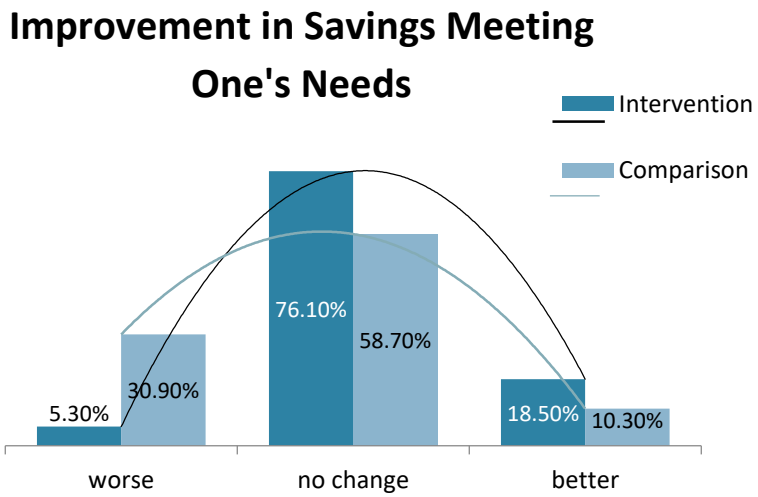

Figure 11: Distribution of Improving Ability to Save to Meet One's Needs, MYDev vs. Non-MYDev Youth

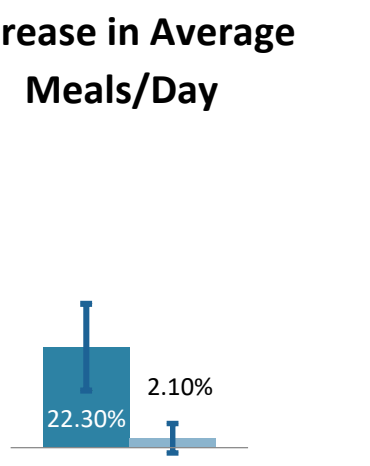

Figure 12: MYDev vs. Non-MYDev Youth's Increase in Number of Meals Eaten per Day

Better Employment and Gender

According to the data, no gender gap for better employment exists for MYDev, but one may exist for non-MYDev youth. **This may suggest that the MYDev project has reduced the gender gap for better employment**. Specifically, while a statistically similar percent of MYDev males (59.6% of males with continuous employment) and females (51.5% of females with continuous employment) find better employment by endline (p=0.502), fewer non-MYDev males (42.6%) find better employment by endline compared to non-MYDev females (63.5%) (p=0.067). While this is statistically significant at only a 90% confidence level when 95% confidence is usually preferred (see Figure 13, where error bars representing the 95% confidence interval overlap), it may suggest that MYDev levels the playing field for males to find better employment. More research with a larger sample size is necessary to determine this for sure.

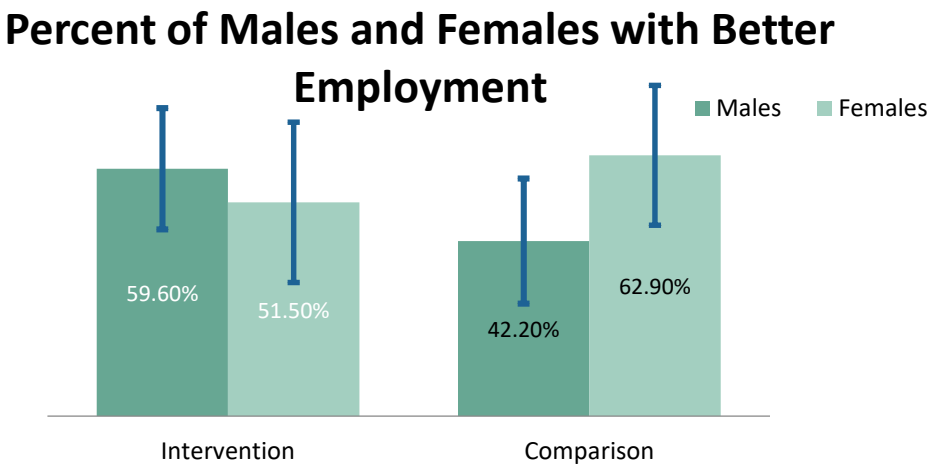

Figure 13: Percent of Continuously Employed Males and Females with Better Employment, by Group

Better Employment and Urban/Rural Location

No urban/rural gap seems to exist for either MYDev or non-MYDev youth in terms of better employment. Comparison group youth from highly urban, partially urban, and rural areas seem to obtain better employment at similar rates (p=0.736). The same can be said of MYDev youth (p=0.968).

Unemployed Youth

Unemployment for MYDev Youth

The almost 70% of MYDev youth who are not employed by endline seem to have benefitted from MYDev's activities: they less often cite a lack of skills as a reason for not looking for work, and they more often cite attending job fairs—a key OSYDA activity—as a way of looking for work. First, significantly more non-MYDev youth (78.9) are jobless at endline (p<0.001). While significantly more (78.3%) non-MYDev youth are looking for work at endline compared to 68.4% of MYDev youth (p<0.001) and significantly more non-MYDev youth (23.7%) have started looking for work since baseline compared to just 16.9% of MYDev youth (p=0.04), their job search tactics vary.

MYDev youth increase their incidence of attending job fairs—a key OSYDA activity—more than do non-MYDev youth, suggesting that this OSYDA activity may increase youth's use of this job-finding tactic. MYDev activities do not seem to increase MYDev youth's use of other tactics relative to non-MYDev youth:

a statistically similar percentage of MYDev and non-MYDev youth cite applying for jobs, interviewing, and developing a business plan as ways of finding work at baseline and at endline, and MYDev youth more often develop CVs at *both* baseline and endline (see Figure 14). Regarding job fairs, however, while a statistically similar percent of MYDev and non-MYDev youth attend job fairs at baseline, by endline, more MYDev youth attend job fairs (p=0.020).

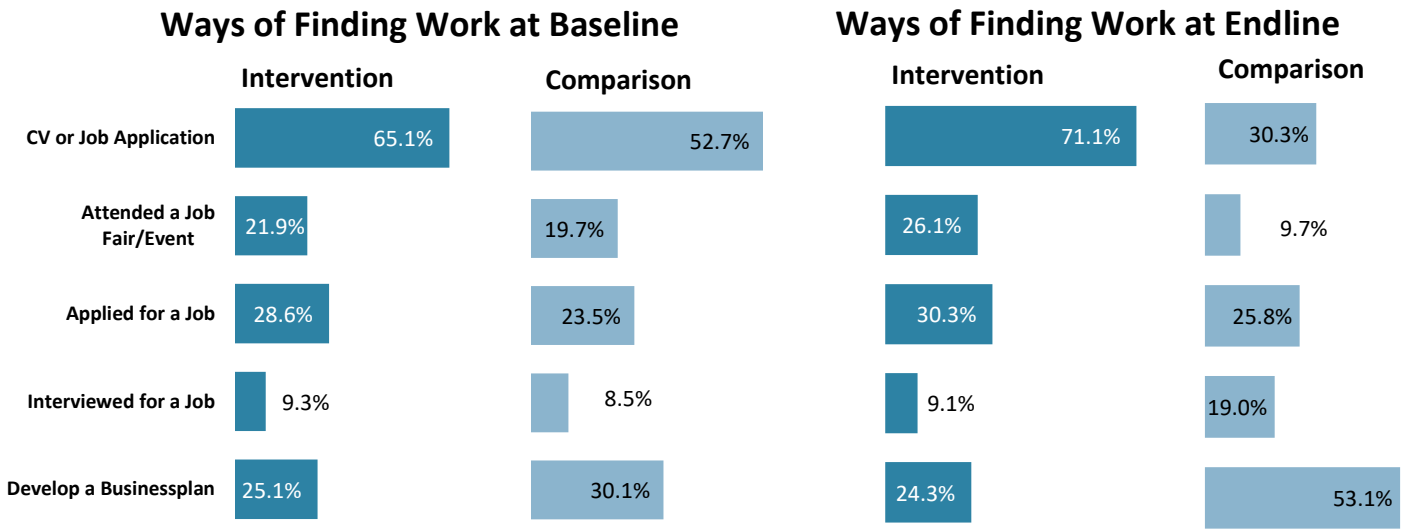

Figure 14: Ways of Finding Work at Baseline and Endline, Amongst MYDev and Non-MYDev Youth

While both MYDev and non-MYDev youth indicate that they are not looking for work, by endline, MYDev youth's reasons for not looking for work have shifted away from not having skills and towards being focused on education, unlike non-MYDev youth. At baseline, non-MYDev youth cited more often that a lack of jobs kept them from looking for work and more MYDev youth said that a lack of skills kept them away from work (see Figure 15).

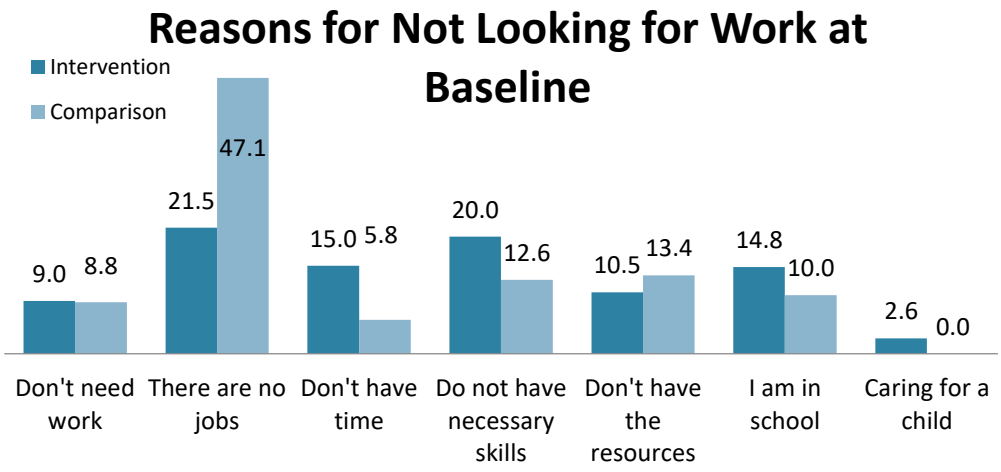

Figure 15: Reasons for Not Looking for Work at Baseline: MYDev vs. Non-MYDev Youth

By endline, while MYDev and non-MYDev youth still cite different reasons for not looking for work, these reasons have shifted (see Figure 16): while fewer non-MYDev youth cite the unavailability of jobs as a reason, more MYDev youth cite a return to school as a reason for not looking for work. Further, whereas non-MYDev youth feel increasingly like they do not have the necessary skills to look for work, fewer MYDev youth cite not having the necessary skills as a reason for not looking for work by endline.

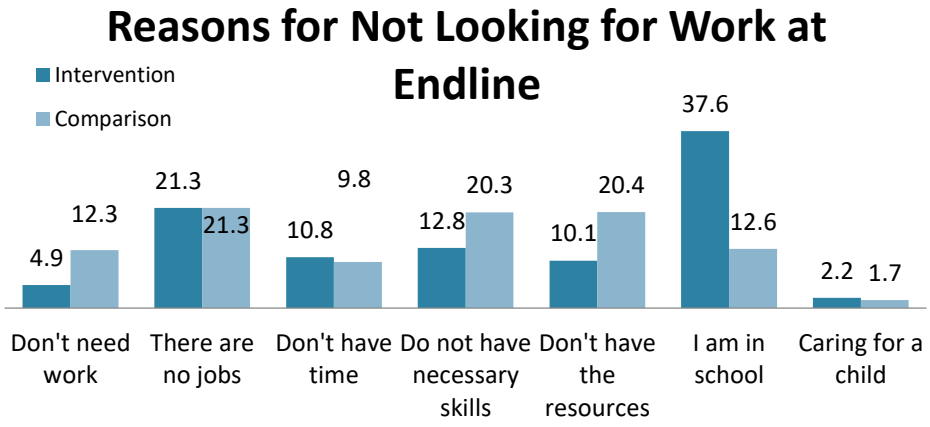

Figure 16: Reasons for Not Looking for Work at Endline: MYDev vs. Non-MYDev Youth

Unemployment and Gender

Examining the data through a gender lens again suggests that the MYDev program may reduce gender gaps for unemployed youth looking for work. While at baseline, non-MYDev males and females are looking for work at the same rates (no statistical difference, with p=0.187), by endline, a greater share of men (83.8%) are looking for work than women (72.4%), a statistically significant difference (p=0.001). In contrast, while MYDev youth begin MYDev with a gender gap—a higher percentage of men (79.3%) are looking for work than women (70.1%) (statistically different at p=0.011)—by endline, this gender gap starts to fade, with 72.1% of men looking and 64.5% of women looking, significant only at the 90% confidence level (p=0.064).

While no systematic gender gaps are found for comparison or intervention group youth in approaches to looking for work, amongst non-MYDev youth, a significant (p=0.009) gender gap emerges between males and females in using CVs to find work, with a greater share of women (60.2%) than men (47.4%) using this method. This gender gap does not appear amongst MYDev youth, where a statistically similar (p=0.311) share of males and females use CVs to look for work.

Amongst youth who are unemployed, but not looking for work, there are no systematic gender gaps in why youth are not looking for work amongst either MYDev or non-MYDev youth at endline.

Unemployment and Urban/Rural Location

While there is no urban/rural gap in looking or not looking for work amongst MYDev youth at baseline, there is amongst non-MYDev youth. By endline, both MYDev and non-MYDev youth experience an urban rural gap, though this gap is not consistent across groups: the largest group of MYDev youth looking for work is highly urban, while the largest group of non-MYDev youth looking for work is rural.

MYDev may have closed the highly urban/partially urban/rural gap in one job search method: designing a CV. While differences in other approaches to looking for work—such as developing a business plan,

attending a job fair, and applying for jobs—exist between youth from different areas, these differences are not systematic. However, while highly urban youth are more likely to develop a CV at baseline for both the comparison and intervention groups (p<0.001), by endline this difference between urban and rural youth disappears for MYDev youth only (p=0.141). This suggests that MYDev may reduce the highly urban/urban/rural gap in this one method of looking for work.

YOUTH'S PERCEPTIONS AND ENGAGEMENT

MYDev's program seeks to improve youth's engagement with and perceptions of their communities and government. This section presents findings regarding youth's perceptions of both their communities and the government, their involvement in organizations, and their familiarity with government institutions and leaders before and by the end of the MYDev program. **Findings suggest that 69.1% of MYDev youth improved their perceptions of their communities or the government between baseline and endline, statistically more than 62.6% of comparison group youth who improved their perceptions (p=0.009).**

Youth's Perceptions of Community

The Community Perceptions component of this study consists of twelve questions measuring youth's attitudes toward their communities and their role in it as out-of-school youth. These attitudes are measured over time as a gain score, indicating the change in youth's perceptions of their communities from baseline to endline. The answer options are on a Likert scale and are ultimately scored on a range of 1 to 5 (see Figure 17).

Intervention group youth have significantly higher perceptions of the community at endline compared to non-MYDev youth, particularly among the male population. **These findings, explored further below, suggest that, by exposing youth to community leaders and encouraging them to become involved in local organizations, the MYDev program may help in improving youth's perceptions of their communities.**

ANSWER OPTIONS

1. I DON'T KNOW
2. STRONGLY DISAGREE
3. DISAGREE
4. AGREE
5. STRONGLY AGREE

Figure 17: Answer options for Community and Government Perceptions questions

MYDev Youth's Perceptions

MYDev youth improve their perceptions of their communities over time, without any signs of gender disparities in this improvement. The average MYDev youth has a 4.25 gain score in community perceptions, starting at an average of 36.37 on the index at baseline and reaching 40.69 at endline out of a total possible score of 60. There is no statistically significant difference in the average gain score in community perceptions between male and female intervention group youth (p=0.65).

Impact Findings: MYDev vs. Non-MYDev Youth

There is some evidence that MYDev positively influences youth's perceptions of their communities. While at baseline, there is no significant difference between comparison and intervention group youth (p=0.26), by endline, there is a statistically significant difference between comparison and intervention group youth (p=0.002), with comparison group youth at an average community perceptions level of

39.19 and intervention group youth at 40.69. **Thus, intervention group youth—whose baseline scores are similar to comparison group youth—do achieve higher than comparison group youth**.

Findings regarding changes in community perceptions differ across the type of location in which youth live. MYDev's civic engagement programming appears to be able to improve youth's community perceptions in partially urban and rural areas, but does not seem to effect much change in the perceptions of youth from highly urban areas (see Figure 18).

- Comparison group youth in **highly urban** areas have higher community perceptions gain scores (8.59) than their intervention group youth counterparts (1.31) (p<0.001). This may be partially explained by baseline scores, at which point highly urban intervention group youth already had a higher level of community perceptions (38.81) than their comparison group youth counterparts (33.36) (p<0.001). At endline, however, highly urban comparison group youth have better community perceptions (42.19) than their intervention group youth counterparts (40.05) (p=0.001).
- Intervention group youth in **partially urban** areas improve their perceptions of their communities with an average gain score of 4.57, while comparison group youth in partially urban areas actually decrease their community perceptions by -1.23 (p<0.001). At baseline, there is a significant difference in partially urban comparison and intervention group youth's community perceptions, with intervention youth scoring lower than comparison group youth (p=0.052). At endline, partially urban intervention group youth have better community perceptions (41.9) than their comparison group youth counterparts (37.7) (p<0.001).
- Intervention group youth in **rural** areas increase their community perceptions between baseline with an average gain score of 8.06, while rural comparison group youth only increase theirs by 1.78 points (p<0.001). At baseline, rural comparison group youth had better community perceptions (35.02) than rural intervention group youth (32.1) (p=0.01). At endline, though, rural intervention group youth had better community perceptions (40.17) than rural comparison group youth (36.59) (p=0.001).

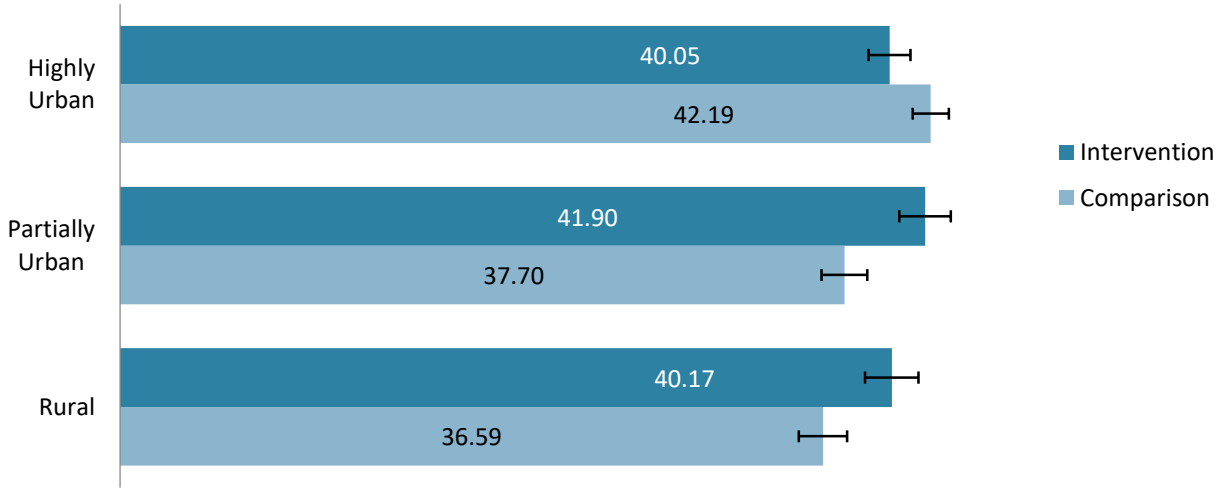

Figure 18: Youth's Perceptions of Community at Endline, by location type

Youth's Perceptions of Government

The Government Perceptions component of this study consists of twelve questions measuring youth's attitudes toward their government and civic participation. These attitudes are measured over time as a gain score, indicating the change in youth's perceptions of their government from baseline to endline. The answer options are on a Likert scale and are ultimately scored on a range of 1 to 5 (as in Figure 17 above).

While the presence of a comparison group helps to isolate the effects of the larger political scene from the effects of MYDev's programming, the absence of a randomly assigned control group opens the possibility for comparison and intervention group youth to be differently effected by the political environment. The findings presented below suggest that while MYDev youth show an improvement in their perceptions of their government over time, this improvement only exceeds the comparison group for females and partially urban and rural youth. **These findings, which are explored in further detail in the following section, suggest that the MYDev program may have helped improve only more marginalized MYDev youth's perceptions of their government.**

MYDev Youth's Perceptions

The average MYDev youth improved his or her perceptions of the government with an average gain of 3.95 between baseline and endline. There is no significant difference in average gain scores between male and female intervention group youth (p=0.84). There is also no significant difference between the male and female intervention group youth's average level of government perception at baseline (p=0.6) or at endline (p=0.2).

Impact Findings: MYDev vs. Non-MYDev Youth

MYDev's programming does not appear to have a significant effect on intervention group youth's perceptions of the government relative to comparison group youth. There is no significant difference between intervention group youth and comparison group youth government perceptions gain scores (p=0.97). Intervention group youth do, however, start at a higher level of government perceptions (34.56) than comparison group youth (33.36) (p=0.03). At endline, MYDev youth also have a higher level of government perceptions (38.63) than comparison group youth (37.23) (p=0.005).

MYDev's programming appears to have had a stronger effect on female intervention group youth's government perceptions than those of male youth. Though female intervention and comparison group youth have no significant difference in their perceptions at baseline, female MYDev youth have better perceptions of the government than their comparison group youth counterparts at endline. There is no significant difference in average gain scores between male comparison and intervention group youth (p=0.32), nor between female comparison and intervention group youth (p=0.21). However, female MYDev youth have a higher endline level of government perception (38.12) than their comparison group counterparts (36.64) (p=0.048) though their baseline scores are statistically similar (p=0.86). Amongst males, however, MYDev youth sustain statistically higher scores at both baseline and endline (baseline p=0.009; endline p=0.04), which produce gains no higher than comparison group males'.

MYDev's programming appears to have had a stronger effect on female intervention group youth's government perceptions than those of male intervention group youth.

Highly urban comparison group youth improve their government perceptions more than MYDev youth from these areas. Conversely, partially urban and rural MYDev youth improve their government perceptions more than comparison group youth from the same areas. This differentiation may be attributed to the fact that highly urban MYDev youth have better perceptions of the government than comparison group youth at baseline, whereas partially urban and rural MYDev youth have lower government perceptions at baseline than comparison group youth. While each group improves their perceptions, their starting points make a difference.

- **Highly urban** comparison group youth improve their government perceptions (8.34) more than highly urban MYDev youth (1.52) (p<0.001). At baseline, intervention group youth in highly urban areas have a higher level of government perceptions (36.74) than their comparison group counterparts (31.59) (p<0.001). By endline, highly urban comparison group youth have a higher level of government perception (39.91) than highly urban MYDev youth (38.43) (p=0.04).
- MYDev youth in **partially urban** areas improve their government perceptions at a level of 4.38, while comparison group youth in partially urban areas actually decrease their government perceptions at a level of -1.08 (p<0.001). At baseline, there is no significant difference between the levels of government perception of comparison and intervention group youth in partially urban areas (p=0.20). Intervention group youth in partially urban areas do, however, have higher government perception (39.6) than their comparison group counterparts (35.35) (p<0.001) at endline.
- MYDev youth in **rural** areas have an average government perceptions gain score of 6.87, compared to rural comparison youth whose average is only 3.45 (p=0.008). At baseline, there is no significant difference between the two rural groups' average levels of government perception (p=0.16). At endline, however, rural intervention group youth's average level of government perception is 37.78, compared with their comparison group counterpart's 35.55 (p=0.02).

MYDev programming appears to have had larger effects on youth's community and government perceptions in rural and partially urban areas, but seems to have not made significant changes in highly urban areas. The community and government perceptions gain scores of MYDev youth split between these three location types can be seen in Figure 19.

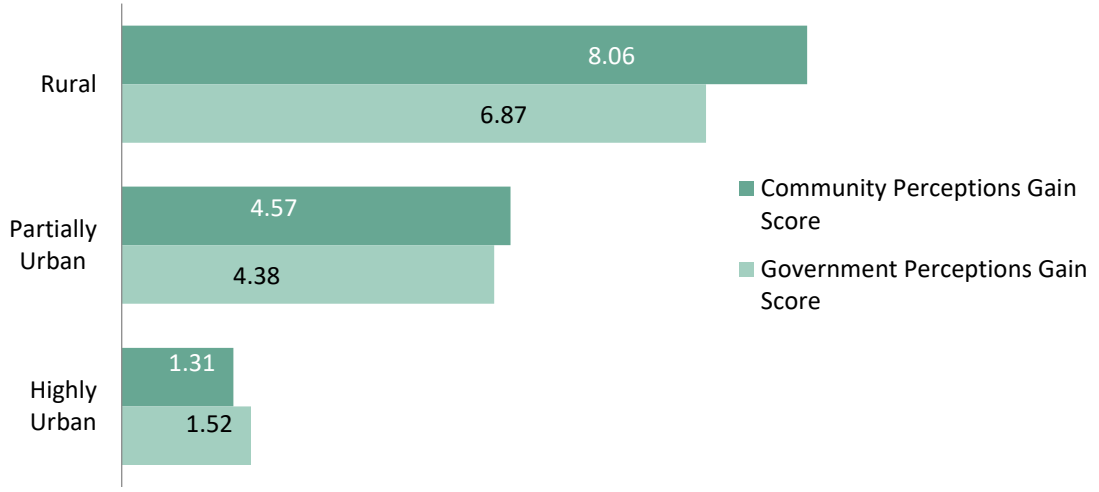

Figure 19: Community & Government Perceptions Gain Scores for MYDev youth, by location

Youth's Satisfaction with Community and Government

This component presents findings on youth's satisfaction with their communities and the government. Their level of satisfaction is based off whether they feel government and community leaders effectively solve the problems of the people in their communities. These levels of satisfaction are measured over time as a gain score, indicating the change in youth's satisfaction with their communities and government from baseline to endline. The answer options are based on a Likert scale and are scored on a range of 1 to 4. The measurement for satisfaction is not an index, meaning that it may be slightly unreliable given that the level of satisfaction is entirely self-reported in a single question.

MYDev Youth's Satisfaction

MYDev intervention group youth improve their satisfaction with both their communities and the government, though the improvement is small. MYDev youth have an average **community satisfaction** gain score of 0.07. There is no significant difference in the change in community satisfaction between male and female MYDev youth (p=0.32). There is also no significant difference in average community satisfaction between male and female MYDev youth at baseline (p=0.83) or at endline (p=0.72).

MYDev youth have an average **government satisfaction** gain score of 0.21. There is no significant difference between male and female MYDev youth's gain scores (p=0.89), nor is there a significant difference between their levels of government satisfaction at baseline (p=0.699) or at endline (p=0.34).

Impact Findings: MYDev vs. Non-MYDev Youth

Satisfaction with Community

MYDev activities may improve youth's satisfaction with their communities. Intervention group youth improve their **community satisfaction** from baseline to endline (0.07) more than comparison group youth (-0.16) (p=0.04) (Figure 20). There is no significant difference between intervention and comparison group youth's community satisfaction at baseline (p=0.60). At endline, however, intervention group youth are significantly more satisfied with their communities (2.08) than comparison group youth (1.98) (p=0.04).

While female MYDev youth appear to be more satisfied with their communities by endline than comparison group youth, it appears that male MYDev and comparison group youth improve their community satisfaction relatively evenly. Female MYDev youth significantly improve their community satisfaction (0.13) relative to female comparison group youth (-0.25) (p=0.004). At baseline, female intervention group youth are actually less satisfied with their communities (2.00) than their comparison group counterparts (2.21) (p=0.014). By endline, however, female MYDev youth catch up to their comparison group counterparts (p=0.19). For males, there is no significant difference in male comparison and male intervention group youth's improvements in satisfaction with their communities (p=0.90). Further, there is no significant difference between male comparison and intervention group community satisfaction at baseline (p=0.26) or at endline (p=0.11).

Figure 20: Average Community Satisfaction Gain Scores, by group

MYDev's programming does not seem to have improved the community satisfaction of youth in partially urban or highly urban areas, though it may have been more effective amongst rural youth. Given that intervention group youth's satisfaction improves overall, this finding may be due to the smaller sample size produced by disaggregation into highly urban, partially urban, and rural youth.

- There is no significant difference in the change of community satisfaction between comparison and intervention group youth in highly urban areas (p=0.15). Intervention and comparison group youth show no significant difference in satisfaction with their communities in **highly urban** areas at baseline (p=0.09) or at endline (p=0.61).
- Intervention group youth from **partially urban** areas do not improve their community satisfaction more relative to comparison group youth (p=0.85). Intervention youth are more satisfied with their communities at baseline (2.18) than are their comparison group counterparts (1.95) (p=0.04). The same can be said at endline, with intervention group youth from partially urban areas showing an average satisfaction of 2.10 and comparison group youth showing an average satisfaction of 1.89 (p=0.02).
- **Rural** intervention group youth may improve their community perception compared to comparison group youth, but we are only 90% certain—instead of 95% as we prefer—that this finding would also be found in the wider population (p=0.07). Intervention youth are less satisfied with their communities at baseline (1.93) than their comparison group counterparts (2.28) (p=0.04). At endline, however, there is no difference between rural intervention and rural comparison group youth's satisfaction with their communities (p=0.13).

Satisfaction with Government

MYDev's programming seems to have improved youth's satisfaction with the government. While MYDev youth improve their **government satisfaction** from baseline to endline, comparison group youth become less satisfied with the government (p<0.001) (see Figure 21). Specifically, while comparison group youth are significantly more satisfied than MYDev youth with the government at baseline (p=0.02), by endline, there is no significant difference between the two groups' satisfaction (p=0.26).

MYDev programming seems to have positively altered female intervention group youth's satisfaction relative to female comparison group youth, though not male intervention group youth's satisfaction relative to male comparison group youth. Female intervention group youth become significantly more satisfied with the government than their comparison group counterparts do, with higher gain scores (p=0.001). Whereas female comparison group youth are significantly more satisfied (2.14) than female MYDev youth (1.9) at baseline (p=0.005), female MYDev youth are still significantly more satisfied (2.09) than comparison group youth (1.96) at endline (p=0.04). At baseline, there is no significant difference between male intervention and comparison group youth's satisfaction with the government (p=0.39). The same can be said for male intervention and comparison group youth at endline (p=0.76).

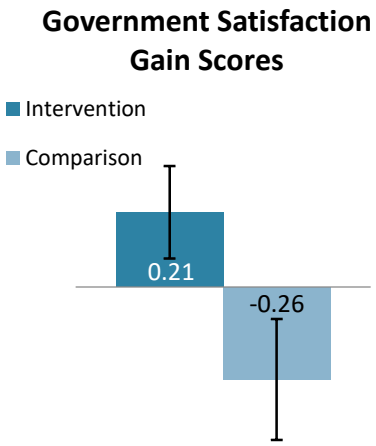

Figure 21: Average Change in Government Satisfaction, by group

MYDev's effects on youth's satisfaction with the government greatly differ across location type. Its programming appears to have a positive effect in rural areas, whereas in highly and partially urban areas youth's satisfaction with the government does not differ much from that of the comparison group youth.

- Comparison group youth in **highly urban** areas become significantly less satisfied (-0.29) with the government between baseline and endline compared to their MYDev youth counterparts (0.25) (p=0.001). At baseline and endline, however, neither intervention nor comparison groups are significantly more satisfied with the government than the other (p=0.46 and 0.26, respectively).
- In **partially urban** areas, there is no significant difference in the change in government satisfaction between comparison and MYDev youth (p=0.28). There is also no significant difference between the two groups at baseline (p=0.85) or at endline (p=0.052) in partially urban areas.
- MYDev youth in **rural** areas significantly improve their satisfaction with the government between baseline and endline (0.47) relative to their comparison group counterparts (-0.45) (p=0.02). At baseline, rural comparison group youth are more satisfied with the government (2.39) than rural MYDev youth (1.70) (p<0.001). However, at endline there is no significant difference between the two groups (p=0.30).

Youth's Involvement in Organizations and Institutions

The following component involves information on youth's level of interaction with key persons in their communities. Youth are asked if they are involved in any organizations and, if so, how many. If youth are involved in organizations, they are asked to indicate the role they hold and whether they are fulfilling their organizational duties. Youth are also asked which government institutions they recognize, as well as if they have met any leaders of such institutions.

The findings below indicate that, while MYDev youth reduce the number of organizations in which they are involved, they increase the frequency with which they perform their organizational duties in those organizations. This finding suggests that MYDev may help youth become more deeply engaged in fewer, select organizations.

MYDev Youth's Involvement

The average gain score of MYDev youth's **involvement in organizations** is -0.57, indicating that they become involved in fewer organizations between baseline and endline. There is no significant difference in these gain scores between male and female MYDev youth (p=0.19). There is also no significant difference between the number of organizations male and female intervention group youth are involved in at baseline (p=0.91) or at endline (p=0.93), suggesting no gender gap in involvement in organizations.

MYDev youth **perform organizational duties** more frequently over time, with an average gain score of 0.07. There is no statistical difference between males' and females' gain scores for the frequency of performing organizational duties (p=0.81). Neither is there a statistical difference between male and female intervention group youth's frequencies of performing organizational duties at baseline (p=0.13) or at endline (p=0.52), suggesting no gender gap for the performance of organizational duties.

MYDev youth recognize fewer institutions at baseline than at endline, with an average gain score of -0.07. There is no statistical difference in the change in **institutions recognized** between male and female intervention group youth (p=0.63). At baseline, female intervention group youth recognize more institutions on average (2.95) than male intervention group youth (2.74) (p=0.03). At endline, however, this difference disappears (p=0.28), suggesting that MYDev may have eliminated the gap between male and female MYDev youth. These results may be slightly unreliable due to the nature of the question, to which youth's answers were entirely self-reported.

MYDev programming may eliminate the gap between how many institutions male intervention and female intervention group youth recognized by endline.

Intervention group youth **meet more leaders** at endline than at baseline, with an average gain score of 0.25, with no significant difference in these gain scores between males and females (p=0.56). There is also no statistical difference between the number of leaders male and female MYDev youth meet at baseline (0.83) or at endline (0.39), suggesting no gender gap for the number of leaders a youth meets.

Impact Findings: MYDev vs. Non-MYDev Youth

Comparison group youth become more **involved in organizations** over time, with an average gain score of 0.34, compared to intervention group youth who became involved in fewer organizations between baseline and endline (p=0.03). Though at baseline there is no significant difference between the two groups' involvement in organizations (p=0.89), comparison group youth are involved in more organizations (2.20) than intervention group youth (1.84) by endline (p=0.009).

Examining this phenomenon by sex suggests that females drive this change more than males. Female comparison group youth become more involved in organizations over time than female MYDev youth, who actually become involved in fewer organizations over time (p=0.03). While female intervention and comparison groups do not differ at baseline (p=0.46), female comparison group youth are involved in more organizations at endline than are female MYDev youth (p=0.02). There is no significant difference in the number of organizations male comparison and male intervention group youth become involved in over time (p=0.20). There is also no significant difference in the number of organizations male comparison and intervention group youth are involved in at baseline (p=0.21) or at endline (p=0.16).

Comparison group youth **perform their organizational duties** over time significantly less frequently than do intervention group youth (p=0.002) (see Figure 22). These youth actually decrease their frequency of performing their duties with a negative gain score of -0.32. In contrast, while there is no statistical difference between comparison and intervention group youth at baseline (p=0.22), MYDev youth perform their organizational duties more frequently on average (2.31) than comparison group youth (2.10) (p<0.001) at endline.

This pattern of increased intervention group engagement relative to comparison group engagement holds when the data are disaggregated by sex. Male intervention group youth increase their frequency of engagement over time more than male comparison group youth (p=0.04), as do female MYDev youth compared to female comparison group youth (p=0.02). At baseline, male comparison group youth perform their organizational duties more frequently (2.39) than male intervention group youth (2.17) (p=0.01), but there is no statistical difference between female comparison and female intervention group youth here (p=.33). At endline, however, female intervention group youth performed their duties more frequently than female comparison group youth (p=0.02), and male intervention group youth also outperformed their comparison group counterparts (p=0.01).

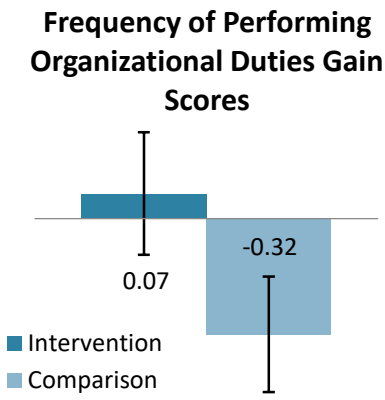

Figure 22: Gain Scores for Frequency of Performing Organizational Duties, by group

Although the intervention group gain scores in number of institutions recognized decreases over time, MYDev youth still recognize more institutions at endline than comparison group youth do (see Figure 23). The different gain scores between intervention group youth (-0.07) and comparison group youth (0.20) regarding the number of institutions recognized from baseline to endline are statistically significant (p=0.01). At baseline, intervention group youth recognize more institutions (2.84) than comparison group youth (2.19) (p<0.001). At endline, intervention group youth still recognize more institutions than comparison group youth (p<0.001), but the number of institutions they recognize decreases (2.82) while the number for comparison group youth increases (2.39).

While there is no statistical difference in the gain scores between male comparison and male MYDev youth (p=0.09), female comparison group youth have a higher gain score (0.20) than female MYDev youth (-0.11) (p=0.03). Female intervention group youth recognize more institutions (2.95) than their comparison group counterparts (2.43) at baseline (p<0.001), and male intervention group youth also recognize more institutions (1.98) than male comparison group youth (2.74) (p<0.001). Female MYDev youth also recognize more institutions (2.87) than their comparison group counterparts (2.58) at endline, even though the number itself decreased (p=0.002). Likewise, male MYDev youth recognized more institutions (2.78) than male comparison group youth at endline (2.22) (p<0.001).

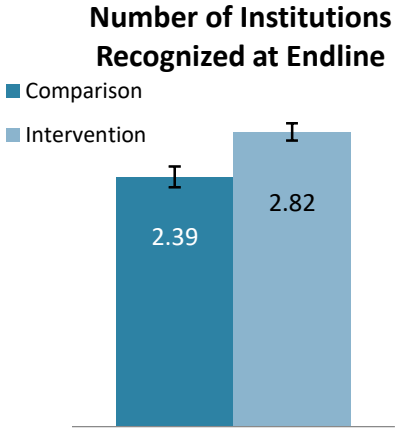

Figure 23: Average Number of Institutions Recognized at Endline, by group

When the data is disaggregated by highly urban/partially urban/rural, it appears that rural and partially urban youth drive most of the decrease in MYDev youth's recognition of institutions. **MYDev's programming appears to positively influence the number of institutions that highly urban youth recognize.**

- There is no statistical difference in gain scores for **highly urban** MYDev and non-MYDev youth (p=0.07). However, while there is no statistical difference between highly urban intervention and comparison group youth at baseline (p=0.09), at endline, highly urban MYDev youth recognize more institutions (2.67) than comparison group youth from that area (2.02) (p<0.001), suggesting that MYDev may positively influence the number of institutions recognized by highly urban youth.
- **Partially urban** comparison group youth improve their institution recognition more (0.60) than MYDev youth from these areas (0.11) (p=0.001). Intervention group youth in partially urban areas recognize more institutions (3.02) at baseline than their comparison group youth counterparts (2.02) (p<0.001). At endline, partially urban MYDev youth continue to recognize more institutions (3.13) than comparison group youth from those areas (2.71) (p<0.001).
- Comparison group youth from **rural** areas have higher gain scores (0.49) than rural MYDev youth (-0.37) (p=0.02). Rural MYDev youth recognize more institutions (2.98) at baseline than rural comparison group youth (1.97) (p<0.001), and there is no statistical difference between rural MYDev and comparison group youth at endline (p=0.33).

While MYDev's programming appears to have increased the number of institutions recognized for partially urban and rural intervention youth the most, highly urban youth benefited more in regards to the number of leaders they met by endline.

MYDev's programming appears to have a significant effect on the number of leaders that youth meet, with no disparities in gender. Intervention group youth meet more leaders over time than comparison group youth (-0.14) (p<0.001). While comparison group youth had met more leaders at baseline (1.53) than intervention group youth (1.42) (p=0.01), at endline intervention group youth (1.62) had met more than comparison group youth (1.41) (p<0.001).

Female MYDev youth meet more leaders over time than their comparison group counterparts (p<0.001), as do male MYDev youth (p<0.001). There is no statistical difference between male comparison and intervention group youth at baseline (p=0.06); by endline, however, male MYDev youth had met more leaders (1.60) than male comparison group youth (1.38) (p<0.001). While female comparison group youth had met more leaders (1.55) than female intervention group youth (1.42) at baseline (p=0.04), by endline, female MYDev youth had met more leaders (1.64) than female comparison group youth (1.44) (p<0.001).

MYDev may positively influence the number of leaders whom highly urban MYDev youth meet, though MYDev's programming does not appear to have had the same effect for MYDev youth in partially urban and rural areas.

- Intervention group youth in **highly urban** areas meet more leaders over time than their comparison youth counterparts (p<0.001). At baseline, comparison group youth in highly urban areas had met more leaders (1.87) than their MYDev youth counterparts (1.44) (p<0.001), but at

endline, MYDev youth had met more (1.63) than comparison group youth (1.42) in highly urban areas (p<0.001).

- There is no statistical difference in the gain scores of MYDev and no-MYDev youth in **partially urban** areas (p=0.66). At baseline, intervention group youth had met more leaders (1.54) than comparison group youth (1.21) in these areas (p<0.001). At endline, too, MYDev youth had met more leaders (1.59) than comparison group youth (1.30) in partially urban areas (p<0.001).
- There is no statistical difference between the two **rural** groups at baseline (p=0.18) or at endline (p=0.26).

Soft Skills

Among the MYDev project's key activities is intensive training (MYDev's Life Skills training) that develops a series of soft skills including general life skills, work readiness skills, and leadership skills. Coupled with practical technical skills training, community service projects, participation in community-based youth networks, and involvement in the youth-promoting activities led by MYDev's OSYDA, this intensive skills training is intended to prepare youth for meaningful and productive engagement in their communities, with their families, and at their jobs. MYDev has measured skill gains through self-reported questions answered directly by youth (see Figure 24). Findings in the following section suggest that **MYDev youth may improve their life skills, work readiness skills, and leadership skills as a result of training.**

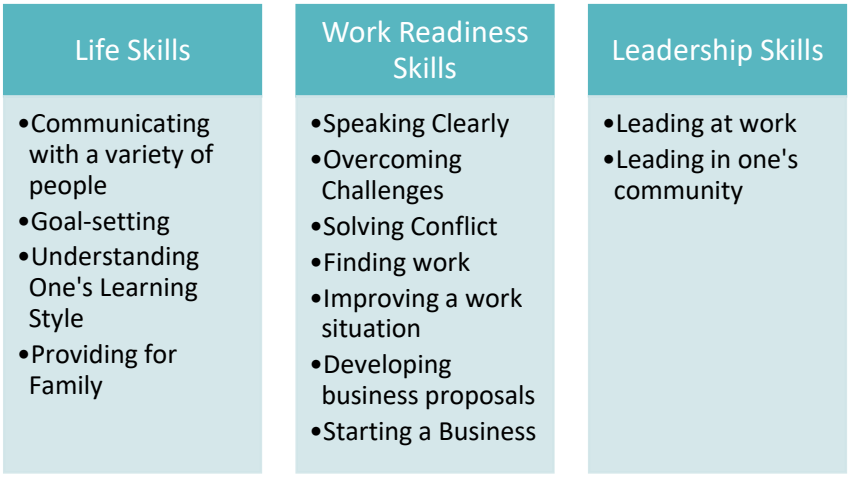

Figure 24: Skills Self-Assessed by Youth

Beyond these key findings that respond to MYDev's evaluation questions, the richness of data collected on soft skills, employment outcomes, and perceptions and engagement outcomes from the same youth over time allows MYDev to explore some new hypotheses and uncover some emerging findings. Thus, this section closes with an exploration of the relationship between changes in a youth's soft skills, employment, perceptions, and engagement outcomes.

Soft Skills and the MYDev Intervention

MYDev youth seem to improve their life skills, work readiness skills, and leadership skills to a greater extent than non-MYDev youth as a result of MYDev training. 74.9% of MYDev youth improve either

their life skills, work readiness skills, or leadership skills between baseline and endline. While this is not statistically more than the percent (72.1%) of comparison group youth who improve their skills by endline (p=0.220), MYDev youth do improve their skills to a *greater extent*. When asked to rate a series of statements based on how well they understood and could perform a soft skill, MYDev youth improve their skills in life, work readiness, and in leadership more than comparison group youth do (see Figure 25) (this difference is statistically significant at p<0.001).

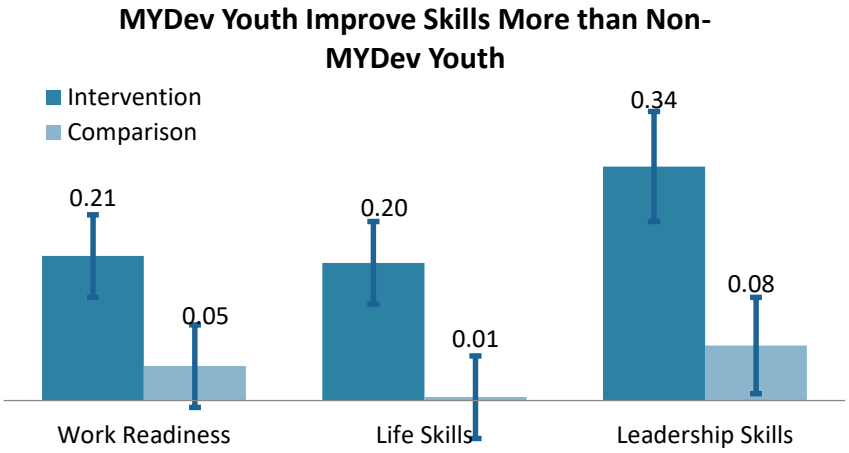

Figure 25: MYDev Youth's Skill Gains Relative To Non-MYDev Youth's Skill Gains

Soft Skills and Gender

MYDev skills training seems to reduce a skills gender gap between males and females. Amongst non-MYDev youth, males improve their scores more than females (with 95% confidence on life skills and leadership skills and 90% confidence on work readiness skills). Yet this pattern cannot be observed amongst MYDev youth, where males and females have statistically similar gain scores from baseline to endline (see Figure 26) (all p>0.10). Indeed, a comparison of MYDev and non-MYDev males' and females' gains on skills indices shows that MYDev males and females consistently outperform non-

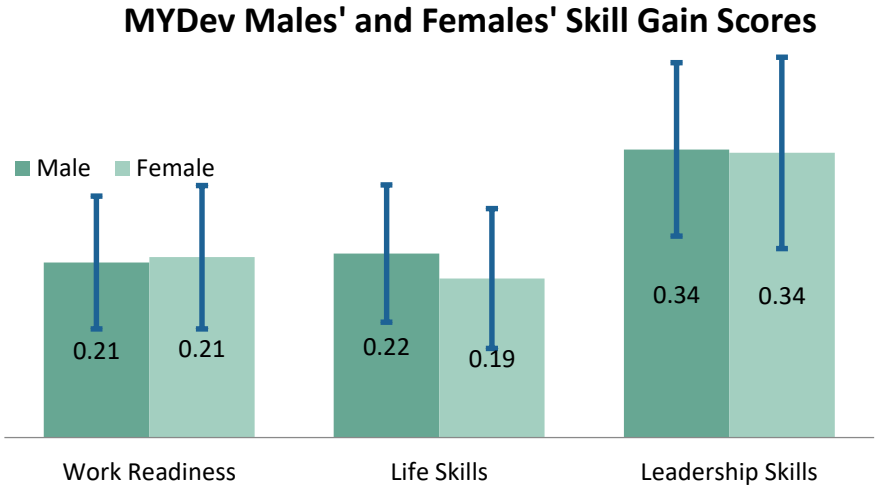

Figure 26: MYDev Youth's Skill Gain Scores, by Sex

MYDev males and females (see Figures 27 and 28) (*p*-values for males range from 0.01 to 0.054, and *p*-values for females are all less than 0.000).

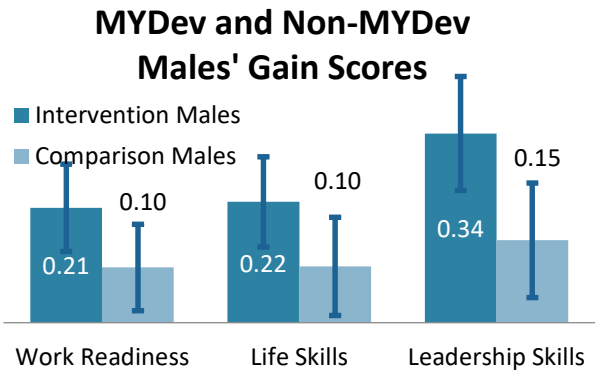

Figure 27: MYDev vs. Non-MYDev Males' Gain Scores

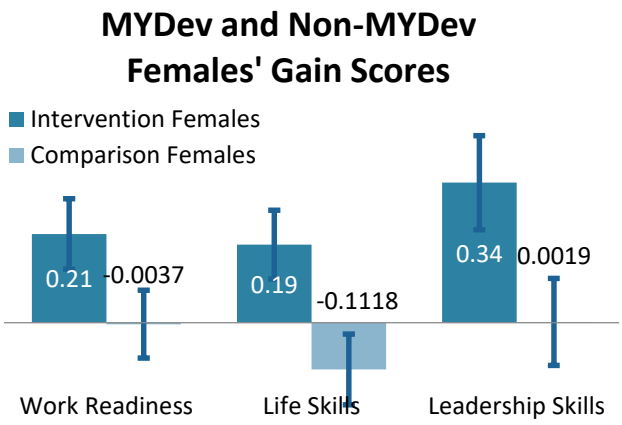

Figure 28: MYDev vs. Non-MYDev Females' Gain Scores

Soft Skills and Urban/Rural Location

While MYDev may have leveled the playing field between highly urban, partially urban, and rural youth a little bit across most skill areas, a gap for rural youth persists when it comes to leadership skills. While highly urban MYDev youth have the highest baseline scores relative to both partially urban and rural youth for all skill areas (p<0.001), by endline, some leveling seems to have taken place: highly urban youth score better than rural youth in leadership skills only and no better than partially urban youth. While this same pattern cannot be found in comparison group youth at baseline, where partially urban youth tend to score higher, highly urban youth in both the comparison and intervention groups score higher on leadership skills at endline than do rural youth (*p*<0.001 for the comparison and *p*=0.016 for the intervention group).

Emerging Soft Skills Findings

The richness of the data allowed MYDev to explore two additional questions, beyond the evaluation questions asked above:

- What is the relationship between soft skills and employment outcomes?
- What is the relationship between soft skills and perceptions and engagement outcomes?

Despite the data's richness, soft skill indices only provide data on soft skill outcomes. In the context of a project in which a positive youth development approach—which by definition requires the implementation of interventions that target multiple aspects of a youth's interactions with the world around him or her—an examination of soft skills alone may not provide the whole story behind the mechanisms at play in a MYDev's youth's success. Indeed, this section's findings suggest, at best, the

need for more research, hinting as they do that the relationships between soft skills and other outcomes do not well explain[7] the positive outcomes found above.

Soft Skills and Employment

MYDev youth's soft skills alone do not seem to have a meaningful influence on MYDev youth's employment outcomes. First, the regression models used explain only a small part of employment outcomes, suggesting that other, as of yet untested, variables have a larger effect on outcomes. Still, when the effect of soft skills is isolated, it becomes apparent that while MYDev youth outpace non-MYDev youth in both their gain scores and in their endline scores for all skill areas, comparison group youth who improve their work readiness and leadership skills at the same rate as MYDev youth are more likely to find new or better employment by endline than are MYDev youth[8]. Further, non-MYDev youth who have the same level of soft skills at endline—regardless of how much they have improved—are more likely than intervention group youth to find new or better employment at endline[9]. When incidence of new employment only is investigated, these findings still hold true.

Soft Skills, Perceptions, and Engagement

Similarly, MYDev youth's life, work readiness, and leadership skills alone do not seem to have a meaningful effect on their perceptions or engagement outcomes. While again, regression models only partially explain employment outcomes, relative to comparison group youth, MYDev youth with similar skill gains or similarly high endline skill scores do not tend to be more involved in the organizations of which they are a member, have not improved their perceptions of the community or government more, and have not increased the number of leaders they have met more[10].

These findings are, as of yet, inconclusive, and should not be used as a measure of program effectiveness. Instead, they point to the need for further research on the MYDev model in order to improve our understanding of how different elements work together to produce the positive outcomes observed above. What we have learned from these emerging findings thus far is that soft skills do not tell the whole story.

GENDER

The MYDev project equally embraces male and female participants, presenting youth with as much choice as possible while providing all youth with a solid foundation in the skills they will need regardless of their sex. The evidence above suggests that MYDev is successful in building this solid foundation for

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[7] Note the low R^2 scores in regression output in Annex 1.

[8] Logistic Regression: New or Better Employment Dummy = -1.771 + .680 Treatment Group + .635 Work Readiness Gain - .524 (Work Readiness Gain * Treatment Group).
Logistic Regression: New or Better Employment Dummy = -1.727 + .689 Treatment Group + .403 Leadership Gain - .439 (Leadership Gain * Treatment Group).
(See Annex 1.1 for regression output.)

[9] Logistic Regression: New or Better Employment Dummy = -4.619 + 2.244 Treatment Group + 1.074 Work Readiness Endline Score - .609 (Work Readiness Endline Score * Treatment Group).
Logistic Regression: New or Better Employment Dummy = -3.736 + 2.027 Treatment Group + .775 Leadership Endline Score - .533 (Leadership Endline Score * Treatment Group).
(See Annex 1.1 for regression output.)

[10] See Annex 1.3 for regression output.

work regardless of a youth's sex: **where gender gaps exist in baseline data, MYDev youth consistently experience smaller or disappeared gender gaps by endline compared to non-MYDev youth**.

- **MYDev seems to have reduced the new employment gender gap for MYDev youth**. While amongst non-MYDev youth, males find employment almost twice as much as females (a gap of 92%), amongst MYDev youth this gap is much smaller (a gap of 42%).
- **MYDev seems to level the playing field for males and females striving for better employment**. While fewer non-MYDev males than females have improved their employment by endline (p=0.067), no statistical difference can be found in the incidence of better employment amongst MYDev males and females (p=0.502).

MYDev youth consistently experience smaller or disappeared gender gaps by endline compared to non-MYDev youth.

- **MYDev may have begun to reduce a gender gap amongst youth looking for work**. While a gender gap exists for MYDev youth at baseline but not for non-MYDev youth at baseline, by endline, this gap has closed for MYDev youth but opened for non-MYDev youth. Specifically, while MYDev males and females look for work at endline at rates that are only statistically different at the 90% confidence level, non-MYDev youth look for work at endline at rates that are statistically different at the 95% confidence level.
- **MYDev skills training may reduce a skills gender gap**. While non-MYDev males improve their life, leadership, and work readiness skills more than non-MYDev females (all p<0.10), MYDev males and females improve their skills at a statistically similar rate for all skill areas (all p>0.10).
- **MYDev civic engagement activities may have reduced the gender gap in youth's familiarity with government institutions.** At baseline, female intervention group youth recognize more institutions on average (2.95) than male intervention group youth (2.74) (p=0.03). At endline, however, MYDev eliminates the gap between male and female MYDev youth (p=0.28).

It is clear that MYDev youth experience smaller or disappeared gender gaps compared to non-MYDev youth in several cases. While this suggests that MYDev is leveling the playing field for males and females, more research needs to be done to understand the mechanisms behind this leveling.

CONCLUSIONS AND RECOMMENDATIONS

This evaluation suggests that the MYDev project may positively influence participating youth in key ways. While claims to causality cannot be made, this evaluation does make clear some areas in which the MYDev project seems to be supporting youth in achieving positive employment, skills, and civic engagement outcomes. This evaluation also sheds light on a few areas in which additional progress could be made. Finally, emerging findings highlight some areas for further research and programmatic reflection.

KEY FINDINGS

Employment

MYDev youth outpace non-MYDev youth in finding new employment between baseline and endline. While MYDev youth do not outperform non-MYDev youth in finding better employment, they do better manage their savings to meet their needs and eat more meals per day, suggesting that they better manage their money despite not obtaining higher paying or better jobs than non-MYDev youth.

Even amongst youth who have not found employment 4-6 months after graduating from MYDev, MYDev's programming seems to have positively affected their outcomes. Unemployed MYDev youth less often cite a lack of skills as a reason for not looking for work, and they more often cite attending job fairs—a key OSYDA activity—as a way of looking for work compared to non-MYDev youth.

MYDev's project activities seem to positively affect youth's employment outcomes in the areas over which the project has more direct control, including soft skills training, financial management training, and providing job search support. MYDev activities seem to have exerted less influence on improving the work situations of already working youth.

Recommendation: With the understanding that better employment is observable in MYDev youth mostly through financial management indicators, the project should further examine what "better" employment can look like for MYDev youth as well as potential paths through which a working youth can achieve better employment. MYDev should harness these findings into supplemental project activities and employment evaluation tools.

Youth's Perceptions and Engagement

MYDev youth may improve their perceptions of their communities, and they report being more satisfied with their communities and the government than non-MYDev youth, though they do not improve their perceptions of the government more than non-MYDev youth. This nuanced difference between perceptions and satisfaction may be explained by two findings: MYDev youth become more deeply engaged in community organizations and come into contact with more community leaders between baseline and endline. While this may not change their broader perceptions of their governments and communities, their increasing involvement may allow them greater satisfaction with those governments and communities.

Again, MYDev's project activities seem to positively influence areas in which the project has more direct control: youth's contact with leaders and their engagement in community organizations, which may influence the high levels of satisfaction MYDev youth have with their communities and government. However, MYDev activities do not seem to have influenced youth's broader perceptions of their communities and the government.

Recommendation: Given findings that show small changes in youth's perceptions, but meaningful changes in their engagement, the project should review project evaluation tools to ensure they appropriately measure project activities.

Soft Skills

MYDev youth improve their life skills, work readiness skills, and leadership skills more than non-MYDev youth over the course of their participation in MYDev, suggesting that the MYDev activities that influence skill outcomes may have a positive effect on youth.

Recommendation: MYDev's value-add is in the level of soft skills MYDev youth obtain. The project should continue to implement soft skill development activities, while harnessing this information for the benefit of external stakeholders and the youth themselves.

The Gender Gap

MYDev project activities focused on employment seem to have contributed to reducing gender gaps where they exist: gender disparities present in the comparison group disappear or do not appear for intervention group youth when new employment, better employment, looking for work, and youth's skills are examined.

Regarding youth's participation and engagement, MYDev project activities seem to contribute more to the improvement of MYDev females compared to non-MYDev females than to MYDev males compared to non-MYDev males: MYDev females improve their community satisfaction, perceptions of government, and satisfaction with the government relatively more than non-MYDev females, whereas this does not hold true for MYDev males compared to non-MYDev males.

Recommendation: MYDev's ability to reduce gender gaps seems to be corroborated consistently in the data. The project should continue in its gender work, focusing additional efforts on civic engagement-oriented activities to ensure that male MYDev youth benefit as much as females.

Emerging Findings

The Relationship between Soft Skills and Other Outcomes

New research by MYDev investigating the link between soft skills outcomes, employment outcomes, and perceptions and engagement outcomes suggests that soft skill outcomes alone only poorly explain other outcomes. At the same time, isolating the effects of soft skills outcomes on other outcomes suggests that comparison group youth who improve their work readiness and leadership skills at the same rate as MYDev youth are more likely to find new or better employment or have better perceptions of the government or community.

These findings, at best, suggest the need for further inquiry to understand what aspects—or bundling of aspects—of the MYDev model lead to the positive outcomes observed above.

Recommendation: The initial—and as yet un-replicated—finding that soft skills on their own do not explain youth's positive outcomes requires further investigation by the project team and should be explored through further qualitative and quantitative study.

The Urban/Rural Gap

New data from this evaluation on the urban rural gap reveal highly urban/partially urban/rural gaps in several areas: new employment, job search methods, the attainment of leadership skills, perceptions of the government and community, and interactions with government leaders.

Recommendation: An emerging understanding of the influence of geographic area on youth's outcomes suggests that the project should systematically target programming to meet the different needs of youth in those areas while further investigating how area affects programming.

Overall, this evaluation suggests that MYDev's activities seem to have positively influenced the outcomes of MYDev youth. MYDev's deep expertise in work readiness, community engagement in the region, and gender are highlighted by the positive outcomes found across employment, civic engagement, and a closing gender gap found in this evaluation. While some areas remain for continued thought and focus—including how the project measures youth's government and community perceptions and how it targets youth from different geographic locations—this evaluation makes clear the effective work of the Mindanao Youth for Development project.

ANNEX 1: REGRESSION OUTPUT

1.1. WORK READINESS AND LEADERSHIP SKILLS GAINS AND NEW/BETTER EMPLOYMENT

Work Readiness Output

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1488.055[a]	.030	.047

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	treat	.680	.140	23.725	1	.000	1.975
	workreadiness_gain	.635	.134	22.335	1	.000	1.887
	workreadiness_gainxtreat	-.524	.171	9.369	1	.002	.592
	Constant	-1.771	.109	265.281	1	.000	.170

a. Variable(s) entered on step 1: treat, workreadiness_gain, workreadiness_gainxtreat.

Work Readiness Calculations

Comparison Group Odds (where treat=0)= e^.635=1.88702

Intervention Group Odds (where treat=1)=e^.111=1.11739

Odds Ratio (treatment:comparison)=1.11739/1.88702 = .5921

Leadership Output

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1478.950[a]	.025	.038

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	treat	.689	.139	24.663	1	.000	1.991
	leadership_gain	.403	.104	15.053	1	.000	1.496
	leadership_gainxtreat	-.439	.132	11.096	1	.001	.645
	Constant	-1.727	.107	260.610	1	.000	.178

a. Variable(s) entered on step 1: treat, leadership_gain, leadership_gainxtreat.

Leadership Calculations

Comparison Group Odds (where treat=0)= e^.403=1.04876

Intervention Group Odds (where treat=1)=e^-.036=.96464

Odds Ratio (treatment:comparison)= .96464/1.04876=.9198

1.2 Work Readiness and Leadership Skills Endline Scores and New/Better Employment

Work Readiness Output

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1474.025[a]	.042	.065

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	treat	2.244	.714	9.878	1	.002	9.430
	workreadiness_e	1.074	.198	29.523	1	.000	2.927
	workreadiness_extreat	-.609	.246	6.146	1	.013	.544
	Constant	-4.619	.573	64.973	1	.000	.010

a. Variable(s) entered on step 1: treat, workreadiness_e, workreadiness_extreat.

Work Readiness Calculations

Comparison Group Odds (where treat=0)= e^1.074=2.92706

Intervention Group Odds (where treat=1)=e^.465=1.59201

Odds Ratio (treatment:comparison)= 1.59201/2.92706=.54389

Leadership Output

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1478.705[a]	.037	.058

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	treat	2.027	.527	14.791	1	.000	7.595
	leadership_e	.775	.149	27.201	1	.000	2.171
	leadership_extreat	-.533	.183	8.497	1	.004	.587
	Constant	-3.736	.432	74.812	1	.000	.024

a. Variable(s) entered on step 1: treat, leadership_e, leadership_extreat.

Leadership Calculations

Comparison Group Odds (where treat=0)= e^.775=2.17059

Intervention Group Odds (where treat=1)=e^.242=1.27379

Odds Ratio (treatment:comparison)= 1.59201/2.92706=.58684

1.3 Civic Engagement and Skills Relationships

Dependent Variable = Coefficient + Treatment Dummy + Variable of Interest + (Treatment * Variable of Interest)

Coefficients on (Treatment * Variable of Interest) for all Regressions				
Variable of Interest	**Dependent Variable**			
	Change in Number of Leaders Met	Change in Number of Duties Performed in Orgs	Change in Government Perceptions	Change in Community Perceptions
Work Readiness Skills Gain	-.007	.029	-.343	-.250
	p=.937	*p*=.905	*p*=.684	*p*=.770
Life Skills Gain	-.055	-.267	-.554	-.715
	p=.484	*p*=.214	*p*=.487	*p*=.378
	-.076	-.132	-1.063	-1.322

Leadership Skills Gain	*p*=.236	*p*=.261	*p*=.109	*p*=.052
Work Readiness Skills Endline	.256**	-.212	-2.146	-2.172
	p=.019	*p*=.435	*p*=.073	*p*=.080
Life Skills Endline	.225**	-.533**	-1.572	-2.820**
	p=.033	*p*=.012	*p*=.165	*p*=.017
Leadership Skills Endline	.038	-.347**	-2.818**	-2.931
	p=.649	*p*=.028	*p*=.001	*p*=.002

**indicates the coefficient is significant at *p*<.05.

Note that while intervention group youth with similar life skills and leadership skills endline scores met more leaders, the regression still presents a negative relationship between scores and meeting leaders.

ANNEX 2: SAMPLE WEIGHTS

Weights for Youth Who Took Both the Youth Perceptions and the Youth Employment Surveys

The following table of weights is for the group of youth who took both the YPS and the YES at both baseline and endline. These weights were used when data from both the YPS and the YES was examined together.

Group	Population	Proportion of population	Sample	Proportion of sample	Weight
Intervention Male Highly Urban	1520	0.113314448	167	0.114071038	0.993367373
Intervention Male Partially Urban	1093	0.081482034	142	0.096994536	0.840068291
Intervention Male Rural	1055	0.078649173	183	0.125	0.62919338
Intervention Female Highly urban	1091	0.081332936	189	0.129098361	0.630007502
Intervention Female Partially Urban	1131	0.084314895	149	0.101775956	0.828436283
Intervention Female rural	817	0.060906516	233	0.159153005	0.382691583
Comparison Male highly Urban	1520	0.113314448	54	0.036885246	3.072080579
Comparison male Partially Urban	1093	0.081482034	72	0.049180328	1.656801352
Comparison male rural	1055	0.078649173	75	0.051229508	1.535231847
Comparison Female highly urban	1091	0.081332936	57	0.038934426	2.088972244
Comparison Female Partially Urban	1131	0.084314895	65	0.044398907	1.899030863
Comparison female rural	817	0.060906516	78	0.053278689	1.143168446

Weights for Youth Who Took the Youth Employment Survey

The following table of weights applies to all youth who took the YES—regardless of whether or not they took the YPS as well—at both baseline and endline. These weights were used for analysis that examines data from the YES only.

Group	Population	Proportion of population	Sample	Proportion of sample	Weight
Intervention Male Highly Urban	1520	0.113314448	167	0.111037234	1.020508558
Intervention Male Partially Urban	1093	0.081482034	157	0.104388298	0.780566743
Intervention Male Rural	1055	0.078649173	186	0.123670213	0.6359589

Intervention Female Highly urban	1091	0.081332936	191	0.126994681	0.640443641
Intervention Female Partially Urban	1131	0.084314895	166	0.11037234	0.763913265
Intervention Female rural	817	0.060906516	235	0.15625	0.3898017
Comparison Male highly Urban	1520	0.113314448	54	0.035904255	3.156017207
Comparison male Partially Urban	1093	0.081482034	73	0.048537234	1.678753133
Comparison male rural	1055	0.078649173	75	0.049867021	1.577178073
Comparison Female highly urban	1091	0.081332936	57	0.037898936	2.146047989
Comparison Female Partially Urban	1131	0.084314895	65	0.043218085	1.950916952
Comparison female rural	817	0.060906516	78	0.051861702	1.174402557

Weights for Youth Who Took the Youth Perceptions Survey

The following table of weights applies to all youth who took the YPS—regardless of whether or not they took the YES as well—at both baseline and endline. These weights were used for analysis that examines data from the YPS only.

Group	Population	Proportion of population	Sample	Proportion of sample	Weight
Intervention Male Highly Urban	1520	0.113314448	174	0.116935484	0.969033897
Intervention Male Partially Urban	1093	0.081482034	144	0.096774194	0.841981015
Intervention Male Rural	1055	0.078649173	185	0.124327957	0.632594425
Intervention Female Highly urban	1091	0.081332936	191	0.128360215	0.63363041
Intervention Female Partially Urban	1131	0.084314895	158	0.106182796	0.7940542
Intervention Female rural	817	0.060906516	234	0.157258065	0.387302971
Comparison Male highly Urban	1520	0.113314448	54	0.036290323	3.122442556
Comparison male Partially Urban	1093	0.081482034	72	0.048387097	1.68396203
Comparison male rural	1055	0.078649173	75	0.050403226	1.560399583
Comparison Female highly urban	1091	0.081332936	57	0.038306452	2.123217691
Comparison Female Partially Urban	1131	0.084314895	66	0.044354839	1.90091763
Comparison female rural	817	0.060906516	78	0.052419355	1.161908913

ANNEX 3: TOOLS

YOUTH EMPLOYMENT SURVEY **for Out-of-School Youth of MYDev**

Part 1: Demographics

out-of-school youth ID Number	Name of Youth	Program Attended	Place Survey Taken	Date of Assessment	Sex	Age	Do you have immediate plans to enroll in school
_____	First Name: _____ Last Name: _____	1 ALS 2 Skills Training	1 Cotabato 2 Isabela 3 Jolo 4 Lamitan 5 Marawi 6 Zamboanga 7 Parang 8 Indanan 9 Other: ____	____/____/_____ (day/month/year)	1 Male 2 Female	_____	☐ Yes ☐ No

Part 2: Employment & Employability

1. In the past 6 months, did you earn any money or were paid in other ways for work you did?

☐ Yes ☐ No **(*if no, skip to Question #16*)**

Employment Questions
2. How many different jobs/work did you have in the past 6 months? _____
3. How many hours per day do you work on average? _____
4. How many days per week do you work on average? _____
5. What type of employment is your <u>main job</u>? ☐ Permanent or Contract ☐ Temporary/Substitution/Temporary ☐ Internship/apprenticeship ☐ I work for myself ☐ I have my own business

6. Do you earn money or in-kind payment for your main job?

☐ Monetary wages
☐ In-kind payment *(for example: food, lodging, clothes etc.)*

7. In which sector is your primary job?

☐ Domestic work (for someone other than my family)
☐ Construction
☐ Beauty/Health
☐ Food/Restaurant Services
☐ Telecommunications and Appliances
☐ General Service
☐ Agriculture
☐ Transportation services
☐ Business/Enterprise
☐ Textile and Handicrafts
☐ Entertainment/Recreation
☐ Others (please specify_____)

Earnings Questions

8. How often do your earnings allow you to meet your basic family/household needs?

☐ Always
☐ Sometimes
☐ Hardly ever
☐ Never

9. Have your earnings increased in the past 6 months?

☐ Yes, substantially
☐ Yes, a little
☐ No, remained the same
☐ No, they have diminished

10. How many meals per day do you usually eat?

☐ One
☐ Two
☐ Three
☐ More than three

Savings Questions

11. How often are you able to save money *(if answer is "never" skip to Question 14)*?

☐ Always
☐ Sometimes
☐ Never

12. Does the amount you save meet your needs/goals?

☐ Yes
☐ No

13. Have your personal savings/assets increased in the last 6 months?

☐ Yes
☐ No

Quality of Employment Questions

14. How happy are you with your work situation (the jobs you are working)?

☐ Very happy
☐ Happy
☐ Unhappy
☐ Very unhappy

15. How safe physically do you feel on the job?

☐ Very safe
☐ Safe
☐ A little unsafe
☐ Very unsafe

Non-Working Youth Questions

16. Are you currently looking for a job/work?

☐ Yes
☐ No

17. Have you done any of the following in the past <u>six months</u>?

☐ Work on CV, job applications
☐ Attend job fairs/events
☐ Apply for a job
☐ Interview for a job
☐ Develop a business plan for my own business
☐ Other_____

18. (Only *if answered "no" to Q 16*) Why have you not been looking for work?

☐ Do not need work
☐ There are no jobs
☐ Do not have time
☐ Do not feel I have the skills necessary
☐ Do not know how to look for work
☐ Do not have the resources (transport money etc.)
☐ I am in school
☐ Other: _____

19. Are you satisfied or dissatisfied with your current situation of having no work or income?

☐ Very satisfied with not currently working or having an income
☐ Ok and satisfied with current situation
☐ Sad and dissatisfied with having no income
☐ Dissatisfied and uneasy that I do not have an income

Part 3: Improved Work Readiness, Life, and Leadership Skills

Please rate how strongly you feel that you have the following skills or abilities:

Increase in any area of knowledge and ability is a shift in a positive direction. The composite score for these questions can be used as an indicator for work readiness as an outcome of WRN programming, in lieu of or in addition to employment data.

	Development of Self	**I do not have any knowledge about this**	**I know a little about this**	**I have enough knowledge about this to do this correctly sometimes**	**I have a lot of knowledge about this and can do this correctly and consistently**
A1	Set a goal for myself and make a plan to reach this goal.				
A2	Understand my learning style and can identify and use strategies to help me learn new skills and ideas.				
A3	Provide for my family and meet their material needs with my current work or business activities. *I can provide adequate food, shelter, education, medicine etc. for my family to be healthy and happy.*				
	Communication Skills	**I do not have any knowledge about this**	**I know a little about this**	**I have enough knowledge about this to do this correctly sometimes**	**I have a lot of knowledge about this and can do this correctly and consistently**
B1	Communicate with a variety of people. *I know the different methods in order to effectively communicate with friends, family, co-workers and government persons.*				
B2	Attract customers and provide good customer service. *I know the different ways to attract customers and make customers happy.*				
B3	Speak clearly in front of individuals or groups. *I can confidently speak to one person or to a large group and have them understand my message.*				
	Problem Solving & Critical Thinking				
C1	Overcome challenges I may face when searching for a job or starting my own business. *I can problem solve to find a solution to obstacles such as a failed attempt at a business, not receiving a loan, or being turned down from a job.*				
C2	Solve a conflict at work peacefully. *If a problem arises with a co-worker or my supervisor, I know how to deal with the situation in a peaceful manner.*				
	Work Habits and Entrepreneurship				

D1	Get the type of job/work I want. *I know how to look and apply for a job of my choice.*				
D2	Improve my position/work. *Examples: I know how to work towards a pay upgrade, work in a safer environment, get work hours that are more convenient for my schedule, or get a title promotion to a higher position.*				
D3	Develop a business proposal. *I know how to think through type of business, things needed, budget, and who the customers will be before I start the business.*				
D4	Start and grow a successful business on my own. *I know how to start a business that will make money and has the potential for hiring more people or expanding to more customers.*				
	Leadership				
E1	Demonstrate leadership in my work place				
E2	Demonstrate leadership in my community (neighborhood and barangay)?				
Reviewed by: _____ Date: _____ -					

YOUTH PERCEPTIONS SURVEY

Part 1: Identifying Information

out-of-school youth ID Number				**Place Survey Taken**	
Name				**Date Accomplished**	
	Last Name	**First Name**	**MI**	**Type of Administration (pls.✓)**	☐ **self-administration** ☐ **oral administration**
Program Attended (please check)	☐ **ALS** ☐ **Livelihood Skills Training**			**Name of Administrator**	

Part 2: Information on Level of Interaction with key persons in government and community

1. Are you currently involved in any organization?

_____ Yes

If yes, how many organizations are you currently involved in?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ more than 5

If yes, what are your current roles in these organization/s?

☐ Officer/leader ☐ member ☐ both officer and member

If yes, are you currently doing your duties as officer or member of these organizations?

☐ None at all ☐ sometimes ☐ always doing my duties as officer or member

_____ *No: If no, why are you not involved in any organization?*

☐ I am not interested to join organizations or groups
☐ I have no time because of work and family responsibilities
☐ I am not capable and qualified to participate in organization
☐ I don't want to have additional responsibilities
☐ I don't want to be in trouble
☐ I believe the organizations cannot help me
☐ My parents/religion will not allow me to join organizations
☐ Other, please specify _____

Instructions: You are requested to review the list of government institutions on the chart posted by your IM or Life skills Facilitators. This will be your reference for answering the following questions:

2. Do you know any of the government institutions that are listed on the chart?
_____ Yes _____ No

If your answer is YES, please answer questions 3 to 6 in the next page.
If your answer is NO, please proceed page 3 for Part 3

3. *If yes,* how many of the government institutions in the list do you recognize?
□ 1 □ 2 □ 3 □ more than 3 but not all □ all of the government institutions listed

4. If yes, which of these government institution/s do you recognize most? (write at most, 3 organizations)
- _____
- _____
- _____

5. *If yes,* do you know the leaders of these government institution/s you recognized most (you listed above)?
□ I know the leaders of all the government institutions I recognized
□ I know the leaders of only some of the government institutions I recognized
□ I don't know the leaders of all the government institutions I recognized

6. Have you ever met these leaders you know?
□ Yes, I met the leaders of all the government institutions I recognized
□ Yes, I met leaders from some of the government institutions I recognized
□ No, I have not met any of the leaders of the government institutions I recognized
(If this answer, proceed to Part 3)

7. Have you met these leaders within the past 3 months?
□ Yes, I met all of the leaders I recognized in the past 3 months
□ I met only some of the leaders I recognized in the past 3 months
□ I did not meet all the leaders I recognized in the past 3 months.

8. Describe how you met and interacted with these leaders you met?
(You may answer more than 1 of the choices below)

□ I saw these leaders through media – TV, radio, newspaper, tarpaulins, etc.
□ I met personally these leaders but did not talk to them.
□ I just listened to these leaders during a certain event (e.g. seminars, trainings, rallies, etc.)
□ I had sat down and had one-on-one discussion with these leaders about problems/plans for the community
□ I am closely related with these leaders (e.g. family, relatives, neighbors, friends, associates, etc.)
□ Other, please specify
_____

9. In general, how do you feel about the performance of your government and community leaders in solving the problems of the people in your community? (please check for each category)

Government Leaders (City/Mun LGUs)	*Community Leaders (barangay & comm leaders)*
☐ Not satisfied and not happy	☐ Not satisfied and not happy
☐ Satisfied and quite happy	☐ Satisfied and quite happy
☐ Very Satisfied and very happy	☐ Very Satisfied and very happy

Part 3: Perceptions on Government

Based on your experience, please check (☑) the box of your answer on each of the following statements. There is no right or wrong answer. We just want to understand your opinions. If you answer as sincerely as possible, you will be helping us a lot. Your views will not be shared with anyone and will be kept strictly confidential.

	Statements	I don't know	Strongly Disagree	Disagree	Agree	Strongly Agree
1	*The government solicits and listens to the views of out-of-school youth in making decisions on how to use its budget/money.*					
2	*The government is ensuring that the people in our community especially the out-of-school youth have enough food to eat and a safe place to live.*					
3	*The government will surely listen and respond if the out-of-school youth ask their help when they are not treated fairly by others.*					
4	*Out-of-school youth understand how the government provides services to solve the problems of the people especially the out-of-school youths.*					
5	*The government ensures that out-of-school youth have a positive future of having stable and sustainable jobs*					
6	*The out-of-school youth can easily approach government leaders and discuss with them their problems and needs .*					
7	*The out-of-school youth are given by the government skills and opportunities to assume major leadership roles and tasks in the city/municipality.*					
8	*The government considers the important role of the out-of-school youth as its major partners in making our community safe and productive.*					
9	*The government is ensuring that the out-of-school youth are provided with their rights and privileges as citizens of this country.*					

10	*The out-of-school youth understand the basic laws of the government that should be obeyed by all people regardless of age, gender and status in the society.*					
11	*The government is effective in guiding the out-of-school youth and making them obey and respect the laws and become good citizens of the society.*					
12	*The out-of-school youth are helping and coordinating with the government in implementing their projects and services to the community.*					

Part 4: Perceptions on Community

Based on your experience, please check (☑) the box of your answer on each of the following statements. There is no right or wrong answer. We just want to understand your opinions. If you answer as sincerely as possible, you will be helping us a lot. Your views will not be shared with anyone and will be kept strictly confidential.

	Statements	I don't know	Strongly Disagree	Disagree	Agree	Strongly Agree
1	*The people in my community helps out-of-school youth in meeting our basic needs for food, clothing, education, health, livelihood and shelter.*					
2	*Out-of-school youth are involved and actively participating in solving the problems in my community.*					
3	*The people in my community fully accept me and doesn't humiliate me even if I am an out-of-school youth who have not finished studies and unemployed.*					
4	*Local residents in my barangay are kind and respectful to out-of-school youths.*					
5	*The out-of-school youth are actively participating and are united in organizations that have active officers and members.*					
6	*People in my community trust the out-of-school youth and truly help them to become good and effective leaders in our barangay/community.*					
7	*The leaders in my community are united in discussing and finding solutions to the needs and problems of the out-of-school youths.*					
8	*The out-of-school youths fully understands their roles as important partners of the leaders solving the problems of the community.*					
9	*Out-of-school youth are given equal respect like other individuals by the local residents in my community.*					
10	*The out-of-school youth became inspiration and good examples of other people who were*					

	convinced to help in solving the problems in the community.					
11	*In my community, out-of-school youth can have a positive future with stable work, healthy, safe and happy life.*					
12	*In my community, out-of-school youth have adequate skills and can do different activities that they need in improving their current situation.*					

Reviewed by: _____ Date: _____

Name / Signature of Administrator