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Mindanao Youth for Development (MYDEV) Program

FY15 Impact Evaluation Report

Measuring Youth Employment, Perceptions, and Skills

November 23, 2016

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Acronyms and Abbreviations

ALS	Alternative Learning System
CDCS	Country Development Cooperation Strategy
EDC	Education Development Center, Inc.
ENGAGE	Enhancing Governance Accountability and Engagement
FY	Fiscal Year
LGU	Local Government Unit
LoP	Life of Project
OSY	Out-of-School Youth
OSYDA	Out-of-School Youth Development Alliance
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
USG	United States Government
YES	Youth Employment Survey
YPS	Youth Perceptions Survey

EXECUTIVE SUMMARY

The MYDev Project supports USAID-Philippines' overall CDCS goal through Development Objective 2: Peace and Stability in Conflict-Affected Areas in Mindanao Improved. MYDev provides experiential training and post training support to improve life skills, increase civic engagement, and increase employability for 19,000 vulnerable out-of-school youth (OSY) in eight (8) conflict-affected areas: Cotabato City, Marawi City, Isabela City, Lamitan City and Zamboanga City, and the municipalities of Parang in Maguindanao, and Jolo and Indanan in Sulu. In addition, MYDev organizes and mobilizes local government officials, local businesses, and other stakeholders into OSY Development Alliances (OSYDA) aimed at coordinating multi stakeholder support to job skills training and livelihood pathways.

MYDev program implementation is focused on three main components (Intermediate Results):

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

EDC has designed this **quasi-experimental impact study** to better understand MYDev's contribution to **improving OSY community and government perceptions, skills, and employment outcomes**. To evaluate MYDev's progress in these areas, the impact study seeks to answer the following three evaluation questions, using both a pre-test and post-test for MYDev intervention groups and comparison groups.

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?*

The choice of a **quasi-experimental approach** has allowed the MYDev team to avoid excluding certain **youth from participation in MYDev**. This has been important to avoid some youth possibly feeling further marginalized, as many of these youth are already routinely excluded in a variety of ways. Instead, admission into MYDev's training programs has remained open to any OSY in participating geographic areas that are among MYDev's target population, **with comparison group youth consisting of similar youth from neighboring barangays**.

Initial results from this impact study of MYDev's work in FY15 were presented to USAID by the MYDev leadership and M&E team, during a meeting hosted by the USAID Mission Director, Dr. Brems, in Manila, on November 2, 2016. The presentation was also attended by the USAID Deputy Mission Director, Office of Education Director, MYDev AOR and other USAID representatives. The impact evaluation presentation is attached as an annex to this report. The valuable feedback provided by the USAID leadership team has

been incorporated into this final evaluation report. EDC looks forward to sharing additional M&E data associated with this impact evaluation that will be collected from subsequent MYDev youth cohorts during the coming two years of project implementation.

Methodology

To understand MYDev's contribution to improving OSY's community and government perceptions, skills, and employment outcomes, MYDev designed and implemented a quasi-experimental study with both a pre-test and post-test for the intervention groups and comparison groups. Intervention and comparison group youth were assessed at baseline and four to six months after the intervention group completed training.

The use of a quasi-experimental approach means that the equivalence of the comparison and intervention groups cannot be assumed. EDC took care in selecting comparison group youth who were very similar to intervention group youth in five key characteristics: sex, age, education status, employment status, and place of residence.

The findings of this evaluation are based on sample data that were generalized to the population of MYDev youth who participated in trainings beginning in February of FY15. The sample data was weighted to this population and was collected from youth using three tools: the Youth Employment Survey (YES), the Youth Perceptions Survey (YPS), and the Development Assets Profile (DAP).

Impact Findings and Outcomes for MYDev Youth

This quasi-experimental impact evaluation of MYDev's work in FY15 has revealed that many MYDev youth seem to be improving their economic and levels of social engagement:

- **Almost 24% of the intervention group was newly employed at endline.**
- **42.2% of MYDev youth were working at baseline and improved their work situations between baseline and endline.**
- **Almost 70% of MYDev youth improved in either life, leadership, or work-readiness skills over the course of the intervention.**
- **51.5% of intervention group youth improved their perceptions of community and 52.5% improved their perceptions of the government.**

This study can conclude that MYDev youth are better off than non-MYDev youth in terms of having gained more new employment, though among working MYDev and non-MYDev youth, the quality of employment is statistically similar. Further, new and continuously employed youth tend to be urban males working in one temporary/substitution job at a time, while continuously unemployed youth tend to be rural females.

New Employment: MYDev youth obtained new employment at a higher rate than did comparison group youth, with almost 24% of intervention group youth newly employed at endline compared to about 14% of youth in the comparison group. **This approximate 10 percentage-point difference in the rates of newly employed youth between the intervention and comparison groups is significant.**

Better Employment. Approximately 42.2% of MYDev youth and 44.4% of comparison group youth who were working at both baseline and endline had better employment at endline. The difference between the rates of better employment of MYDev and comparison group youth is not statistically significant.

This study also examined a cumulative measure capturing both newly employed youth and youth with better employment. **In the intervention group, about 32.2% of youth reported new or better employment at endline compared to only 17.9% of comparison group youth.**

Life Skills, Work Readiness, and Leadership Skills. A statistically similar proportion of intervention group and comparison group youth improved their skills across the study period, **with about 69.8% of the intervention group and about 70.0% of comparison group youth improved in either life skills, work readiness or leadership skills over the course of the MYDev intervention.** The difference in the rates of improvement between MYDev and comparison group youth is not statistically significant. **While gains in the intervention group were smaller than gains in the comparison group, intervention group youth's endline scores were higher than the comparison group's endline scores.**

Government and Community Perceptions. Statistically, a similar proportion of intervention and comparison group youth improved in their community or government perceptions. An examination of youth's perceptions of community and government respectively shows that comparison group youth's perceptions of the government improved, by more than half a level on average, more than intervention group youth's perceptions, which improved by less than a quarter of a level. Similarly, comparison group youth's perceptions of their communities improved by more than half a level on average more than intervention group youth's perceptions (which improved by roughly a quarter of a level). These differences are statistically significant.

Key Takeaways and Recommendations

This impact evaluation has afforded us the opportunity to learn more about the mechanisms behind improved economic and social outcomes, and how those two elements interact with each other and with youth's demographics. Recommendations are grouped into five categories.

Improved livelihoods. A central intended outcome of MYDev and OSYDA programming is improved employment outcomes for out-of-school youth. All analyses point to success for MYDev regarding improving the employment situations of MYDev youth.

Recommendation: Future programming should strengthen and broaden partnership with private sector, identifying market driven opportunities with a greater emphasis emerging skills opportunities.

Recommendation: Future programming should support activities to encourage entrepreneurship and self-employment by connecting OSY to local government and private sector programs, identifying support mechanisms for strengthening the new entrepreneurship skills for long term sustainability and profitability.

Improved Perceptions of Government and Community. MYDev programming aims to improve youth's engagement within their communities, while also improving youth's perceptions of their communities

and governments. The majority of MYDev youth had improved their government or community perceptions by the time of endline administration.

Recommendation: Future programming should continue to promote deepening of OSY-community connections through increased partnerships with government institution, community leaders and other community groups in civic engagement, peace building and youth development activities.

Experiential Learning to Improve Work Readiness. The Work Readiness component encompasses eight questions measuring skills like solving conflicts at work, looking for a job, and working towards a pay upgrade. MYDev youth that were employed at endline had higher work-readiness skills than unemployed youth.

Recommendation: Further investigate approaches to developing work-readiness skills to determine the ideal combination of technical training and experiential learning.

Recommendation: Future programming should promote the recognition by government agencies and private sector of work readiness skills as a facilitating factor for youth's success.

The Role of Gender. Gender and skill development seem to be related, with female youth improving significantly less than their male counterparts in life skills and work-readiness components, though the mechanisms at play behind this relationship are unclear. Further, females have lower rates of employment than males and tend to enter different sectors when they do have employment. These females also tend to feel safer at work and save more, all while working almost ten hours more than male youth on average.

Recommendation: Future programming should investigate unique challenges and needs of female out-of-school youth and determine if supplemental program may be helpful to lessen the gender gaps in employment outcomes and skill gains.

The Role of Geography. One's geographic area matters in a way that is complex and likely related to more than just personal skills and opportunities, but also to contexts, including local markets and communities. Rural youth had significantly worse perceptions of the government and community than youth from other geographic areas and reported having less internal and external assets than urban youth.

Recommendation: Future programming should aim to target the needs of rural youth through tailoring MYDev programming to the rural labor market context and engagement with government services.

I. THEORY OF CHANGE

Within the context of the eight conflict-affected areas targeted by MYDev 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 OSY by supporting reaffirmation of the social contract between and among different local government and other stakeholder groups, including OSY. Thus, MYDev’s implementation is informed by 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 (OSY) in particular—are 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, OSY and OSYDA programming is designed to produce an environment in which OSY 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 OSY training programs and OSYDA activity—would be evidenced by first by improved leadership, life, and work readiness skills accompanied by improved perceptions of the community and government. The improvement of skills and perceptions in the context of an environment that is conducive to OSY’s development and growth would lead to improved work outcomes for OSY.

Yet can such a theory—in which a holistic approach to creating an enabling environment for OSY is combined with skills-focused training—be proven in the context of MYDev? This impact evaluation seeks to determine whether or not links can be found between youth participation in MYDev’s programming and their outcomes in three key areas:

- Employment, including self-employment
- Perceptions of the community and government
- Life, Leadership, and Work-readiness skills

The MYDev theory of change model is depicted in the following graphic.

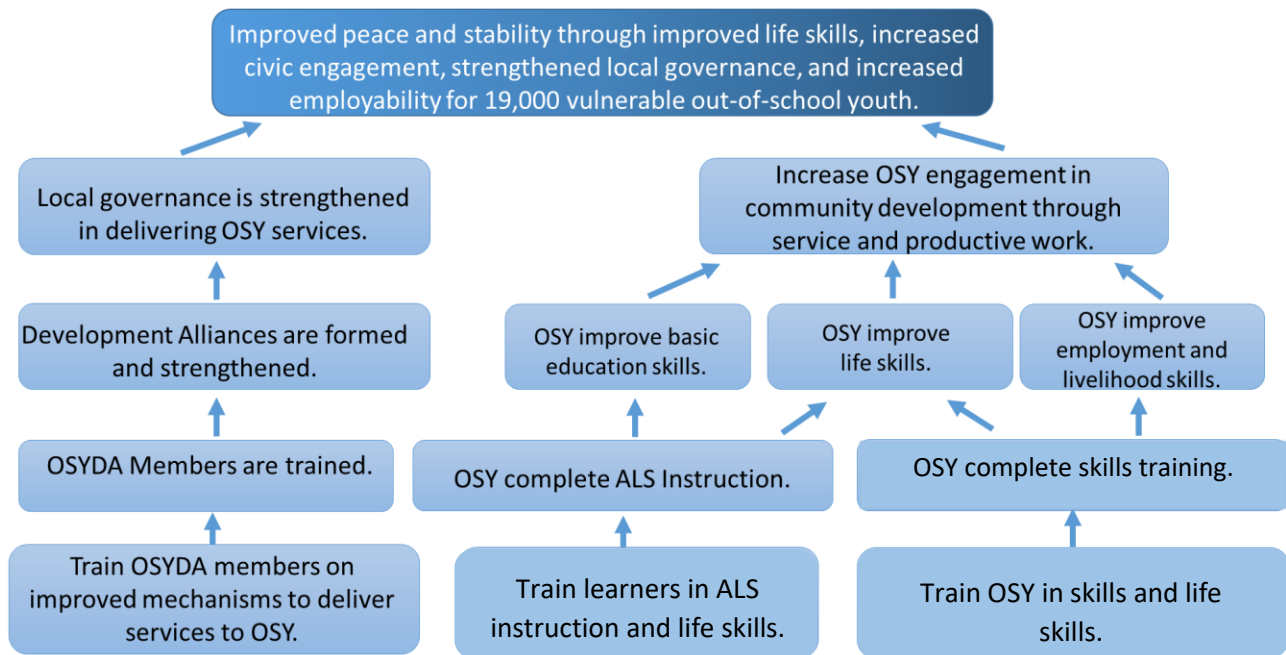


Figure 1: MYDev's Theory of Change

These three outcome areas that serve as the basis for this evaluation study, align with three of MYDev's key indicators and are investigated through three evaluation questions that this impact evaluation seeks to answer:

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

- **MYDev M&E Indicator 12:** Number of OSY receiving new or better employment / livelihoods (FAFI 4.6.3-2: Number of persons receiving new or better employment (including better self-employment) as a result of participation in USG-funded workforce development project.

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

- **MYDev M&E Indicator 10:** Percentage of targeted OSY with improved perceptions of community and government.

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

- **MYDev M&E Indicator 14:** Percentage of OSY with improved life skills, work readiness, and leadership skills for civic engagement.

II. METHODOLOGY

A. Study Design

In order to understand MYDev's contribution to improving OSY community and government perceptions, skills, and employment outcomes, MYDev designed and implemented a quasi-experimental study with both a pre-test and post-test for the intervention groups and comparison groups. The choice of a quasi-

experimental approach has allowed the MYDev team to avoid actively excluding certain youth from participation in MYDev. This has been important to avoid some youth feeling further marginalized, many of these youth are already routinely excluded in a variety of ways. Instead, admission into MYDev's training programs has remained open to any OSY in participating geographic areas who was a member of MYDev's target population and who wanted to participate, with comparison group youth consisting of similar youth from neighboring barangays.

Intervention and comparison group youth were assessed at baseline and four to six months after the intervention group completed training.

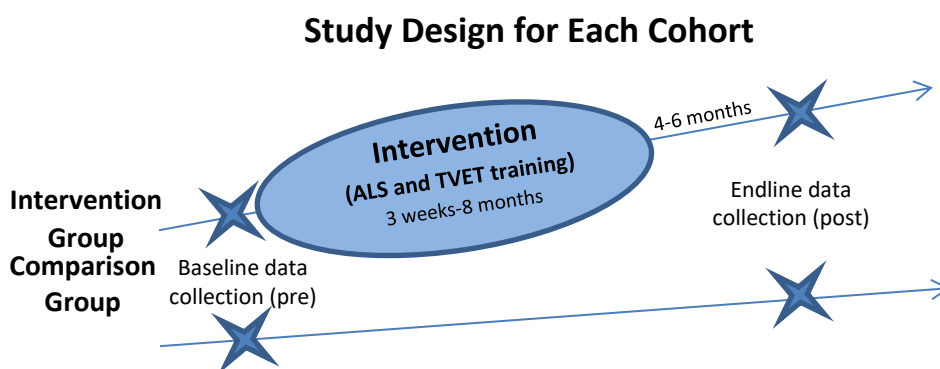


Figure 2: Study Design

B. Sample

The use of a quasi-experimental approach means that the equivalence of the comparison and intervention groups cannot be assumed (there may be some observable and unobservable differences between youth in our comparison and intervention groups). However, 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 OSY who began MYDev training after January of fiscal year 2015 (FY15) as data collection tools were undergoing revision until that point. To account for a high expected rate of attrition from the sample, a sample of 1,264 youth, stratified by sex and LGU, was randomly selected from the FY2015 participants. A much smaller sample of 416 comparison group youth was drawn as well, also stratified by sex and LGU. 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 February of FY15, the sample data was weighted to this population. 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/peri-urban/urban settings—to be re-adjusted so that the composition of the sample reflects the composition of the population in key ways. In the MYDev context, where a stratified sampling strategy meant that an equal number of males and females were sampled from each area, the composition of the sample in terms of sex and being from a rural/peri-urban/urban setting did not reflect the population. Thus, weights were applied to the sample based on the sex and rural/peri-urban/urban setting composition of the population. This allows the MYDev team to argue that findings represent the entire population. Both the intervention and comparison groups were weighted to the population of FY15 MYDev youth who participated in MYDev trainings during the time period in which we implemented our data collection surveys.

C. Data Collection

Data was collected from intervention group youth both within the first week of their participation in MYDev training and 4-6 months after they graduated from their training program. 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 was collected monthly throughout the entire year. The 4-6 month lag between graduation and endline data collection was intentional: it would allow youth the time necessary to realize the expected outcomes that we intended to measure.

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

D. Tools

Data was collected from youth using three tools: the Youth Employment Survey (YES), the Youth Perceptions Survey (YPS), and the Development Assets Profile (DAP). While these three tools were implemented with MYDev youth in FY14, this initial use in MYDev revealed the necessity of considerable revision and adaptation of the tools. As a result, a period of testing and revision was undertaken from October of 2015 through January of 2015.

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 .85 for work readiness, .81 for leadership, and .74 for life skills¹ (see Table 1).

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

¹ A level of .70 or higher is viewed as acceptable for Cronbach's alphas, though researchers prefer to see alphas of .85 or higher.

Tool		Dimension	Cronbach's Alpha	How Reliable is it?
Youth Survey	Employment	Work Readiness	0.85	Good
		Leadership	0.81	Good
		Life Skill	0.74	Acceptable
Youth Survey	Perceptions	Perceptions of Community	0.90	Excellent
		Perceptions of Government	0.91	Excellent

Table 1: Reliability of the YES and YPS

The DAP² was developed by the Search Institute to allow organizations to understand the youth they serve from two perspectives: youth’s internal/external assets and youth’s contexts. The DAP has been tested throughout the world and proved reliable. Reliability analysis of the DAP in the MYDev context revealed the tool to be reliable in this context as well (see Table 2).

Asset/Context Category		Cronbach's Alpha	How Reliable is it?
External Assets	Whole External Asset Category	0.918	Excellent
	Support	0.778	Acceptable
	Empowerment	0.726	Acceptable
	Boundaries and Expectations	0.840	Good
	Constructive Use of Time	0.600	Questionable
Internal Assets	Whole Internal Asset Category	0.925	Excellent
	Commitment to Learning	0.802	Good
	Positive Values	0.794	Acceptable
	Social Competencies	0.766	Acceptable
	Positive Identity	0.712	Acceptable
Contexts	Personal	0.814	Good
	Social	0.849	Good
	Family	0.855	Good
	School	0.851	Good
	Community	0.830	Good

Table 2: Reliability of DAP in MYDev Context

The reliability of these three 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.

² The DAP was contextualized and used successfully under EDC’sUSAID EQ2 project and further contextualized for MYDev.

E. Limitations

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

- *Claims to Causality.* While this quasi-experimental impact evaluation is relatively rigorous, it still cannot claim the rigor of an RCT. Thus, the findings in this evaluation cannot be claimed to be caused by MYDev’s programming.
- *Comparison Group Weighting.* As data on the sex and geographic area composition of all out-of-school youth in Mindanao was not available, comparison group youth were weighted to the population of MYDev Cohort 2 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 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 OSYs. Further, other projects—such as USAID’s ENGAGE project, which specifically targets civil society organizations with civic engagement strengthening activities that include OSY—are operating in the same areas as MYDev. While MYDev youth are likely not 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 were implemented on a rolling basis as well, whereas comparison group baselines were 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 this one. In this case, intervention group youth as a whole would appear to have a better perception of the government at baseline, even if this weren’t true.
- *Timing of Baseline Data Collection for Intervention Group.* Baseline data collection is implemented within the first two weeks of training, during which youth are taking a life skills course that encourages them to begin to develop skills such as interpersonal and leadership skills. Depending on scheduling, youth may take baseline surveys on day two or day eight of training, after they may already have started to benefit from the effects of training. If this is the case, then baseline data would be biased upward, making the intervention group appear better off at baseline than the comparison group and minimizing the apparent gains of the intervention group between baseline and endline.

III. DEMOGRAPHICS

The weighted sample of intervention group youth that this study examines was primarily male, with just 40.3% of the sample female. The sample was relatively evenly divide between urban (34.8), peri-urban (27.3%), and rural youth (37.9%). The largest group of youth was from Cotabato (21%), the next largest

from Indanan (20%), with the fewest youth coming from Marawi (8%). The average age of intervention group youth was 19.5 years, with a minimum age of 14 and a maximum age of 25. The majority (68.8%) of intervention group youth had participated in MYDev’s skills training programs, with the rest (31.2%) participating in ALS training.

Comparison group youth were statistically equivalent to the intervention group youth in age, sex composition, geographic area, and age. This suggests that—at least in terms of these characteristics that one can observe—the intervention and comparison groups can be assumed to be equivalent at baseline and thus provide appropriate comparisons against each other.

While the intervention and comparison groups were equivalent in terms of basic demographics, a baseline study revealed that intervention group youth at baseline were more likely to be employed, were more able to achieve their goals with their savings, and ate more meals per day on average. This suggests that comparison group were more economically vulnerable at baseline than were intervention group youth.

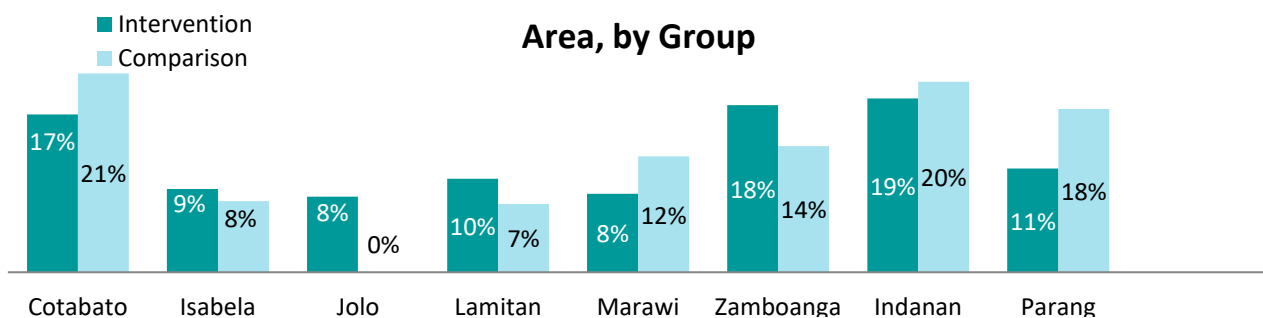


Figure 3: Area, by Group

IV. IMPACT FINDINGS and OUTCOMES for MYDev YOUTH

A. Employment

A central intended outcome of MYDev and OSYDA programming is improved employment outcomes for out-of-school youth. All analyses point to success for MYDev regarding improving the employment situations of MYDev youth. Across the course of the intervention, 24% of MYDev youth obtained new employment, statistically more than the percent of the comparison group (14%) who gained new employment at endline. At endline, more MYDev youth were working relative to comparison group youth regardless of their employment status at baseline. Further, almost half (42%) of the roughly 19% of MYDev youth who were working at both baseline and endline had improved their employment by endline, constituting 8.2% of the sample with improved employment.

This rest of this section builds on the above analysis, examining both the rates of new employment among

MYDev youth as well as the quality of employment for both newly employed youth and youth who already

NEW AND BETTER EMPLOYMENT ACROSS THE SAMPLE

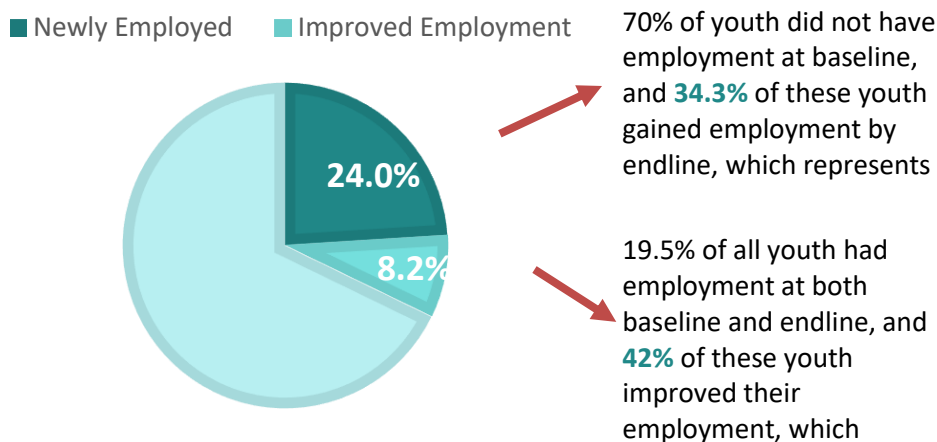


Figure 4: New and Better Employment

had work at baseline. In addition, newly and better employed MYDev youth are compared to comparison group youth in an effort to examine the MYDev project's possible impact on its participants.

1. New Employment

Profile of A Newly Employed MYDev Youth

About 24% of MYDev youth obtained employment over the course of the intervention. What do these youth look like on average? Who are they, and what are their work lives like?

Demographics. First, newly employed MYDev youth were more likely to be male than female, with 27% of all males in the sample obtaining new employment compared to 19% of all female youth in the sample (significantly different at $p < .05$). These findings may suggest that one's sex may influence their employment opportunities or their ability to take advantage of them. Youth's geographic area may also influence their employment opportunities. Newly employed MYDev youth were more likely to be from highly urban areas (44.6%) as compared to partially urban areas (20.4%) or rural areas (35%). Interestingly, more MYDev youth from rural areas were employed than from partially urban areas, which perhaps indicates that the relationship between employment outcomes and geographic area is complex, and merits further investigation to better inform future MYDev programming.

Work Lives. Most MYDev youth obtained new employment in either the business/enterprise (26%) or transportation services (21%), though male and female youth did not enter these sectors at the same rates. Male MYDev youths entered the transportation services sector at higher rates (31%), while female MYDev youths entered the business/enterprise sector at higher rates (36%). These differences may be worth exploring further to determine whether there are opportunities for programming to promote gender balance within different industrial sectors.

The average newly employed MYDev youth is more likely to have only one job, with only about 16% of MYDev youth indicating that they had more than one job. Newly employed MYDev youth are also much more likely to be paid monetarily (97%) rather than through in-kind payment. Newly employed MYDev youth are more likely to be employed in temporary or substitution positions (53.5%) rather than permanent or contractual positions (19.6%) or than own their own business (21.8%).

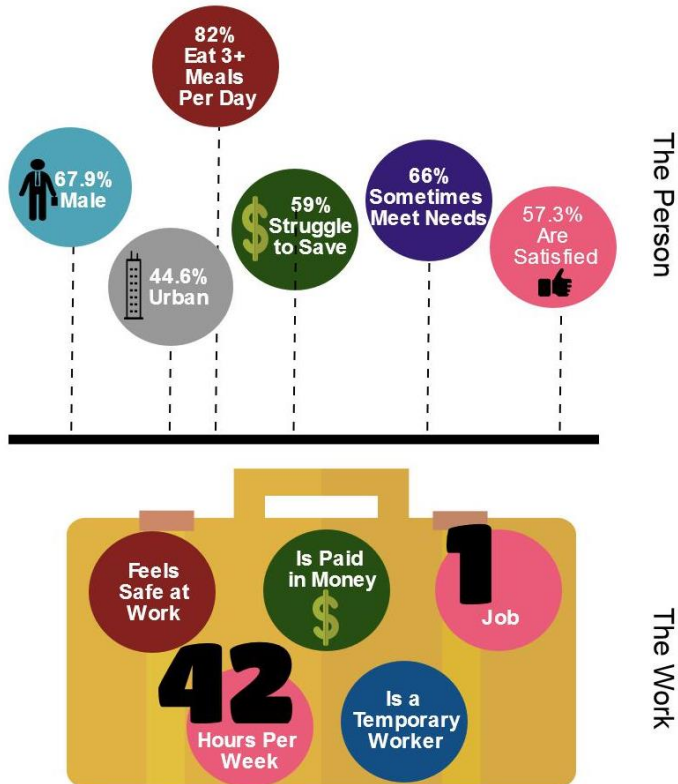


Figure 5: Profile of a Newly Employed Youth

Quality of Employment. About half (51.1%) of newly employed MYDev youth were only sometimes able to save, with about 40.3% indicating that they were never able to save, and only 8.6% always able to save money. This perhaps indicates that even though MYDev youth have obtained employment in the period leading up to endline, **they are underemployed and their employment is insufficient to satisfy their needs.** MYDev youth from rural areas are more likely to be able to meet their needs from their earnings than youth from other highly urban areas, which perhaps demonstrates that future MYDev programming should further investigate the characteristics of rural economies and job markets. Even though the average MYDev newly employed youth is unable to save money frequently, most MYDev youth (59.3%) save enough to meet their needs or goals, with female youth responding more positively about their savings than male youth.

About half of newly employed MYDev youth had their earnings increase (57.9%) or savings increase at least a little (53.6%) in the six-month period leading up to endline. Additionally, almost all (81.4%) newly employed MYDev youth ate three or more meals per day indicating that their earnings or savings are sufficient to meet their nutritional needs, though this is not statistically different from baseline. While MYDev does provide youth with financial fitness training, these findings in conjunction with those that indicate that most MYDev youth are never able to save money suggest that additional focus on developing money management skills or savings strategies may be beneficial to MYDev youth.

MYDev youth have more varied responses when it comes to job safety and job satisfaction. A small majority (58.6%) of newly employed MYDev youth feel safe at their jobs and only 7% feel very safe, while

about 32% feel very unsafe. Female youth reported feeling safer performing their jobs than male youth ($p=.007$), which perhaps indicates that gender influences the types of jobs youth perform as well as the industries they enter. On average, newly employed MYDev youth are satisfied with their jobs with 57.3% responding that they were either happy or very happy at work.

2. Impact Findings

While the above profile of a MYDev youth reveals much about the work lives of MYDev youth after participating in MYDev, it does not speak to the impact of MYDev’s programming. While the study design does not allow us to categorically claim impact, in order to better estimate the effects of MYDev and OSYDA programming on participating youth, the following analysis compares participating (intervention group) youth to comparison group (non-participating) youth. The differences between MYDev intervention and comparison group youth are highlighted in this section; any differences may suggest that it is MYDev programming that affected outcomes.

MYDev youth obtained new employment at a higher rate than did comparison group youth, with almost 24% of intervention group youth newly employed at endline compared to about 14% of youth in the comparison group. **This approximate 10 percentage-point difference in the rates of newly employed youth between the intervention and comparison groups is significant at $p<.001$, and it gives a moderate effect size of .39. These findings suggest that MYDev may have been successful in improving the employment outcomes of MYDev youth.** Similarly, as shown in Figure 5 below, where all employed youth at baseline and endline, respectively, are represented, MYDev youth made significant gains (11.3 percentage points) in employment relative to the comparison group. Further, though more of the employed MYDev population is male and from urban areas, when these factors are held equal across both the intervention and comparison group, more MYDev youth than non-MYDev youth still gained employment by endline.

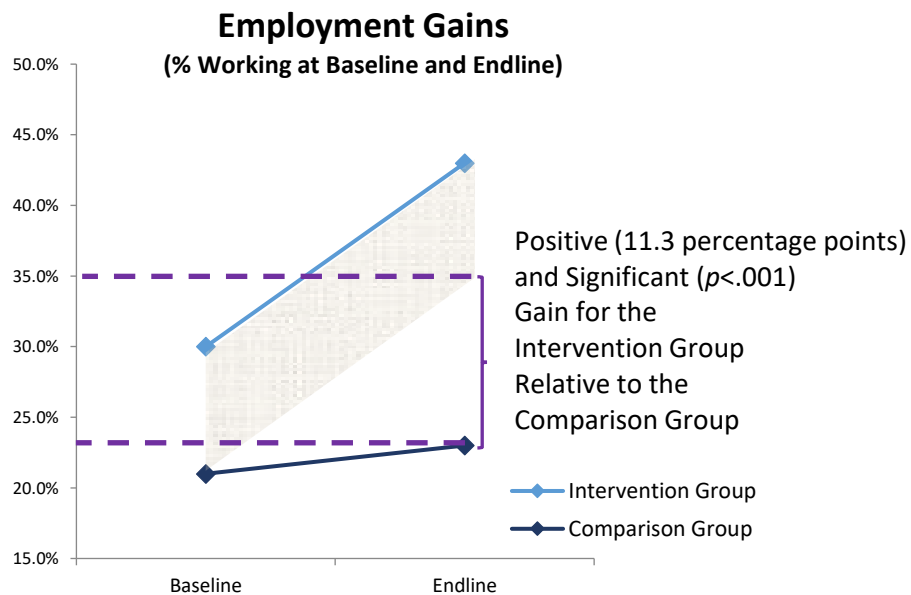


Figure 6: Difference in Difference Estimate of Employment Gains

Furthermore, when controlling for other characteristics such as sex and geographic area, the treatment status, meaning youth’s participation in MYDev programming, remained significant ($p<.001$) with MYDev youth more likely than comparison group youth to have obtained new employment. Interestingly, sex also remained significant indicating that female youth, regardless of their treatment status or geographic area, obtained new employment less often than male youth ($p<.001$).

This further emphasizes the influence of gender norms on employment opportunities and youth’s employment choices. The findings also show geographic area was correlated with obtaining new employment: youth from partially urban and rural areas obtained new employment at lower rates than youth from highly urban areas

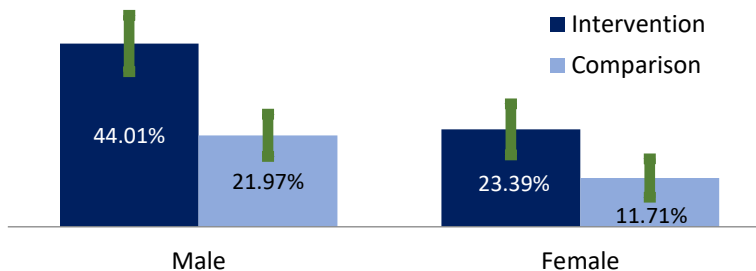


Figure 7: Employment, by Group and Sex

($p=.001$). Specifically, youth from rural areas obtained new employment at lower rates (about 15% less) than youth from highly urban environments (regardless of youth’s sex or treatment status).

While MYDev youth were more likely to have new employment than non-MYDev youth, the quality of employment of these newly employed MYDev youth was not statistically different from that of non-MYDev youth. An index that sums all quality of employment variables into a value ranging from a minimum value of 0 (worst quality employment) to a maximum value of 8 (best quality employment) was built to measure quality of employment. Newly employed MYDev youth scored higher than comparison group youth, though not significantly differently, with MYDev youth scoring 3.00 and comparison group youth scoring 2.94.

3. Previously Employed MYDev Youth

In addition to improving employment outcomes for out-of-school youth through new employment, MYDev and OSYDA programming aims to improve employment outcomes for previously or currently employed participating youth. This section presents findings that describe MYDev youth employed at the time of baseline and endline survey administration and highlights the changes in their employment situations. Specifically, this analysis takes a comprehensive view of the changes in different employment characteristics, including change in job type, change in any of eight quality of employment characteristics, and the interaction between the amount worked (number of jobs and number of hours worked) and changes in the ability of a youth’s earnings to meet his/her needs. The combination of these different characteristics is summed into an index so that each youth received a single numeric score to represent the quality of their employment.

Profile of a Previously Employed MYDev Youth

Youth who were employed at baseline still could benefit from MYDev training related to technical and non-technical skills. So, what did these youth—who began the program with some form of employment—look like at endline? Who are they, and what are their work lives like?

Demographics. Approximately 19.5% of MYDev youth were employed both at the time of baseline and endline survey administration. Male MYDev youth were more likely to be previously employed and

maintain employment over the course of the intervention than female youth: 25.8% of males were previously employed compared to 10.0% of female youth, and this difference is significant at $p < .001$. This finding indicates that gender may influence not only the ability of a youth to obtain employment, but also to maintain it. A youth's geographic area is also influential with most of the previously employed MYDev youth from highly urban areas (about 51%) with only about 21.5% from rural areas. The difference in the rates of continuous employment between youth from highly urban and rural areas is significant at $p < .001$, further indicating the need for MYDev and workforce development programming more broadly to be tailored to the rural labor market context.

Work Lives. The average MYDev youth is likely to have only one job, which is probably an unstable, temporary position, and this youth did not change his/her job type between baseline and endline. At endline, about half (49.9%) of previously employed MYDev youth worked in temporary positions with 32.7% working in permanent or contractual positions. The average previously employed MYDev youth likely did not change to either a better or worse job type over the course of the intervention. Indeed, findings show about 87% of youth stayed in the same type of job³. At endline, about three-quarters of previously employed MYDev youth worked only one job, meaning that on average, previously employed MYDev youth maintained the same number of jobs between baseline and endline.

Quality of Employment between Baseline and Endline. **Almost half (42%) of working youth (youth with jobs at both baseline and endline) experienced an overall improvement in the quality of their employment between baseline and endline.** This overall improvement is based on an index that takes into consideration improvements in job type, job safety, job satisfaction, earnings, and savings as described above. While almost half of MYDev youth employed at both baseline and endline improved their employment overall, none statistically improved their quality of employment when these quality indicators were examined individually. Female MYDev youth and youth from rural areas were more likely

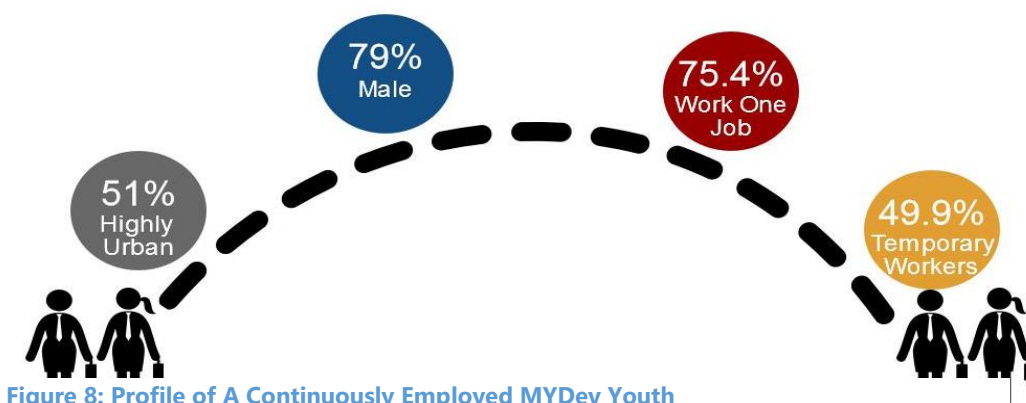


Figure 8: Profile of A Continuously Employed MYDev Youth

³ During the administration of both baseline and endline surveys, youth were asked to report which job category best matches their primary job. They were able to choose between 1) permanent/contractual, 2) temporary/substitution, 3) internship/apprenticeship, and 4) owning their own business. Among these four options, permanent/contractual and business ownership are considered the better job types (but are equal to each other), followed by internship/apprenticeship, and then temporary/substitution. Consequently, this analysis is able to consider the change between different job types from baseline to endline survey administration as an aspect of better or worsening employment.

to see an increase in the number of meals they ate per day than male youth and youth from highly urban areas, respectively ($p=.015$ and $p=.044$).

MYDev youth who experienced changes over the course of the intervention in the number of jobs they held and in their employment type were also more likely to report positive changes in several quality of employment aspects. For example, when holding constant⁴ demographics such as sex and age, a MYDev youth with an increase in the number of jobs was more likely to report an increase in earnings ($p=.0240$). Yet, a MYDev youth who worked more hours at the end of the intervention period was less likely to have seen an increase in his/her savings over the course of the intervention. This indicates that **improved employment outcomes are important to be framed within the context of better work, and not simply more work**. More work is not necessarily better work. This is further emphasized by the findings that youth who did change their job type to a better job type, such as from a temporary to a permanent position, were more likely to have increased savings than those with no change or with a change to a worse job type ($p=.022$).

Impact Findings

In order to better estimate the impact of MYDev and OSYDA programming on participating youth, this analysis also compares participating to comparison group (non-participating) youth. The differences between MYDev and comparison group youth are highlighted in this section.

About 42.2% of MYDev youth and 44.4% of comparison group youth had better employment at endline. **The difference between the rates of better employment of MYDev and comparison group youth are not statistically significant**. Interestingly, when controlling for other characteristics, there were no correlations found for gender or geographic area, meaning that, for example, female youth had the same rates of better employment, on average, as male youth. **This may suggest that—while gender matters for getting a first job—it may matter less for improving one’s work situation**.

An Aggregate Look into New or Better Employment

While it is clear that **MYDev youth experience more positive new employment outcomes and equivalent quality of work outcomes** when compared to non-MYDev youth, this study also examined a cumulative measure capturing both newly employed youth and youth with better employment. **In the intervention group, about 32.2% of youth reported new or better employment at endline compared to only 17.9%**

Better Employment Index

Variable	Change from Baseline to Endline
Job Type	-1, 0, 1
Job Satisfaction	-1, 0, 1
Job Safety	-1, 0, 1
Earnings	-1, 0, 1
Savings Frequency	-1, 0, 1
Savings Increase	-1, 0, 1
Savings Meet Needs	-1, 0, 1
Meals Eaten/Day	-1, 0, 1
Total Index Scale	-8 through 8

Figure 9: Index for Better Employment

⁴ We know already that sex and geographic area change an OSY’s employment story. However, in many cases, we want to investigate how employment operates in OSY’s lives separately from how sex or geographic area operates. In these cases, we statistically control for these demographic variables. When we control for these other characteristics, we can isolate how an employment or other variable of interest operates regardless of the different effects of these characteristics.

of comparison group youth. The difference in rates of new or better employment is statistically significant at $p < .001$. When controlling for other characteristics, in addition to treatment status, several interesting relationships appear. On average, female youth were about 30% less likely to have new or better employment than male youth ($p = .001$). Geographic area was also a significant influence on new or better employment with youth from partially urban areas 29.3% less likely and youth from rural areas 34.4% less likely than youth from highly urban areas to have new or better employment ($p = .011$, $p = .001$). Thus, males and highly urban youth are better able to improve their employment situations than other groups.

4. Unemployed Youth

In order to better achieve the positive impact of MYDev and OSYDA programming, it is important to identify the group of MYDev youth who are unemployed. This section analyzes the rates of unemployment among MYDev youth as well as the factors that may influence unemployment in order to inform future MYDev programming.

Profile of an Unemployed MYDev Youth

Without taking into consideration baseline employment status, about half (56.6%) of MYDev youth were unemployed at the end of the MYDev intervention period. Of these youth who were unemployed at endline, 81.1% were unemployed at baseline as well. Thus, about 45.9% of MYDev youth were unemployed both at the beginning and end of the intervention. What do these youth who did not have work at endline look like? And how are they different from employed youth?

Demographics. While female MYDev youth were more likely than male youth to be unemployed throughout the course of the intervention, (with 62.4% of intervention group females being unemployed *at both baseline and endline*, significant at $p < .001$), the group of youth who was not working at *endline* was evenly split between males and females. A continuously unemployed MYDev youth is more likely to be from a rural area as well as female, with about 48.2% of continuously unemployed youth being from rural areas and 44.7% of those without employment at endline being from rural areas. The higher rates of continuous unemployment among these groups perhaps demonstrate that MYDev and OSYDA programming should investigate ways to further impact to improve employment outcomes for these groups.

Work Life. The average unemployed MYDev youth is currently looking for a job and is unhappy with his/her unemployment situation. 74.3% of MYDev youth reported that they are currently looking for a job. Male MYDev youth are more likely to be looking for a job than female MYDev youth, with over 78.7% of males looking compared to about 70.0% of females, and this difference is significant at $p = .0469$. Of the remainder of youth that replied that they are not currently looking for a job, the most common reasons given for not looking were that youth felt “There are no jobs” (28.2%), that youth were in school (22%), and that youth feel they “Do not have the skills necessary” (18.5%).

Profile of an Unemployed Youth

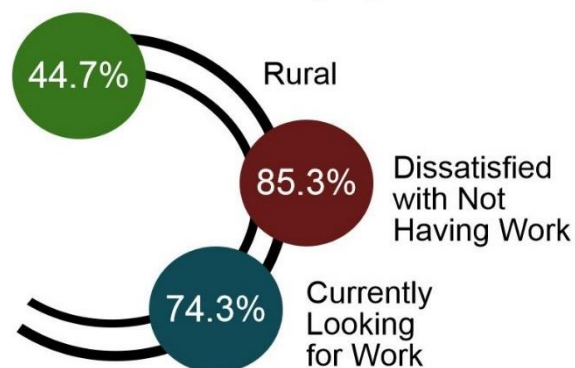


Figure 10: Profile of an Unemployed Youth

When unemployed youth in the intervention group were asked whether they were happy with their present situation, the majority of youth reported being either unhappy (53.2%) or very unhappy (32.1%) with the situation.

5. Conclusions from Employment Study

This study of MYDev’s employment outcomes can conclude that MYDev youth are better off than non-MYDev youth in terms of having gained more

new employment, though among working MYDev and non-MYDev youth, the quality of employment is statistically similar. Further, new and continuously employed youth tend to be urban males working in one temporary/substitution job at a time, while continuously unemployed youth tend to be rural females. Yet beyond demographic differences between employed and unemployed youth, other factors such as life skills, work readiness skills, and leadership skills have been linked to employment outcomes. The next section examines these skills.

B. Life Skills, Work Readiness, and Leadership Skills

MYDev’s approach to OSY programming is characterized by a holistic perspective of productive youth development, focused on developing life, leadership, and work readiness skills to enable OSY to more productively participate in their communities. This section examines the changes in MYDev youth’s life, leadership, and work-readiness skills and whether and how much improvement occurred over the course of the MYDev intervention.

A skills index was created in order to reliably measure each of the skills components. To construct this index, each question of the three skills components was assigned a response scale of one to four, with four reflecting the strongest or best response. The index was constructed by taking the average of points within each component at baseline and at endline. The net gains are analyzed below and findings are presented to highlight skills improvement among MYDev youth.

1. Skill Gains for MYDev Youth

Almost 70% of MYDev youth improved in either life, leadership, or work-readiness skills over the course of the MYDev intervention. There were no significant differences in improvement between male and female youth, between youth from different geographic areas, or between those that did and did not have new or better employment outcomes.

Gains in Life Skills for MYDev Youth

The Life Skills component encompasses four questions measuring skills like goal-setting, communicating with a variety of people, and speaking clearly and is measured on an average-based index ranging from 0 to 4. **The average MYDev youth improved about .10 points along this index, with 46.7% of MYDev youth improving in Life Skills between baseline and endline** (significant at $p=.002$). At endline, the average Life Skills score for MYDev youth was 2.84. Female MYDev youth improved less than their male counterparts with an average gain of only .05 points on the Life Skills Index ($p=.006$).

The Top Three Reasons Why Some Unemployed Youth are NOT Looking for Work

- 1. There are no jobs (28.2% of the sample)*
 - 2. I am in school (22% of the sample)*
 - 3. I do not have the skills necessary (18.5% of the sample)*
-

Gains in Work Readiness Skills for MYDev Youth

The Work Readiness component encompasses eight questions measuring skills like solving conflicts at work, looking for a job, and working towards a pay upgrade, and is measured along an average-based index from 0 to 4. **About 55.6% of intervention group youth improved in work readiness skills, with the average MYDev youth improving about 0.16 points along the index.** At endline, the average work readiness score for MYDev youth was 2.78. Female MYDev youth improved less than their male counterparts with an average gain of about .06 points on the Work Readiness index ($p=.009$). In contrast, MYDev youth that obtained either new or previous employment over the course of the **intervention averaged about .14 points higher than unemployed.**

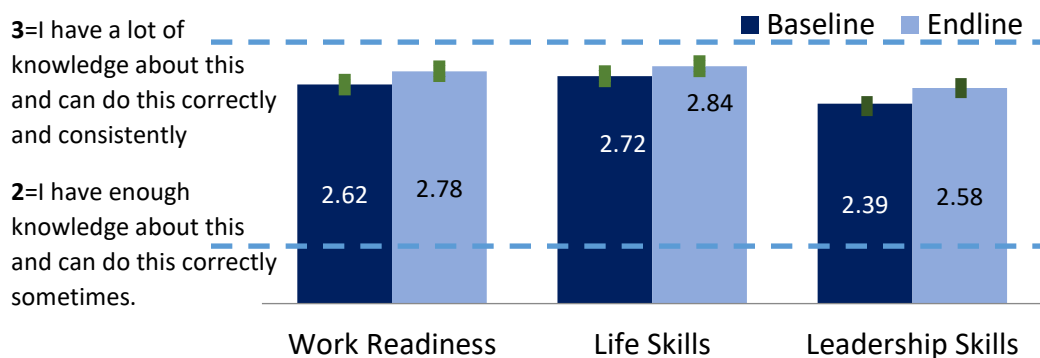


Figure 11: Skills Gains for MYDev Youth

These findings reaffirm the relationship between work readiness skills and employment outcomes. While it is not possible to determine causality, these findings, combined with other findings, suggest that the challenges facing female youth in obtaining employment may similarly impede female youth from improving in work readiness skills. Many of the skills covered in the Work Readiness skills index can be practiced through employment experience, which female youth have not had access to at the same rates as male youth.

Gains in Leadership Skills for MYDev Youth

The Leadership Skills component encompasses two questions measuring leadership skills at work and in the community, and is measured along an average-based index from 0 to 4. **About 43% of MYDev youth improved in leadership skills over the course of the intervention, with the average MYDev youth improving about .20 points along the index.** At endline, the average leadership skills index score for MYDev youth was 2.58. While one might assume that improving one's leadership skills would spill over into improved life or work readiness skills, there were no correlations in the gains in leadership skills with other characteristics such as work readiness and life skills. This suggests that programming targeted at improving each skill area—leadership, work readiness, and life skills—is important as youth do not automatically transfer skill improvement in one area to skill improvement in another.

2. Impact Findings

Findings that examine the intervention group alone cannot speak to the effects of the MYDev project. Only comparing intervention group outcomes to comparison group outcomes over time will allow us to examine the differential outcomes that may have occurred with the intervention. This examination, however, does not produce positive findings for MYDev youth compared to comparison group youth. For

example, a statistically similar proportion of intervention group and comparison group youth improved their skills across the study period, with about 69.8% of the intervention group and about 70.0% of comparison group youth improved in either life skills, work readiness or leadership skills over the course of the MYDev intervention. The difference in the rates of improvement between MYDev and comparison group youth is not statistically significant. When controlling for other characteristics, there were no correlations found.

Further, when life and work readiness skills are examined separately, the comparison group's gains are statistically greater than the intervention group's gains from baseline to endline, though these gains are small. Specifically, comparison group youth improved their life skills scores by .22 points and their work readiness scores by .25 points. Intervention group youth, on average, increase their life skills scores from baseline to endline by .1 point and their work readiness scores by .16 points, and these differences are statistically significant by at least $p=.05$. Yet, while gains in the intervention group were smaller than gains in the comparison group, intervention group youth's endline scores were higher than the comparison group's endline scores.

C. Government and Community Perceptions

MYDev programming aims to improve youth's engagement within their communities, while also improving youth's perceptions of their communities and governments. This section analyzes the changes in youth's perceptions of their community and government over the course of the MYDev intervention. Separate indices were created for each component, in which points were allocated based on a scale with the number of points matching the answer chosen, meaning someone who chose one ("I Don't Know") received one point.⁵

1. MYDev Youth's Government and Community Perceptions

The majority of MYDev youth had improved their government or community perceptions by the time of endline administration. In fact, 66.7% of MYDev youth had improved government or community perceptions. There were no significant differences in improvement between male and female youth, between youth from different geographic areas, or between those that did and did not have new or better employment outcomes.⁶

Changes in Government Perceptions

The Government Perceptions Component encompasses twelve questions measuring youth's attitudes towards government and civic participation. Change in government perceptions scores are measured along an average-based index ranging from 0 to 5. The average MYDev youth had a 0.22 score increase along the index between baseline and endline. At endline, the average MYDev youth scored a 3.17 on the index. There were no significant correlations found between increase in government perception scores and other characteristics. However, there were differential effects based on sex and geographic area. Female MYDev youth scored about .16 points lower at endline than did male youth ($p=.02$). Similarly, rural youth scored .26 points lower than youth from highly urban areas at endline ($p=.004$). However, these

⁵ Within the Youth Perceptions Scale "I don't know" is interpreted as the out-of-school youth is not aware of the situation or is detached or indifferent about his/her government or community. The survey design consequently rates "I don't know" as the lowest level of perception.

⁶ The multivariate analysis (regression) uses variables from different surveys, and consequently, a sample weight that accounts for all three survey samples.

differences between groups at endline are statistically similar to the differences at baseline, suggesting that geographic area and sex did not negatively affect perception improvements across the course of the MYDev intervention. **Thus, one could argue that the MYDev curriculum was similarly effective across different geographic areas and with both male and female youth.**

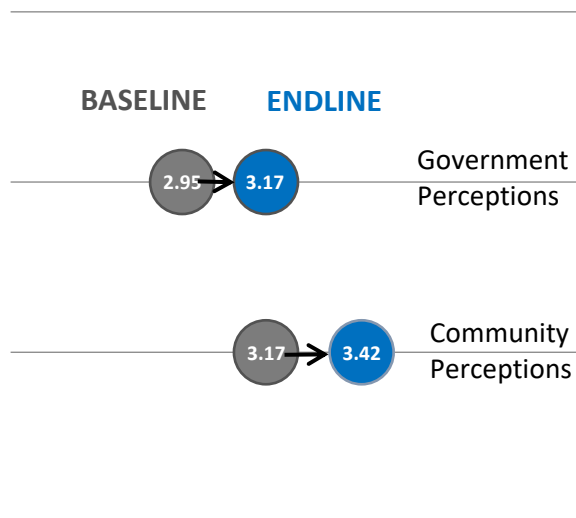


Figure 12: MYDev Youth's Community and Government Perceptions Gains

Changes in Community Perceptions

The Community Perceptions Component encompasses twelve questions measuring youth's attitudes towards their communities

and community organizations. Change in community perceptions scores are measured along an average-based index ranging from 0 to 5. The average MYDev youth had a .24 point increase in community perceptions along the index, with an average score of 3.42 at endline. There were no significant correlations found between increase in community perception scores and other characteristics. At endline, the average MYDev female youth scored .15 points lower than the average MYDev male youth ($p=.017$). Additionally, the average MYDev youth from rural areas scored about .27 points lower than the average MYDev youth from highly urban areas ($p=.001$).

2. Impact Findings

Statistically, a similar proportion of intervention and comparison group youth improved in their community or government perceptions: about 69.9% of the comparison group improved while 66.7% of MYDev youth improved their perceptions on at least one question overall though the difference is not statistically significant at conventional levels. When controlling for other characteristics including sex, geographic area, and whether or not youth had new or better employment as well as treatment status, no significant correlations were found with perception improvements.

An examination of youth's perceptions of community and government respectively shows that comparison group youth's perceptions of the government improved (by more than half a level on average (.6244)) more than intervention group youth's perceptions (which improved by less than a quarter of a level (.2168)). Similarly, comparison group youth's perceptions of their communities improved (by more than half a level on average (.5797)) more than intervention group youth's perceptions (which improved by roughly a quarter of a level (.2429)). All of these differences are statistically significant at $p<.001$.

D. Youth's Assets and Contexts

MYDev and OSYDA programming aims to engage OSY holistically to enable OSY to become active members of their communities. A central aspect of this approach is a comprehensive and nuanced understanding of OSY's contexts and self-perceptions. This section analyzes the changes in these aspects reported by MYDev youth over the course of the intervention. The tool used to capture these change is the Development Assets Profile (DAP), which measures youth's assets and youth's contexts through the summation of different questions into categorical indices (see Figure 9). These indices reflect a score out of 30, and the cutoff points for each level of assets and contexts score are 0-14 (challenged); 15-20 (vulnerable); 21-25 (adequate); and 26-30 (thriving).

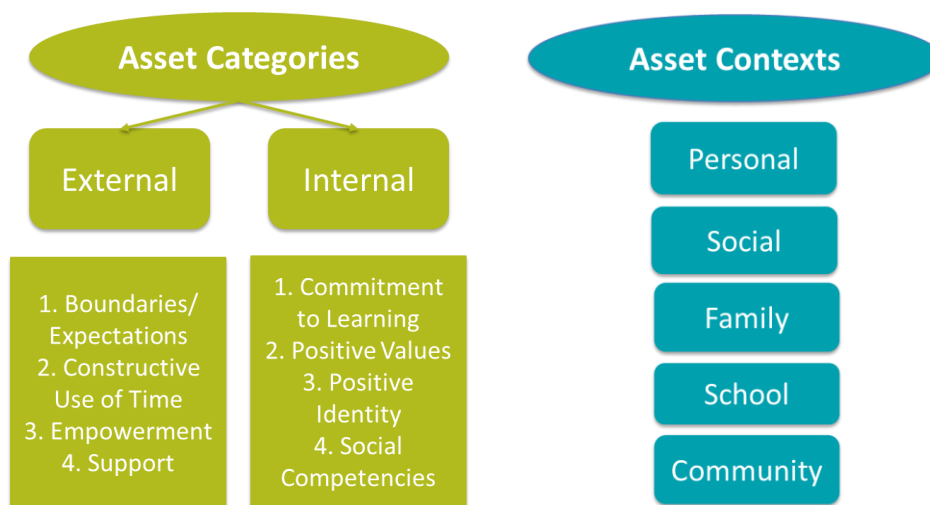


Figure 13: The DAP's Asset Categories and Contexts

1. MYDev Youth's Assets

Internal Assets. The internal assets index encompasses questions relating to an individual's commitment to learning, positive values, social competencies, and positive identity. The average MYDev youth had an internal asset score of about 21.0 at endline, which is at the lower end of the adequate bracket. While males and females' endline scores were statistically the same, youth from highly urban areas assessed themselves as having more internal assets (21.6) than youth from rural areas (20.4), and this difference is significant at $p=.013$ and remains when sex is held constant across youth from different areas.

On average, MYDev youth improved about 1.3 points in their internal asset scores between baseline and endline. Male youth obtained higher, but statistically similar, gains compared to female youth, improving 1.6 points compared to female youth's .95 points. Highly urban youth improved more than the average youth with gains of 1.8 points; however, the difference in gains between youth of different geographic areas is not statistically significant.

External Assets. The external assets index encompasses questions relating to an individual's support, empowerment, boundaries and expectations, and the constructive use of time. At endline, the average MYDev youth had a score of 20.6 on the index, placing him/her at the edge of the vulnerable bracket and almost in adequate. On average, male MYDev youth's external asset scores (20.9) were higher than female youth's (20.2), further emphasizing the gender-based discrepancies seen in employment and skills gains findings ($p=.0472$). Youth from highly urban areas scored above average on the index with a score of 21.3,

placing them within the adequate bracket, and significantly higher than youth from rural areas, who scored 19.9 on average ($p=.002$).

On average, MYDev youth improved about 1.07 points on the external assets index between baseline and endline. Male youth and youth from highly urban areas had the greatest score gains over the course of the intervention. On average, male youth gained about 1.57 points, which is significantly different to the .36 points gained by female youth ($p=.0162$). Youth from different geographic areas had significantly different score gains as well. Youth from highly urban areas gained approximately 2.02 points while youth from rural areas lost about .05 points over the course of the intervention ($p=.002$). When controlling for both sex and geographic area, both of these characteristics remain significant indicating the impact that a MYDev youth's sex and geographic area have on their external asset scores.

2. MYDev Youth Contexts

Personal Context

The average MYDev youth scored 20.7 points on the personal context index at endline, placing him/her at the higher edge of the vulnerable bracket. There were no statistically significant differences in personal context scores between youth from different geographic areas or between male and female youth.

On average, MYDev youth improved about .95 points on the personal context index between baseline and endline. Male youth improved more, but not significantly more, than female youth in their scores. Highly urban youth improved about 1.6 points, on average, which is significantly more than the improvements by rural youth, who improved by just .1 points ($p=.0351$). When controlling for both sex and geographic area characteristics, these significant differences remained. On average, female youth gained about one point less in their scores than did male youth ($p=.047$). On average, rural youth gained about 1.4 points fewer than did highly urban youth ($p=.035$).

Social Context

The average MYDev youth scored about 20.9 points on the social context index at endline, placing him/her at the higher edge of the vulnerable bracket. Male and female youth scored similarly at endline. Youth from rural areas scored significantly lower with scores of about 20.4 points compared to youth from highly urban areas that scored about 21.5 points ($p=.0138$). The difference in scores between rural and highly urban youth remained significant when controlling for both sex and geographic area, with rural youth scoring about 1.6 points lower than highly urban youth ($p=.002$).

On average, MYDev youth improved about 1.8 points on the social context index between baseline and endline. Male youth improved significantly more than female youth with average gains of 1.07 points compared 2.38 points gained by female youth ($p=.0425$). When controlling for both sex and geographic area, the findings show that rural youth score about 1.9 points lower, on average, than youth from highly urban areas ($p=.005$).

Family Context

The average MYDev youth scored about 23.0 points on the family context index at endline, which is within the adequate category. Female youth scored higher, though statistically similarly, than male youth. There were no differences in endline scores based on geographic areas.

On average, MYDev youth gained about .5 points on the family context index over the course of the MYDev intervention. Male youth had significantly higher score gains than female youth, who actually lost about .09 points between their baseline and endline scores while male youth gained about .9 points ($p=.0402$). There were no differences in score gains based on geographic area.

School Context

The average MYDev youth scored about 22.2 points on the school context index at endline, which is within the adequate category. There were no significant differences in endline scores based on geographic area or sex.

On average, MYDev youth gained about .4 points on the school context index over the course of the intervention. There were no differences in score gains based on either sex or geographic area.

Community Context

The average MYDev youth scored about 18.0 points on the community context index at endline, which is within the vulnerable bracket. Male youth scored significantly higher than female youth, with scores of 18.6 at endline compared to 17.0 ($p=.0004$). Youth from highly urban areas also scored significantly higher, though still within the vulnerable bracket, than youth from rural areas (19.2 compared to 16.7), and this difference is significant at $p<.001$. When controlling for both sex and geographic areas, these findings remain significant. Female youth scored, on average, 1.6 points lower than male youth ($p<.001$) and youth from rural areas scored, on average, 2.5 points lower than youth from highly urban areas ($p<.001$).

On average, MYDev youth gained about 1.6 points in their community context index scores. Male youth had significantly higher score gains, improving about 2.1 points on average compared to about .83 for female youth ($p=.0321$). There were no differences in score gains based on geographic area.

3. Impact Findings

Assets

MYDev youth scored significantly higher than comparison group youth in both internal and external asset scores at endline. MYDev youth scored, on average, 21.0 points in internal asset scores and comparison group scored 18.4 points ($p<.001$). In terms of external asset scores, MYDev youth scored 20.6 at endline and comparison group youth scored 17.8 points ($p<.001$). This places intervention group youth above in the adequate bracket and comparison group in the vulnerable bracket for both asset indices. When controlling for other characteristics, such as sex and geographic area, the differences in scores between MYDev and comparison group youth remain significant at the most conservative confidence threshold for both external and internal assets ($p=.000$). Geographic area similarly remains highly significant with youth from rural area scoring about 2.06 points lower on external assets and about 2.52 points lower on internal assets than comparable youth from highly urban area, regardless of sex or treatment status ($p=.000$). These findings highlight the importance of the rural context in conjunction with the impact of MYDev programming.

Comparison group youth improved more, but not significantly more, than intervention group youth gaining about 1.7 points on the internal asset score compared to the intervention group's 1.3 points. Comparison group youth also improved more than MYDev youth in their external asset scores gaining about 1.7 points compared to the intervention group with gains of 1.1 points; however, the difference is not significant at conventional levels. When controlling for other characteristics, only geographic area is

significant with youth from rural areas gaining improving less on average than youth from highly urban areas. For internal asset scores, rural youth gained about 2.2 points less than youth from highly urban areas with average gains of only 0.6 points ($p<.001$) For external asset scores, rural youth went down in scores between baseline and endline, and on average, scored 2.24 points lower than highly urban youth ($p<.001$).

Contexts

Personal Context

MYDev youth scored significantly higher than comparison group youth at endline with scores of 20.7 points compared to 17.9 points ($p<.001$).

However, MYDev youth and comparison group youth had similar score *gains* between baseline and endline though the comparison group improved only slightly more at 1.0 points compared to .95 points. When controlling for other characteristics, only geographic area remained significant with rural youth improving about 2.0 points less between baseline and endline than youth from highly urban areas ($p=.001$).

Social Context

MYDev youth scored significantly higher than comparison group youth at endline with scores of 20.9 points compared to 18.4 points ($p<.001$). When controlling for other characteristics, the treatment status remained significant. The findings also showed that youth from rural areas were more likely to score 2.6 points lower than youth from highly urban areas at endline ($p<.001$).

MYDev and comparison group youth had statistically similar score gains on the social context index. When controlling for other characteristics, only geographic area was significant with rural youth improving about 2.1 points less between baseline and endline than youth from highly urban areas ($p<.001$).

Family Context

MYDev youth scored significantly higher than comparison group youth at endline with scores of 23.0 points compared to 19.7 points on the family context index ($p=.000$). When controlling for other characteristics, the treatment status remained significant with intervention group youth scoring, on average, 3.3 points higher than comparison group youth ($p=.000$). Interestingly, female youth were more likely to score about 1.0 point higher than male youth ($p=.002$). The findings also showed that youth from rural areas were more likely to score 1.8 points lower than youth from highly urban areas at endline ($p<.001$) and youth from partially urban areas were more likely to score about 1.0 points lower than youth from highly urban areas ($p=.018$).

MYDev and comparison group youth had statistically similar score gains on the family context index. When controlling for other characteristics, only rural area was found to be significant with rural youth more likely to score about 1.7 points lower than youth from highly urban areas ($p=.004$).

School Context

MYDev youth scored significantly higher than comparison group youth at endline with scores of 22.2 points compared to 18.6 points on the school context index ($p<.001$). When controlling for other characteristics, treatment status remained significant. The findings also showed that youth from rural areas were more likely to score about 2.1 points lower than youth from highly urban areas at endline ($p<.001$). There were no gender-based correlations found.

Comparison group youth had significantly higher score gains than did MYDev youth on the school context index. On average, comparison group youth improved about 1.6 points and MYDev youth improved .4 points, and this difference is significant at $p=.011$. When controlling for other characteristics, the treatment status remains significant. Rural area is also significant with rural youth gaining on average 1.4 fewer points than youth from highly urban areas between baseline and endline ($p=.016$).

Community Context

MYDev youth scored significantly higher than comparison group youth at endline with scores of 18.0 points compared to 16.4 points on the community context index ($p<.001$). When controlling for other characteristics both sex and rural area were significant. Female youth were more likely to score about 1.0 points lower than comparable male youth at endline ($p=.006$). Youth from rural areas were more likely to score about 2.4 points lower than youth from highly urban areas ($p<.001$).

MYDev and comparison group youth had statistically similar score gains on the community context index. When controlling for other characteristics, only rural area was found to be significant with youth from rural areas improving, on average, about 3.0 fewer points than youth from highly urban areas ($p<.001$).

E. Connections Between Employability, Skill Gains, and Perceptions

The complexity of MYDev and OSYDA programming in its multiple and interrelated intended outcomes necessitates a robust examination of the connections of the different measurements central to MYDev's aims. These include 1) new or better employment; 2) gains in either life, work readiness, or leadership skills; 3) improved perceptions of either government or community; and 4) changes in assets or contexts. This section aims to explore the relationships between these components to provide additional and contextualized insight on key findings.

1. Relationships with Employment Outcomes

Intervention group youth who were employed at endline (regardless of their employment status at baseline) improved their government perceptions and work readiness skills more than youth who did not have employment at endline. Specifically, youth with employment improved their government perceptions by almost half a level (.38) more than youth without employment (statistically different at $p<.001$). Employed youth also improved their work readiness skills more than non-employed youth, and these differences are significant at least $p=.015$.

When newly employed youth were compared to youth who had maintained employment since baseline, these newly employed were found to have gained statistically more leadership skills ($p=.037$), though the other relationships between employment and government perceptions and work readiness skills fade.

2. Relationships with Improved Perceptions

When examining whether key variables have a correlation with the improved perceptions of community or government, change in youth's assets and contexts were found to be significant. In fact, **youth with an increase in their asset scores at endline were 18.8% more likely to have improved perceptions of their community or government ($p<.001$).** This correlation remains significant even when accounting for other demographic characteristics, such as treatment status, sex, and geographic area. Similarly, **youth with an increase in their context scores were about 18.0% more likely to have improved perceptions of their community or government ($p<.001$).** This correlation also remains significant when controlling for other characteristics.

V. CONCLUSION

This quasi-experimental impact evaluation of MYDev’s work in FY15 has revealed that many MYDev youth seem to be improving their economic status and level of social engagement:

- **Almost 24% of the intervention group were newly employed at endline.** On average, these employed youth tend to be male, urban workers who hold one temporary job in which they are remunerated in money. These workers tend to struggle to save, though they eat at least three meals a day, report that their savings or earnings have increased and that they earn enough to meet their needs.
- **42.2% of MYDev youth were working at baseline and improved their work situations between baseline and endline.**
- About half of MYDev youth were unemployed at endline, and over three quarters of these youth had been unemployed at baseline as well. The average unemployed youth is rural, looking for work, and dissatisfied with his or her work situation.
- **Almost 70% of MYDev youth improved in either life, leadership, or work-readiness skills over the course of the intervention.**
- **51.5% of intervention group youth improved their perceptions of community and 52.5% improved their perceptions of the government.**

These findings offer the following progress towards MYDev’s key indicators:

Indicator	Findings	IE Extrapolated to Population # OSY Supported
Employment (new or better employment)	32.2% (69.4% male; 30.6% female)	1,601 (1,111 males; 490 females)
Perceptions	66.7% (61.6% male and 38.4% female)	3,322 (2,047 males; 1,275 females)
Skills	69.8% (60% male and 40% female)	3473 (2,084 males; 1,389 females)

While findings on MYDev youth alone are quite positive, relative to their non-MYDev peers, MYDev youth made gains in employment, but not in other areas:

- MYDev youth obtained new employment at a higher rate than did comparison group youth, with almost 24% of intervention group youth previously unemployed youth employed at endline compared to about 14% of youth in the comparison group (significant at p=.000).
- MYDev youth and non-MYDev youth have statistically similar quality of employment.
- MYDev youth’s perceptions of community and government, respectively, improved less than did non-MYDev youth’s.
- MYDev youth’s skills improved less than did non-MYDev youth’s.

Beyond these findings that satisfy our research questions, this impact evaluation has afforded us the opportunity to learn more about the mechanisms behind improved economic and social outcomes, and how those two elements interact with each other and with youth's demographics:

First, gender matters. Gender and skill development seem to be related, with female youth improving significantly less than their male counterparts in life skills ($p=.006$) and work-readiness ($p=.009$) components, though the mechanisms at play behind this relationship are unclear. Further, females have lower rates of employment than males and tend to enter different sectors when they do have employment. These females also tend to feel safer at work and save more, all while working almost ten hours more than male youth on average. Beyond economic outcomes, female youth have worse perceptions of their communities and government.

Next, one's geographic area matters, but in a way that is complex and likely related to more than just their personal skills and opportunities, but also to contexts, including local markets and communities. For example, while rural youth had lower rates of employment than highly urban youth, they were more likely to meet needs with earnings. And these rural youth were more often employed than youth from partially urban areas. Rural youth had significantly worse perceptions of the government ($p=.004$) and community ($p=.001$) than youth from other geographic areas and also reported having less internal and external assets than urban youth.

Finally, there is a relationship between being employed and exhibiting more work readiness skills. In addition, youth who are employed also had more positive perceptions of the government.

VI. RECOMMENDATIONS

This impact evaluation has afforded the opportunity to learn more about the mechanisms behind improved economic and social outcomes, and how those two elements interact with each other and with youth's demographics:

Improved livelihoods. A central intended outcome of MYDev and OSYDA programming is improved employment outcomes for out-of-school youth. All analyses point to success for MYDev regarding improving the employment situations of MYDev youth. Across the course of the intervention, 32.2% of intervention group reported new or better employment.

Recommendation: Future programming should strengthen and broaden partnership with private sector, identifying market driven opportunities with a greater emphasis emerging skills opportunities.

Recommendation: Future programming should support activities to encourage entrepreneurship and self-employment by connecting OYS to local government and private sector programs, identifying support mechanisms for strengthening the new entrepreneurship skills for long term sustainability and profitability.

Improved Perceptions of Government and Community. MYDev programming aims to improve youth's engagement within their communities, while also improving youth's perceptions of their communities and governments. The majority of MYDev youth had improved their government or community perceptions by the time of endline administration. In fact, 66.7% of MYDev youth had improved government or community perceptions.

Recommendation: Future programming should continue to promote deepening of OSY-community connections through increased partnerships with government institution, community leaders and other community groups in civic engagement, peace building and youth development activities.

Recommendation: Further investigate approaches to developing work-readiness skills to determine the ideal combination of technical training and experiential learning.

Recommendation: Future programming should promote the recognition by government agencies and the private sector of work readiness skills as a facilitating factor for the success of young people.

Experiential Learning to Improve Work Readiness. The Work Readiness component encompasses questions measuring skills like solving conflicts at work, looking for a job, and working towards a pay upgrade. MYDev youth that were employed at endline had higher work-readiness skills than unemployed.

The Role of Gender. Gender and skill development seem to be related, with female youth improving significantly less than their male counterparts in life skills and work-readiness components, though the mechanisms at play behind this relationship are unclear. Further, females have lower rates of employment than males and tend to enter different sectors when they do have employment. These females also tend to feel safer at work and save more, all while working almost ten hours more than male youth on average.

The Role of Geography. One's geographic area matters in a way that is complex and likely related to more than just their personal skills and opportunities, but also to contexts, including local markets and communities. Rural youth had significantly worse perceptions of the government and community than youth from other geographic areas and also reported having less internal and external assets than urban youth.

Recommendation: Future programming should investigate unique challenges and needs of female out-of-school youth and determine if supplemental program may be helpful to lessen the gender gaps in employment outcomes and skill gains.

Recommendation: Future programming should aim to target the needs of rural youth through tailoring of MYDev programming to the rural labor market context and engagement with government services.

VII. ANNEX

**USAID's Mindanao Youth for Development
(MYDev) Project**

Improving Peace and Stability in Conflict Affected Areas

FY15 Impact Evaluation Results Presentation

November 2016