

TESTING WHAT WORKS
in YOUTH EMPLOYMENT:
Evaluating Kenya's
Ninaweza Program

VOLUME 2: Appendices
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ABOUT GPYE

With support from the World Bank Development Grant Facility, in 2008 the International Youth Foundation, the Youth Employment Network, the Arab Urban Development Institute, and the Understanding Children's Work Project joined together to form the **Global Partnership for Youth Employment (GPYE)**. Its goal: to build and disseminate evidence on youth employment outcomes and effective programs to help address the challenges facing young people in their transition to work. The GPYE leverages the technical and regional experience of its five partner organizations in youth employment research, programming, evaluation, and policy dialogue. The partnership's work focuses on Africa and the Middle East, regions in need of better evidence on effective approaches to youth employment. This report is one in a series of assessments, research studies, technical guides, and learning papers produced by the GPYE to build the evidence base for improving policies, program design, and practices related to youth employability in the region. These resources can be accessed at www.gpye.org.



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APPENDICES

Appendix 1: Training Content

ICT

Implementer: The African Centre for Women, information and Communications Technology

Duration: 150 hours.

Objectives: The ICT training is designed to develop technical skills in IT, digital media and web design.

Computer Fundamentals (10 hours)

Source of Curriculum: Microsoft unlimited potential

- Introduction to Computers

Computer Hardware and Software

- Touring Microsoft XP Professional
- Managing Files and folders
- Exploring the web
- Finding and Managing Information

I.T. Essentials – PC Hardware and Software (90 hours)

Source of Curriculum: Cisco Networking Academy

- Introduction to the Personal Computer
- Safe Lab Procedures and Tool Use
- Computer Assembly-Step by Step
- Basics of Preventive maintenance and Troubleshooting
- Fundamentals of Operating Systems
- Fundamentals of Laptops and Portable Devices
- Fundamental Printers and Scanners
- Fundamental Networks
- Fundamental Security
- Communication Skills
- Advanced Personal Computers
- Advanced Operating Systems
- Advanced Laptops and Portable Devices
- Advanced Printers and Scanners
- Advanced Networks
- Advanced Securities

Digital Media and Web Design Fundamentals (50 hours)

Source of Curriculum: Microsoft unlimited potential

- Managing Music with Music Media player
- Introduction to Digital Photography
- Knowing and choosing your Camera

- Getting started with pictures
- Out of the Camera and into the computer
- Basic picture editing using MS Picture Manager
- Techniques for fixing common flaws
- Sharing your digital Photos
- Making, Editing and Sharing Digital Videos
- Movies with Windows Movies Maker
- Planning how to start designing a website
- Creating and using Pictures on the Web
- Demystifying and using Basic HTML tags
- Sending your websites into the real World

Life skills

Source of Curriculum: I LIFE-WORK Training Manual

Implementer: The African Centre for Women, information and Communications Technology

Duration: 40 hours.

Objectives: The life-skills training is designed to develop specific skills and knowledge.

By the end of module 1, life skills for everyday life, trainees will be able to:

1. Define the concept of emotional intelligence and use that as a conceptual framework to assess and then describe their own level of emotional intelligence
2. Define the concept of motivation, describe the different forms of motivators which exist, and understand the impact of motivation on their life and work.
3. Identify the main forms of human communication, explain the differences between those forms, and the risks associated with each form, and use that to interpret their own communication actions.
4. Define the concept of cooperation and competition, understand the differences between them, identify their own cooperative and competitive acts and intents, and use that to explain how they interact with other people

By the end of module 2, life skills for employability, the trainee will be able to:

5. Define the concept of work, understand how the concept of work is changing, and link that to their own life to identify what work they do now, what work they want to do, and what work they can do.
6. Apply their understanding of the concepts of cooperation and competition to analyze their current mode of working, individually and as a member of a team, and identify which mode of working is suitable for attaining a specific goal
7. Explain the concepts of worker, and of self-employed / entrepreneur, and the differences between them, and link that to their own life to identify whether they would choose to be a worker or an entrepreneur, and justify their choice with reasons.
8. Understand what a team is, explain how a team functions, and apply that to assess, interpret, and describe their own performance in a team-work task.

Module 1: Skills for everyday life

- Lesson 1: Orientation (60 minutes)
- Lesson 2: Defining life skills (60 minutes)
- Lesson 3: Emotions and Emotional control (90 minutes)
- Lesson 4: Life skills for taking good care of yourself (60 minutes)
- Lesson 5: Life skills for making good decisions (60 minutes)
- Lesson 6: Life skills for having good relationships (60 minutes)
- Lesson 7: Listening (120 minutes)
- Lesson 8: Motivation (120 minutes)
- Lesson 9: Personal feedback (90 minutes)
- Lesson 10: Body language (120 minutes)
- Lesson 11: Personal Planning (90 minutes)
- Lesson 12: Setting my Goals (90 minutes)
- Lesson 13: My self-assessment (60 minutes)

Module 2: Skills for the World of Work

- Lesson 14: What work is work (60 minutes)
- Lesson 15: My first job (60 minutes)
- Lesson 16: Winds of change (90 minutes)
- Lesson 17: Workplace ethics (120 minutes)
- Lesson 18: Crime in the workplace (60 minutes)
- Lesson 19: Working for money (120 minutes)
- Lesson 20: Listening and communicating in the workplace (120 minutes)
- Lesson 21: Team work (60 minutes)
- Lesson 22: Me and my ideal job (120 minutes)
- Lesson 23: Job-searching (120 minutes)
- Lesson 24: Job interviews (120 minutes)
- Lesson 25: What employers want (60 minutes)
- Lesson 26: Get a CV (120 minutes)
- Lesson 27: My self-assessment (60 minutes)

Appendix 2: Description of the Data Collection for Each Cohort

Cohort 1

The administration of the baseline took place from March 31st to April 10th, 2011. On March 31st, participants were invited to an orientation event. At the event, participants answered the baseline and were notified which group they were assigned and were told how the randomization occurred. This generated some distress and it was decided that in later rounds that it would be better to collect data for treatment and control in separate orientations. Participants who failed to attend the event were invited to another session during the week of April 4th. As a result of an initial turnout that was lower than expected even among the replacement group, participants originally assigned to the treatment group in Cohort 2 were invited to join Cohort 1 and attend a baseline session prior to the start of the training on April 11th, 2011. After this experience, random assignment was done only after data collection had been completed for the previous cohort. One of the main challenges was to turn applicants into participants. Of the 510 applicants invited to participate in the study, only 221 attended an orientation session and answered the baseline data collection.

The administration of the Cohort 1 mid-line took place from June 14th to July 2nd, 2011. To begin the mid-line process during the week of June 6th, the data enumerators called all Cohort 1 control participants to inform them of the day, time and location of their mid-line. The control participants also received a text message two days before the date. The enumerators recorded their communication with all control participants in a tracker and used it to determine who required an additional call on the day of the mid-line. To improve retention of control participants, the mid-lines were conducted in venues close to the informal settlements. This reduced the distances that the young women had to travel. The treatment participants were administered the mid-line on the final day of their training in the training rooms at ACWICT. The experience with the administration of the mid-line suggested that the number of participants completing mid-line could be bolstered if more time, preferably two weeks instead of two days be allotted for mid-line test administration.

A security problem occurred during the data collection in Kibera, when the field team and ACWICT staff were targeted by robbers. After this, the team hired a police escort during the visits to the informal settlements. In addition to hiring an escort, it was recommended that vehicles used during the visits not be repeated so that it creates an extra obstacle for the robbers to identify and target the evaluation and program staff.

The administration of the end-line took place between February 6th and April 2nd, 2012. Treatment group participants were interviewed in ACWICT's office and Control group participants were interviewed in the informal settlements where they live or in the STS' evaluation coordinator's office in Nairobi. For the employer focus group discussions (FGDs), only nine out of 30 employers invited for the focus group attended the discussion. While some internship employers mentioned that they were not able to attend due to other commitments, others reported that they did not think participating in a focus group would be a good use of their time. STS decided to replace the FGDs with individual interviews in the later cohorts in which internship employers would be consulted (cohorts 3 and 5). This was motivated by two reasons: Logistically, it would add more flexibility for scheduling purposes, which might result in an increased number of respondents. And technically, it would provide the participants with an environment more conducive for sharing specific ideas and concerns about the quality of the

work done by the Ninaweza interns.

Cohort 2

The administration of the baseline for Cohort 2 took place from June 20th to June 24th, 2011. In line with lessons learned from Cohort 1, separate orientation events were hosted for treatment and control groups. A total of 264 applicants attended the orientation. Among the 133 assigned to the treatment, only 103 would actually join the program. During the analysis of the data from Cohorts 1 and 2 it was found that a few people from other nationalities than Kenya had been accepted in the program, as well as some people who had not completed their secondary education. ACWICT agreed to improve the screening process for later cohorts.

The administration of the mid-line took place from August 17th to September 30th, 2011. The same procedures as in Cohort 1 were used to maximize retention. A total of 51 control participants completed the mid-line during the meeting at the venue in the informal settlement. To increase the number of control participants, the enumerators called those who did not attend the first round to inform them of a second round to be administered at a time suitable for them either at ACWICT or the evaluation coordinators office in downtown Nairobi.

The administration of the end-line took place between April 10th and June 30th, 2012. Graduation for this cohort was celebrated before the end-line data collection. During graduation, participants received their certificates and this might have jeopardized their motivation to return to ACWICT's office during the scheduled rounds of end-line data collection. In the subsequent cohorts the end-line data collection was done before participants received their certificates.

Cohort 3

The administration of the baseline for Cohort 3 took place from August 22nd to August 29th 2011. The adjustments made to the administration of the baseline following Cohorts 1 and 2 included asking applicants to provide proof of their Kenyan citizenship and secondary school graduation. It is noteworthy that more applicants in Cohort 3 submitted their applications at the ACWICT office than in previous cohorts, where most applied with the community mobilizer in the informal settlement. Turning applicants into participants was once again challenging. After contacting about 513 applicants for the orientation session, only 179 showed up. It was decided that more flexibility should be introduced to the application process and the orientation sessions were offered at several times throughout one week. The start of the training was also postponed to allow for more applicants to complete the baseline survey. Therefore the orientation closed on the 29th of August 2011 and training commenced on the 30th of August 2011. Applicants that attended the orientation session mentioned the costs of transportation and other domestic responsibilities as the main reasons why they thought others might not have attended. Several also noted that word had gotten out that there are applicants that are called and not trained (i.e., the randomized assignment), which seem to have made a number of them lose interest.

The administration of the mid-line took place from October 31st to November 30th 2011. The participants in the treatment group completed the mid-line surveys on the final day of their training in the training rooms at ACWICT, and those that missed it completed on the week of November 7th. The preparations for the mid-line data collection for those in the control group started on October 24th. Despite the same precautions being taken to maintain retention as in the previous cohorts, only 24

control group participants completed the mid-line at the original appointment. To increase the number of control participants, the enumerators called those who did not attend the first round to arrange for a meeting at the evaluation coordinator's office in downtown Nairobi and a few control group participants had the tools administered to them at their workplace by the data enumerators.

The administration of the end-line took place between June 18th and August 25th, 2012.

Cohort 4

The administration of the baseline for Cohort 4 took place between November 7th and November 14th 2011. Persuading applicants to become participants continued to be a challenge. Among the almost 500 applicants that were invited for the orientation, only 209 showed up. The orientation was completed on November 14th and classes started on November 15th. Follow-up phone calls with those that failed to show up at the orientation sessions indicated that the costs of transportation, bad weather and domestic emergencies were the most common reasons for the absence. A few mentioned losing interest after hearing that they could be placed in a group that would not receive the training.

The administration of the Cohort 4 mid-line took place from January 26th to February 29th, 2012. The participants in the treatment group completed the mid-line surveys on the final day of their training in the training rooms at ACWICT, and those that missed it completed the surveys at ACWICT the week of January 31, 2012. Despite the same precautions taken in previous cohorts to maximize retention, only 25 control participants completed the mid-line at the venue in the informal settlement. To increase the number of control participants, the enumerator team called those who did not attend the first appointment to arrange for a meeting at the Evaluation Coordinator's office in downtown Nairobi or at their workplace.

The administration of the end-line took place between September 13th and October 26th, 2012. Treatment group participants were interviewed in ACWICT's office and Control group participants were interviewed in the informal settlements where they live, i.e., either in the STS' evaluation coordinator's office in Nairobi or at their workplace.

Cohort 5

The administration of the baseline for Cohort 5 took place from January 30th to February 6th 2012. The same challenge persisted with turning applicants into participants. After contacting about 420 applicants to invite them for the orientation exercise, only 181 showed up. The orientation closed on the 6th of February 2012 and training commenced on the same day. Follow-up calls with those that failed to attend the orientation session revealed that again costs of transportation and other domestic responsibilities were the main reasons for absence. Applicants mentioned again losing interest after being informed that, despite the invitation, some were not trained.

The administration of the Cohort 5 mid-line took place between April 12th and May 28th. The participants in the treatment group completed the mid-line surveys on the final day of their training in the training rooms at ACWICT, and those that missed it completed the surveys at ACWICT in the week of May 23rd. Despite the same precautions being taken to maximize retention as in previous cohorts, only 30 control participants completed the mid-line at the venue in the informal settlement. To increase the number of control participants, the enumerator team called those who did not attend the first

appointment to arrange for a meeting at the Evaluation Coordinator's office in downtown Nairobi or at their workplace.

The administration of the end-line took place between from November 26th and December 22nd, 2012.

Cohort 6

The administration of the baseline for Cohort 6 took place between April 16th and 20th 2012. Persuading applicants to become participants was again a challenge. Only 255 people qualified as applicants and among those only 100 came to the first meeting of the week. This prompted further follow-ups. The orientation was completed on April 20th and classes started on April 23rd.

The administration of the Cohort 6 mid-line took place from June 11th to July 31st 2012. The participants in the treatment group completed the mid-line surveys on the final day of their training in the training rooms at ACWICT, and those that missed it completed the surveys at ACWICT in the week of June 18th. Despite the same precautions being taken as in previous cohorts, only 23 control participants completed the mid-line at the venue in the informal settlement. To increase the number of control participants, the enumerator team called those who did not attend the first appointment to arrange for a meeting at the Evaluation Coordinator's office in downtown Nairobi or at their workplace.

The administration of the end-line took place between February 11th and 28th, 2013. The data collection benefited from the graduation of the last cohort, which was celebrated with a party. Data collection was conducted before the celebration. The timeframe was compressed because data collection was scheduled to be complete before March's general election for local representatives and president.

Appendix 3: Lessons Learned from the Data Collection

At the end of each round of data collection, STS discussed challenges faced during data collection with the in-country Evaluation Coordinator. The following list summarizes the lessons learned from baseline, mid-line, and end-line. These lessons were used to: Improve the assessment administration process in subsequent cohorts and; provide additional context for the evaluation. Among the changes made during data collection was the introduction of travel stipends for treatment group participants. M&E data from the implementing partner shows how many treatment participants received travel support: 6 in Cohort 4; 25 in Cohort 5 and; 34 in Cohort 6.

Baseline:

Dates	Cohort	Comments
31 Mar 11 10 Apr 11	C1	<ul style="list-style-type: none"> Separating the orientation of the Treatment and Control groups. The experience from the orientation of Cohort 1 was that the control group was disappointed not to have been selected, and it was more difficult for them since they sat next to those participants who were selected. Furthermore, handling a smaller group of less than 20 participants in the orientation would be more effective than with a group of 60+ participants. Several attendants said they would not have shown up for the orientation had they known they were assigned to be in the Control group. This highlights the importance of not leaking assignment to participants before the orientation session during which baseline data is collected. The practical demonstration of the randomization process was important in convincing the participants that there was no favoritism in placing them in either the Control or Treatment group. Attendants said they would like if the registration period was be extended. Difficulty in having those that applied to the program attending the orientation session. In order to maximize number of applicants for each cohorts, random assignment to be made cohort by cohort instead of into three phases of two cohorts at the same time. Not all that were assigned to the treatment actually joined the program.
20 Jun 11 24 Jun 11	C2	<ul style="list-style-type: none"> To prevent that the same person applies more than once, it is recommended that all applicants attach a copy of their identity card (or other identification document for those without identity cards).
22Aug 11 29 Aug 11	C3	<ul style="list-style-type: none"> It may be advisable to further open up the orientation schedules after the first two days. As opposed to inviting applicants on a specific day and time when they may not be available, they could just be asked to report to ACWICT, any time within the orientation week. This may accommodate people who otherwise turn down the offer because they have been invited to attend the orientation on a day and time that they are not available. Applicants claimed that transportation costs were a main deterrent for attending the orientation session.
07Nov 11 14Nov 12	C4	<ul style="list-style-type: none"> In case applicants continue to seek the ACWICT office to fill the application forms, it may be necessary that a new mechanism be created to ensure that all applicants receive all the relevant information about the program prior to completing the application process, such as assigning an officer at ACWICT to be in charge of the applications. This would be a similar mechanism to the one used for those recruited by community mobilizers. Transportation costs continue to deter participation in the program. This, compounded with increased food prices in the last couple of months, has taken a toll on the financial means necessary for many young women to participate in the program. Alternative ways for mitigating dropout and bolstering recruitment are being considered. Control group participants demanded that they receive training after their respective cohort completed the program.
30Jan 12 06Feb 12	C5	<ul style="list-style-type: none"> The control participants continued to ask how the program benefits them directly. Though they seemed to understand the program, they remained disappointed that they will not receive any training or job placement services. The increase in cash reimbursement for the control participants was welcomed and it is hoped that this will reduce the dropout rate on the cohort 5 mid-line. Having a one-week open period for the orientation worked well in increasing the numbers showing up for the orientation. Applicants attending the orientation session had been properly informed during registration. This is the first cohort in which applicants demonstrate a solid understanding that some of them will get assigned to a control group that won't receive the training.
16Apr 12 20Apr 12	C6	<ul style="list-style-type: none"> Several applicants mentioned that word had gone around that there were people who never get training. Discussions with the program were held about whether compensation for the control group participants would be helpful in reducing the discontent (e.g., transportation cost, alumni

Dates	Cohort	Comments
		<p>packet, etc.).</p> <ul style="list-style-type: none"> Some applicants mentioned that they had heard of the graduation ceremony and were curious to know if control participants would also get any certificates. This suggests that the graduation ceremony had an impact in elevating the credibility of the program. Most applicants had been refereed by previous program participants.

Mid-line:

Dates	Cohort	Comments
14Jun 11 02Jul 11	C1	<p>Attrition from the baseline to the end-line, especially among Control group. Need to devise ways to emphasize the importance of not dropping out in case they are assigned to the Control group. Furthermore, the experience with the administration of the mid-line suggests that the number of participants completing the mid-line tests could be bolstered if more time, preferably two weeks instead of two days be allotted for test administration.</p> <p>During the data collection in Kibera, the field team and ACWICT staff were targeted by robbers. Need to hire police escort during the visits to the informal settlements. In addition to hiring an escort, it is recommended that vehicles used during the visits not be repeated so that it creates an extra obstacle for the robbers to identify and target the evaluation and program staff.</p>
17Aug 11 30Sep 11	C2	<p>It is advisable to provide additional support to the control participants throughout or at the completion of the program. This is in light of continued frustration and disappointment on the part of the young women in the control group for not receiving the same training as their friends in the treatment groups. For instance, the young women in the control group could receive a form of training at the completion of the project.</p> <p>The mid-line administration process will continue to include multiple opportunities for the young women to participate in the data collection. This should ensure that as many young women as possible will complete the mid-line and thus address the needs of the young women considering that many of them are engaged in different forms of activities which often conflict with the mid-line schedule.</p>
31Oct11 30Nov11	C3	<p>Job and other domestic commitments continued to pull away girls from the program. Many of the treatment group participants reported that after the start of the program they were offered jobs away from the city, which posed logistical challenges in staying in the program.</p> <p>Control group participants that took the mid-line were optimistic that they would be receiving some support, in training and job placement, at the end of the program. Virtually all of the control group participants who completed the mid-line survey shared this expectation.</p> <p>A substantial number of participants reported that the cash reimbursements intended to cover transportation costs were too low.</p>
26Jan 12 29Feb 12	C4	The increase in cash incentive for the control participants was well received. Most were appreciative and in certain cases it seemed to contribute to an increase in the number of mid-line control participants.
26 Nov 12 22 Dec 12	C5	No comments
11 Jun 12 31Jul 12	C6	No comments

End-line:

Dates	Cohort	Comments
06 Feb 12 02 Apr 12	C1	Low participation of employers on the focus group discussions with internship employers. STS decided to replace FGDs with individual interviews for the future cohorts (cohorts 1, 3 and 5). This would add more flexibility for scheduling purposes, which might result in an increased number of respondents, and would provide the participants with an environment more conducive for sharing more specific ideas and concerns.
10 Apr 12 30 Jun 12	C2	Low turnout at end-line data collection. Participants mentioned that they were not motivated to return to the training site for the end-line data collection because they had already graduated. In order to mitigate these cases, it was decided that the end-line data collection should be conducted before graduation.
18 Jun 12 25 Aug 12	C3	No comments
13 Sep 12 26 Oct 12	C4	No comments
26 Nov 12 22 Dec 12	C5	No comments
11 Feb 13 28 Feb 13	C6	No comments

Appendix 4: Internal Consistency of the Tests

ICT

	Pre-			Post-		
	Sample Size	Number of Items	Cronbach's Alpha	Sample Size	Number of Items	Cronbach's Alpha
C1	221	45	0.81	157	45	0.82
C2	264	45	0.80	168	45	0.80
C3	177	45	0.82	122	45	0.84
C4	209	45	0.81	154	45	0.84
C5	181	45	0.76	118	45	0.80
C6	178	45	0.72	124	45	0.80

Life skills

	Pre-			Post-		
	Sample Size	Number of Items	Cronbach's Alpha	Sample Size	Number of Items	Cronbach's Alpha
C1	221	41	0.67	157	41	0.62
C2	264	41	0.74	168	41	0.72
C3	177	41	0.75	122	41	0.72
C4	209	41	0.74	154	41	0.74
C5	181	41	0.72	118	41	0.76
C6	178	41	0.56	124	41	0.68

Appendix 5: Difficulty and Discrimination of the Tests per Item

ICT

	Cohort 1				Cohort 2				Cohort 3				Cohort 4				Cohort 5				Cohort 6			
	Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-	
Item	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis	PCor	Pbis
Q1: Start button	0.07	0.06	0.06	-0.02	0.08	0.06	0.07	-0.15	0.07	-0.05	0.05	-0.07	0.03	0.00	0.03	0.00	0.06	-0.10	0.02	-0.08	0.12	-0.06	0.05	-0.16
Q2: File	0.57	0.36	0.79	0.28	0.60	0.27	0.80	0.37	0.61	0.35	0.80	0.35	0.54	0.29	0.54	0.29	0.59	0.24	0.70	0.34	0.57	0.22	0.73	0.16
Q3: Button to paste text	0.29	0.22	0.41	0.13	0.28	0.22	0.40	0.10	0.27	0.27	0.38	0.18	0.35	0.28	0.35	0.28	0.38	0.17	0.32	0.04	0.28	0.19	0.37	-0.02
Q4: Program to write a letter	0.66	0.44	0.89	0.45	0.68	0.44	0.88	0.21	0.69	0.34	0.85	0.36	0.74	0.38	0.74	0.38	0.71	0.32	0.81	0.22	0.69	0.32	0.86	0.25
Q5: Time	0.76	0.43	0.93	0.29	0.85	0.28	0.95	0.15	0.84	0.25	0.91	0.43	0.76	0.39	0.76	0.39	0.80	0.22	0.96	0.22	0.75	0.41	0.90	0.34
Q6: Highlight a word	0.28	0.23	0.41	0.12	0.26	0.11	0.37	0.23	0.27	0.30	0.43	0.16	0.28	0.14	0.28	0.14	0.25	0.10	0.44	0.24	0.28	0.09	0.30	-0.01
Q7: Menu in word	0.61	0.37	0.73	0.23	0.67	0.31	0.83	0.26	0.63	0.29	0.75	0.21	0.65	0.41	0.65	0.41	0.67	0.25	0.74	0.32	0.64	0.29	0.70	0.09
Q8: Delete a document	0.43	0.29	0.64	0.41	0.47	0.30	0.63	0.37	0.49	0.36	0.65	0.46	0.47	0.34	0.47	0.34	0.49	0.32	0.57	0.28	0.48	0.27	0.49	0.35
Q9: Input device	0.33	0.29	0.57	0.48	0.33	0.31	0.58	0.44	0.39	0.44	0.61	0.43	0.30	0.38	0.30	0.38	0.39	0.30	0.58	0.51	0.30	0.34	0.69	0.50
Q10: Modifiable Computer Memory	0.31	0.25	0.46	0.26	0.27	0.27	0.43	0.17	0.34	0.35	0.56	0.36	0.23	0.22	0.23	0.22	0.25	0.34	0.44	0.39	0.28	0.29	0.58	0.38
Q11: Device for data storage	0.38	0.33	0.71	0.50	0.45	0.38	0.69	0.43	0.45	0.34	0.71	0.47	0.43	0.46	0.43	0.46	0.44	0.29	0.69	0.39	0.38	0.27	0.75	0.47
Q12: Internet hardware	0.26	0.23	0.58	0.62	0.21	0.26	0.58	0.50	0.30	0.27	0.69	0.54	0.29	0.36	0.29	0.36	0.28	0.24	0.50	0.37	0.34	0.12	0.69	0.51
Q13: Output device	0.32	0.32	0.64	0.50	0.29	0.31	0.60	0.51	0.33	0.48	0.60	0.44	0.30	0.46	0.30	0.46	0.33	0.32	0.64	0.60	0.28	0.36	0.75	0.43
Q14: SATA cable	0.23	0.15	0.36	0.15	0.27	0.18	0.36	0.22	0.21	0.05	0.43	0.32	0.24	0.14	0.24	0.14	0.32	0.12	0.60	0.50	0.35	0.10	0.70	0.37
Q15: Device shown scanner	0.36	0.10	0.39	0.22	0.40	0.13	0.53	0.17	0.41	0.19	0.45	0.25	0.30	-0.03	0.30	-0.03	0.43	0.14	0.45	0.12	0.52	0.13	0.26	0.02
Q16: Device shown laptop	0.49	0.09	0.42	0.01	0.41	0.05	0.49	-0.02	0.43	0.03	0.50	0.16	0.28	0.07	0.28	0.07	0.46	0.02	0.47	-0.03	0.53	0.09	0.28	0.16
Q17: Type of monitor	0.33	0.34	0.48	0.41	0.34	0.32	0.57	0.35	0.40	0.32	0.61	0.41	0.34	0.34	0.34	0.34	0.27	0.32	0.47	0.47	0.39	0.16	0.62	0.41
Q18: Data storage device	0.70	0.34	0.89	0.40	0.70	0.38	0.88	0.26	0.74	0.37	0.91	0.34	0.78	0.24	0.78	0.24	0.78	0.27	0.92	0.26	0.75	0.26	0.86	0.47
Q19: Type of printer	0.43	0.31	0.71	0.56	0.41	0.38	0.80	0.43	0.44	0.43	0.79	0.51	0.44	0.38	0.44	0.38	0.44	0.34	0.61	0.68	0.44	0.31	0.74	0.45
Q20: Stores operating system	0.22	0.13	0.40	0.28	0.20	0.24	0.26	0.20	0.22	0.23	0.57	0.36	0.22	0.12	0.22	0.12	0.24	0.17	0.28	0.19	0.22	0.08	0.48	0.30

	Cohort 1				Cohort 2				Cohort 3				Cohort 4				Cohort 5				Cohort 6			
	Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-	
Q21: Interchangeable component	0.36	0.39	0.59	0.46	0.39	0.40	0.61	0.38	0.40	0.40	0.66	0.50	0.39	0.41	0.39	0.41	0.41	0.20	0.56	0.40	0.40	0.30	0.61	0.36
Q22: Protocol not linked to email	0.09	-0.10	0.24	0.23	0.06	-0.01	0.23	0.12	0.12	-0.13	0.32	0.41	0.06	-0.07	0.06	-0.07	0.12	-0.11	0.16	0.27	0.08	-0.10	0.10	-0.17
Q23: Clean CD	0.64	0.33	0.81	0.41	0.67	0.29	0.80	0.29	0.69	0.33	0.80	0.41	0.66	0.25	0.66	0.25	0.69	0.19	0.86	0.05	0.65	0.23	0.89	0.19
Q24: Aluminum ladder location	0.68	0.31	0.89	0.11	0.70	0.21	0.86	0.16	0.67	0.21	0.83	0.11	0.74	0.20	0.74	0.20	0.78	0.14	0.87	0.17	0.78	0.07	0.78	0.36
Q25: Caring for computers	0.63	0.25	0.78	0.23	0.72	0.29	0.82	0.23	0.70	0.22	0.80	0.33	0.73	0.27	0.73	0.27	0.75	0.19	0.73	0.29	0.72	0.29	0.79	0.07
Q26: Cleaning solvents	0.52	0.28	0.68	0.28	0.45	0.15	0.57	-0.04	0.51	0.26	0.66	0.16	0.50	0.22	0.50	0.22	0.54	0.14	0.69	0.05	0.56	0.03	0.67	0.06
Q27: Screwdriver repercussion	0.06	0.11	0.19	0.37	0.06	0.05	0.08	0.19	0.03	0.02	0.23	0.24	0.04	0.04	0.04	0.04	0.04	0.03	0.10	0.18	0.07	-0.04	0.11	0.10
Q28: Upgrade installation calc.	0.72	0.34	0.82	0.14	0.75	0.38	0.81	0.29	0.77	0.31	0.89	0.25	0.76	0.37	0.76	0.37	0.77	0.35	0.81	0.20	0.81	0.25	0.85	0.23
Q29: Antivirus failure rate	0.62	0.32	0.63	0.09	0.60	0.28	0.58	0.25	0.58	0.17	0.70	0.22	0.59	0.16	0.59	0.16	0.59	0.06	0.54	0.10	0.60	0.04	0.65	0.17
Q30: Upgrade graphic cards	0.11	-0.03	0.08	-0.12	0.09	0.06	0.13	-0.03	0.07	0.04	0.06	-0.06	0.09	0.04	0.09	0.04	0.10	0.02	0.10	-0.13	0.10	-0.06	0.10	-0.30
Q31: Internet cafe usage	0.56	0.34	0.69	0.28	0.61	0.34	0.60	0.37	0.56	0.29	0.68	0.26	0.55	0.30	0.55	0.30	0.56	0.31	0.57	0.17	0.67	0.21	0.70	0.31
Q32: Protect computer from virus	0.37	0.33	0.61	0.44	0.41	0.39	0.74	0.25	0.50	0.45	0.68	0.40	0.42	0.38	0.42	0.38	0.46	0.30	0.68	0.32	0.46	0.34	0.69	0.57
Q33: Dialog boxes	0.49	0.35	0.68	0.15	0.46	0.34	0.59	0.21	0.49	0.26	0.66	0.32	0.45	0.32	0.45	0.32	0.46	0.27	0.48	0.18	0.55	0.18	0.57	0.19
Q34: Rename a file	0.21	0.23	0.38	0.31	0.29	0.21	0.44	0.38	0.26	0.41	0.43	0.30	0.34	0.28	0.34	0.28	0.29	0.41	0.33	0.28	0.28	0.19	0.42	0.17
Q35: Close word file	0.36	0.30	0.48	0.38	0.36	0.29	0.47	0.31	0.35	0.34	0.42	0.35	0.37	0.32	0.37	0.32	0.36	0.33	0.48	0.40	0.32	0.14	0.46	0.34
Q36: Open recent document	0.27	0.23	0.36	0.28	0.27	0.12	0.35	0.19	0.27	0.22	0.43	0.22	0.32	0.18	0.32	0.18	0.33	0.19	0.26	-0.05	0.32	0.16	0.24	0.11
Q37: Word processing copying text	0.51	0.37	0.66	0.27	0.48	0.42	0.67	0.39	0.53	0.35	0.76	0.36	0.56	0.42	0.56	0.42	0.52	0.44	0.55	0.36	0.58	0.34	0.62	0.37
Q38: Name box display	0.13	0.04	0.13	-0.05	0.14	0.11	0.15	-0.04	0.13	0.16	0.11	0.05	0.15	0.17	0.15	0.17	0.17	-0.09	0.19	-0.01	0.15	-0.01	0.14	-0.06
Q39: Inserting rows	0.37	0.18	0.33	0.24	0.28	0.20	0.32	0.19	0.22	0.09	0.32	0.09	0.19	0.17	0.19	0.17	0.24	0.15	0.33	0.22	0.26	0.03	0.25	0.02
Q40: Enter formula	0.24	0.32	0.57	0.27	0.26	0.24	0.51	0.38	0.28	0.29	0.63	0.40	0.29	0.22	0.29	0.22	0.27	0.19	0.51	0.43	0.33	0.24	0.60	0.48
Q41: URL	0.22	0.25	0.41	0.21	0.16	0.13	0.40	0.36	0.19	0.19	0.46	0.28	0.20	0.22	0.20	0.22	0.20	0.24	0.41	0.11	0.15	0.07	0.38	0.31

	Cohort 1				Cohort 2				Cohort 3				Cohort 4				Cohort 5				Cohort 6			
	Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-	
Q42: Tool to search web	0.65	0.45	0.83	0.34	0.69	0.45	0.86	0.41	0.66	0.48	0.87	0.23	0.66	0.38	0.66	0.38	0.70	0.37	0.77	0.27	0.69	0.34	0.85	0.28
Q43: Security zone	0.39	0.19	0.53	0.26	0.35	0.20	0.49	0.12	0.33	0.21	0.48	0.12	0.32	0.24	0.32	0.24	0.38	0.09	0.47	0.10	0.42	0.18	0.50	0.22
Q44: Folder banner	0.16	0.19	0.17	0.09	0.11	0.03	0.14	0.22	0.13	0.08	0.21	0.00	0.12	0.01	0.12	0.01	0.12	0.01	0.14	0.09	0.16	0.04	0.22	0.03
Q45: Save messages in outlook	0.38	0.26	0.47	0.24	0.38	0.15	0.55	0.15	0.40	0.28	0.52	0.30	0.45	0.21	0.45	0.21	0.46	0.26	0.42	0.06	0.39	0.19	0.49	0.15
Avearges	0.39	0.26	0.54	0.27	0.40	0.24	0.54	0.23	0.41	0.26	0.57	0.29	0.40	0.25	0.40	0.25	0.42	0.20	0.52	0.23	0.42	0.17	0.54	0.22

Life skills

	Cohort 1				Cohort 2				Cohort 3				Cohort 4				Cohort 5				Cohort 6			
	Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-		Pre-		Post-	
Item	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis	PCo r	Pbis
Q1: Emotional intelligence	0.62	0.25	0.71	0.34	0.64	0.11	0.65	0.32	0.68	0.23	0.82	0.23	0.67	0.33	0.67	0.33	0.66	0.22	0.76	0.37	0.62	0.31	0.68	0.43
Q2: Mary life-skill	0.35	0.13	0.61	0.05	0.51	0.20	0.52	0.03	0.63	0.31	0.58	0.16	0.53	0.15	0.53	0.15	0.39	-0.05	0.43	-0.03	0.40	0.08	0.30	0.18
Q3: Thinking critically	0.63	-0.02	0.81	0.08	0.61	0.14	0.70	0.12	0.67	0.21	0.72	0.00	0.58	0.10	0.58	0.10	0.60	0.15	0.70	0.11	0.62	-0.05	0.60	0.34
Q4: Human emotion	0.18	-0.15	0.22	-0.12	0.13	-0.18	0.16	-0.18	0.14	-0.20	0.21	-0.05	0.11	-0.22	0.11	-0.22	0.13	-0.29	0.15	-0.20	0.10	-0.04	0.08	0.11
Q5: Elizabeth's emotion	0.70	0.01	0.72	0.08	0.69	0.14	0.66	0.07	0.68	0.08	0.61	0.06	0.71	0.12	0.71	0.12	0.74	0.19	0.71	0.20	0.76	0.07	0.77	0.22
Q6: Elizabeth's life-skill	0.35	0.05	0.38	0.27	0.39	0.15	0.37	0.10	0.36	0.00	0.46	0.17	0.37	0.23	0.37	0.23	0.30	0.10	0.35	0.29	0.39	0.08	0.42	0.06
Q7: Sadness	0.37	-0.04	0.33	-0.07	0.32	0.07	0.29	-0.14	0.36	0.14	0.50	0.23	0.25	-0.04	0.25	-0.04	0.35	0.00	0.39	0.17	0.30	-0.02	0.38	0.14
Q8: Controlling anger	0.76	0.14	0.85	0.18	0.73	0.09	0.74	0.19	0.73	0.10	0.83	0.06	0.70	0.07	0.70	0.07	0.73	0.06	0.78	0.14	0.75	-0.02	0.78	0.31
Q9: Improving Listening skills	0.25	0.16	0.39	0.09	0.27	0.19	0.38	0.08	0.33	0.25	0.48	0.07	0.29	0.09	0.29	0.09	0.38	0.20	0.39	0.19	0.33	0.11	0.42	0.22
Q10: Karens social motive	0.75	0.03	0.85	0.18	0.78	0.23	0.74	0.18	0.75	0.22	0.84	0.11	0.74	0.10	0.74	0.10	0.73	0.10	0.75	0.16	0.79	0.01	0.79	0.18
Q11: Biological motive	0.16	0.14	0.35	0.37	0.17	0.09	0.18	0.07	0.23	0.16	0.39	0.30	0.17	0.16	0.17	0.16	0.20	0.14	0.25	0.19	0.19	0.09	0.18	0.04
Q12: Self-awareness	0.71	0.25	0.71	0.12	0.69	0.30	0.77	0.30	0.73	0.25	0.70	0.29	0.70	0.35	0.70	0.35	0.72	0.17	0.74	0.26	0.68	0.16	0.79	0.25
Q13: Feedback	0.64	0.21	0.66	0.19	0.63	0.18	0.75	0.26	0.65	0.17	0.79	0.29	0.65	0.16	0.65	0.16	0.64	0.14	0.56	0.20	0.64	0.18	0.69	0.19
Q14: Emotion and behavior	0.45	0.10	0.54	0.20	0.45	0.20	0.42	0.01	0.47	0.11	0.54	0.27	0.49	0.08	0.49	0.08	0.39	0.12	0.43	0.13	0.52	0.10	0.52	0.32
Q15: Education goal	0.78	0.33	0.91	0.23	0.75	0.45	0.83	0.22	0.69	0.40	0.85	0.43	0.77	0.44	0.77	0.44	0.79	0.21	0.83	0.34	0.80	0.28	0.82	0.50
Q16: Type of goal	0.67	0.12	0.77	0.10	0.71	0.17	0.74	0.09	0.66	0.14	0.77	0.09	0.63	0.17	0.63	0.17	0.70	0.17	0.76	0.08	0.69	-0.01	0.68	0.22
Q17: Not a major force	0.59	0.29	0.72	0.29	0.54	0.30	0.64	0.29	0.57	0.26	0.67	0.31	0.63	0.23	0.63	0.23	0.55	0.29	0.70	0.27	0.56	0.25	0.66	0.43
Q18: Major force	0.86	0.31	0.94	0.14	0.88	0.38	0.92	0.36	0.86	0.43	0.92	0.37	0.86	0.36	0.86	0.36	0.84	0.38	0.89	0.29	0.92	0.13	0.86	0.36
Q19:	0.63	0.25	0.78	0.25	0.64	0.32	0.79	0.26	0.60	0.34	0.77	0.34	0.73	0.35	0.73	0.35	0.65	0.37	0.74	0.36	0.63	0.21	0.74	0.34

	Cohort 1				Cohort 2				Cohort 3				Cohort 4				Cohort 5				Cohort 6			
	Pre-		Post-		Pre-		Post-		Pre-		Post-				Pre-		Post-		Pre-		Post-		Pre-	
Workplace deviance																								
Q20: Form of work	0.92	0.14	0.95	0.08	0.94	0.36	0.95	0.21	0.89	0.31	0.93	0.32	0.91	0.27	0.91	0.27	0.91	0.27	0.92	0.17	0.92	0.08	0.91	0.36
Q21: Resolving a problem	0.57	0.30	0.61	0.34	0.54	0.18	0.63	0.27	0.61	0.31	0.64	0.25	0.58	0.20	0.58	0.20	0.50	0.23	0.59	0.34	0.63	0.17	0.68	0.30
Q22: Personal attributes	0.63	0.34	0.78	0.48	0.66	0.28	0.73	0.42	0.64	0.44	0.84	0.36	0.66	0.46	0.66	0.46	0.67	0.36	0.75	0.43	0.64	0.29	0.78	0.42
Q23: Ideal vs suitable job	0.31	0.06	0.36	0.27	0.31	0.16	0.38	0.16	0.34	0.09	0.43	0.00	0.36	0.12	0.36	0.12	0.34	0.18	0.36	0.24	0.37	0.13	0.31	0.21
Q24: Good job searching strategy	0.64	0.33	0.71	0.30	0.58	0.49	0.67	0.42	0.66	0.50	0.81	0.45	0.62	0.29	0.62	0.29	0.59	0.26	0.68	0.41	0.65	0.35	0.67	0.39
Q25: Best job searching strategy	0.26	0.21	0.34	0.23	0.28	0.14	0.33	0.29	0.36	0.24	0.46	0.29	0.29	0.14	0.29	0.14	0.29	0.23	0.41	0.39	0.30	0.20	0.33	0.43
Q26: Job vacancy advertisement	0.59	0.31	0.61	0.14	0.57	0.32	0.58	0.29	0.54	0.32	0.65	0.26	0.60	0.38	0.60	0.38	0.55	0.37	0.60	0.25	0.69	0.06	0.53	0.37
Q27: Interview scenario	0.44	0.05	0.61	0.20	0.42	0.19	0.48	0.13	0.41	0.18	0.58	0.22	0.41	0.18	0.41	0.18	0.43	0.17	0.59	0.34	0.42	0.02	0.49	0.22
Q28: Good CV	0.36	0.15	0.52	0.01	0.40	0.09	0.51	0.05	0.40	0.19	0.53	0.10	0.40	0.09	0.40	0.09	0.36	0.14	0.53	0.20	0.40	0.03	0.47	0.19
Q29: Personal values definition	0.63	0.24	0.65	0.10	0.67	0.36	0.58	0.31	0.65	0.28	0.72	0.16	0.67	0.28	0.67	0.28	0.64	0.44	0.67	0.29	0.69	0.16	0.59	0.40
Q30: Dealing with emotions	0.77	0.41	0.83	0.26	0.80	0.43	0.82	0.33	0.81	0.41	0.85	0.24	0.79	0.48	0.79	0.48	0.86	0.31	0.82	0.26	0.87	0.20	0.86	0.37
Q31: Egg producer	0.74	0.25	0.83	0.20	0.81	0.19	0.83	0.21	0.80	0.25	0.84	0.22	0.84	0.30	0.84	0.30	0.85	0.23	0.87	0.14	0.87	0.00	0.85	0.22
Q32: Prevent infections	0.80	0.26	0.89	0.19	0.83	0.16	0.82	0.15	0.76	0.21	0.86	0.17	0.77	0.29	0.77	0.29	0.83	0.14	0.86	0.10	0.83	0.16	0.83	0.37
Q33: Lead to risky behaviors	0.83	0.36	0.92	0.21	0.82	0.30	0.85	0.29	0.84	0.32	0.91	0.30	0.84	0.22	0.84	0.22	0.80	0.41	0.85	0.47	0.88	0.23	0.85	0.36
Q34: Contraceptive methods	0.23	0.00	0.27	0.01	0.21	0.03	0.18	0.00	0.19	0.03	0.23	0.10	0.19	0.15	0.19	0.15	0.19	0.05	0.14	0.13	0.24	0.01	0.19	0.18
Q35: Protection from STIs and HIV	0.63	0.26	0.75	0.07	0.72	0.28	0.80	0.23	0.69	0.16	0.74	0.32	0.67	0.13	0.67	0.13	0.67	0.23	0.69	0.15	0.70	0.12	0.71	0.28

	Cohort 1				Cohort 2				Cohort 3				Cohort 4				Cohort 5				Cohort 6			
	Pre-		Post-		Pre-		Post-		Pre-		Post-				Pre-		Post-		Pre-		Post-		Pre-	
Q36: HIV Transmission	0.88	0.28	0.95	0.09	0.89	0.40	0.95	0.08	0.93	0.20	0.93	0.21	0.92	0.37	0.92	0.37	0.90	0.23	0.89	0.22	0.94	0.20	0.91	0.42
Q37: Correct statement	0.50	0.20	0.54	0.18	0.53	0.25	0.56	0.23	0.46	0.28	0.59	0.25	0.50	0.28	0.50	0.28	0.49	0.22	0.61	0.31	0.45	0.25	0.58	0.37
Q38: Consequence of tobacco use	0.50	0.01	0.46	-0.12	0.55	0.03	0.47	0.12	0.51	0.00	0.41	0.10	0.49	0.15	0.49	0.15	0.48	-0.08	0.41	0.12	0.54	-0.02	0.42	-0.01
Q39: Meaning of sex and gender	0.49	0.19	0.47	0.11	0.48	0.25	0.49	0.20	0.44	0.28	0.52	0.05	0.43	0.10	0.43	0.10	0.48	0.25	0.55	0.31	0.47	0.19	0.42	0.39
Q40: Preventing sexual threats	0.76	0.37	0.80	0.33	0.81	0.34	0.83	0.28	0.83	0.31	0.91	0.28	0.78	0.33	0.78	0.33	0.83	0.38	0.86	0.39	0.85	0.04	0.83	0.40
Q41: Type of violence	0.45	0.18	0.55	0.12	0.48	0.01	0.45	0.20	0.40	0.20	0.48	0.23	0.42	0.12	0.42	0.12	0.39	0.06	0.39	0.04	0.44	0.06	0.40	0.17
Averages	0.57	0.18	0.65	0.16	0.58	0.21	0.61	0.18	0.58	0.22	0.67	0.21	0.58	0.20	0.58	0.20	0.57	0.19	0.62	0.22	0.60	0.12	0.60	0.28

Appendix 6: Model for Measuring Impact of the Training

ICT

	OLS						
	Overall1	C1	C2	C3	C4	C5	C6
Constant	12.00*** (0.596)	11.22*** (1.007)	11.35*** (1.151)	12.91*** (1.342)	19.74*** (1.149)	12.91*** (1.416)	12.41*** (1.655)
Baseline score	0.463*** (0.028)	0.509*** (0.052)	0.516*** (0.0553)	0.416*** (0.061)	0.518*** (0.0586)	0.349*** (0.0702)	0.452*** (0.077)
Treatment 1	7.773*** (0.376)	7.590*** (0.655)	---	8.960*** (0.875)	---	7.566*** (0.817)	---
Treatment 2	7.142*** (0.366)	---	6.212*** (0.657)	---	8.443*** (0.719)	---	5.708*** (0.83)
R2	0.524	0.637	0.518	0.543	0.573	0.496	0.395
N	843	157	168	122	154	118	124

Standard errors in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

(¹) Coefficient and standard error linearized; survey data used cohort as strata

Life skills

	OLS						
	Overall1	C1	C2	C3	C4	C5	C6
Constant	9.11*** (0.899)	10.87*** (1.525)	10.22*** (1.371)	11.26*** (1.472)	5.794*** (1.59)	7.142*** (1.536)	9.440*** (2.56)
Baseline score	0.657*** (0.035)	0.620*** (0.0637)	0.614*** (0.0555)	0.601*** (0.0578)	0.798*** (0.0608)	0.721*** (0.0649)	0.605*** (0.101)
Treatment 1	2.952*** (0.288)	2.246*** (0.535)	---	2.539*** (0.636)	---	2.672*** (0.649)	---
Treatment 2	0.155 (0.289)	---	0.161 (0.567)	---	0.498 (0.549)	---	0.552 (0.801)
R2	0.478	0.436	0.431	0.517	0.557	0.581	0.232
N	843	157	168	122	154	118	124

(¹) Coefficient and standard error linearized; survey data used cohort as strata

Appendix 7: Models for Measuring Impact of the Program

Employment

	OLS1	Logit2
Constant	0.280*** (0.026)	0.389*** (0.051)
Treatment 1	0.141** (0.049)	1.870** (0.404)
Treatment 2	0.086 (0.048)	1.484 (0.324)
R2	0.016	---
Efron's R2	---	0.0163
N	571	571

Standard errors in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

(¹) Coefficient and standard error linearized; survey data used cohort as strata

(²) Exponentiated coefficients

Income

	OLS1
Constant	494.1*** (66.52)
Baseline income	0.196 (0.249)
Treatment 1	444.6** (151.4)
Treatment 2	506.2** (166.9)
R2	0.023
N	577

(¹) Coefficient and standard error linearized; survey data used cohort as strata

Confidence

	Poisson1
Treatment 1	1.168*** 0.037
Treatment 2	1.207*** 0.036
Confident in baseline	1.161*** 0.036
Very Confident in baseline	1.269*** 0.041
(T1 vs C) & Not Confident	1.382*** 0.087
(T1 vs C) & Confident	1.059 0.051
(T1 vs C) & Very Confident	1.088 0.057
(T2 vs C) & Not Confident	1.376*** 0.086
(T2 vs C) & Confident	1.163*** 0.048
(T2 vs C) & Very Confident	1.098 0.054
Maximum Likelihood R2	0.044
N	497

(¹) Exponentiated coefficients

Appendix 8: M&E Tally on Employment Status

Cohort	Intern.	Job	% among interns that got a job	% from Intern to Job	% Direct to Job
C1	68	52	64.7	84.6	15.4
C2	25	46	60.0	32.6	67.4
C3	52	42	38.5	47.6	52.4
C4	28	23	57.1	69.6	30.4
C5	38	35	55.3	60.0	40.0
C6	28	49	35.7	20.4	79.6
Total	239	247	52.7	51.0	49.0

Appendix 9: Participants' Support

Support received during the Internship Program

The majority of Treatment 1 participants took part in an internship and received some stipend from ACWICT throughout the internship, while less than a third of those in Treatment 2 took part in an internship.

Internship

	Treatment 1		Treatment 2	
	No.	%	No.	%
8. Participate in an internship attachment?				
Yes	83	55.3	45	30.2
No	67	44.7	104	69.8
Total	150	100	149	100
Pearson chi2(1) = 19.2840 Pr = 0.000				
14. Receive a stipend from ACWICT during internship?				
Yes	46	56.1	9	20.5
No	36	43.9	35	79.5
Total	82	100	44	100
Pearson chi2(1) = 14.7899 Pr = 0.000				

Almost a third of the treatment group participants that answered the question said that they had received no support from their internship employer. Among the support provided, the most frequent were financial support (stipend, meals and transportation).

Type of support received from internship employer?

	Treatment 1		Treatment 2	
	No.	%	No.	%
15. None				
Yes	26	32.1	11	25
No	55	67.9	33	75
Total	81	100	44	100
Pearson chi2(1) = 0.6895 Pr = 0.406				
15. Received a stipend				
Yes	22	27.2	5	11.4
No	59	72.8	39	88.6
Total	81	100	44	100
Pearson chi2(1) = 4.2015 Pr = 0.040				
15. Received transportation				
Yes	14	17.3	13	29.5
No	67	82.7	31	70.5
Total	81	100	44	100
Pearson chi2(1) = 2.5313 Pr = 0.112				
15. Received meals				
Yes	19	23.5	17	38.6
No	62	76.5	27	61.4
Total	81	100	44	100
Pearson chi2(1) = 3.2039 Pr = 0.073				
15. Attended a seminar(s) workshop(s)				
Yes	13	16	3	6.8
No	68	84	41	93.2
Total	81	100	44	100
Pearson chi2(1) = 2.1768 Pr = 0.140				

Support received during Job Placement Services

Only about half of respondents said that they had used the placement services. The number of those using the job placement support was higher for those in Treatment 1 than those in Treatment 2.

Placement Services

	Treatment 1		Treatment 2	
	No.	%	No.	%
16. Did you receive placement support?				
Yes	84	57.1	64	44.8
No	63	42.9	79	55.2
Total	147	100	143	100

Pearson chi2(1) = 4.4512 Pr = 0.035

The most frequent form of job placement support was help with job search. A greater proportion of Treatment 1 participants requested support developing their CV, which suggests that the Life Skills training provided in Treatment 1 might have increased participants' awareness of the importance of a well-tailored CV. Most participants also benefited from mock interviews. The less common support provided was help with networking.

Type of support received during placement support

	Treatment 1		Treatment 2	
	No.	%	No.	%
17. Developing a CV				
Yes	54	64.3	33	51.6
No	30	35.7	31	48.4
Total	84	100	64	100
Pearson chi2(1) = 2.4270 Pr = 0.119				
17. Preparing for interviews				
Yes	46	55.4	33	51.6
No	37	44.6	31	48.4
Total	83	100	64	100
Pearson chi2(1) = 0.9839 Pr = 0.611				
17. Job search assistance				
Yes	57	67.9	44	68.8
No	27	32.1	20	31.3
Total	84	100	64	100
Pearson chi2(1) = 0.0134 Pr = 0.908				
17. Networking				
Yes	35	41.7	24	37.5
No	49	58.3	40	62.5
Total	84	100	64	100
Pearson chi2(1) = 0.2631 Pr = 0.608				



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