

Findings from the Pre-Test Data Analysis in Egypt's Program Outcomes Study (Younger Target Group: Ages 12-14)

Nikhit D'Sa¹, Save the Children
Eliel Gebru, Search Institute
Peter C. Scales, Ph.D. Search Institute

November 2016



Acknowledgments: This report is a collaborative effort of Save the Children and Search Institute. We would like to thank staff members of Save the Children—Emad Abdoun, Maha Akrouk, Alaa AlShemy, Ahmed Farahat, Yosef Gebrehiwot, Mostafa Kamel Sarah Moorcroft—as well as staff members of Search Institute—Gene Roehlkepartain, Justin Roskopf, Amy Syvertsen, and Chen-Yu Wu—for their thoughtful support and feedback throughout the research process. We would also like to thank the Save the Children data collectors, data entry staff, and field staff who made this study possible.

¹ Correspondence concerning this report should be addressed to Nikhit D'Sa (ndsasavechildren.org), Save the Children US, 899 North Capitol Street, Suite 900, Washington, D.C. 20002

Table of Contents

Background.....	4
Youth in Action Program (YiA)	4
Youth in Action in Egypt.....	5
Program Outcomes Study	6
Program Outcomes Study Indicators	6
Research Design	7
Research Questions at Baseline	7
Research Questions at Endline.....	7
Sample.....	8
Baseline Findings.....	8
Demographic Characteristics	8
Profile of Intermediate Outcomes for Youth at Pre-test.....	9
Financial Literacy	9
Work Supports and Resources	10
Foundational Academic Skills	11
Literacy	11
Numeracy.....	13
Transferable Skills	14
Developmental Assets Profile (DAP)	14
Self-Employment Skills.....	16
Workplace Teamwork and Drive	17
Profile of Socioeconomic Outcomes for Youth at Pre-test	18
Job/Income Earning Status	18
Daily Income	20
Productive Employment	20
Hazardous Employment	20
Adequate Savings	21
Adequate Credit Access	21
Association among Intermediate and Socioeconomic Outcomes.....	21
Conclusion.....	23
Appendix.....	25
Appendix A: Items and structure of “Financial Literacy” composite	25
Appendix B: Items and structure of “Work Supports & Resources” composite	25
Appendix C: Items and structure of Developmental Assets Profile (DAP): DAP Items.....	26
Description of Eight DAP categories.....	26
Description of Five Contexts for Building Developmental Assets.....	26

Internal Consistency Reliabilities for the DAP in Egypt POS Baseline 27

Interpreting the DAP..... 27

Appendix D: Items and structure of “Self-Employment Skills” composite 28

Appendix E: Items and structure of “Workplace Teamwork and Drive” composite..... 28

Appendix F: Items and structure of “Adequate Savings & Adequate Credit Access” composite 28

Appendix G: Items and structure of “Hazardous Employment” composite 29

Background

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

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

This situation is especially true for Egypt. Egypt has a very young population; in 2012, 62% of the population were younger than 29 years⁸. Additionally, the unemployment rate among youth between the ages of 15-24 was 30%. But this statistic does not capture the fact that Egypt has ranked 120 out of 128 countries when it comes to participation of females in the labor market¹⁰. The key reasons that have been used to explain the high unemployment rate of youth in Egypt are: (a) labor force growth that outpaces demand, (b) limited job opportunities and diversification in the market, and (c) productivity underperformance of youth who are in the labor market¹¹. In an effort to address these issues the Egyptian Government developed a Youth Employment Action Plan (2010-2015) to increase youth employment and provide young people entering the labor market with decent and productive jobs.

Youth in Action Program (YiA)

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

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

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

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

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

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

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

⁸ UNFPA (2013). *Final country programme document for Egypt*. UNFPA: New York, USA.

⁹ UNFPA (2013). *Final country programme document for Egypt*. UNFPA: New York, USA.

¹⁰ ILO (2011). *Growth, employment policies, and economic linkages: Egypt*. ILO: Geneva, Switzerland.

¹¹ ILO (2011). *Growth, employment policies, and economic linkages: Egypt*. ILO: Geneva, Switzerland.

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

Youth in Action in Egypt

The project in Egypt aims to reach 8,200 youth in some of the most vulnerable and rural communities of two governorates: Assuit in Upper Egypt and Sharqiya in the Delta. The project targets youth between the ages of 12-18. Youth are enrolled in the program for eight months. Youth start with the learning sessions to improve their literacy, numeracy, financial literacy, transferable life skills, and knowledge of the resources in their communities; they are gradually involved in business training and market assessments within the learning sessions. Within 4-6 months youth are expected to be ready to choose an action pathway. They select their pathways, are provided with a monetary stipend, procure their tools, and are supported for another 2-4 months while they implement their pathway.

In Egypt, the youth are separated into age-specific groups. The younger target group is youth between the ages of 12-14 years. The older target group is youth between the ages of 15-18 years. While youth in both targeted age cohorts receive a similar program, there are marked differences in the approaches to both target age groups, based on the needs of each age group. Below is a brief overview of the main differences in the program for youth from the two different targeted age groups.

	Younger target group (12-14 years)	Older target group (15-18 years)
Focus on literacy and numeracy	Six-month literacy and numeracy package focused on accelerated learning. Package enables youth to obtain National Literacy Certificate	Four-month literacy and numeracy curriculum that is embedded within the overall YiA curriculum
Pathway options	Two pathway options: back to school and entrepreneurship, with more emphasis on the former	Two pathway options: apprenticeship/ vocational training and entrepreneurship
Training on economic options	Technical training on selected economic options are hosted for groups within the YiA learning centers	Youth are supported in conducting more practical market assessments and receive more first-hand exposure to the market
Support after learning phase	Youth continue attending classes within the learning center for two months after they start implementing their pathways; they complete their literacy package while receiving bi-weekly visits by the project's facilitators to support them in their chosen pathway	Youth are linked to business mentors who support them through bi-weekly visits for two months as they are implementing their livelihood pathway

Program Outcomes Study

This report presents findings from the YiA program for the younger targeted age group in Egypt: youth between 12-14 years of age. The baseline¹² data from this Program Outcomes Study (POS) will be used for two purposes:

- Construct a profile of what youth work readiness and socioeconomic outcomes look like when youth enter YiA
- Understand the descriptive relationship between the work readiness skills, and between intermediate and socioeconomic outcomes at baseline.

The baseline data for the younger target group were collected in May 2016. These baseline data were collected before youth started their full engagement with YiA. The findings from the baseline study are presented descriptively to paint a picture of the demographic and socioeconomic conditions of the youth in the YiA program. At baseline, we are primarily working on descriptive statistics, not predictive relationships. This is an important distinction. A predictive (inferential) relationship is when we look at the relationship between two or more variables in our sample and try and understand if we would observe this relationship if we kept drawing repeated samples from the population. In other words, a predictive relationship moves our understanding from the sample to the population. A descriptive relationship stays within the sample; it offers a description of what we can observe in our sample. After the end line data collection, which is planned in December 2016, the relationships between changes in work readiness skills and changes in socioeconomic outcomes for youth will be explored.

Program Outcomes Study Indicators

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

- **Demographic Survey:** The survey provides background information on youth demographics, socioeconomic status (SES), and household information. We use an adapted version of the wealth questions from the Demographic and Household Survey (DHS) to understand the SES of youth.
- **Literacy Placement Tool:** Primarily designed as a tool to place youth into mixed-literacy groups, this tool also serves as an assessment of the youth's foundational literacy. It provides information on a youth's ability to identify letters, read with fluency & accuracy, and reading comprehension.
- **Numeracy Assessment:** This survey provides us with a picture of youths' foundational numeracy skills, especially their number identification, mathematical operations, and word problems. The word problems are designed to be practical market-based situations that youth may experience in their livelihood development.
- **DAP Survey:** The DAP Survey consists of 58 items that ask young people how often or how much they experience a variety of possible strengths in themselves, with their friends, and in their families, schools, and communities.
- **Livelihood Survey**¹³: Since YiA is focused on learning for livelihood readiness, an additional 27 items were administered at the same time as the DAP Survey. These items assess relevant work readiness learning, skills, and experiences. The Livelihood Survey also asks questions about employment and engagement with the labor market.

¹² We use the terms "baseline" and "endline" to reflect the waves of data collection. Baseline data for this study are collected at the start of a cohort's engagement with YiA. Endline data are collected at the end of the cohort's engagement with YiA. The terms "baseline" and "endline" do not reference the start and end of the actual project, but rather two waves of data collection for this study.

¹³ This survey was also referred to as the "Plus" section during data collection.

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

Table I. Outcomes of the POS at two levels: intermediate and ultimate outcomes of YiA

Work Readiness Outcomes	Socioeconomic Outcomes
<ul style="list-style-type: none"> • <u>Financial Literacy</u> <ul style="list-style-type: none"> • Comfort managing money • Budgeting skills • Savings skills • <u>Work Support & Resources</u> <ul style="list-style-type: none"> • Tangible assets • Family support for work development • Community support for work development • <u>Foundational Academic Skills</u> <ul style="list-style-type: none"> • Literacy • Numeracy • <u>Transferable Skills</u> <ul style="list-style-type: none"> • Developmental assets • Self-employment skills • Workplace teamwork and drive 	<ul style="list-style-type: none"> • Job/income earning status (if employed, descriptive type of work) • Daily income • Productive employment • Hazardous employment • Adequate savings • Adequate credit access

Research Design

The overall POS research questions aim to capture what we want to learn from the program over the eight to ten month period of youth engaging with the YiA learning and action phase as articulated in the Learning Framework. The research questions at endline further explore improvements in work readiness outcomes that we observe in youth who have been engaged in the YiA program model. This includes exploring how improvements in these intermediate skills might be related to improvements in youth socioeconomic outcomes. To establish a starting point and build an evidence base for measuring change brought about by the project over time, we ask the following research questions at baseline and endline.

Research Questions at Baseline

- RQ1. What levels of financial literacy, work support & resources, foundational academic skills, and transferable skills do youth have at baseline?
- RQ2. What levels of socioeconomic outcomes do youth have at baseline?
- RQ3. What is the relationship (correlation) among work readiness skills, and between work readiness skills and socioeconomic outcomes?
- RQ4. What is the relationship between gender and work readiness outcomes?

Research Questions at Endline

- RQ1. What is the relationship between baseline levels of work readiness skills and endline socioeconomic outcomes?

RQ2. What is the relationship between the change in levels of work readiness skills and change in socioeconomic outcomes, from baseline to endline?

Sample

The aim of this study was not to offer a representative picture of all youth who go through YiA in Egypt over the five years of the project. Rather, the aim was to understand what changes we see in a sample of youth who attend the program at a point in the project cycle when the YiA program in Egypt is functioning as the program designers intended. Egypt had planned to have 10 different cohorts of youth go through the project. cohorts 2, 5, and 8 were meant for youth from the younger target group (12-14 years) while the rest of the cohorts were for youth from the older target group (15-18 years). The project did several rounds of pilot testing for the different instruments with youth from the first few cohorts. Additionally, the program did not want to wait until the last cohort since there would be little room for follow-up with youth from the POS after they had left the program. The Egypt team wanted to ensure that they could follow-up with youth from the POS after the end line to understand the added value of attending YiA 6-12 months after graduating from the full program cycle. Because of these reasons, and because the program was running as intended by the time they reached cohort 5, the country team decided to focus the POS on cohorts 5 (younger target group) and 6 (older target group).

Within cohort 5 and 6, the country team used a process of stratified non-random sampling to ensure that the sample contained a representative number of male and females from both governorates in which the program functions. Additionally, in each governorate, the program mapped the villages for cohort 5 and cohort 6 and tried to ensure that the learning centers that were selected were from representative villages within that governorate. The team also had to account for data collection logistics; because the program functions in fairly rural areas the country team had to consider travel between learning centers to collect data and community mobilization. In each governorate, the team chose between 3-4 villages (of the 7-8 villages where the program works) that allowed assessors to collect data in a timely manner and follow-up with youth who did not show up for data collection through the community mobilization mechanisms. This will allow the team to ensure high retention in the data collection between baseline and end line, an important issue since youth who have started their own business may have limited interaction with the learning center by the end of the program and may need to be tracked down for data collection.

Baseline Findings

Demographic Characteristics

The sample for this study was 339 youth from Assiut and Sharkia governorates in Egypt. Table 2, below, provides an overview of the demographic characteristics of the sample of youth who consented to participate in this study. The average youth in our sample was 13 years old, with youth reporting being between 11-15 years of age. About 98% of participants reported being between the ages of 12-14.

57% of the participants were female, with the average youth living in a house with at least six other family members. When asked about the possessions (e.g.: television) and utilities (e.g.: water) that their family had, the average youth reported having 45% of the 20 different wealth assets that we asked them about. Additionally, 92% of the youth in our sample were single or had never been married, and none reported having a child.

Finally, all the youth in our sample reported having been out of school for five months or more. 81% reported that the highest level of schooling they completed was either preschool or primary, and 5% reported that they had attended some amount of secondary school. Only 1% of the sample reported having attended a non-formal education program and 12% of youth reported that they had never been to school.

Table 2. Demographic characteristics of the Egyptian youth (n=337) who were part of the POS baseline data collection

% female	FEMALE		57%
Average age	AGE		13
% who speak program language	PROGRAM LANGUAGE		100%
% who last attended school >5 months ago	OUT OF SCHOOL		100%
Average # of household members	FAMILY		6
% of DHS possessions present for average youth	SES		45%
% who have a child	PARENT		0%
% who leave community for >1 month at a time	LEAVES COMMUNITY		1%
% who had job for longer than 1 month	JOB		25%

Profile of Intermediate Outcomes for Youth at Pre-test

This section focuses on two of the four baseline research questions:

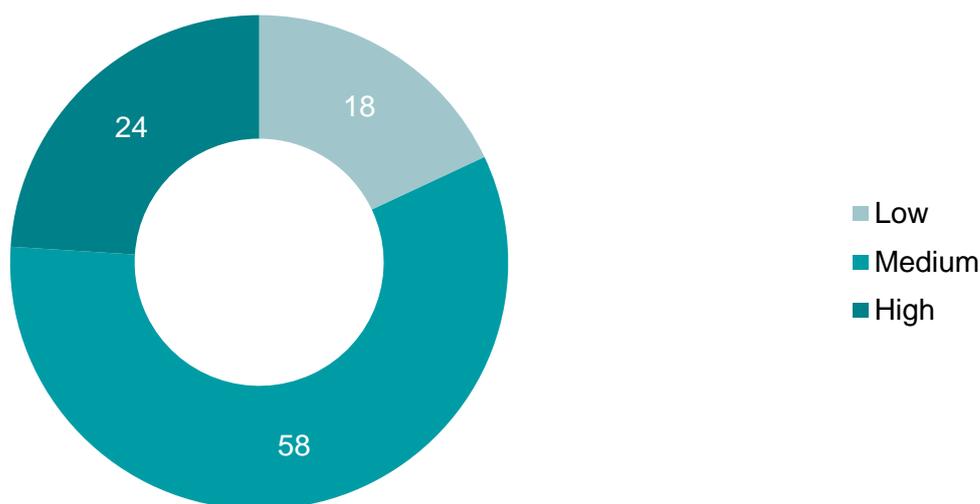
- RQ1: What levels of financial literacy, work support & resources, foundational academic skills, and transferable skills do youth have at baseline?
- RQ4: What is the relationship between gender and work readiness outcomes?

Financial Literacy

The financial literacy score gives an overall sense of youths' comfort managing money, and their perception of their budgeting and saving skills. The financial literacy score is the sum of youth's responses to five questions that focus on how youth budget their money, methods they use to save money and their overall comfort in managing their money (see Appendix A for a list of questions and the scoring criteria). A youth falls in the "Low" category if they scored 0 on all budgeting and savings skills items. The "Medium" category captures youth who scored high on one dimension but not the other, or those who have some of both budgeting and saving skills. Youth in the "High" category scored high on both dimensions of budgeting and saving. As shown in Figure 1 below, 18% of

youth had a low financial literacy score, 58% had a medium financial literacy score and 24% had high financial literacy score. This suggests that a majority of the youth in our sample scored high on one dimension of budgeting or savings skills, but not the other. When we look at financial literacy skills by gender we see a majority (56%) of 197 females and (59%) of 142 males were also in the Medium category. These small differences by gender were not statistically or practically significant.

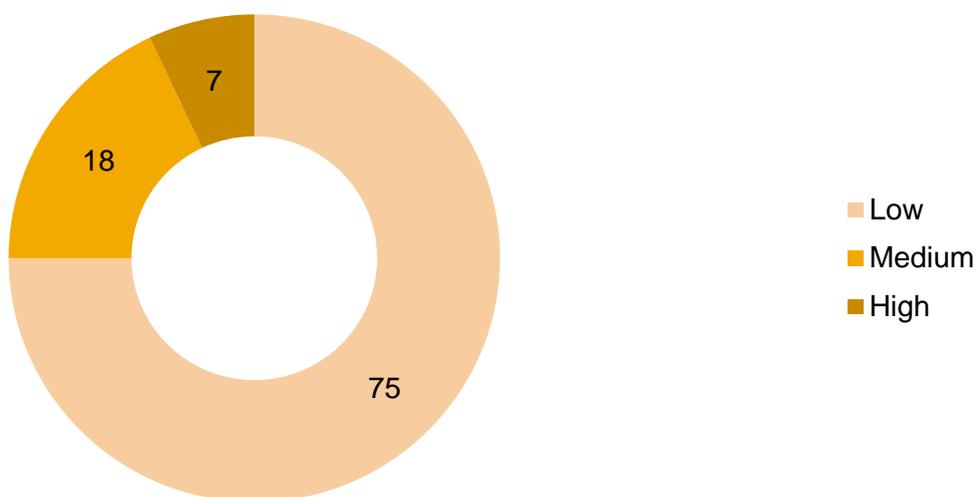
Figure 1. Percent of youth (n=339) reporting different levels of financial literacy skills



Work Supports and Resources

Work supports and resources reflect the material/tangible assets (e.g.: access to land for farming) and family/community support (e.g.: family supports my ideas to work or to earn money) that youth can access to help them in pursuing different livelihoods. See Appendix B for a list of questions and the scoring criteria. Figure 2, below, illustrates the distribution of youth by their access to material assets. A majority (75%) of youth reported having very little in the way of material assets.

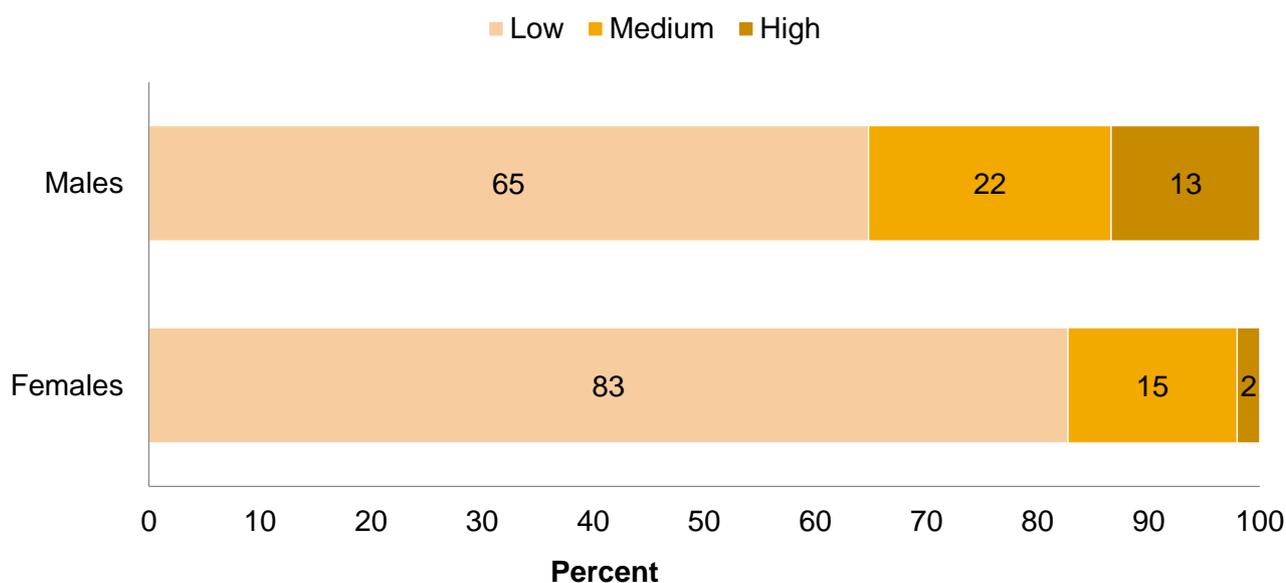
Figure 2. Percent of youth (n=339) reporting different levels of access to material assets



Of the small percent (28%) of the sample youth who did report income generation in either cash or goods in the last year, just 4 in 10 of those youth reported that their families and communities were encouraging and helpful in their work development.

There were no statistically significant differences in self-reported work support and resources for boys and girls. However, 83% of females and 65% of males reported low levels of access to material assets. While this difference was not statistically significant, it is practically meaningful. In our sample, girls reported observably lower levels of access to material assets as compared to their male counterparts. It is possible that this difference does not emerge as statistically significant because of the limited sample size and the limited variability in the variable.

Figure 2.a. Percent of youth (n=339) reporting different levels of access to material assets by gender



Foundational Academic Skills

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

Literacy

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

In YiA all youth complete a literacy assessment when they first enter the program. The program uses this information to place youth into learning groups of mixed literacy levels. This supports the participatory learning

nature of the YiA curriculum. This placement tool, which also serves as an assessment of the change in youth's literacy, measures four components:

- Letters: Number of letters the youth could correctly identify from a 20-letter grid
- Fluency: Number of words the youth read correctly from a passage within one minute
- Accuracy: Percent of reading passage that the youth read correctly
- Comprehension: Number of comprehension questions the youth answered correctly from a list of 5 literal questions

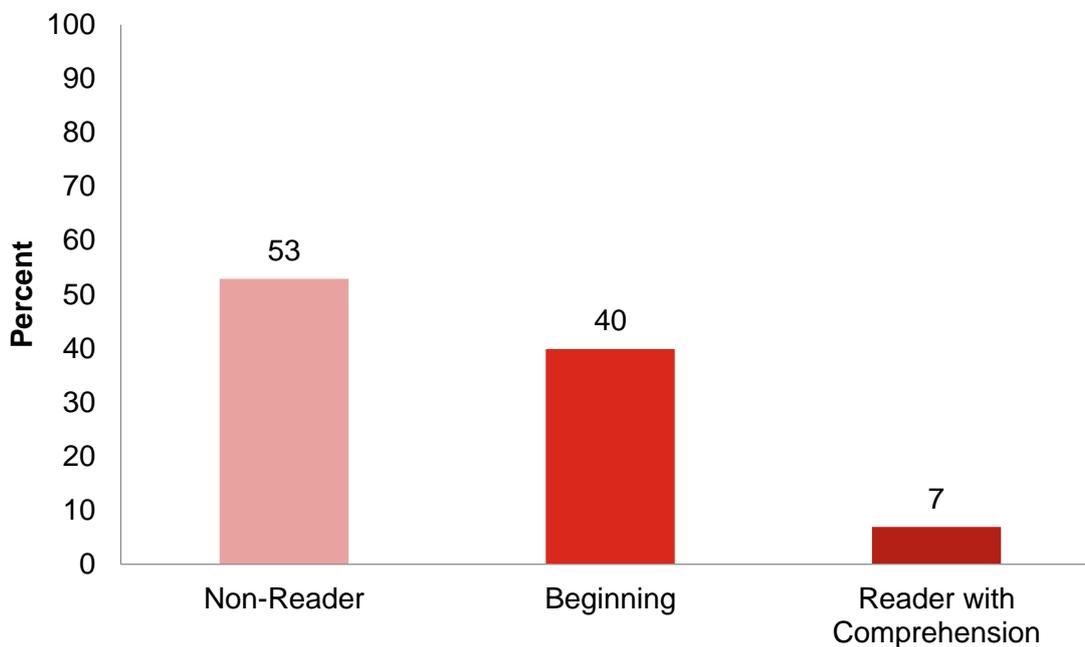
The average youth who participated in this study could identify 50% of letters, read 7 words correctly in a minute, read 19% of the passage accurately when given additional time and could answer about 15% of the comprehension questions correctly.

We used this information to create tiers of youth literacy skills. These tiers allow us to better communicate about where youth are in their literacy development and follow practices that have been established over several years through Save the Children's Literacy Boost program.

1. A non-reader: Youth cannot identify more than 60% of letters and struggles to read the passage
2. A beginning reader: Youth can identify more than 60% of letters and can read through the passage, but only answers three of the five comprehension questions correctly
3. A reader with comprehension: Youth answers four or more of the comprehension questions correctly

In Figure 3, we present the distribution of youth in our sample across these three reading tiers. In the sample of POS youth in Egypt, 53% were non-readers at the start of the program, 40% of the youth had some basic literacy skills, while 7% could read with comprehension.

Figure 3. Percent of youth (n=337) who were in the three literacy tiers at baseline



When comparing the literacy level of males versus females in our sample, we did not find any differences that were either statistically or practically significant.

Numeracy

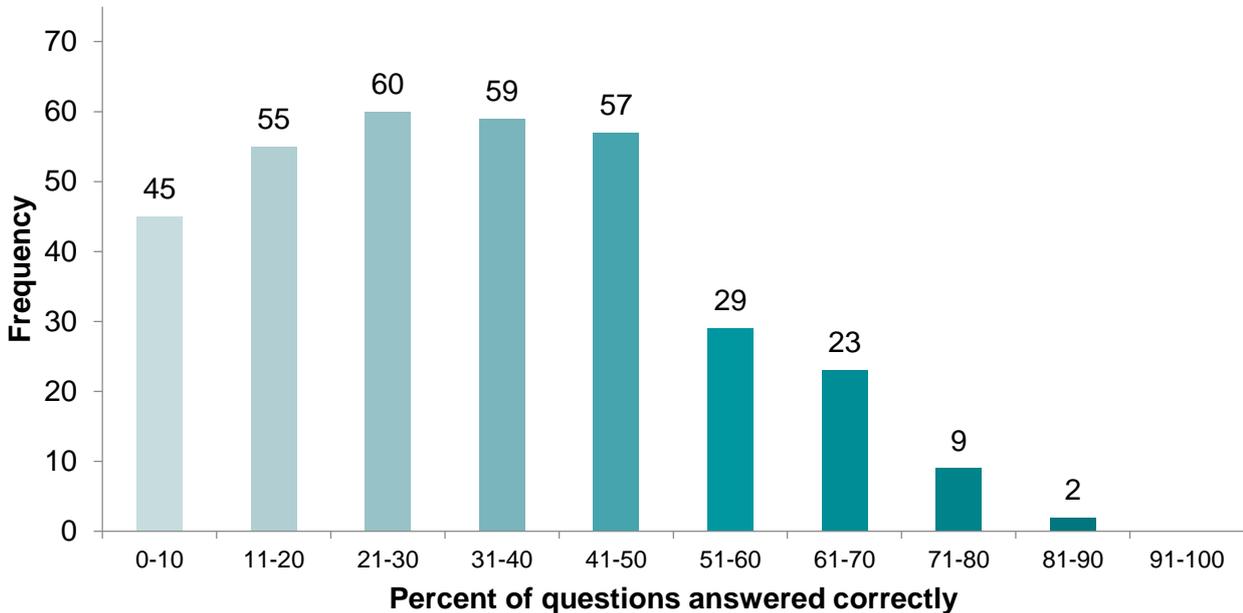
Functional numeracy is an important component of the learning phase of YiA. Since financial literacy—namely budgeting and saving—are seen as important livelihood competencies for youth, building youth’s capacity to conduct basic numeric functions is seen as a precursor to youth keeping budgets and managing their own money. Through the curriculum, youth are helped in building their foundational numeracy skills—counting and numeric functions like addition, subtraction, multiplication, and division. Youth are given opportunities to use these skills through hypothetical and real examples that deal with market interactions and budgeting.

In the POS we assessed youth’s foundational numeracy through an assessment that covered the following skills:

- Counting: Shown 6 numbers and asked to write down the number that comes before or after each number
- Oral Counting: Hear 6 numbers and asked to write down the number that comes before or after each number
- Operations: Given one minute to complete each set of 10 addition, subtraction, multiplication, and division questions
- Word Problems: 8 single- and multi-step problems that are phrased to reflect livelihood and budgeting issues that youth are likely to experience in the agricultural labor market

In Figure 4, we present the distribution of youth in our sample by the percent of questions they answered correctly on the numeracy assessment. The average youth in our sample was able to answer 33% of the numeracy questions correctly. Only 4 youth in our sample could answer 75% or more of the numeracy questions correctly. When comparing the numeracy level of males versus females in our sample, we did not find any differences that were either statistically or practically significant.

Figure 4. Frequency of youth (n=339) by the percent of numeracy questions they answered correctly



Transferable Skills

Transferable skills are “higher-order cognitive and non-cognitive skills that individuals can use to be successful in different situations in work and in life”¹⁴ (p. 1). These skills are important across domains of a youth’s life (e.g.: academic, social, livelihood, etc.), and they can be transferred to a domain when learned in the context of another (e.g.: transferring skills learned in school to livelihood pursuits)¹⁵. Also, these skills are malleable and change over a time in an individual; they can be taught and learned.

YiA focuses on transferable skills in three ways. First, YiA focuses on developmental assets¹⁶: external (relationships, supports, and opportunities, provided by people in the youth’s life) and internal (beliefs, attitudes, and behaviors of a youth) strengths that are important for youth development. Second, the program assesses a youth’s self-employment capabilities. These questions determine a youth’s self-concept and confidence for starting their own business; skills that can be transferred to a different domain of a youth’s life. Lastly, we measure the workplace teamwork and drive that youth demonstrate; their motivation to work with others.

Developmental Assets Profile (DAP)

Developmental Assets are “developmental vitamins”: positive experiences and qualities identified by Search Institute as being essential to healthy psychological and social development in childhood and adolescence. The Developmental Assets framework, organized into eight categories, recognizes the importance of young people having both internal strengths (internal assets) and opportunities and guidance from family, school, peers, and community (external assets) (see Appendix C for a description of the items in the different asset categories). External assets are positive experiences, relationships, and encouragement and support young people receive from peers, parents, teachers, neighbors, and other adults in the community. They include positive role models, boundaries and expectations, as well as young people’s constructive use of time. Internal assets are characteristics and behaviors that reflect positive personal and psychological development in young people. They include strengths such as positive values, positive identity, social competencies, and commitment to learning. The DAP also shows youth perspectives of the support in the different settings in their lives: family, school, peers, and community. For example, young people with good social skills are more likely to have a strong web of supportive relationships. Similarly, if youth are part of effective, engaging, and safe schools, they are more likely to develop an internal commitment to learning.

The DAP score can be understood in terms of four levels of developmental assets:

1. Below DAP threshold (0-29)
2. Approaching DAP threshold (30-41)
3. Meets DAP threshold (42-51)
4. Exceeds DAP threshold(52-60)

See Appendix C for a more detailed frame of reference for interpreting DAP scores and for the reliabilities of the subscales and total DAP scores. Each level has been shown to have a meaningful connection to differing levels of youth well-being. Specifically, youth who “meet DAP threshold” have been shown to have adequate academic,

¹⁴ Brown, A., Rankin, K., Picon, M., & Cameron, D. (2015). *The state of evidence on the impact of transferable skills programming on youth in low- and middle-income countries*. New Delhi, India: International Initiative for Impact Evaluation.

¹⁵ Pellegrino, J. W., & Hilton, M. L. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington DC: National Research Council.

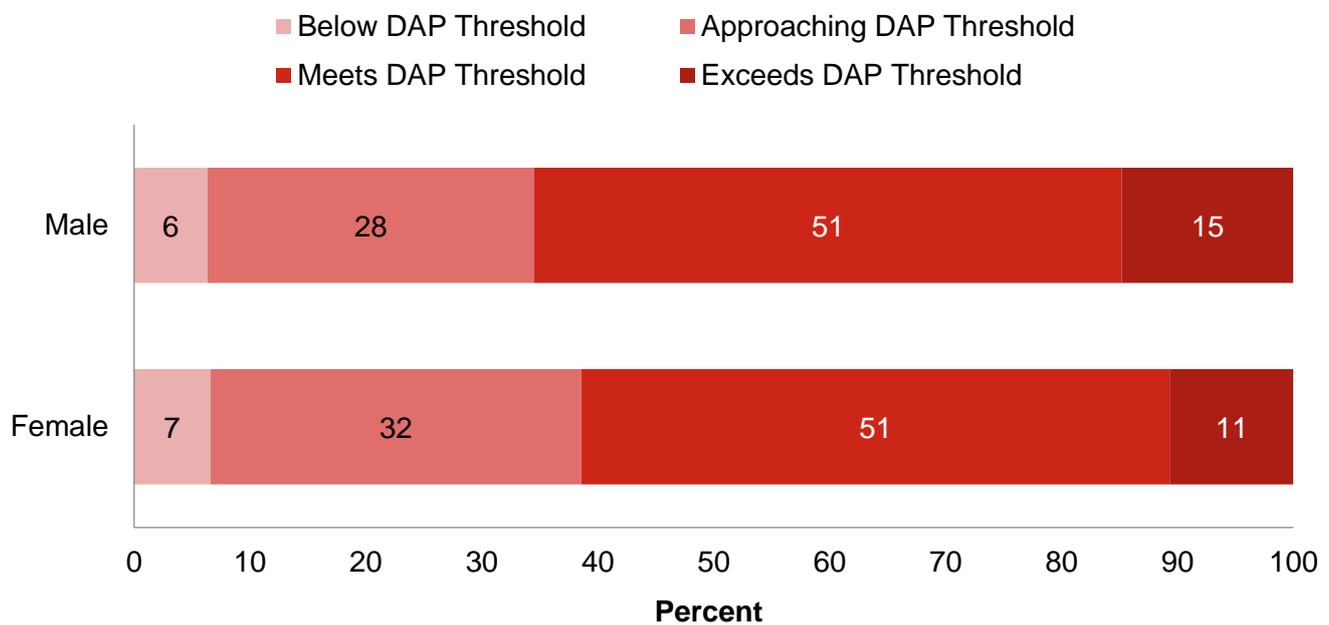
¹⁶ Scales, P. C., Shramko, M., & Ashburn, K. (2016). Developmental assets and sexual and reproductive health among 10-to 14-year-olds in northern Uganda. *International Journal of Child, Youth and Family Studies*, 7(1), 45-64.

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

psychological, social-emotional, and behavioral well-being, whereas youth only approaching or below the DAP threshold level have been shown to have significantly worse well-being outcomes.¹⁷

Figure 5 summarizes the sample’s total DAP scores categorized across the four levels. 81% of youth had scores in the two middle categories, approaching DAP threshold and meets DAP threshold. Relatively few youth (19%) scored either at the highest level or the lowest level of assets.

Figure 5. Percent of youth (n=339) with varying DAP levels at baseline by gender



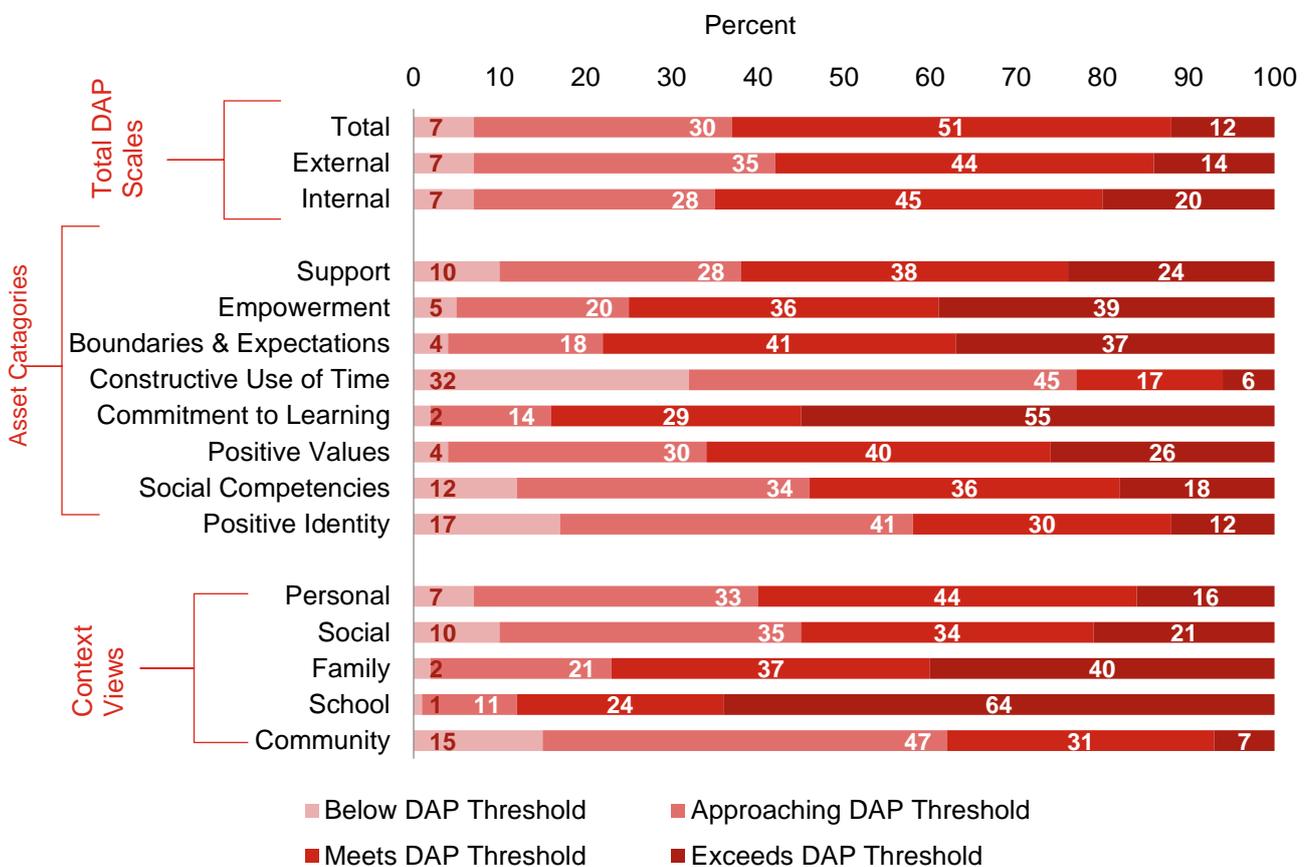
Total DAP levels by gender tell a similar story. Approximately 83% of the female participants and 79% of the male participants had scores in the two middle categories: approaching DAP threshold and meets DAP threshold. In addition, 11% of the female participants as compared to 15% of the male participants scored in the Exceeds DAP threshold category; this difference is noteworthy and suggests that male youth, on average, had a slightly higher DAP score in the population. In other words, the male youth attending YiA demonstrate more internal and external assets than their female counterparts.

Figure 6 shows the percent of youth disaggregated by the sub-categories of DAP assets. Even in these measures of specific asset categories and asset-building contexts, most youth scored in the middle two categories of assets for most of the subscales. One exception is the sub-category of *Constructive Use of Time* where 32% of youth had scores in the lowest category relative to other scales. This is because it measures several distinct experiences or activities (i.e., participation in religious activities, sports or clubs, creative activities, and quality time with parents), and it is common in countries throughout the world for young people to not participate in all of these activities. However, higher scores are related to better well-being, so although low scores are common, they are still undesirable.

¹⁷ Scales, P.C., Roehlkepartain, E.C., & Shramko, M. (2016). Aligning youth development theory, measurement, and practice across cultures and contexts: Lessons from use of the Developmental Assets Profile. *Child Indicators Research*.

Young people need to experience strengths and supports across all parts of their lives, not just in one place (such as school or home). The DAP also explores young people’s perceptions of supports and strengths across five contexts, representing a healthy “ecology” of development. (See Appendix C for a description of Five Contexts for Building Developmental Assets). About 40% of the sample scored at the highest level for the family context scale. For the school context scale, which includes learning centers, over 60% of youth scored in the top (exceeds DAP threshold) category. This is unexpected since all the youth in our sample have been out of school for 5 months or more. A score in the top category of the school context suggests that youth perceive a healthy ecology of development in the school environment; youth may be reflecting back on their experience or reporting on their experience and expectation for development in the school environment. Additionally, the baseline data was collected two weeks after the start of the program. The high score on this context scale could reflect youths’ perceptions of the YiA learning centers which they had just started attending.

Figure 6. Percent of youth (n=339) with varying levels of sub-scores on the DAP at baseline

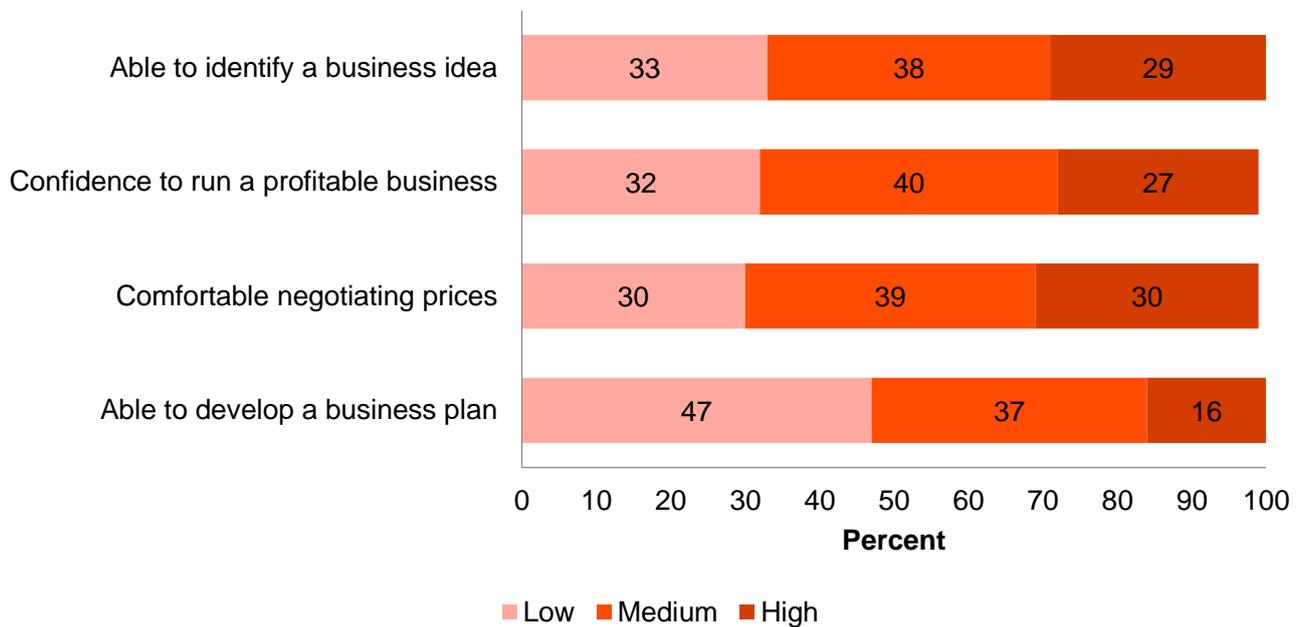


Self-Employment Skills

Self-employment skills is a summary of questions that asks youth about their perceptions in their ability to identify and develop a viable business plan, their comfort in business negotiations, and their confidence in being able to run a profitable business.

When combining all questions, only 26% of the youth in our sample reported having strong self-employment skills; this translates into a low level of comfort and confidence for self-employment endeavors. See Appendix D for a list of the items and a description of how this composite was created. Additionally, Figure 7 describes the percent of youth who reported having low, medium, and high levels of the different self-employment items.

Figure 7. Percent of youth (n=339) who reported different levels of self-employment sub-skills at baseline



When combining all questions and looking at reported self-employment skills by gender we found approximately 78% of the female sample and 68% of the male sample reported having a low level of comfort and confidence for self-employment endeavors. This finding suggests that the average female youth who attends YiA has less confidence and comfort in her capacity to negotiate prices, identify a business idea, develop a business plan or run a profitable business, as compared to her male counterpart.

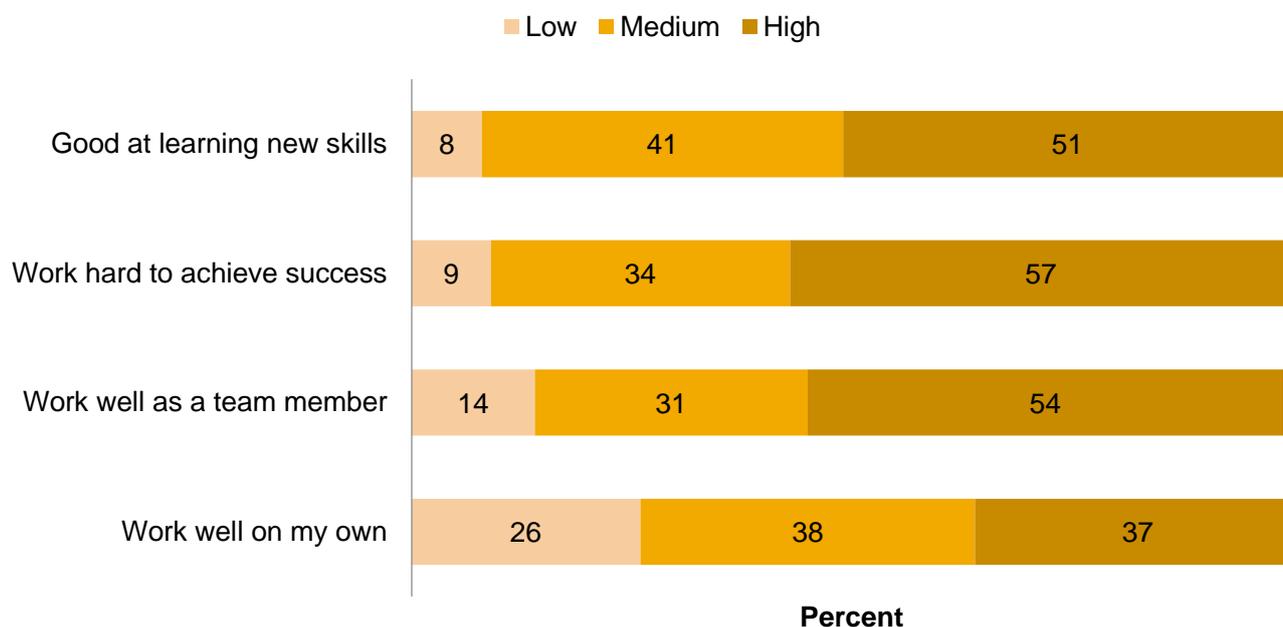
Workplace Teamwork and Drive

Workplace teamwork and drive specifically looks at youths' report of motivation for working independently and ability to work well as part of a team. We also look at youths' level of goal setting and interest in learning relevant or new skills.

When combining all questions, slightly over half (52%) of the sample reported having a high level of workplace teamwork and drive. This reflects youths' high level of motivation for work, goal setting, learning, and teamwork. See Appendix E for a list of the items and a description of how this composite was created. Additionally, Figure 8 describes the percent of youth who reported having low, medium, and high levels of the different workplace teamwork and drive items.

When looking at workplace teamwork and drive by gender we found that 50% of females and 55% of males reported a high level of comfort, motivation and drive for work related endeavors. Compared to the average female youth, the average male youth reported a higher level of comfort working as a team member, working hard to achieve success, learning new skills, and working well on his own.

Figure 8. Percent of youth (n=339) who reported different levels of workplace teamwork and drive sub-skills at baseline



Profile of Socioeconomic Outcomes for Youth at Pre-test

This section addresses one of the baseline research questions:

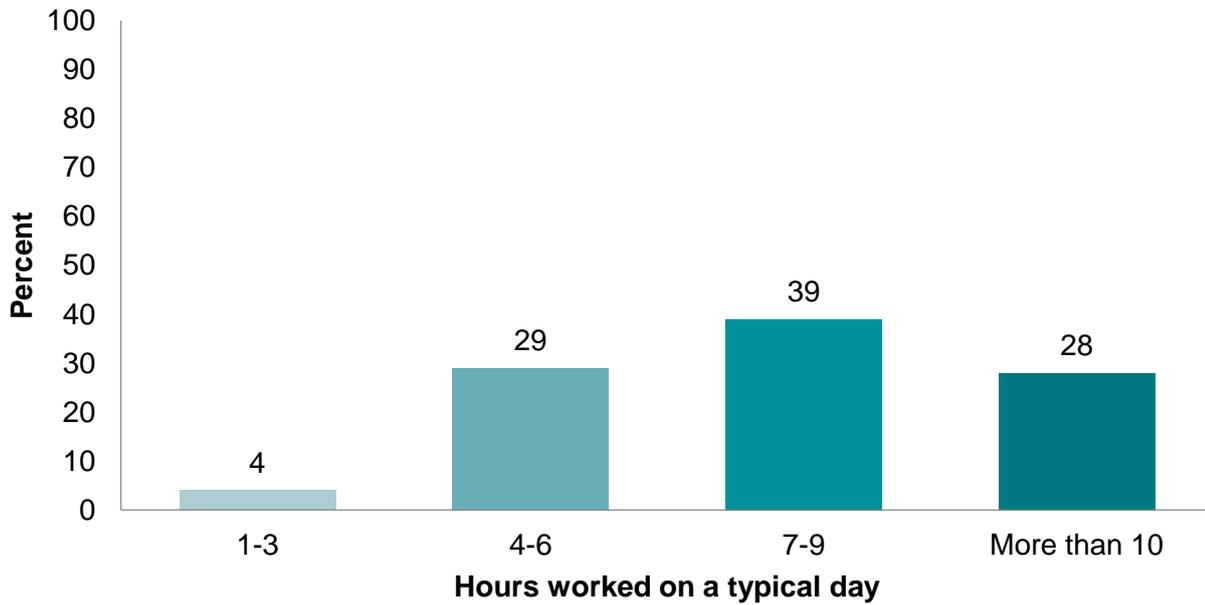
- RQ2: What levels of socioeconomic outcomes do youth have at baseline?

Job/Income Earning Status

Job and income earning status assesses youth’s level of workforce involvement in an income generating activity in the last year. The term “job” in the survey is defined as “any work that you have done for family members or others for which you have been compensated with money, goods, or services.” For youth who report that they do work in an income generating activity, we ask a range of questions about hours of work, type of work, income from work, and nature of work (e.g.: productive, hazardous).

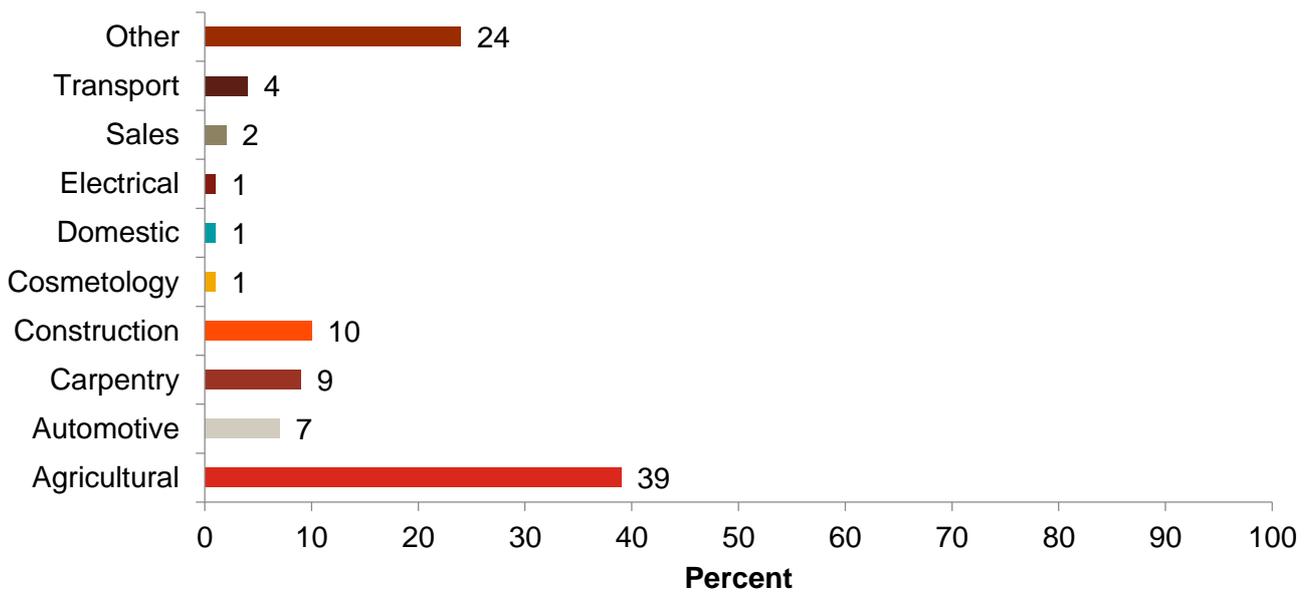
Of the 94 youth who reported having had a job in the last year, a majority (70%) were males. This means that of the 339 youth who were sampled, 15% of females and 46% of males reported participating in an income generating activity in the last year. It is possible that this substantive difference could be explained by the nature of work for young male and female adolescents in Egypt. A recent gender analysis highlighted that there are restrictions on girls’ mobility outside the home; girls are expected to work inside the home while it is common for boys to have more freedom to work outside the home. This could explain why fewer female youth in our sample had a job at baseline.

Figure 9. Percent of youth (n=94) who reported different number of hours worked on an average day



Of the youth who reported having a job, we asked them about the number of hours they worked on a typical day. Almost 40% of youth reported that they worked between 7 to 9 hours/day while 28% reported working more than 10 hours/day. Figure 9, above, presents the percent of youth who reported different numbers of hours worked on a typical day. Of the 64 males who reported having a job, 74% reported working more than 6 hours/day and 33% reported working more than 10 hours/day. That number was slightly lower for females; of the 26 females who reported having a job, 35% reported working more than 6 hours/day but only 15% reported working more than 10 hours/day.

Figure 10. Percent of youth (n=94) who reported different types of work



~40% of youth who reported having a job said that they worked in the agricultural sector, growing or working with agricultural products. Figure 10, below, presents the percent of youth who reported different types of work. Given the high percent of youth who reported working in the agricultural sector, it is not surprising over 55% of youth reported that their work was temporary or seasonal.

Of the 28 female youth who reported working 71% reported working in agriculture, 7% in automotive 4% in cosmetology and 14% in other types of work. On the other hand, of the 66 male youth who reported working, 26% reported working in agriculture, 8% in automotive, 12% in carpentry, 14% in construction, 2% in domestic work, 2% in electrical, 3% in sales, 6% in transportation and 29% reported working in other industries.

Daily Income

A majority of youth who reported working said their approximate daily income from work was less than 50 Egyptian pounds.

Figure 11. Percent of youth (n=92) who reported approximate daily income from work

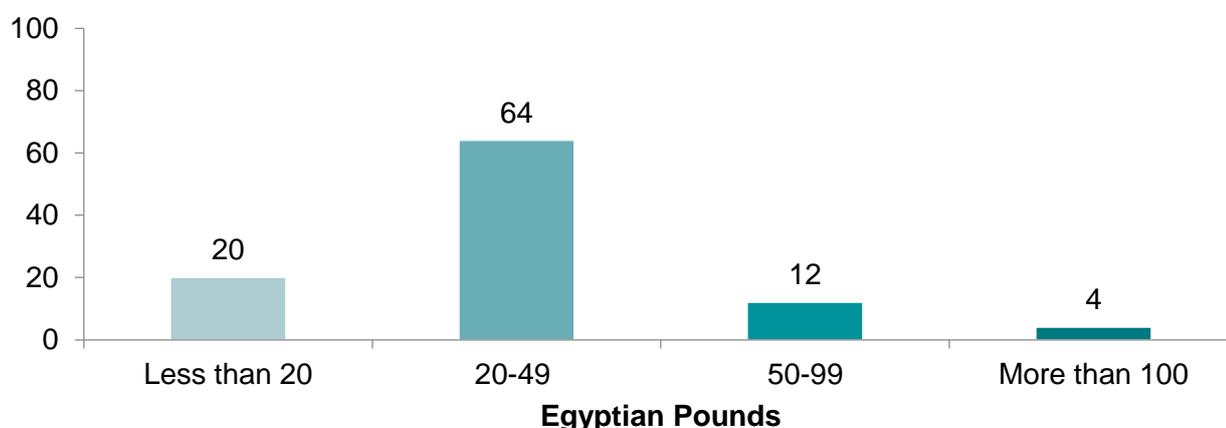


Figure 11 shows the approximate daily income from work: 64% reported earnings from 20 to less than 50 Egyptian Pounds (~\$5USD). When we look at daily income by gender both males and females reported receiving some payment for work. Of the 27 females who reported earning an income from work, 89% reported earning less than 50 pounds where only 3 of them reported earning less than 20 pounds. For the male youth, of the 65 who reported earning an income from work, 82% reported earning less than 50 pounds and 15 youth reported earning less than 20 pounds.

Productive Employment

Of the 94 youth who reported having a job, 35% were engaged in productive work. Productive work is work that allows youth to meet current spending needs, save a little, and work that does not keep them from going to school. When we look at productive work by gender 25% of females and 39% of males were engaged in productive work.

Hazardous Employment

Of the 94 youth who reported having a job, 77% reported hazardous working conditions or work environments. Hazardous work is work that is dangerous or negative working conditions in which the youth feels unsafe. For youth who report working, we ask them if the main way they earn money exposes them to dangerous equipment and tools, excessive workload as well as a hazardous environment that poses a health and safety risk. See Appendix G for a list of items included in Hazardous Employment. When we look at hazardous work by gender 69% of females and 80% of males reported hazardous working conditions.

Adequate Savings

Adequate savings measured youths' self-reported level of savings to cover basic expenses such as groceries, school supplies, clothes, and incidentals, as well as having startup capital to develop a business. Almost all the youth in our sample—81%—reported not having adequate savings. When looking at adequate savings by gender 87% of females and 72% of males reported having low levels of adequate savings to cover basic expenses. This difference was not statistically significant.

Adequate Credit Access

Adequate credit access measured youths' ability to obtain adequate credit or loans from either formal or non-formal institutions to cover basic expenses and incidentals, or as startup capital to develop a business. Once again, 89% of the youth reported having low levels of access to credit. Similarly when looking at adequate credit access by gender 93% of females and 82% of males reported having low levels of adequate credit access from either formal or non-formal institutions to cover basic expenses, incidentals or as startup capital for business ventures.

Association among Intermediate and Socioeconomic Outcomes

In this section we report on the third research question:

- RQ3: What is the relationship (correlation) among work readiness skills, and between work readiness skills and socioeconomic outcomes?

In these baseline data from Egypt, we look at the associations between aggregate work readiness outcomes including financial literacy, work support & resources, literacy, numeracy, developmental assets, self-employment skills, and workplace teamwork & drive. We present these associations—correlations—in Table 3 below.

Correlation matrices communicate two important pieces of information:

1. The **strength** of the relationship between two outcomes: The relationship between two variables is described using a number that ranges from -1 to +1, a correlation coefficient. Relationships that are between 0.5-1 (or -0.5 to -1) are generally considered to be strong relationships. As a general rule, we use the following ranges to decide the strength of the relationship:
 - Strong: (0.5 to 1) or (-.5 to -1)
 - Important: (0.3 to 0.5) or (-0.3 to -0.5)
 - Notable: (0.12 to 0.3) or (-0.12 to -0.3)
 - Weak: (-0.12 to 0.12)
2. The **direction** of the relationship between two outcomes: Relationships that have a “-” sign ahead of them suggest that the two outcomes are negatively associated with each other. This means that as the scores for one outcome increases, it is likely that the score for the other outcome would decrease. If there is a “+” sign in front of a relationship (or there is no sign) it means that the two outcomes are positively associated. This means that as the score for one outcome increases, it is likely that the score for the other outcome would increase as well.

We present the correlations matrix for the work readiness outcomes in Table 3, below. Within the transferable skills domain—DAP, self-employment skills, workplace teamwork & drive—the outcomes demonstrate an important positive relationship with each other. Since we defined all three types of skills under one domain—transferable skills—it is not surprising that these three outcomes have a moderately strong relationship to each other. Additionally, there is an important and positive relationship between a youth's financial literacy and their transferable skills. This would suggest that the underlying skills that youth use to build financial literacy are similar to the underlying skills that youth use in the transferable skills domain.

Table 3. Correlation matrix for the work readiness and socioeconomic outcomes

		Financial literacy	Work support & resources	Academic skills		Transferable skills			Employment status	Daily Income	Productive Employment	Hazardous Employment	Adequate Savings	Adequate Credit Access
				Literacy	Numeracy	DAP	Self-employment skills	Workplace teamwork & drive						
Financial literacy		1												
Work support & resources		0.37	1											
Foundational academic skills	Literacy	-0.01	0.13	1										
	Numeracy	0.15	0.01	0.25	1									
Transferable skills	DAP	0.31	0.57	0	0.19	1								
	Self-employment skills	0.44	0.43	0.02	0.19	0.36	1							
	Workplace teamwork & drive	0.41	0.33	0	0.13	0.46	0.42	1						
Employment status		0.17	0	-0.02	0.08	-0.03	0.22	0.09	1					
Daily Income		0.09	0.12	0.02	0.04	-0.06	0.15	0.03	0	1				
Productive Employment		0.26	0.25	0.16	-0.03	0.23	0.23	0.23	0	0.05	1			
Hazardous Employment		-0.04	-0.02	0.17	0.05	-0.14	0.02	-0.03	-0.05	0.03	0.07	1		
Adequate Savings		0.34	0.43	0	0.14	0.27	0.27	0.2	0.22	0.16	0.26	0.12	1	
Adequate Credit Access		0.22	0.27	0.01	0.07	0.2	0.23	0.11	0.18	0.23	0.29	0.13	0.38	1

We found that the literacy skills of youth had a notable association with youth’s numeracy skills. However, because of the close theoretical relationship between these foundational academic skills, we assumed that they would have a stronger relationship with each other. Additionally, we did not find strong associations between work support & resources and both literacy and numeracy skills.

The last six rows of Table 3 present the correlations between the different socioeconomic outcomes and the work readiness outcomes. Overall, most of the socioeconomic outcomes had weak associations with the work readiness outcomes. One explanation of this is that only 27% of the youth in our sample reported having a job. Because of this, the correlations between the socioeconomic outcomes and work readiness outcomes are only

pertinent for the youth who reported having a job at baseline. The small sample size and low variation in the socioeconomic variables means that it is harder to find a strong relationship between these variables. However, there were a few exceptions. For example, youth reporting higher levels of access to savings & credit also reported stronger financial literacy and work support & resources. Additionally, there was a notable positive association between productive employment and the three different transferable skills.

When we look at correlations by gender, there was a notable positive correlation between numeracy skills and the three different sub-domains of transferable skills, for the males in our sample. However, we did not find a similar notable association for the females in our sample. Additionally there was a notable positive association between financial literacy and having a job for boys but not girls.

Conclusion

In this report, we have described the initial levels of work readiness skills that youth brought with them as they started the YiA program in Egypt.

There are some limitations in these data. The primary limitation is the sample size. In Egypt, the focus of the POS is on the two different target age groups—12-14 years and 15-18 years. Because of the focus on two distinctly different age groups, who receive a different program, the overall sample of ~800 youth for the POS was split between these two cohorts. This is why the sample size for this report is at 339 youth. The sample size is sufficient for most of the descriptive work we provide in this report; however, the sample size does affect the correlations that we present at the end of the last section. The low number of youth who reported having a job means that there are restrictions to the final correlations between the socioeconomic outcomes and work readiness outcomes. We are less confident in the conclusions that we can draw from these correlations.

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

Overall, these youth had a low degree of confidence in their self-employment skills, but a moderately high degree of confidence in their financial literacy (budgeting and savings skills). However, less than 10% had high levels of the foundational academic skills of literacy (readers with comprehension) and numeracy (giving the correct answer to at least 75% of number questions). On the positive side, a bit more than 60% of these youth met or exceeded the threshold for developmental assets—the relationships, opportunities, and personal strengths that have been shown to help youth in low-resource countries succeed. However, few of these Egyptian youth reported having adequate levels of either the material or emotional support for workforce development or income-generation. Moreover, the data suggest that the great majority of these YiA youth were not engaging in income-generating activities as they began the program. Finally, work support and resources, transferable skills, and financial literacy seem to be meaningfully correlated with each other, and financial literacy and self-employment skills seem to have a notable correlation with employment status. Moreover, although the developmental assets do not have an association with employment status, they do relate to the quality of employment: youth with higher levels of assets were more likely to have productive employment. There appear to be few if any meaningful differences between males and females in any of these patterns.

These results suggest several other conclusions. First, the YiA program appears to be selecting the intended youth into the program: youth, on average, who do not currently have the foundational academic skills,

transferable skills, or work resources and support to generate adequate income. That is, the program is reaching its intended target group.

Second, most of the outcome variables of interest showed that half or more of youth were not at the level desired for effective employment or income generation. Thus, there is considerable room for YiA in Egypt to make an impact with these youth, which adds to the case for the potential value of the program.

Finally, the positive and meaningful correlations among the intermediate outcome variables suggest that success by the program in raising levels of one or more of those variables may well be accompanied by increases in the other outcomes too. That is, increases in any one of financial literacy, foundational academic skills, transferable skills, and work support & resources, are likely to be coupled with increases in the other three kinds of intermediate outcomes. This is especially important because it is likely that there is an additive effect on socioeconomic outcomes of all four of those workforce readiness areas getting stronger, in that youth who improve on all four of financial literacy, foundational academic skills, transferable skills, and work support & resources are likely to improve their socioeconomic outcomes more than youth who improve in fewer areas. The fact of their meaningful correlation means that there is a greater chance of the YiA program positively affecting all four, and thus promoting this synergistic effect. In addition, the notable correlation between financial literacy and self-employment skills as well as employment status, and the link between higher levels of developmental assets and a better chance of having productive employment, suggests that improvements in those areas also may well be linked to improvements in socioeconomic outcomes. All of these intermediate workforce readiness areas are potentially changeable through the YiA program activities, the web of supportive relationships the program creates for youth, and other YiA supports.

Overall then, these data suggest the underlying validity of the YiA theory of change, and the likelihood that improving these youths' foundational academic skills, financial literacy, transferable skills, and work resources and support will yield at POS endline to an observable impact on the youths' socioeconomic condition.

Appendix

Appendix A: Items and structure of “Financial Literacy” composite

Item	Question
C3.a	I can track how much money I have compared to what I'm spending and thus I can budget money to meet my needs
C3.b	I can decide what to do with the rest of money after paying my own expenses
C3.c	I feel comfortable in managing my own money
C4.	Over the past 12 months, did you provide any money (to put some money aside to cover future expenses)?
C5.a	Have you deposited any of your money in a formal financial institution (such as the regular bank or the microfinance bank)?
C5.b	Have you deposited any of your money in an informal financial institution (such as Saving and Credit Cooperatives and Village Savings & Loan Associations)?

The "Financial Literacy" scale is a summative scale consisting of Budgeting Skills (c3a, c3b) and Savings Skills (c4, c5a, c5b). The two budgeting skills items were coded with response options 1 through 3, while the three saving skills items were coded with response options 0 and 1. To create the Financial Literacy scale, the coding for the saving skills items were left as-is (0 and 1). We recoded the two budgeting skills items as 0 if survey participants responded with 'Does not resemble me' (1), and 1 if 'Resembles me a little' (2) or 'Resembles me a lot' (3). The five items were then added up to create the Financial Literacy Scale. To summarize, budgeting skills contribute 2 of the 5 Financial Literacy points; saving skills contribute the other 3 points. In other words, youth with budgeting but no saving skills can have a maximum of 2 points; youth with saving skills but no budgeting skills can have a maximum of 3 points.

Appendix B: Items and structure of “Work Supports & Resources” composite

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

The “Work Support and Resources” scale was created combining two scales namely: “Tangible Assets” and “Support for Work Development” which looks at family and community support for work.

"Tangible assets" is a summative scale of items c8 through c13. Youth who scored LOW have 2 or fewer tangible assets. Youth who scored MEDIUM have 3 or 4 tangible assets. Youth who scored HIGH have 5 or 6 tangible assets.

The "Support for Work Development" scale is created using the six family support (c22 through c24) and community support (c25 through c27) items. We calculated a mean score from these six items: we considered youth with a mean score lower than 3 to have inadequate levels of support; youth with a mean score of 3 or greater have adequate levels of support.

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

Description of Eight DAP categories

THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS	
External Assets	Internal Assets
 <p>SUPPORT Young people need to be surrounded by people who love, care for, appreciate, and accept them.</p>	 <p>COMMITMENT TO LEARNING Young people need a sense of the lasting importance of learning and a belief in their own abilities.</p>
 <p>EMPOWERMENT Young people need to feel valued and valuable. This happens when youth feel safe and respected.</p>	 <p>POSITIVE VALUES Young people need to develop strong guiding values or principles to help them make healthy life choices.</p>
 <p>BOUDARIES AND EXPECTATIONS Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.</p>	 <p>SOCIAL COMPETENCIES Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.</p>
 <p>CONSTRUCTIVE USE OF TIME Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.</p>	 <p>POSITIVE IDENTITY Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.</p>

Description of Five Contexts for Building Developmental Assets

Context	Description	Examples of These Assets*
Personal assets	Internal strengths that shape the character of young people, including their self-concept, values, attitudes, and capabilities.	Honesty Restraint Planning and decision-making A sense of purpose
Social assets	Social assets are experienced through personal relationships with others, particularly their friends.	Peaceful conflict resolution Positive peer influence Interpersonal competence Other adult relationships
Family assets	Assets experienced in the family	Family support Positive family communication Useful roles in the family Family boundaries
School assets	Assets experienced in school	Achievement motivation School engagement Caring school climate School boundaries
Community assets	Assets experienced in community settings other than school	Community values youth Youth programs

Religious community
Caring neighborhood

Internal Consistency Reliabilities for the DAP in Egypt POS Baseline

Alpha reliabilities of DAP scales, Uganda Baseline, n=789		
Asset Scale	Alpha Coefficient	Meaning
Total DAP	.93	Excellent
External Asset Scale	.85	Good
Internal Asset Scale	.89	Good
SUPPORT Young people need to be surrounded by people, who love, care for, appreciate, and accept them.	.69	Promising
EMPOWERMENT Young people need to feel valued and valuable. This happens when youth feel safe and respected.	.63	Promising
BOUNDARIES AND EXPECTATIONS Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.	.72	Acceptable
CONSTRUCTIVE USE OF TIME Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.	.37	Unacceptable
COMMITMENT TO LEARNING Young people need a sense of the lasting importance of learning and a belief in their own abilities.	.74	Acceptable
POSITIVE VALUES Young people need to develop strong guiding values or principles to help them make healthy life choices, including responsibility, empathy, and self-control.	.75	Acceptable
SOCIAL COMPETENCIES Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.	.69	Promising
POSITIVE IDENTITY Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.	.61	Promising
PERSONAL CONTEXT	.71	Acceptable
SOCIAL CONTEXT	.79	Acceptable
FAMILY CONTEXT	.76	Acceptable
SCHOOL CONTEXT	.81	Good
COMMUNITY CONTEXT	.72	Acceptable

Notes. An alpha reliability coefficient of .70 or higher is considered acceptable; a coefficient of .60 and above is promising. The Constructive Use of Time scale is usually low on reliability because it measures several different activities, and youth might not necessarily engage in all of them, which would be required to have adequate reliability.

Interpreting the DAP

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

table below shows each quartile score definition. Brief description of the DAP interpretation (e.g.: below DAP threshold)

<i>Definition of DAP Score Quartiles, by Scale</i>		
	Total DAP Scale (out of 60)	DAP Asset Categories and Context View Scales (Out of 30)
Below DAP Threshold	0-29	0-15
Approaching DAP Threshold	30-41	16-20
Meets DAP Threshold	42-51	21-25
Exceeds DAP Threshold	52-60	26-30

Appendix D: Items and structure of “Self-Employment Skills” composite

Item	Question
CI6.a	I am able to develop a business plan
CI6.b	I am comfortable negotiating prices when buying or selling items
CI6.c	I feel able to identify a business idea that is safe and through which you can make money
CI6.d	I am confident that I have the skills to run a profitable business

The "Self-employment Skills" scale is created using items CI6.a through CI6.d and then calculating the mean score of these four items. We considered youth with a mean score lower than 2.5 to have inadequate Self-employment Skills; youth with a mean score of 2.5 or greater have adequate self-employment skills

Appendix E: Items and structure of “Workplace Teamwork and Drive” composite

Item	Question
C2.a	I work well on my own without the need for someone to guide me on what I have to do
C2.b	I work well as a team member
C2.c	I work hard to achieve success and reach my goals
C2.d	I am good at learning new skills

The "Workplace Teamwork and Drive" scale is created using items C2.a through C2.d and then calculating the mean score of these four items. We considered youth with a mean score lower than 2.5 to have inadequate Workplace Teamwork and Drive; youth with a mean score of 2.5 or greater have adequate Workplace Teamwork and Drive

Appendix F: Items and structure of “Adequate Savings & Adequate Credit Access” composite

Item	Question	
	<i>I have enough Savings to</i>	<i>Adequate Savings</i>
CI4.a	Support my family for one week	
CI4.b	Buy the necessary materials to start or develop a business.	
CI4.c	Pay expenses if one of my family members is affected by sudden illness	
CI4.d	Pay for books or tools necessary for school	
CI4.e	Buy suitable work clothes	
	<i>I can get a formal or informal loan to</i>	<i>Adequate Credit Access</i>
CI5.a	Support my family for one week	

- C15.b Buy the necessary materials to start or develop a business.
- C1.c Pay expenses if one of my family members is affected by sudden illness
- C14.d Pay for books or tools necessary for school
- C14.e Buy suitable work clothes

"Adequate Savings" and "Adequate Credit Access" are both summative scales. Adequate Savings consists of items c14a through c14e; Adequate Credit Access consists of items c15a through c15e. In both measures, youth were considered to have LOW levels if they scored 2 or lower; MEDIUM levels if they scored 3 or 4; HIGH levels if they scored all 5 items.

Appendix G: Items and structure of “Hazardous Employment” composite

Item	Question
	Which of the following is true about your main work or your main way to earn money or earn a living: I am exposed to...
C21a	Dangerous equipment or tools (such as heavy machinery, knives
C21b	Excessive workload
C21c	Hazardous environment

The "Hazardous Environment" scale is created using items c21a through c21c and then calculating the mean score of these three items. We considered youth with a mean score lower than 2.5 to have lower levels of Hazardous work environments; youth with a mean score of 2.5 or greater have higher levels of Hazardous work environments