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Haiti Adolescent Girl Initiative (AGI): Project Report

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ABBREVIATIONS AND ACRONYMS

AGI: Adolescent Girl Initiative

CPFPC : Centre Polyvalent de Formation Professionnelle de Carrefour - Multi-purpose technical training center of Carrefour

ECD: Early Childhood Development

ECVMAS: *Enquête sur les Conditions de Vie des Ménages après le Séisme*

EOI: Expression of Interest

IE: Impact Evaluation

IGA: Income-Generating Activity

INFP : *Institut National pour la Formation Professionnelle et Technique* - National Institute for Technical Training

GAP: Gender Action Plan

MEFP: *Ministère de l'Education et de la Formation Professionnelle* (Ministry for Education and Professional Training)

PaP: Port-au-Prince

RCT: Randomized Control Trial

UFGE: Umbrella Facility for Gender Equality

SUMMARY

Funded by the World Bank Gender Action Plan (GAP and subsequently the UFGE) and the Nike Foundation, the Haiti AGI is part of the Adolescent Girls Initiative (AGI), an international initiative, to pilot context-specific interventions in low income countries – half of them fragile countries - for a better understanding of the skills that could increase employability for vulnerable young women.

Women and particularly young women are underrepresented in Haitian labor markets. They have significantly worse labor indicators than their male counterparts, particularly in labor income, in spite of limited differences in education. For instance, they are 20% more likely to be unemployed than men and, if working, make wages 32% lower. With labor income a key determinant of poverty reduction in Haiti, improving the capacity of young women to access, benefit from, and contribute to the labor market is critical. To that end, the Haiti AGI worked with vulnerable Haitian young women aged 17-21 years in the Port-au-Prince area. The intent was to increase the young women's agency and capacity to improve their socio-economic situations, particularly through formal labor markets. The overall objective was to improve the employability of the women taking part in this pilot project, i.e. for them to be better positioned to participate productively in the labor market.

Between 2012 and 2014, the Haiti AGI provided technical and soft-skills training to over 1,000 young women. The technical skills were in sectors not traditionally associated with female employment but presenting interesting hiring opportunities in a reconstruction/post-reconstruction context: electricity, mechanics, refrigeration, heavy machine operation, telecommunications, and others. Soft-skills sessions were organized in parallel by community organizations working with the beneficiaries in their respective *quartiers* of residence to boost socio-emotional and non-technical factors such as self-confidence, autonomy, aspirations, and empowerment.

The Haiti AGI gathered lessons through qualitative evaluations of the pilot as well as a randomized impact evaluation. Feedback on the quality of the design and implementation from all actors involved was largely positive. A main indicator that the design and implementation were good is that drop-out from the program was extremely low. Of all AGI beneficiaries, only 6% abandoned the program. Typically, technical training programs see drop-out rates in the order of 50% to 60%. The low rate could also be indicative that beneficiaries were satisfied with the project, a finding corroborated by feedback received from the qualitative evaluations conducted in June-July 2013 and December 2014- January 2015.

The Haiti AGI has improved the overall agency of beneficiaries, i.e. their capacity to make choices and to pursue desired actions. An assessment three months after program completion found that beneficiaries had higher socio-emotional "assets" compared to women who did not take part in the program. Their autonomy in decision making, their autonomy in personal mobility, and their standing in relations with family and others all rose. Stress declined and mindset became more positive. Beneficiaries' aspirations about work and income grew more ambitious. The young women were more assertive and talked more to others about job opportunities. Concurring evidence shows increased non-acceptance of violent behavior from personal partners. The integrated design of the

project and the importance given to soft-skill training appear to have been key determinants of those outcomes.

In terms of labor markets, impacts measured three months after program completion show that beneficiaries were changing the type of work they do, while the share who were participating in income-generating activities, as well as their earnings, had not increased. These short-term impacts show that beneficiaries were transitioning towards higher-skilled jobs related to the technical training they received. Underlying the lower participation in income generation was an enhanced aspiration to pursue further education, necessitating a delay in entering the labor market. Young women who took part in the project displayed higher expectations towards school enrollment and subsequent engagement in the labor force. Encouragingly, these aspirations are materializing in reality with beneficiaries increasing their enrollment for further education.

These short-term results show that the Haiti AGI enhanced the employability of young women, improving both technical and socio-emotional skills, all markers of better labor market performance. Right after training, it is not atypical for job-finding rates to be lower for participants than non-participants, as other studies have found. Moreover, the most recent qualitative evaluation that focused on the job search experience of the beneficiaries provided additional keys to understanding the challenges faced by youth and particularly young females in a constrained labor market such as Haiti's. These include the limited number of job openings, the lack of information regarding those openings, and the common abuse of power (in the form of sexual advances) by men who are in situations of authority in the job application process.

The Haiti AGI was a project with an intensive treatment aimed at gaining a more in-depth and contextualized understanding of the constraints and challenges faced by vulnerable youth to participate in the labor market. The Haiti AGI does not aim to be scaled up in its exact current form in the depressed labor market context of Haiti, but could be an option for less constrained environments. Still, elements of the project can be used to inform agency-building and active labor market policies and programs in Haiti and other fragile countries. In light of this, several takeaways are offered for employability-oriented programs and active labor markets programs:

1. **Having an integrated project design that builds on local community partnerships and public-private partnerships (PPP) matters for skill-building programs aimed at vulnerable groups.** The Haiti AGI confirms the importance of comprehensive intervention programs when dealing with vulnerable groups to address the diversity of challenges they face, beyond gaps in technical skills. Moreover, given the gender equity focus of the project, a takeaway for program designers to consider is that to address gender-specific challenges – including gender-based violence- a network of design elements is advisable, such as limiting commuting time, having alert and monitoring systems, timing activities during daylight.
2. **Providing technical training in non-traditional trades is an option for consideration for women's training programs.** Providing training for women in male-dominated fields is not an easy decision for program designers. The takeaway to offer from the Haiti pilot is that participants in non-traditional tracks were as committed to follow-through, remain engaged,

and complete the courses and internships as participants who did the traditional tracks in the pilot. While bottlenecks remain to make technical training viable in terms of direct translation into employment, gender does not appear to be one provided the right orientation, consideration to labor market needs and employers' engagement.

3. **Complementing technical training with socio-emotional and soft-skills development can be a cost-effective program components to enhance results.** Soft-skills are increasingly recognized for the key role they play in job performance, and as a result are given high importance by recruiting employers. For a fraction of the cost of the technical component, evidence from the project implementation and qualitative evaluations attest to the potential returns of investing in socio-emotional and soft-skills development. More research is needed to further measure those returns.
4. **Accounting for aspirations in program design can help channel this dimension towards better outcomes.** Aspirations are an important lever for motivation and perseverance. Finding the balance between vulnerable youth aspiration, expectation, and reality directly influences outcomes in terms of program drop-out rates and post-training trajectories. While the Haiti AGI saw an increase in aspirations, the findings also indicate a need for further research on how to best integrate this dimension in future programs.
5. **Improving how to provide information and prepare graduates to enter constrained labor markets particularly matters in fragile settings.** Educating the trainees about the reality of labor markets both in terms of opportunities and challenges is necessary, but how to do it to maintain motivation and perseverance remains to be further refined. Improving information sharing and transparency so as to increase, and render more inclusive, the matching of labor supply and demand is an important area for further study.

I. Introduction

The Haiti AGI is part of the worldwide Adolescent Girl Initiative. The AGI was launched on October 10, 2008 as part of the World Bank Group's Gender Action Plan (GAP), which helps to increase women's economic opportunities by improving their access to labor market, agricultural land, technology, credit, and infrastructure services. With the financial participation of the Nike Foundation, the AGI piloted context-specific interventions in low income countries – half of fragile countries- for a better understanding of the skills that could increase employability for vulnerable young women. The initiative has been implemented in eight countries: Haiti, Afghanistan, Lao People's Democratic Republic, Jordan, Liberia, Nepal, Rwanda, and South Sudan. While some on the pilots were eventually scaled up (Liberia, Nepal), the main objective of the AGI has been to inform policies, programs and projects aimed at developing the agency and employability of vulnerable young women.

Launched in 2011, the Haiti AGI worked with vulnerable Haitian young women (aged 17-21 years) in the Port-au-Prince area to increase their agency as well as their capacity to improve their socio-economic situations, particularly but not exclusively through formal labor markets. Over the course of the project, more than 1,000 young women were trained, in two cohorts of about 500. Women—particularly young women—are under-represented in Haiti labor markets and have significantly worse labor indicators than their male counterparts (Annex X.3).[1] With labor income a key determinant of poverty reduction in Haiti (see 2014 Haiti Poverty Assessment), improving the capacity of young women to access, benefit from, and contribute to labor markets is critical.

The objective of the Haiti AGI has been to increase the employability and the capacity of young women to adapt to Haiti's complex socio-economic environment. In a constrained setting such as Haiti, any intervention that aims to create full employment would miss the country's reality, and indeed, many projects that have promised this outcome have failed to meet these expectations.[2] Instead, the Haiti AGI takes a longer perspective. It provides the building blocks for vulnerable young women to not only improve their socio-economic situations in the short term but, more importantly, to develop their capacity to adapt and to find opportunities in a context that is likely to remain highly constrained.

[1] Women are significantly disadvantaged in the labor market. Holding constant several social and demographic characteristics, one finds that women are 20 percentage points more likely than men to be unemployed and, if working, 6 percentage points more likely to be in the informal sector. Wages among women are also 32 percent lower than wages among men. Over two-thirds of this difference is unexplained by observable characteristics, suggesting that discrimination could play a role. (World Bank, 2014a).

[2] This is the case of the IDEJEN program, a pilot project largely funded by USAID (USAID, 2010). The project has trained a large number of youth (about 11,000) since 2004. It has not been formally evaluated, but employment results have contrasted with anecdotal evidence of overcrowding in some of the trades for which youth were trained in hopes that they would become micro-entrepreneurs. In 2012, IDEJEN became a Haitian NGO. In November 2010, with the support of the IDB, the MasterCard Foundation, the Clinton-Bush Haiti Fund, USAID and others donors, IDEJEN and the NGO YouthBuild International launched the JÈNKA program (the name is a Creole acronym for "Young People Building Haiti"). It has a five-year goal of engaging 9,000 Haitian young people to help rebuild the country after the earthquake. JÈNKA students helped to construct and rehabilitate 12 IDEJEN vocational training centers which host the JÈNKA program and are located in rural and urban places. To date, the total investment in JÈNKA is more than $11 million. The project has not been evaluated.

The Haiti AGI is a pilot project whose primary goal has been to identify lessons to improve vulnerable young women's employability and agency so as to inform larger programs and policies. Its scope reflects this pilot nature and learning focus, to enable intensive support later on to integrate the identified challenges in a multi-component intervention. The Haiti AGI does not aim to be scaled up in its exact current form in the depressed labor market context of Haiti, but could be an option for less constrained environments. Still, elements of the project can be used to inform agency-building and active labor market policies and programs in Haiti.

II. Framework of Analysis: Expanded Assets Approach to Supporting Employability

The Haiti AGI pilot was designed with the goal of supporting employability. The International Labor Organization (ILO) defines employability skills as the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work, cope with change, secure another job if he/she so wishes or has been laid off, and enter more easily into the labor market at different periods of the life cycle. The AGI focuses on two types of skills to make beneficiaries more employable: technical "hard" skills to improve the competitive profile of candidates in specific areas; and non-cognitive/socio-emotional "soft" skills to strengthen the foundational core aspects of a person's agency, i.e. self-esteem, self-confidence, aspirations, autonomy. The latter set of skills was identified as particularly relevant for programs working in employability in fragile settings but also reflects the increasing recognition of how cognitive and socio-emotional skills build on each other, starting in early childhood (Helmers and Patnam, 2011). (See also Annex X.4 for a discussion of the concept employability in an expanded framework)

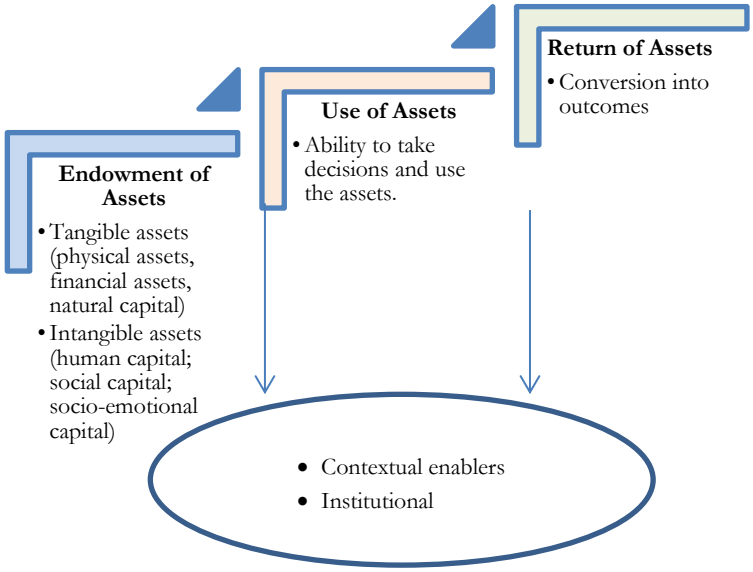
The Haiti AGI uses an expanded version of the asset-based framework that links endowment of assets, use (and intensity of use) of assets, and returns to assets, and considers the role of subjective factors such as socio-emotional/soft skills. The assets-based approach can prove useful to study employability, by offering a wider perspective on the drivers and outcomes. Based on the asset-based framework, a person's income generation capacity depends on Bussolo and Lopez-Calva (2014) and Lopez-Calva and Rodriguez-Castelan (2014):

- The endowments of assets;
- The use (and the intensity of use) of assets;
- The return of assets.

Assets are typically understood to include physical and financial assets (private such as tools and bank deposits and public such as roads and welfare support); natural assets (such as land); human capital (education and health); and social capital. In an augmented framework, one can include types of skills that have been increasingly recognized to matter to individuals' outcomes, namely socio-emotional/soft skills (Duckworth et al., 2007; Heckman et al., 2012; and Cuevas and Favara, 2015). Those skills include key traits and behaviors such as self-confidence, self-efficacy, autonomy of

decisions, perseverance, aspirations, and expectations. This socio-emotional capital[3] is also a key aspect of agency, i.e. the capacity to make choices and turn decisions into action, a crucial dimension in the process of achieving development outcomes (Sen 1981, 1999).[4] The capacity to use and convert assets into well-being and desired outcomes differs among individuals and depends on initial endowments and their interaction with the context (markets, institutions, social norms). This interaction defines people's ability to convert means (e.g. technical and socio-emotional skills) into valuable opportunities (or capabilities, "being able to work") and outcome (or functioning, "have a job")*.*[5] Life-skills further complement and enhance those intangible assets, particularly in the case of vulnerable groups.

Figure 1. Integrating the asset and the capability approach: The endowment, use and return of assets



Source: Cuevas and Favara (2015) based on Bussolo and Lopez-Calva (2014)

[3] Socio-emotional aspects are also called psycho-social and soft-skills. The terms are used interchangeably in the report with a preference given to soft-skills. See Annex X.X on soft-skills.

[4] Beyond this socio-emotional capital, other authors have also proposed approaches to better account for the *subjective* dimensions of employability, notably how it relates to not only the way individuals come to perceive and understand the labor market they are entering, but also the types of dispositions, attitudes, and identities they develop around their future work and employability (Tomlinson, 2007).

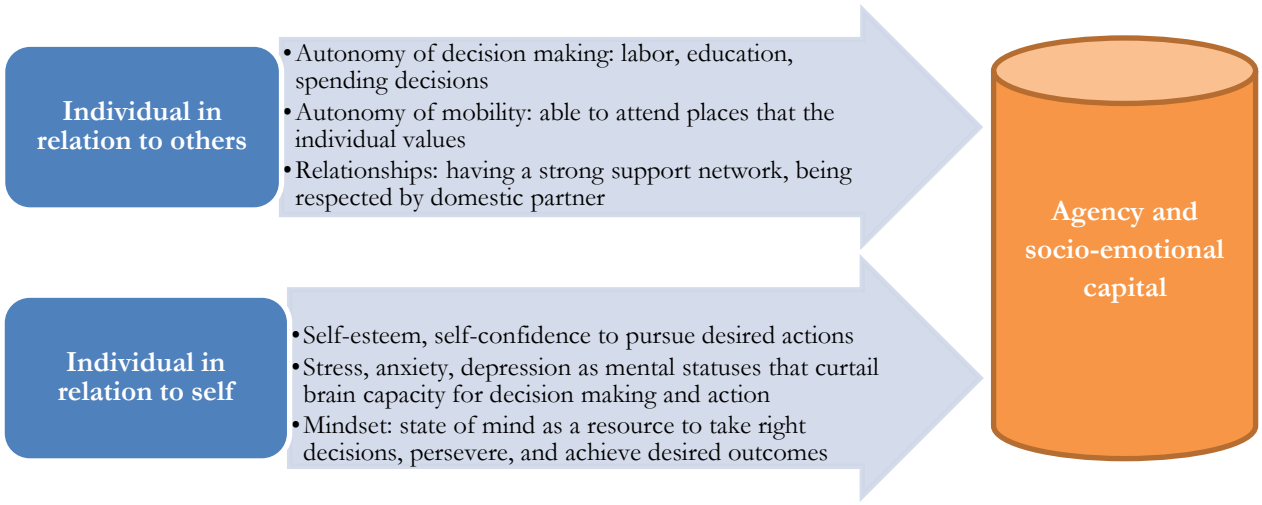
For instance, looking at higher-education graduates, Holmes (2001) develops an "identity approach" to employability, seeing employability as relational, emergent, and influenced largely by one's "lived experience" of the labor market. Individuals' experiences of work are subjective, and this is likely to influence their actual labor market outcomes and further shape their propensity for employment. Employability in this sense may be seen to be value- and identity-driven, relating to graduates' own pre-dispositions and biographies.

[5] The framework helps explain why individuals endowed with the same assets are not equally successful in the process of making choices, converting those choices into actions and finally achieving the desired outcome of converting those assets into livelihood (Sen, 1981 and 1999). In so doing, the proposed framework also enables the consideration of dimensions highlighted in the 2014 World Development Report (Mind, Society and Behavior) that recognized the role of social expectation in sharing individuals' preferences. These preferences are themselves dependent on the context in which they are elicited and on the social institutions that have formed the interpretative frameworks through which individuals see the world (Basu, 2010; Fehr and Hoff, 2011; World Bank 2014a).

The assets-based conceptual framework has been supported by academic research and has also been extensively used in other studies that have analyzed the determinants of progress of poverty reduction and shared prosperity around the world (for these issues, see, for instance, Attanasio and Székely, 1999 and Carter and Barrett, 2006). This model is particularly useful to present a characterization of intra- and inter-generational economic mobility, chronic and transient poverty, and between-group inequities (poor and non-poor, bottom 40 and top 60, minorities, etc.) that potentially thwart certain vulnerable populations from fully participating in and benefiting from the development process.

Furthermore, it is useful to consider agency and its multiple dimensions at two levels: the individual in relation to others, and the individual in relation to self. Agency is the capacity to make choices and translate them into desired actions and outcomes. Because agency is a complex and encompassing construct, it is useful to break down its analysis by distinguishing aspects of the individual in relation to others and the individual in relation to self. For the former, this report focuses on autonomy of decision making, autonomy of mobility, and quality of relationships. For the latter, the report analyzes includes self-esteem, confidence, capacity to aspire, mindset, and stress. Figure 2 summarizes these elements.

Figure 2. Breaking down agency and socio-emotional capital



In particular, aspirations (and capacity to aspire) is growingly acknowledged as an important element for development outcomes. The role of aspirations in development has gained increased recognition in the economic literature over the past decade (see Box 1). Leading researchers such as Barnejee and Dufflo (2012), Dercon and Singh (2013), and Ray (2006, 2010) have helped give more visibility to the role of aspirations, notably in the perpetuation of "poverty traps" in which people are trapped in a self-reinforcing cycle of poverty, low aspirations, and sense

of helplessness.[6] The World Bank has come to recognize aspirations' importance in the reduction of poverty and the expansion of prosperity, notably through the promotion of empowerment and agency (Alsop et al., 2006; World Bank, 2012; and World Bank 2014b). The concept of aspiration has direct application to employability through "aspirations traps." Alsop et al. (2006) documents how sense of inferiority helps cause underinvestment and subsequent under-accumulation of human capital by women and minority groups:

> "[Such] groups frequently underinvest in their human capital because they have been brought up to believe that they cannot do certain things that other people can do. [They] internalize their second class status in ways that cause them to make choices that perpetuate their disempowered status."

Box 1 : The role of aspiration in the reduction of poverty and the expansion of shared prosperity

The role of aspiration in development has gained wider recognition over the past decade, although its origins can be traced to older literature. In his seminal book *La Distinction* (1979), Pierre Bourdieu describes how a person's social environment generally determines his or her interests, tastes, and ideas about life. During the process of socialization, children learn what "children like them" typically believe and enjoy doing (Bourdieu called this *habitus*). The children then incorporate these social norms into their own lives. In this way, the subconscious incorporation of norms, aspirations, and goals influences careers and other life choices. People usually consider pursuing only the options with which they are familiar. For example, if going to college is not usually an option for "a person like you," you will not consider it. This approach emphasizes how aspiration levels and living standards are transmitted from one generation to the next.

More recent literature has demonstrated the relevance of those findings and their implication for development. For instance, Dercon and Singh (2013) demonstrate these transmissions with data from Ethiopia and India. In these cases, parents tend to have higher aspirations for boys than for girls. Over time, as the children became older, they too assimilate the respective aspirations of their parents. The study found that, eventually, the educational levels of boys and girls reflect these aspirations, with boys attaining higher levels of education.

Bourdieu's work also suggests an important link between aspirations and identity. When people construct an opinion about what is possible for "people like them," they consider the experiences and aspirations of peers (Ray, 2006). As a result, role models can have an important impact on people's aspirations in both a positive and negative way. For instance, Beaman et al. (2009) showed that the presence of women in leadership positions in India lessened the gender bias in parents' aspirations. In Madagascar, Nguyen (2008) investigated the effect of role models on aspiration levels. The author carried out an experiment in which people with successful educations shared their experiences with skeptical parents in order to improve how much value the parents would place on education. The study found that parents tended to be influenced only if the "role model" came from a similar socioeconomic background—in this case, from a poor background.

[6] On the other hand, more privileged individuals tend to be more optimistic and even upwardly biased about their capacities. As noted by Wilkinson and Pickett (2010), "the further up the social ladder you are, the more help the world seems to give you in keeping the self-doubts at bay." Stutzer (2004) confirms that income aspirations grow with higher income levels.

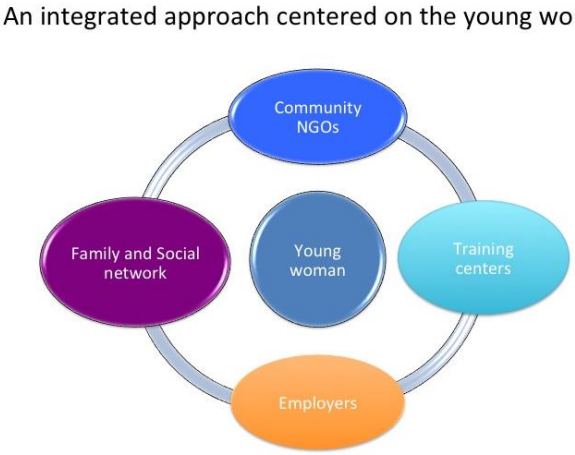
Source: Adapted from Flechtner (2014)

Making use of an augmented assets approach, the study proceeds to analyze whether a training program that increases the endowments of human capital and socio-emotional assets of its beneficiaries is able to improve their employability.

III. The Haiti AGI project

Informed by extensive consultations, the integrated design of the Haiti AGI placed the beneficiaries at the heart of a network including community NGOs, training centers, and employers. Building on the identified issues and challenges to the agency and employability of young females, the Haiti AGI team and partners set out to develop a project comprehensively integrating different components aimed at addressing the facets of the vulnerability experienced by these young women.

Figure 3: The Haiti AGI integrated project design



The Haiti AGI prioritized working with recognized community-based organizations to ensure proximity to and familiarity with the communities where the beneficiaries reside and to build the capacity of Haitian NGOs. The five community NGOs selected for the project are located in five *quartiers* (neighborhoods) of Port-au-Prince. Following a public expression of interest (EOI) and consultations with the Gender Ministry (MCFDF) and other partners (international organizations and NGOs), the community NGOs were selected. They were picked on the basis of their experience working with vulnerable young women in the five *quartiers* and their management capacity to provide accompaniment services and deliver soft-skill training to an average of 100 young women in each of two cohorts for two periods of six months.[7] Five NGOs were eventually

[7] Community NGOs with a lesser capacity, for instance due to a smaller building capacity to host the soft-skills sessions, were asked to follow a smaller number of young women (no less than 75), while those with more capacity hosted a larger cohort of up to 150.

identified.[8] Close monitoring and capacity-building training were provided to ensure the effective management of the project.

Box 2. Selection process of the Haiti AGI beneficiaries

Targeting. The target population of the project is out-of-school vulnerable young women aged 17-21 in five poor neighborhoods (quartiers) of Port-au-Prince, Haiti. The neighborhoods—Delmas 30, Delmas 32, Carrefour-Feuilles, Martissant, and Pétionville—were selected based on the poorer socio-economic profiles of their inhabitants (see map of Port-au-Prince and the locations of the quartiers in Annex X.1.) The selection of the training centers and community NGOs also factored in the home locations of the beneficiaries to limit the commute, ensure the proximity of the accompaniment of the beneficiaries in their community, and limit safety risks. The project was funded to provide training to a total of 1,000 young women.

Selection criteria: Consultations with NGOs (local and international), training centers, social and education specialists as well as employers were used to refine the criteria used to select the project's participants. A review of comparable programs and projects (including other AGI pilots) helped confirm those criteria and their relevance for the development objective of the project. Five main criteria were defined:

- Female gender (given the AGI focus on young women)
- Age: 17-21 years
- Out of school for over a year
- Basic literacy and numeracy ability (as demonstrated by passing an academic test)
- Living in one of the five selected neighborhoods of Port-au-Prince.

In the consultations, enforcement of a household or per capita income threshold was not deemed feasible. Instead, the selection relied on the quartier of residence of the young women and the knowledge of the community NGOs of the background of the candidates.

Recruitment. The community NGOs ran campaigns and mobilization efforts to recruit young women for the project. Many self-identified, which demonstrated a pre-existing level of motivation and interest, and is considered to be important for the objective of the program. The young women were required to take an academic test to ensure basic levels of literacy and numeracy. The World Bank worked closely with the firm hired to collect data for the impact evaluation to make sure that all young women selected were of the right age and level of academic ability.

Academic testing. Imaginescence, a Haitian company that specializes in educational testing, was hired to prepare and administer the exam. This testing of numeracy and literacy skills (reading, writing, and math skills) was necessary to ensure that the candidates had a sufficient academic level to enable them to follow the proposed technical training. In spite of guarantees provided by the firm, the test proved to be too difficult for and not well adapted to the academic level of the young women.[9] The test scores were very low. Still, the test provided a baseline and a metric for qualification. Subsequent "entry testing" by the training firms confirmed that the young women had the required levels of numeracy and literacy.

[8] The community NGOs are: APROSIFA (Carrefour-Feuille), ANAPFEH (Delmas 32), YWCA (Pétionville), COFEHAPS (Martissant), and JP/HRO (Delmas 30). While JP/HRO qualifies as an international organization, the organization's mandate is focused on Haiti and the organization has been well-established in community work since the earthquake.
[9] The academic format of the test appears to have intimidated a number of the candidates.

Cohort assignment. Due to the design of the project and its impact evaluation, the beneficiaries were divided into two cohorts through a lottery-based randomization process conducted in each of the quartiers in October 2012 under the supervision of the project field coordinator.

"Non-traditional" technical training was selected for the project based on extensive consultation with stakeholders to seize on existing employment opportunities. Informed by in-depth consultations with employers and other stakeholders, the project focus was set on non-traditional technical training (i.e. training not typically associated with female employability interventions) so as to seize upon opportunities linked to post-earthquake reconstruction both in the formal and informal sector. The employer assessment conducted in 2011 also identified interest by employers to hire more women, who were considered to display higher work ethics than men. Converging evidence on the evolution of social norms regarding acceptable sector and jobs for women also presented an opportunity for the AGI pilot to better understand the types of skills and support needed to overcome gender-specific barriers to employability. **The technical training was provided by public and private centers selected notably for the recognized quality of their training and their labor-market orientation**. Extensive consultations, notably with employers, and an assessment by the American Institutes of Research were conducted in the design phase of the project regarding the availability of technical training in Haiti.[10] This served to evaluate proposals received through the EOI in early 2012.[11] In a sector dominated by private providers, the bids varied greatly in quality, relevance, and price. Eventually four private training providers were selected to complement the public offer by INFP.[12] While a mixed approach of public and private provision of technical skills was envisioned from the start, this PPP approach was further mandated by the limited training capacity of the INFP following the 2010 earthquake, which had destroyed all of its centers.[13] One of the training centers (*Centre Polyvalent de Formation Professionnelle de Carrefour—CPFPC*) was under reconstruction at the time of the first cohort's training but was integrated as a training provider for the second cohort. Still, the INFP's involvement in the project was critical to ensuring that the lessons learnt through the project would be welcomed and possibly adopted by the relevant ministerial counterparts. The selection of private providers certified by the INFP also

[10] In 2011, American Institutes for Research (AIR)—a not-for profit organization specializing in behavioral, social research, and evaluation—was contracted to undertake an assessment of the available supply of vocational training centers in Haiti., with emphasis on management and operation and links to labor markets. The final report ("Promoting the Economic Empowerment of Adolescent Girls in Haiti: Definitions, Design Options and Project Profiles") was submitted to the World Bank in December 2012.

[11]The selection criteria for the training providers included: A solid reputation among employers in Port-au-Prince; at least five years of experience successfully implementing vocational training programs, with those targeted to young women considered a plus; solid technical training materials that have been successfully tested and meet criteria for INFP's certification; evidence-supported connections to the private sector; a job placement office or staff allocated for this purpose ; demonstrated success placing graduates in jobs; experienced and well-respected teachers; and neighborhood location of the training center which must also be a space where participants feel safe and comfortable.

[12] The four training centers selected were: APEX, Haiti Tec, INFOP, and Transversal.

[13] Effectiveness of private-sector providers of technical trainings has been better documented in developed countries, where non-experimental literature has found evidence that the impacts of training is higher when provided by private providers (Jespersen et al., 2008). Provided that the selection of training providers is adequate, possible reasons are that private providers are more responsive to private-sector employer demand and/or they potentially face more competition and thus must increase quality in response. A recent experimental evaluation of active labor market programs in Turkey shows that contracting with private providers can substantially improve results (Hirshleifer et al., 2014).

helped reinforce the links between private and public training providers, further deepened through the regular project monitoring meetings organized at the World Bank office with representatives of the respective training providers.

Training to develop entrepreneurship and self-employment skills was considered, but ultimately it was decided to focus on technical training. [14] While entrepreneurship can be an important option for vulnerable youth programs, such programs have wide variation in effectiveness, and do not necessarily translate into faster business setup and expansion or increased income (Cho and Honorati, 2013). It is challenging to identify beneficiaries that are predisposed to become successful entrepreneurs in the context of Haiti. This is why the project design rather focused on building the human capital of the young women through training and on-the-job experience in trades also potentially offering self-employment opportunities.

Box 3: Building partnerships with ministries

While the Haiti AGI was implemented by the World Bank, as a result of the 2010 earthquake, it strived to develop a strong client approach from the start. The Ministry of Education and Technical Training (*Ministère de l'Education et de la Formation Professionnelle- MENFP*)-, and the Ministry of Gender Affairs (Ministère de la Condition Féminine et aux Droits des Femmes - MCFDF) were consulted early on to develop the design and the gender focus of the AGI. During implementation, a partnership was developed with the Technical Training Secretariat (INFP, within the Ministry of Education), which is ideally positioned to further incorporate lessons into ongoing and future programs.

Issues such as soft-skills and M&E were identified to the counterparts as being of particular interest and were therefore received priority in discussions and technical workshops. In a context of high ministerial turnover and political instability, the project team was able to build trust and support for the project as a platform for cooperation. Moving forward, this strong client focus in a context of highly constrained client capacity, combined with the solid civil society partnerships and labor market orientation of the project, also provided the Bank with unique direct experience and made it a recognized voice on the issues related to skills/technical training, youth and jobs. These were all identified priorities of the government's three-year investment plan (*Plan Triennal d'Investissement,* 2014-2016), as well as the recently completed Haiti Systematic Country Diagnostic (World Bank, 2015).

Employers have been involved at all stages of the Haiti AGI. Maintaining connection with the private sector and providing technical training reflecting short- to medium-term opportunities in Haiti's labor market have been key priorities of the Haiti AGI. While informality dominates Haiti's labor markets, the Haiti AGI opted to provide quality technical training that would allow for graduates to move into jobs in the formal sectors. All the while it recognized the reality that informal sectors and self-employment would likely be the receiving segments of Haiti's labor markets for the AGI trainees.[15] Employers from the sectors for which the AGI beneficiaries were being trained were

[14] A partnership with IFC to provide the "Business edge training" to 100 young women displaying the most potential in terms of entrepreneurship qualities (to be identified by the training centers) was envisioned but could not be implemented for funding reasons.
[15] Results from the 2012 ECVMAS show that outside of the primary sector, self-employment and informality are the rule: 44% of the workforce is employed at the informal private sector. That means that close to 90% of workers in Haiti are outside the modern formal

directly connected to the project through regular consultations, and by the project team and training centers' preparation for internships.[16] These one-month internships provided the young graduates with direct experience in their sectors.[17] Internships are an important employment placement instrument, but they remain unusual in Haiti.

The Haiti AGI placed a premium on providing soft-skills training. Building on best practices worldwide, the Haiti AGI developed a high-quality soft-skill and life-skills curriculum of eight modules: Self-esteem; civic engagement and leadership; reproductive health; gender-based violence and responses to it; preparing for the workplace and work ethics; disaster preparedness; financial literacy; and living with a disability.[18] The mix of soft-skills and life-skills was informed by the focus of the project on vulnerable young women and the specific context of Haiti.[19] Existing curriculum proved to be ill-adapted to the Haitian context, being mere translation of curriculum developed for other countries, notably in Africa. Based on consultations with partners, the Haiti AGI worked with Haitian education specialists and illustrators to develop a curriculum adapted to the context of Haiti. The soft-skills training was administered through face-to-face student-centered sessions taking place on week-ends on a morning/afternoon rotating basis, at the office of the respective community NGOs and in parallel with the technical training. Based on consultations with the community NGOs to define a standardized method to teach this curriculum, the training prioritized interactivity and role-playing.

Stipends to cover the costs of attending training were provided to the AGI beneficiaries, using cell-phone based technology (mobile money) to reduce risks and increase control over the funds. The Haiti AGI provided stipends to enable the young women to cover minor costs associated with their participation in training. The stipend aimed to cover the cost of transportation to and from the training centers and other related expenses for attendance. The stipends amounted to about US$40 per month, a level defined based on consultation with community NGOs and on training centers' experience working with other international partners that had provided stipends to trainees. The overall financial capacity of the project was also a consideration.[20] The delivery of the

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sector, be it private, public or in NGOs. Among workers in the informal sector, almost 60% work as self-employed or unpaid workers in family firms. Wage employment is much more prevalent at the Metropolitan area of Port-au-Prince (32%) and other urban areas (27%) than in the countryside (16%). The vast majority of workers in the informal sector, furthermore, are employed in low-productivity sectors—six out of ten work in the traditionally low-productivity retail and wholesale sector. Another 15% are employed in other services and 8% in construction.

[16] The project team had envisioned hosting monthly or bi-monthly breakfast workshops with selected employers to discuss their management and human resource experience, but this did not turn out to be feasible, for reasons of cost as well as limited capacity to dedicate to organizing those events. In addition, feedback suggested that attendance would be limited.

[17] The one-month internships were unpaid but the young women received their stipends during them.

[18] This eighth module was developed and financed through a grant provided by the Y2Y fund. The recipient of the grant, Francesca de Antoni, worked with the Haiti AGI team and other partners of the AGI to develop the corresponding module.

[19] The terminology of soft-skills has been used to characterize skills that have also been defined as socio-emotional in recent and still evolving literature on the issue. The authors recognize the typology of skills emerging from initiative such as the World Bank Skill Measurement Program (STEP) and its corresponding surveys, but elected the concept of 'soft-skills' as the AGI intervention did not target all the skills associated with the terminology defined by the STEP survey.

[20] The amount was considered to be on the lower end of typical stipends provided at the time in comparable projects in Haiti (more in the range of US$80-$100), with some concern that the beneficiaries might consider the amount too low. But they did not express such misgivings and no drop-out was linked to the stipend level. In fact, in a private center that simultaneously hosted the AGI trainees and a group of youth sponsored by another international organization, center officials noted the higher participation rate and motivation of the AGI trainees.

stipend via a mobile phone payment system was selected in order to increase safety and avoid risks of handing over cash to the women and to help enforce the financial management lessons provided during training.[21]

The Haiti AGI stressed gender-informed safety and security throughout the project cycle and design. As a project focused on vulnerable young women, the Haiti AGI placed a premium on the physical safety of its participants. Port-au-Prince is well known for its volatility and protracted insecurity, a concern heightened in the quartiers of the AGI project (notably Carrefour-Feuille and Martissant). While this reality applies to all inhabitants of Port-au-Prince, the poor and vulnerable are more directly exposed to it because their neighborhoods are often the focus of gang-led violence, and they have fewer options they have to protect themselves. One of the greatest risks facing the Haiti AGI beneficiaries was physical assault, particularly sexual violence. Such violence can be experienced in the private as in the public sphere, so the project implemented different approaches to address it:

- **Limiting commuting time**: The project design recognized the importance of limiting the commuting of the AGI trainees to reduce their exposure to assault when traveling to or from their courses. Beneficiaries were matched to training centers located within the most reasonable commuting time feasible, on average 30 minutes. Technical training offering employment opportunities in specific locations of Port-au-Prince (for example, the SONAPI industrial park) were flagged as such to the trainees. Those residing in more distant *quartiers* were asked to consider the time and money costs resulting from the needed commute before finalizing their technical training choice. This approach was also applied to the internship component of the project: the trainees were matched to internships within reasonable distance from their quartier of residence.
- **Training schedule**: The training schedules proposed half-day classes taking place in the morning, allowing the young women to travel to and from during daylight.
- **Gender-sensitive training**: Gender-sensitive training led by the field project coordinators was organized in the different technical training centers to sensitize trainers to working with vulnerable young women. The training aimed at preventing abuse and inappropriate situations, as well as identifying behaviors (e.g. restlessness, acting-up, depression, and absence) by the women that might indicate a situation of abuse or assault.
- **Mentors as sentinels:** Due to their proximity to the beneficiaries, the mentors played a key role in sensitizing about sexual violence, providing information regarding prevention and recourse in case of sexual violence, and accompanying young women to request services or assistance related to violence.[22]

[21] The first installments were paid through the training center partners due to delays in the setting up of the Tcho-Tcho system of the cellphone operator Digicel.

[22] The AGI team facilitated the emergency housing of several AGI beneficiaries facing situations of domestic violence, in partnership with the community NGOs.

- **Using cell phones for communication and stipend payment:** The beneficiaries were provided with cell phones and some minimal air time on the Digicel network to enable them to give the alert and request assistance in case of dangerous situations.[23] The cell phones were also used to distribute the stipends to the beneficiaries so as to limit their risk of being robbed and to provide them with a greater control over the use of those funds.

In a country where gender-based violence is "committed with near complete impunity" (OHCHR, 2012), a network of measures and interventions is needed to prevent and address it. Mechanisms to prevent and respond to violence against women remain limited and the justice system ill-equipped to deal with this pressing issue (MINUSTAH, 2013).[24] In light of this bleak reality, the Haiti AGI opted to place a strong focus on prevention of this violence and accompaniment of young women facing it, notably through the network of NGOs providing support that is more targeted to this type of violence and care.

Monitoring and evaluation has been central to the Haiti AGI. As a pilot, the Haiti AGI had evaluation as a key dimension. On the monitoring side, an online platform was developed to facilitate the tracking of information regarding the beneficiaries' technical and soft-skill training (courses followed, grades, and attendance). During the first cohort, local partners received extensive capacity building in how to monitor the program through the online platform. However, in spite of this training and the support of the M&E field coordinator, the platform turned out to be too difficult for some partners to use. Given the importance of providing timely information on the trainees to enable partners to act—for instance, with respect to absence or dropping grades—a more user-friendly Excel-based system was used for the second cohort. This system, based on weekly submission of grades and attendance by the training centers and community organizations, required the M&E coordinator to manually aggregate the results and send back a summary report to the partners for action. This approach was rendered possible by the capacity-building investment during the first cohort and the familiarity of the partners with the reporting process. This system was instrumental to monitor and manage program drop-out. (See. Table 1)

Table 1. Graduation and abandonment rate by cohort – Haiti AGI

		AGI trainees	Graduated	Drop-out/abandonment
1st cohort	Number	473	433	40
	Percentage	100.0	91.5	8.5
2nd cohort	Number	536	517	19
	Percentage	100.0	96.5	3.5
Total	Number	1009	950	59

[23] The young women were provided with emergency numbers (police, NGOs specializing in sexual violence such as KOFAVIV, mentors numbers and project field coordinator number).

[24] Concerning rape, while the Haiti penal code has recognized rape since 2005, it does not define the acts constituting such an offense. Discussions in 2012 related to a wide revision of the Haitian Penal Code included a definition of rape, but so far no changes have resulted. Furthermore, many challenges, including the victim's need to produce a medical certificate, the push by judges for cases to be resolved through "mediation and reparation," and the overall lack of rigor and neglect in the registering of cases add to the overall complexity of seeing victims heard and perpetrators brought to justice. (MINUSTAH, 2013).

	Percentage	100.0	94.2	**5.8**

Source: AGI M&E data.
Note: Not all young women registered in this table answered the baseline and the midline surveys.

To monitor labor market transitions of the graduates, particularly movement in and out of the labor force, the team tested gathering information using the cell phones that beneficiaries of both cohorts had received for the distribution of the stipends. This SMS-based survey, undertaken six months after the training of the second cohort and over a year after the end of the training of the first, yielded limited results, notably because many cell phones were found to be disconnected. Still, the experience indicated the potential of this complementary instrument for future programs (see Box 4).

Box 4. Collecting labor market status updates through cell phones

Collecting regular information on the status of the beneficiaries has been a key priority of the Haiti AGI project. The use of cell phones to complement the data collection was envisioned early in the process. Delays in reaching a contract with the firm in charge of implementing the mobile money complicated the expansion of the use of cell phones for other components of the project.

However, following the end of the training and internship phases of the project for both cohorts, cell phones were used to collect data on the job status of the beneficiaries. Using the cell phone numbers provided by the project to all beneficiaries, the SMS-based survey was initiated in December 2014.

Following three messages of introduction explaining the survey's goals that participation was free of charge, and that answering would result in a HTG $50 airtime credit, the five survey questions were sent to the full group of beneficiaries (see Annex X.7 for a list of the questions and their Creole translations). The results of this survey were limited. For one, there is high turn-over in cell-phone numbers in Haiti and few young women of the first cohort responded. Results were better for the second cohort, although not as high as expected. This situation of turn-over may change with the recent introduction of permanent and cheap SIM card that do not need to be recharged with air time every month. While questions on labor status did not yield data sufficient to complement the results from the impact and qualitative evaluations, cell phones remain a powerful instrument for data collection. Future projects with an employability focus should consider including cell phones and air time/small financial incentives as tools in the collection of data on labor market and job search status.

A randomized impact evaluation, the first of its kind for a project related to labor and skills issues in Haiti, and two qualitative surveys completed the Haiti AGI strategy to provide evidence-based lessons. The impact evaluation of the AGI project was designed as a randomized control trial in which individuals eligible for the program were randomly assigned to take part in one of the two cohorts of the technical and soft-skills training. Selection of the cohorts was done

through a public lottery supervised by the project field coordinator in each NGO. The number of cohort slots available for each NGO varied from 75 to 150, depending on the management/accompaniment capacity of the NGO. The evaluation's treatment group consisted of the young women of the first cohort, while the control group consisted of all the rest of the women. The two rounds of surveys included two questionnaires: one individual and one for the household. The baseline survey was conducted in August-October 2012, before the young women knew their cohort assignment. The follow-up survey, envisioned as a mid-line, was conducted three months after the completion of the first round of training of the treatment group and before the start of the training of the second cohort, the control group. The quantitative results of this report are thus based on a panel dataset that comprises data from the baseline and follow-up surveys as well as administrative and monitoring data from the program implementation. The quantitative evaluation was complemented and enhanced by two rounds of data collected after each round of training (May 2013 and December 2014-January 2015). The qualitative evaluations were especially effective at capturing emotions, feelings, aspirations, quotes, and opinions that are not easily quantified in an impact evaluation. Through these evaluations, deeper contextual information was gathered on the effectiveness of program design, implementation, short-term impacts, and the expectations, feedback, and realities facing all stakeholders. Annex X.11 presents the methodological details of the impact evaluation.

Box 5. Operational Lessons for Project and Evaluation Leaders

The Haiti AGI was implemented in particularly complex setting combining post-disaster and political instability. As Bank-executed project the task team faced a number of procurement challenges related to the limited number of eligible firms, organizations or consultants able respond to expression of interest (EOI). Having put a premium of working with local partners the team had to overcome the difficulties of shepherding selected partners through the contracting process combining lack of experience working with an international organization in general (and the World Bank in particular) with language-specific challenges.[25] The main lesson from this experience refers to planning sufficient time for such contracting as part of the project preparation/ design phase and working closely with the procurement team (formerly GSD) and ideally the same person to avoid repetition, close communication with partners (including for the confirmation of payments in later stages of the project).

The issue of security and the volatility of the political situation require the planning of contingency plans, particularly for the starting dates of project activities which postponing can affect the quality or efficiency of the overall project. Open communication with the country management unit is key to manage expectation. With respect to the impact evaluation, which design heavily depended on the timing of the data collection, the planning of contingency plan is at least as important if not more. While the team had envisioned a number of scenarios, particularly in terms of safety/ security, delay in selection process, contracting etc. the occurrence of a major hurricane during the data collection of the baseline (hurricane Sandy) and the disconnection of cell phones resulting from the merging between the two main cell-phones companies (Voilà and Digicel) added further complication and caused delays that reduced the timeframe between the two rounds of data collection. Finally, consideration for the surveying of longer-term impacts of projects such as the AGI should be given early in the project design, with the possibility of data collection extending

[25] English is the contracting language for World Bank internal procurement.

beyond the project implementation phase. At the moment, the institutional set-up is not adequate for the data collection of closed project/activities not directly followed by a new project integrating such data collection/evaluation in its design. This is an important challenge to overcome for the proper evaluation of this type of intervention – and the assessment of their true impact and cost-effectiveness that is truncated by evaluation design only able to capture short to medium term impact by necessity.

IV. Who are the AGI trainees?

Between May 2012, date of the launch of the project and start of the identification of the beneficiaries, and August 2014, the end of training and internships of the second cohort, the Haiti AGI worked with over 1,000 vulnerable Haitian young women between the ages of 17 and 21. The goal was to increase their employability in both its *objective* dimension of labor market transition outcomes and its *subjective* dimension, such as soft-skills and agency.
This section presents a summary of the main characteristics of the Haiti beneficiaries.

The typical Haiti AGI beneficiary is a young woman who is, on average, 20 years old, single and has never married. This average age is in line with the target of the project to focus on young women aged 17 to 21 years, in view of the employability objective. Almost 90% of the young women are single, and never married, but 50% are in a relationship, 14% already have at least one child, and only 2% were pregnant at the time of the baseline survey.

On average, AGI beneficiaries live in a household of five people, including the household head, who in most cases is a woman with a primary or higher level of education. Only 26% of the AGI beneficiaries live with their father and mother, but around 98% live with the household head and her/his spouse, where in 72% of the cases the household head is female.[26] Household heads are on average 45 years old and more than 60% of them are literate in French, Creole and math. Around 37% of household heads have a level of education lower than primary, 18% have primary complete but secondary incomplete, and 37% report having a certificate of secondary education or higher. The average household size of AGI beneficiaries is about five members, of which three or four are women.

While more than half of the beneficiaries' households had to move to a new dwelling due to the 2010 earthquake, nowadays more than 60% live in buildings with access to drinking water and pit latrines or flush toilets. About 54% of the households of beneficiaries had to change dwelling because of the earthquake of 2010. The majority lives now in low houses (52%) or *ajoupas* (20%) and 44% own their houses. The most common source of drinking water is "bottled mineral water" (37%) followed by "private connection to pipeline" (15%) and public tap (14%). Due

[26] The interpretation of the high number of female-headed households should be done with caution. It may reflect the prevalence of women among the survey respondents rather than social dynamics identifying the household head as female even when her husband/companion lives with the household.

to the urban nature of the households, the most common system of human waste disposal is "own improved pit latrine" (44%) followed by "own flush toilet" (27%) and "public flush toilet" (9%).

Consistent with the Haiti AGI selection criteria, all beneficiaries had basic knowledge of math, and could read and write in French and Creole. More than 90% of the women had primary or higher education and the average beneficiary had 11 years of education. Specifically, about 15% had a primary education certificate by the time of the baseline survey, 50% had a Brevet[27] certificate, and 23% had a certificate of Brevet Superior, Baccalaureate I or II. Although the pre-requisites to enter the program meant that the group of beneficiaries was not entirely comparable to all young women in Port-au-Prince, these results broadly reflect the educational characteristics of young women ages 17 to 21 in Port-au-Prince, as established by the ECVMAS 2012.[28] About a quarter of the program participants had already received some sort of vocational training, but only half finished it and received a certificate. On average, beneficiaries who had received vocational training before considered it useful.

Labor market participation was low among beneficiaries, and most who were engaged in income-generating activities had a subsistence type of job, which was reflected in their labor earnings. About 17% of the beneficiaries were engaged in an income-generating activity (IGA) at the time of the baseline survey, of whom 22% were hair-dressers, 19% were street vendors, and 10% worked at home production for sales. About 66% of the working beneficiaries reported working for themselves, while 13% said they worked for a family business. In terms of income, the average monthly earnings of the beneficiaries were HTG$2,038 (including zero incomes), which are equivalent to about US$105 PPP. In a typical day, 40% of the AGI beneficiaries reported earning HTG$50 or less, which corresponds to around US$2.50 PPP. That means that the bottom 40 of the beneficiaries who had a job were earning below the international poverty line of US$2.50 per day.

The labor market characteristics of the AGI beneficiaries are a close but not perfect representation of those of young women between 17 and 21 years of age in Port-au-Prince. Though the AGI beneficiaries are not entirely comparable to all young women in Port-au-Prince, due particularly to the pre-requisites of selection, some labor market characteristics of the AGI beneficiaries are quite similar to the average. The age group's employment rate, for instance, is lower in Port-au-Prince by only 3 percentage points, with the majority of young women working in the informal sector (71 percent in the metropolitan area versus 66 percent for the beneficiaries). Young women in the city reported an average monthly labor income of HTG$3,564, which is only slightly higher than the average reported by AGI beneficiaries of HTG$3,015.

Table 2. Comparison of main labor characteristics between the ECVMAS 2012 and the AGI beneficiaries

[27] Following the French system of education, the primary education certificate in Haiti is awarded after completing the first six years of education, which consist of two years of *Préparatoire*, two years of *Elémentaire* and two years of *Moyen* classes. The Brevet (equivalent to junior high) certificate is awarded after completing the following four years of education (*Sixième, Cinquième, Quatrième, and Troisième*); and the Brevet Superior, Baccalaureate I and II (equivalent to high school) certificates are delivered after completing the following three years of education: *Seconde, Première* and *Terminale.*

[28] According to the information in the survey ECVMAS 2012, which is representative of the Metropolitan Area of Port-au-Prince, of all women between 17 and 21 years of age in Port-au-Prince, 98% are literate, 21% have a degree of primary education, 51% have completed secondary education and 12% have some certificate of tertiary education.

	Metropolitan area	Other urban	AGI
Employment rate	14%	15%	17%
Private informal sector (%)	71%	71%	66%
Average labor income (no zero) (HTG$/month)	3,564	2,989	3,015

Source: Data of the Metropolitan Area and Other Urban comes from the reported information of young women (17-21 years of age) in the ECVMAS 2012, and data of the AGI come from the baseline survey.

Note: Informality rate (sector) refers to the share of individuals working in non-agriculture or public sectors and in non-registered/no-formal accounts companies. The informal sector for the AGI is represented by the percentage of women working as self-employed.

V. Impacts on overall agency and empowerment

The first set of impacts of the project shows that agency and socio-emotional assets of beneficiaries rose. The impact evaluation of the intervention, comparing those who received the soft-skills support and technical training and those who did not, indicates that socio-emotional aspects and overall agency and empowerment improved. This was measured across various dimensions, as presented in more detail in this section, and manifested in aspects in relation to others and in relation to self. Interpreted in the context of the asset framework, the intervention enhanced endowments of socio-emotional capital to improve the use and returns of assets.

Enhanced agency is manifested through empowering aspects in relation to others

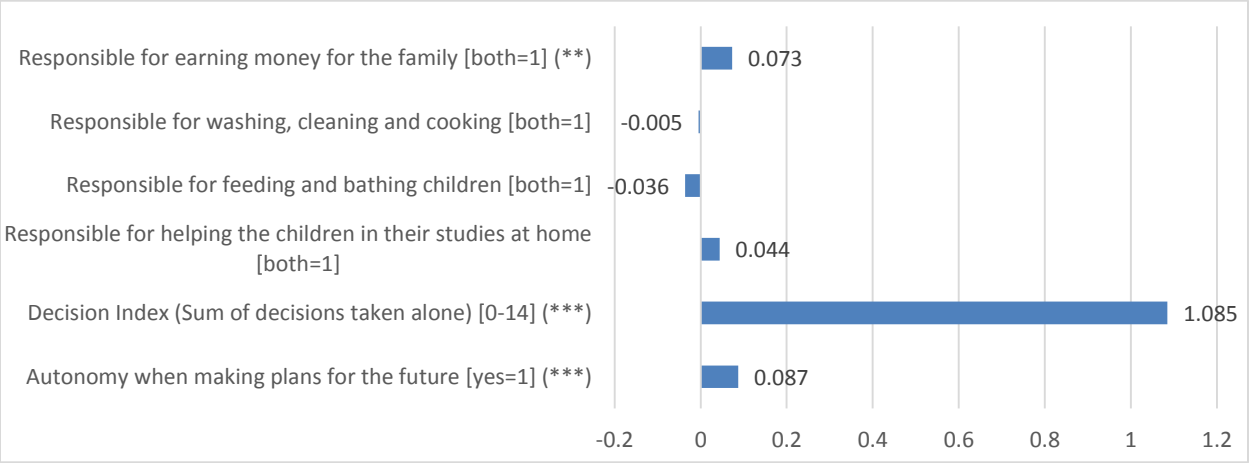
The AGI trainees increased their autonomy in decision making on some key socio-economic dimensions: Co-responsibility in income earning and autonomy in personal spending. In a society with strong gender norms and roles, the treatment group experienced an increase of seven percentage points in the belief that income generation is shared responsibility between men and women. This matters for economic empowerment as a contributing factor in the decision to engage in non-traditional technical sectors and activities. In the context of the augmented asset framework, autonomy as an element of agency helps determine the use and intensity of use of assets, and therefore economic wellbeing. Better autonomy improves young women's capacity to overcome contextual constraints in norms and roles and pursue objectives using their human capital in the labor market. Similarly, there was an impact on the AGI trainees' autonomy in personal spending and decisions related to work, education, and relationships, and to making life plans for the future (Figure 4, see Annex X.11 for details).

But in other areas, the persistence of norms and roles was confirmed in the impact evaluation—the expectation was still that women would handle child care, cooking, and housework.[29] This constraint, which prevails in Haiti, unavoidably affects the capacity of young

[29] No effect was seen on beliefs of co-responsibility for tasks such as washing, cleaning, and cooking (with a baseline level of only 26%), feeding and bathing the children (with a baseline level of 30%), and helping the children with their studies at home (with a baseline level of 71%).

women to be economically more active, and emerges as a domain for action in efforts to improve the employability of young women.

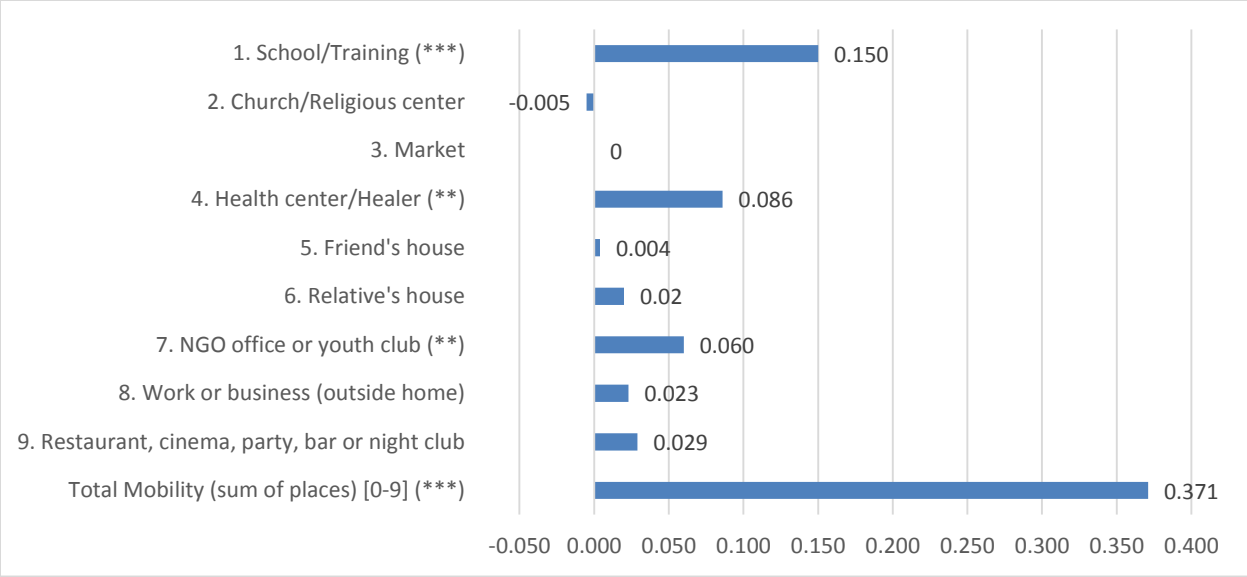
Figure 4. Impact of the AGI project on autonomy in decision making



Source: Baseline and midline survey data sets, Haiti AGI.
Level of significance next to the variable name: * p<0.1; ** p<0.05; *** p<0.01.
Notes: This specification uses individual fixed effects.

There was a positive impact on autonomy in the personal mobility of the AGI trainees. Figure 5 shows that, compared to their control counterparts, AGI program participants were 15 percentage points more likely to go to school or training centers, 6 points more likely to go to NGOs, and 8 points more likely to go to health centers. These results were reflected in a positive and significant mobility index that sums up all recorded places of mobility. This is an encouraging result as it shows that the AGI program increased young women's interaction and involvement with their community. This result is particularly interesting when considering the difficult security environment prevailing in Port-au-Prince, and in the neighborhoods of residence of the trainees. The young women's increased capacity to move around the city is an important dimension to free up constraints in the use of their assets, and their returns.

Figure 5. Impact of the AGI project on decisions related to personal mobility

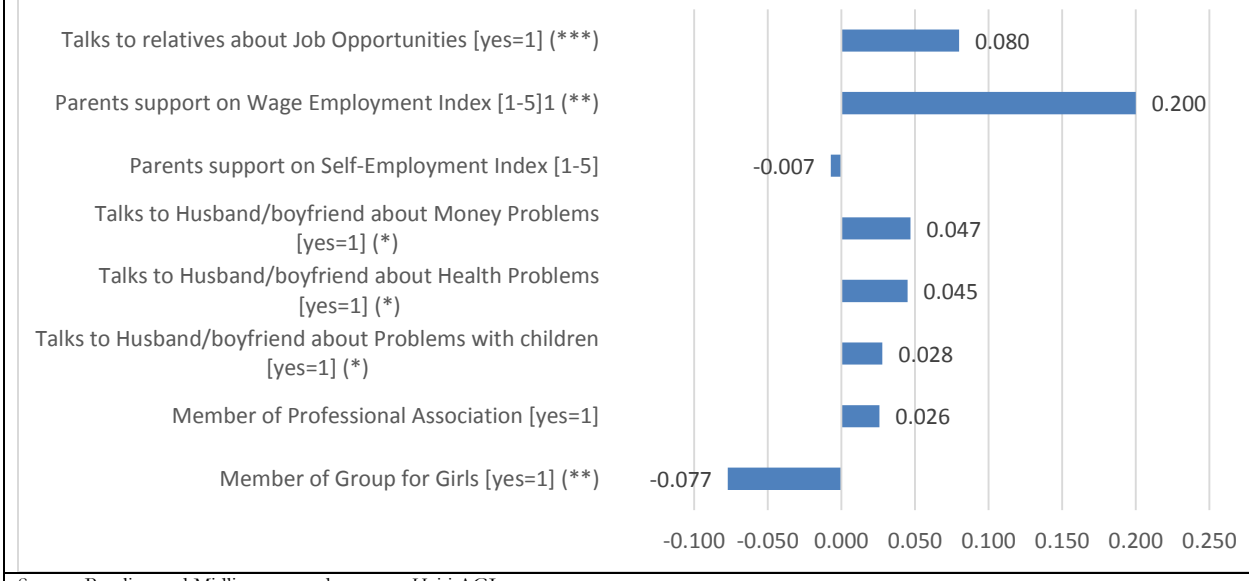


Source: Baseline and midline survey data sets, Haiti AGI.
Level of significance next to the variable name: * p<0.1; ** p<0.05; *** p<0.01.
Notes: This specification uses individual fixed effects.

The project had a positive impact on expanding the support networks of the beneficiaries to help them cope with difficult decisions and situations. Figure 6 shows that AGI participants were more likely to talk to their partners about problems related to money, health, and children. The qualitative evaluations supported this finding and credited the soft-skills training with playing a critical role in this dimension. Another important result is that the program has increased parental support of wage employment, and beneficiaries have more support for pursuing use of their assets and job opportunities. Complementing the quantitative impact evaluation, the qualitative evaluations attest to the change in mentality that occurred over the project cycle. Parents who were doubtful about their daughters working outside of the home and all the more so about getting technical training proved to be supportive upon seeing the young women graduate and find internships. Given the rather short duration of the program, this is encouraging in terms of influencing longstanding beliefs and norms. It potentially reduces important social and psychological barriers to young women taking part in the labor market,[30] notably in sectors that have provided the most jobs since the earthquake (EVCMAS, 2012). Moreover, employers have signaled willingness to hire more young women in non-traditional sectors and jobs.

[30] In terms of networks, the AGI had no effect on the likelihood of treatment individuals' participation in professional associations or business advice groups, but it reduced the likelihood of participants to be in groups of girls, possibly due to the reliance on the network support provided by the Haiti AGI through the mentors.

Figure 6. Impact of the AGI project on the support network of the beneficiaries

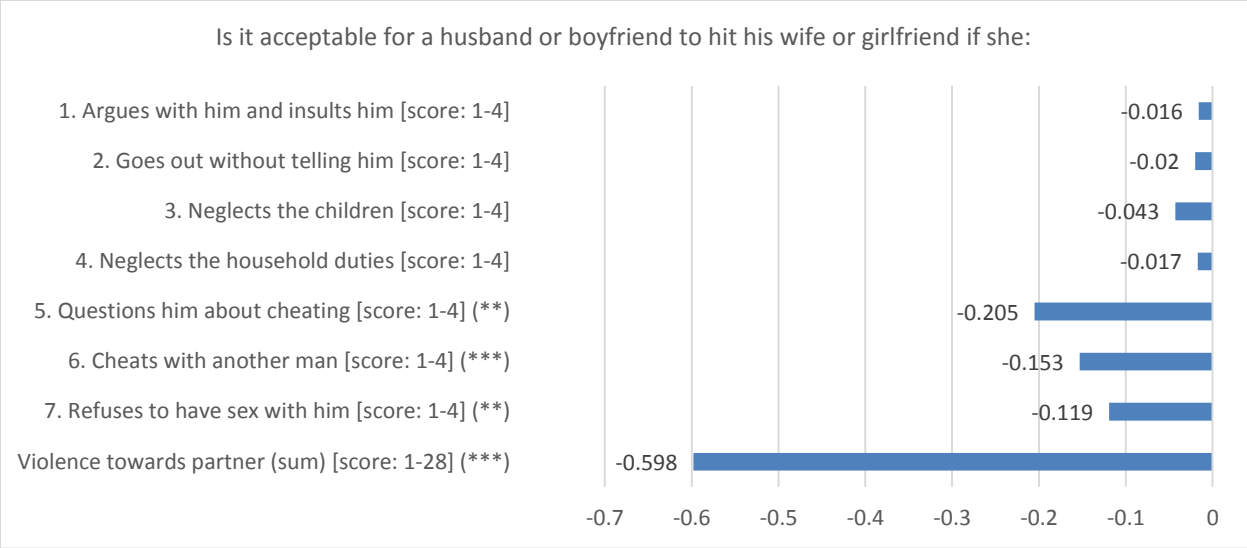


Source: Baseline and Midline survey data sets—Haiti AGI.
Level of significance next to the variable name: * p<0.1; ** p<0.05; *** p<0.01.
Notes: This specification uses individual fixed effects.
[1]The five categories of these variables are 1 for "Very disapproving," 2 for "Somewhat disapproving," 3 for "Neither supportive nor unsupportive," 4 for "Somewhat supportive," and 5 for "Very supportive."

The AGI beneficiaries demonstrated increased self-assertion in the intimate circle. The AGI trainees displayed increased self-confidence, an important component to both agency and improved labor market transition. Concurring evidence points to an increased self-control, capacity for anger management related to intimate relationships, and non-acceptance of violent behavior from a personal partner. Figure 7 shows that young women from the treatment group are less likely to accept that a husband or boyfriend can hit his wife or girlfriend if she "questions him about cheating," "cheats with another man," or "refuses to have sex with him," The women's reaction to violence under other circumstances, such as arguing with or insulting her husband or boyfriend, remain unchanged between treatment and control groups. However, the violence score decreased around 0.18 standard deviations due to the AGI program, which reflects a general fall in acceptance of violent behavior.[31]

[31] The sum of points of the violence variable is the total score of all the violence statements combined, where the points given to each statement are positively related to violence: 1 for "Never," 2 for "Sometimes," 3 for "Usually," and 4 for "Always." This means that the higher the total score, the higher tendency toward violence the respondent has. PCA stands for Principal Component Analysis, the method to consider the score of all statements and formulate them in a standardized index.

Figure 7. Impact of the AGI project on attitudes towards violence with partner

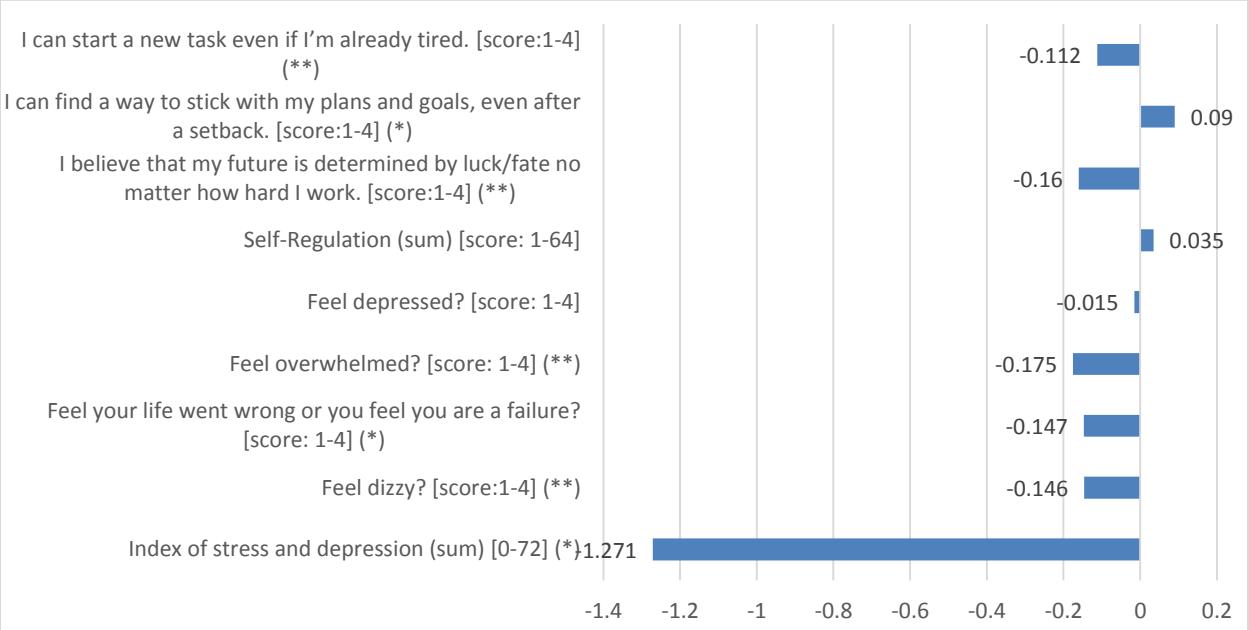


Source: Baseline and Midline survey data sets—Haiti AGI.
Level of significance next to the variable name: * p<0.1; ** p<0.05; *** p<0.01.
Notes: This specification uses individual fixed effects.
The sum of points of the Violence variable is the total score of all the violence statements combined, where the points given to each statement are negatively related to violence: 1 for "Always", 2 for "Usually", 3 for "Sometimes" and 4 for "Never". This means that the higher the total score is, the lower attitudes toward violence the respondent has.

Enhanced agency is seen in improvements in relation to self

A noteworthy contribution of the project to poverty eradication is the improvement of mindset and reduction of stress. Recent developments in the literature show that the ability of the poor to make decisions and select choices that are in their best interest is affected by the stress they are under (Mullainathan et al., 2013). A just-released regional study on chronic poverty ("Left Behind", World Bank, 2015) shows that mindset (including stressful states of mind) is a determinant of as well as an area of policy to break the cycle of chronicity. The AGI impact evaluation shows that the intervention significantly reduced mental stress and discomfort. Beneficiaries reported feeling less overwhelmed, more in control, and managing their life better. As a result of the program, they were more inclined to believe that their situations were the result of their actions and work rather than fate or luck. An overall index of mental health considering issues of stress, anxiety, and depression shows that beneficiaries' mental status was significantly improved.

Figure 8. Impact of the AGI project on agency related outcomes



Source: Baseline and Midline survey data sets—Haiti AGI.
Level of significance next to the variable name: * p<0.1; ** p<0.05; *** p<0.01.
Notes: This specification uses individual fixed effects.

Increase of self-esteem and self-confidence is behind this overall improvement. Qualitative evaluations conducted in May 2013 and December/January 2014 confirmed an overall improvement in self-esteem and self-confidence among the Haiti AGI beneficiaries. The qualitative evaluations attest to an improvement of the young women's self-esteem and self-confidence.[32] A key word analysis of the qualitative work is telling in describing the overall enhanced agency and empowerment of the participants. Improvements in their interaction with the context (respect from others, better relationships), and their standing (independence, prepared for challenges) is supported by enhancements in "the self," i.e. confidence and esteem (Figure 9).

[32] The self-esteem scale included in the quantitative survey did not yield consistent variation. Regression analysis of the impact evaluation does not pick up any systematic variability across treatment and control groups.

Figure 9: Word mapping of the results of the First Qualitative Evaluation (May 2013)

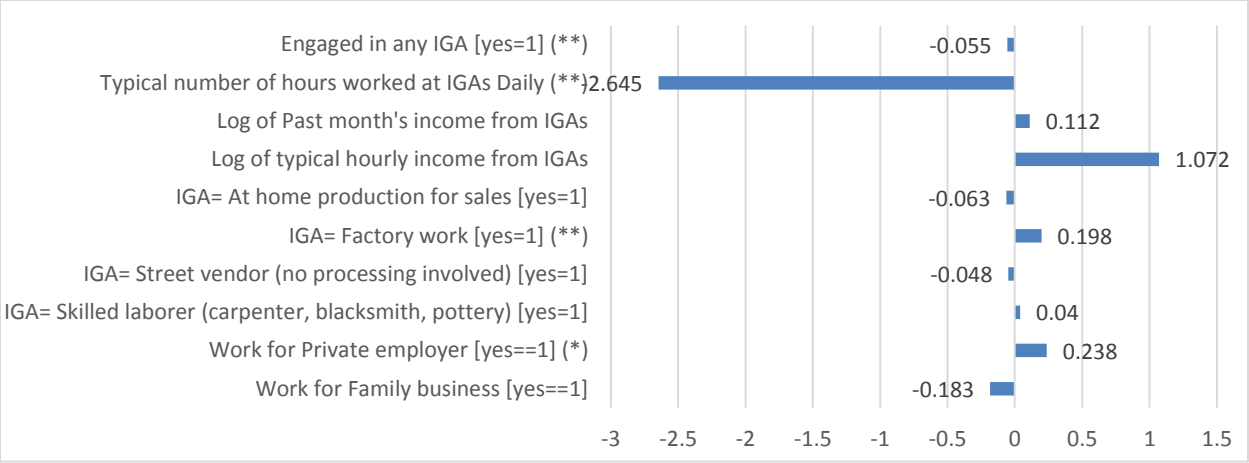
Source : Haiti AGI Qualitative Evaluation (2013)

VI. Employment-related impacts in the short term and expected medium term

The AGI impact evaluation found that beneficiaries were changing the type of work they do, while the share of people participating in income-generating activities decreased in the short term, and their earnings did not change. Measurement of employment and labor income three months after the completion of the program shows that beneficiaries were less likely to be working, and, conditional on working, their earnings had not changed significantly. Before the AGI project, few of the young women (11.4%) in both the treatment and control groups were engaged in at least one income-generating activity (IGA). In contrast, beneficiaries were transitioning towards higher-skilled jobs related to the technical training they received. The AGI program had a positive and significant effect on leaning toward labor activities such as skilled labor and factory work.[33]

Figure 10. Impact of the AGI project on labor outcomes

[33] Timing of the survey could not be delayed further because the second cohort of trainees (the control group) needed to start training. So analysis captures changes 3 months after program completion.



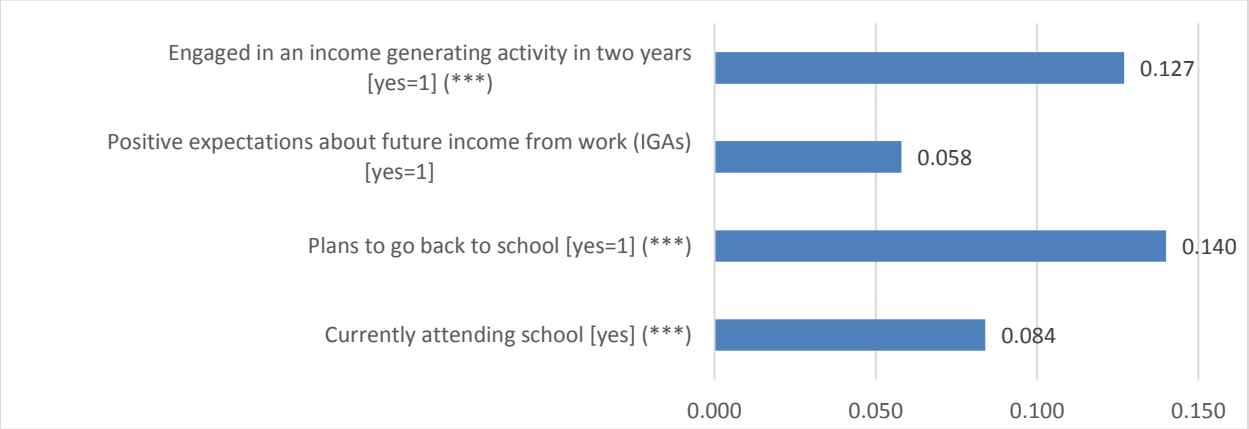
Source: Baseline and Midline survey data sets—Haiti AGI.
Level of significance next to the variable name: * p<0.1; ** p<0.05; *** p<0.01.

Impact evaluation shows that the program increased beneficiaries' aspirations for more education, and enhanced expectations for better employment in the future. Underlying the beneficiaries' lower participation in income generation found 3 months after program completion was an enhanced drive to pursue further education, accumulate more skills, and delay labor market participation. Young women who participated in the AGI project displayed higher expectations towards school enrollment and future engagement in IGAs than their control group counterparts. Figure 11 shows that compared to the control group, participants were 14 percentage points more likely to expect to enroll in school and 12.7 points more likely to expect to be engaged in an IGA in two years. Taken jointly with the results that beneficiaries are working less than non-beneficiaries three months after program completion, the findings indicate that the AGI is enhancing agency, aspirations and autonomy to develop life plans and pursue them, and that involves decision to improve their own endowments (human capital) for better labor market insertion in the medium term.

Complementarily, the AGI might have sensitized the trainees to the realities of labor markets in Port-au-Prince, because they became more aware of the difficulties of finding and keeping jobs not only for themselves but also for their family members. This was mirrored in the set of questions of expectations, for which treated young women reported that they were more worried that they would not get or keep a good job, or that their family would become more financially constrained.[34] Those results could indicate a negative corollary of the increased in empowerment, i.e. as the personal and professional horizons of the trainees expanded, so did their awareness of the barriers and challenges.

[34] These effects on expectations are reflected in the expectation index and PCA score, which are both positive and significant under all specifications. The score of each individual question has a range of 1 to 5 which corresponds to the following values: 1 for "Much better," 2 for "Better," 3 for "Same," 4 for "Worse," and 5 for "Much worse." The expectation sum score corresponds to the sum of the scores of the four variables above, each one with a score 1 to 5. This means that the higher the score, the lower the overall expectations of a respondent. PCA stands for principal component analysis, which is the method to consider the score of all statements and formulate them in a standardized index.

Figure 11. Impact of AGI on expectations about jobs, income and education



Source: Baseline and midline survey data sets—AGI Haiti.
Level of significance next to the variable name: * p<0.1; ** p<0.05; *** p<0.01.
Notes: This specification uses individual fixed effects.

The impacts on aspirations and expectations towards work life plans and outlook are corroborated by the results of the qualitative evaluation. Two qualitative evaluations conducted in May 2013 and December-January 2015 attest to an improvement in the trainees' perceptions and expectations vis-à-vis their economic outlook. Trainees reported that both the technical and soft-skills training helped make them feel more in control of choices with respect to their professional lives. The Haiti AGI project placed a premium on individual responsibility. It emphasized, both in technical and soft-skills training, the opportunity presented by participation, the support system put in place (through the technical training centers, community NGOs, and mentors) and also the ultimate importance of personal motivation and commitment in a particularly complex and constrained labor market. In a country that has seen a multiplication of programs and projects in the years following the 2010 earthquake, it was crucial to emphasize the importance of seizing this training opportunity and not expecting others to follow. This message was integrated into the soft-skills discussion, directly relating to the matching motivation, expectations, and reality (see Section VII for further discussion on this issue).

In addition to the trainees' decision to prioritize further education over income generation in the short term, results on employment may be explained by the limited time frame of the evaluation. The randomized control trial phased-in design of the impact evaluation (see Annex X.11) required a second round of data collection to take place before the second cohort started training. Implementation delays compounded by security concerns shortened the period between the end of the training of the first cohort and the starting date of the second cohort. It was relatively expected to observe limited results on employment variables due to the short interval between surveys.

Difficulties of transitioning in a highly depressed labor market should also be factored in. While the interval between program completion and evaluation may have been too short to capture the effective transition into labor of the AGI trainees, there is no denying that the reality of labor

markets in Haiti is an extremely harsh one, even by the standards of low-income and fragile countries. While employment opportunities exist in the sectors where the Haiti AGI graduates received their training, finding a permanent placement remains a complicated and lengthy task—from awareness of an opening to access to the person entrusted with the hiring decision (as opposed to lower-level staff acting as a de facto blocker or gate-keeper of applications) to the willingness of employers to take a chance on candidates without strong ties to their social networks, and to move from a temporary contracting basis (internship) to permanent contracting. Feedback received through the qualitative evaluations confirms and qualifies those difficulties, as further detailed in the next section. Balancing out efforts invested in job search with the reality of limited opportunities ultimately hinges on individuals' agency and capacity to self-motivate and persist.

VII. Considerations for future programs

Integrated design of the project

The integrated design innovated in relying on community NGOs for the accompaniment and soft-skills training and on public-private partnerships (PPP) for the provision of technical skills. The integrated approach of the Haiti AGI was translated into a project design building on the engagement of all partners (community organizations, training centers, employers, MCFDF, and the project team). The project team engaged community organizations and training centers early on and regularly in the refining of the project design and its implementation, through meetings and regular updates of the project proceedings. This approach helped the team develop a strong trust relationship and buy-in from all partners that was critical to overcoming the challenges encountered during implementation. The partners recognized the effort made by the World Bank to work with local partners instead of contracting with an international NGO to implement the project, as is typical for international organizations working in Haiti. In spite of the contracting and procurement hurdles of working with local French-speaking organizations, the project team persisted. This was based on a strong belief in the value of working with organizations with established local experience. It aimed at continuing to work in Haiti and the program's communities even if international support is substantially reduced.

The integrated design adopted by the project reflects the objective of increasing the employability potential of the AGI beneficiaries. Recognizing employability as a broader-based objective (see section II) and reflecting the specificities of the context and of the needs of the target group, the Haiti AGI was designed to support the beneficiaries in the personal, community, and public spheres, with a premium put on proximity and accompaniment. The design was articulated around the beneficiary, providing her with support in her quartier through the soft-skill training and mentorship provided by the community NGO. It also gave support by providing quality technical training oriented towards employability and close monitoring of attendance and performance.

The integrated approach received strong support from trainees, community NGOs, and training centers partners as well as from employers. Feedback from the qualitative evaluation credited the comprehensive design of the project for its participative approach, which is considered

a best practice by the partners directly involved (NGOs, training centers, and internship-providing employers). Building on a strong network of community organizations, the project provided a support network close to the beneficiaries, offering them regular meeting, support, and a safe space to meet. The selection of employer-recognized training partners (public and private) accredited by the national institute for technical training (INFP) ensured name recognition of the training and hiring potential. Overall, the close communication between the community NGOs, training centers, and the project team provided the foundation for implementation of a comprehensive project tackling intricate issues related to employment, agency, vulnerability, and gender in a fragile country.

The integrated design of the project contributed the results achieved and notably to the low drop-out rate over the course of the project. While the impact evaluation does not capture this dimension of the project, feedback from the qualitative evaluations corroborates that its integrated approach and engagement of local partners had many positive spill-overs. If the very low drop-out rate isn't solely the reflection of this design, it captures the effort of all partners to assist the young women in their training orientation and ensure that they could complete their training, addressing all issues arising through the cycle thanks to communication between all partners based on solid monitoring.

Complementing technical training with socio-emotional and soft-skills development can be a cost-effective program component to enhance results

Building on the increasing evidence of the role of soft-skills in boosting employability, the Haiti AGI placed a premium on this component of the training. There is a growing recognition of the importance of socio-emotional/behavioral/non-cognitive/soft-skills in both educational and labor market outcomes and overall endowments. Those skills are also crucial to developing and exercising agency, i.e. the capacity to make choices and translate them into desired actions and outcomes (WDR, 2012). However, this terminology mixes and matches a wide range of skills in a way that makes interventions aimed at developing the skills hard to compare. In fact, the diversity within and across disciplines poses problems both for measurement and investment (Borghans et al., 2008). Still, existing literature indicates that in developing countries, upper-cognitive and social-behavioral skills are equally or more valued than technical skills. This is in part due to the higher need for adaptability in those contexts, especially in informal labor markets and vulnerable groups.

A context-appropriate curriculum was developed for the Haiti AGI.[35] The Haiti AGI had to develop a soft-skill curriculum in the absence of existing context and audience- adapted materials. An assessment of available soft-skill materials and teaching experiences in Haiti demonstrated that soft-skill material developed for other countries (notably in francophone Africa) was ill-suited to the Haitian context and teaching experiences vastly differed in their relevance and quality. A unified soft-skill curriculum developed by Haitian experts, combined with training of the community center personnel to teach this component of the project, yielded positive results and feedback.

[35] In a 2011 study based on a survey of employers of engineers in India, socio-emotional skills were ranked at or above technical qualifications and credentials in terms of their significance for the employability of recent graduates (Bloom and Saeki, 2011). See also Arias et al. (2014) and Pierre et al. (2014).

Soft-skills contributed to enhancing agency and the prospects of employability of the graduates. Administered on week-ends in parallel with the technical training, the soft-skill training was confirmed to be highly valued by the AGI graduates as well as by the training centers and community organization partners. This training was notably credited for substantially contributing to the gains in empowerment and agency captured by the impact evaluation. The qualitative evaluations conducted in 2013 and late 2014 also confirmed the key role played by the soft-skills training in preparing the young women to face the challenges ahead. Taking the example of unwanted sexual advances during a job search or work, the young women indicated that the soft-skills gave them confidence to push back those advances and to recognize an inappropriate situation and defuse it, or remove themselves from it. While soft-skills alone are insufficient to overcome the gender-specific challenges, they are an important part of the approach needed to tackle those demeaning behaviors.

The modalities of administration of the soft-skills training are also to be factored in this impact. The importance of soft-skills has been gaining increasing recognition, extending beyond the early childhood development (ECD) literature in which their importance has been long acknowledged (Duckworth et al., 2007 and Heckman et al., 2012). Less attention has been given to the modalities of administration of those skills. The diversity in these modalities constitutes another difficulty to comparing different interventions that integrate such training. Even within a given project, ensuring that the training is imparted with equal quality requires specific attention. In the case of the Haiti AGI, the project could build on the experience of the community NGOs that all had some experience administering this type of training. On the other hand, to ensure quality and the teaching of the defined curriculum, a "training of trainers" was dispensed by a specialist, under the supervision of the field project coordinator, and the courses were monitored. This close monitoring and the feedback received through the qualitative evaluations confirmed the value of student-centered teaching methods, regularity in the courses, and the availability of teacher-mentors outside of the courses.

The Haiti AGI served as a platform to start a dialogue on soft-skills in technical training in Haiti at large. As a partner of the Haiti AGI, the National Institute for Professional Training (*Institut National pour la Formation Professionnelle*—INFP) had a direct role in implementing the project. As part of this engagement, discussion of soft-skills was particularly dynamic. While the INFP faces many challenges,[36] notably in funding and the upgrading of its technical training staff and curriculum, the importance of soft-skills to facilitate graduates' transition into labor markets was ranked high among the priorities. This recognition of soft-skills reflects growing concerns that graduates of public technical training courses are not adequately prepared to face a complex labor market; high rates of drop-out further burden these programs in Haiti. While no substitute for quality technical skills, soft-skills are now recognized as a valuable complement, on par with technical skills in promoting employability. Less expensive than technical skills training, soft-skills

[36] The INFP is part of the Ministry of Education (MEFP). Its budget is a small fraction of the total budget of the MEFP.

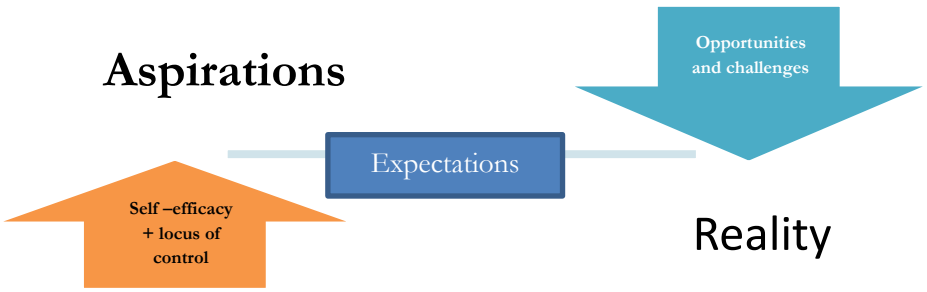
training could well be a cost-effective intervention to decrease drop-out rates and increase employability in public technical training.[37]

Aspirations and post-training trajectories

Impact on the beneficiaries' aspiration was a key result of the Haiti AGI. As seen in Section IV, beneficiaries' aspirations about work and income have been strengthened. The young women are more assertive and talk more to others about job opportunities. Concurring evidence is the increased non-acceptance of violent behavior from personal partners. Furthermore, beneficiaries have expanded their aspirations to study and get more training and skills, delaying their attempts to enter the labor market.

Aspirations are activated through personal motivation and sustained by a matching with expectations. Bandura (1977, 1997) proposes to look at two dimensions, "self-efficacy" and "locus of control," to explain how aspirations levels get determined. Self-efficacy refers to the beliefs a person has about his or her capacity to achieve a given goal while locus of control refers to whether or not (and how much) people believe they have control over the events in their lives. For aspiration to translate into actions, individuals must perceive themselves as both capable and in control of their lives. In a context such as Haiti, disbelief regarding one's control can come from multiple sources, compounded by the fact of living in a country with a strong socially segregated structure. In the case of vulnerable young women such as the beneficiaries, this disbelief can be further reinforced by their socio-economic background, out-of-school status, and gender. Additional dimensions determining the translation of aspirations into actions are personal motivation and expectations that are shaped by reality, both perceived and real (Figure 12).

Figure 12 : Aspirations are shaped by both internal and external factors.



While all trainees met the program criteria and displayed motivation for the project, different aspiration profiles emerged during and after the training cycle. Identified during the monitoring of the project and further explored through qualitative evaluation, the typology of the

[37] In the short term, some soft-skills could be taught with traditional methods, building on the experience of the Haiti AGI. Soft-skills such as team spirit, analytical thinking, and creativity could—to a certain extent—be taught using traditional methods. Modules for teaching a subset of soft-skills could be developed and adapted to the needs of each sector, since some soft-skills requirements (such as creativity) change as much with the sector as do technical skill requirements. The teaching of soft-skills remains an under-investigated field, however, in particular in low-income settings, so significant investments in piloting, monitoring, and evaluating such interventions should be made before envisaging large-scale expansions.

AGI trainees' aspirations and trajectory profiles presented two vastly distinct tracks that were undiscernible in the initial selection and did not impact the project drop-out rate. As shown in Figure 6, the first group (in orange) consisted of young women choosing technical training as a choice that they "own," that is to say, one they wish to embrace either through continued education (1.1) or through labor-market transition (1.2) into their field of training. This group, and particularly its second sub-component (1.2), constituted the audience typically assumed of a technical vocational educational and training program such as the AGI. Yet, a second group (in green) with diverging trajectories emerged, encompassing a sizeable number of the trainees. These women may have professed their interest in a full-time technical training track but harbored the personal wish to pursue a higher/classical education track and would make their decisions based on this.

For this second group, three main options could be identified:

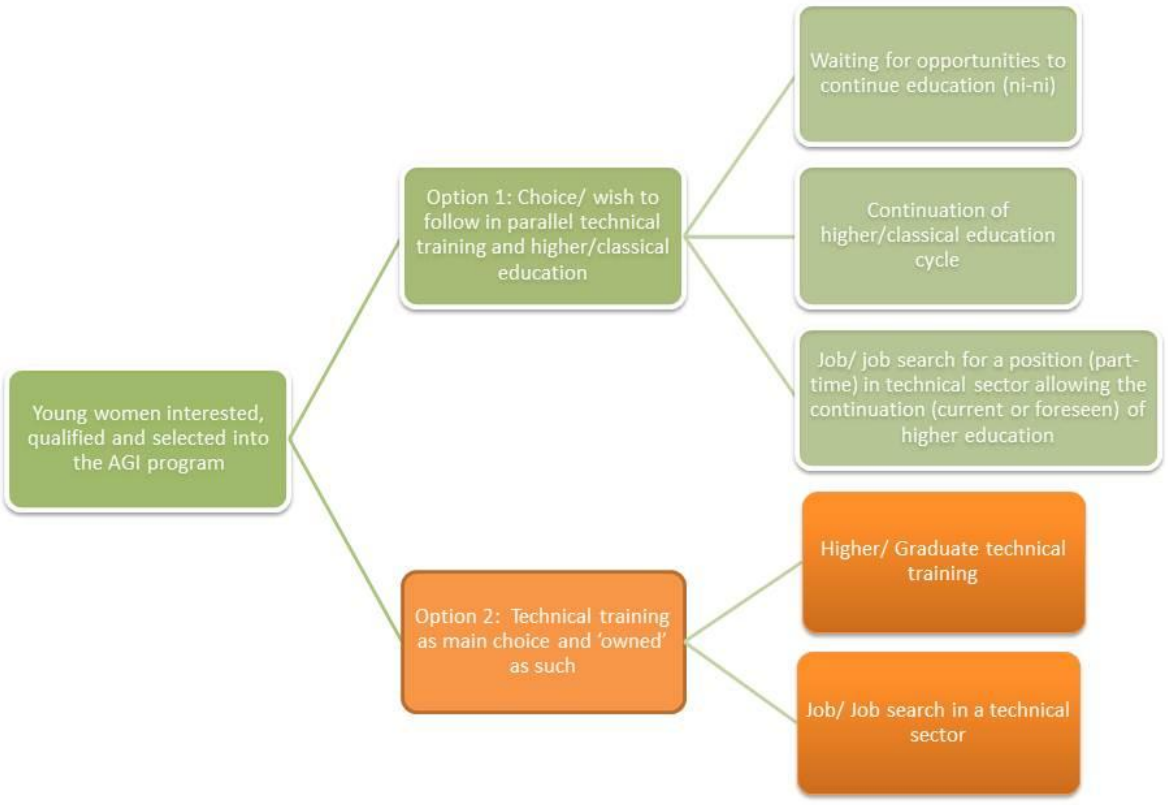
- The first one (2.1) included graduates who were neither in school or working, the typical 'ni-ni.' This group may have been looking for a technical job, but has given up looking in the early stages of the process;
- The second profile (2.2) included AGI graduates who decided to return to a general training track, using the AGI training to exit their "out-of-school" status and try to complete their secondary education with the aspiration of continuing onto university.
- A last profile (2.3) was composed of AGI trainees in search of a technical job or currently holding a part-time technical job in order to be able to pursue a general education in parallel. This group comprised trainees who had done well in the technical training provided by the AGI project but elected to be employed sub-optimally to pursue their wish for a secondary/university track that may or may not yield professional options comparable to what they could get through their newly acquired technical skills.

The "aspiration for further education" was a less expected but overall positive outcome of the project with implications for the targeting of employability-oriented projects. It reflects the potential of "second chance" education programs and the need for an increased articulation between general and technical education, combined with the revalorization of technical training. Those "aspirations for further education" reflect the setting in motion of a positive dynamic, with increased agency, skills, and empowerment opening new possibilities—particularly when combined with realistic expectations. Those aspirations also reflect, in part, self-selection biases against technical training. As in many countries, technical training is rarely a preferred track chosen by Haitian students—whether male or female.[38] As attested by the qualitative focus groups and interviews, the weight of this premium on higher education (and particularly university) can lead young people (both male and female) to forfeit alternative training and career options in the hope of pursuing higher general education. Incidentally, another implication of this finding relates to helping technical training programs better take into consideration those different aspiration-based trajectories. Even when eligibility criteria are fulfilled and motivation for a technical track is stated,

[38] In part due to the high quality differences of the training provided by both public and private training programs, as well as by a high social premium placed on higher education.

non-revealed aspirations can substantially factor in the final outcomes of programs and projects that are directly aimed at transition into labor market.

Figure 13: Typology of AGI trainees' educational and professional aspirations and their trajectories



Source : Haiti AGI Qualitative Evaluation (2014-2015)

Orientation, mentorship, and role models are important to translate those aspirations into productive expectations. In designing a project aimed at increasing agency, the AGI recognized the role of aspiration in influencing choices and enabling individuals to act upon them. At the same time, striking the right balance between managing expectations in a constrained environment and recognizing the role of high expectations in personal drive was a central concern of the project. Whether high aspirations are needed—both psychologically and in socio-economic terms—to transcend a bleak reality and achieve outcomes not possible through a "reasonable expectation" path remains an important if unanswered context-specific question for further research.[39] The Haiti AGI

[39] In some scenarios in which individuals perceive that their social surroundings do not allow them to make use of their capabilities, frustration and grievances can develop. Bandura (1977) argues that social unrest can occur when individuals consider themselves highly capable (high self-efficacy) but perceive that they have little control over the social or political processes in their country, a situation typically more prevalent in countries experiencing high levels of youth unemployment.

used career orientation throughout the training process to help the trainees define their expectations. This included the presentation of the different career/technical training tracks and their specificities, opportunities, and offerings, with the support of former female trainees now employed in the respective sectors. Discussions during soft-skills training also aimed at helping the trainees define the next steps to implement their expectations.

Job search experience

The job search experience of the AGI graduates echoes that of depressed labor markets. As expected, the AGI graduates faced numerous challenges in their job searches. While the training prioritized sectors with higher hiring potential, the reality of Haiti's labor markets remained a dire one. One of the key challenges faced by the graduates was finding out about relevant job openings.[40] Indeed, job openings are rarely advertised in Haiti, and when they are, it is not uncommon that the opening has already been filled, the employers using job advertisements to promote the "dynamism" of their firms.[41] Real job opportunities continue to be publicized primarily through word-to-mouth and social networks, placing new entrants at a disadvantage. Still, the AGI graduates canvassed all possible sources of information regarding job openings (see Annex X.9 on end-line qualitative evaluation). The qualitative evaluation confirmed the important role in labor market entry played by internships, development of contacts, and continued acquisition of hands-on experience. However, the internships lasted only two weeks to a month, reducing the opportunities for developing an extensive professional network. This limited duration was due to the fact that internships are not common practice in Haiti.[42]

Those challenges put a premium on persistence in job search—notably in the critical six-month period following graduation. In the depressed labor market context of Haiti, looking for a job (and persisting in it) can be a disheartening challenge for young women. To counter this reality and strengthen job search persistence, the Haiti AGI set out to develop a new component to maintain a "top-of-mind" connection between the graduates and the project for six months after the end of the training. This SMS-based system (see Box 6) had the objective of encouraging the young women of the second cohort to stick with their job search efforts by sending them agency-enhancing messages. This small pilot will be evaluated in FY15. While its small scale may not yield a full picture of the potency of such intervention, it sets a precedent for pursuing an under-researched topic of youth employment programs.

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[40] The project team had designed a SMS-based job platform to inform the AGI trainees of job opportunities relevant to their technical sector. It was to take advantage of the widely available cell-phone technology in Haiti, building on previous experiences (Souktel) but expanding the design to loop back information and work with large employers as well as job search providers such as jobpaw and job509. However, funding could not be secured to implement this component.

[41] As the same time, consultations with employers repeatedly underlined the difficulty of finding qualified candidates for their labor needs, which would suggest some mismatch between labor supply and demand. Beyond technical skills, employers identified soft-skills as the main consideration in candidate selection, stating their difficulty in finding people displaying soft-skill traits such as work ethics, initiative, perseverance, leadership, team work, and self-discipline.

[42] In addition, it was not possible to secure remuneration for all internships. This raised the risk of the perception of that the AGI project was supporting "free labor." On the other hand, interns require supervision and on-the-job training, making it difficult to require employers who accept interns to pay them as well.

Box6: Using SMS-based encouragement to foster agency in labor market transition

The policy question addressed by the SMS job search motivation module was how to improve labor market transition for recent technical training graduates. It looked at ways to foster increased agency in labor market transition using SMS-based technology and the cell phones provided for the mobile money component of the project.

Based on the experience of the first cohort and feedback received through the qualitative evaluation, a new component to the Haiti AGI was developed. It targeted the phase immediately following the end of the technical training to keep the beneficiaries motivated and mobilized in their job searches in a very difficult labor market. Using a top-of-mind approach, the SMS job search motivation module was developed around a four-step framework (establishment phase, planning phase, goal-setting phase, and reflection phase). For each step, SMS messages were developed. Focus groups to discuss this module (timing of transmission, regularity, etc.) and the types of messages most likely to resonate with the AGI beneficiaries were organized in June 2015 in Port-au-Prince. The results of those focus groups helped the team compose over eight messages in Creole (120 characters maximum). Between August and December 2014, 77 messages were sent to the young women of the second cohort (nine to introduce the module; three per week over five months plus four to announce each "phase," plus four "reminder" messages). See Annex X.6 for the full list of messages.

While this component was only piloted for the second cohort, it presented much potential to inform at a key juncture in labor market transition. Evaluation of this component was supposed to occur in the third round of the impact evaluation, which was postponed to an undetermined later date so as to capture longer-term effects. As a result, the team used the second qualitative evaluation (December 2014-January 2015) to collect feedback. It was largely positive with confirmation of the psychological dimension of "staying connected with the project."

Literature related to job search experience and strategies attests to the important role played by motivation (Van Hooft et al., 2012; Van Hoye, 2013; and Van Hoye et al., 2014). In technical training programs such as the AGI, the period immediately following the completion of training is when expectation and motivation will likely be the strongest. Yet, as with Haiti AGI, it may not translate right away into securing a job, thus requiring this motivation to be sustained over a sustained window of opportunity. To the team's knowledge, labor market literature contains no detailed examination of targeting motivation and job search behaviors after technical training. Given the implications, including for the cost-effectiveness of ALMP programs if the effect of such low-cost interventions is demonstrated, this is a research/evaluation gap that requires attention. (See Annex X.11 on research gaps identified in the context of the Haiti AGI.) While the Haiti AGI SMS module may not yet demonstrate effect, this experience contributed to discussing and framing the issues as well as testing a possible approach.

AGI graduates also faced gender-specific challenges in their job search. Graduates were repeatedly the targets of sexual advances during their job searches, with sexual favors held to be the price of an application being considered or referred to the relevant person. This indicates a deep problem not only for women seeking employment but for those who have managed to get a job. While sexual advances were not encountered during the internships due to the oversight of the training centers, AGI mentors, and coordinators, the young women ranked sexual harassment as the

primary reason for demoralization in the job search. In focus groups, they indicated feeling degraded and depressed by those propositions, the value of their skills and candidacies diminished by those trying to exploit their situation of (small) power to gain sexual favors. In a country known for its high incidence of sexual violence, advances during a job search are likely to act as an added deterrent to employment, especially considering the limited recourses to report such behaviors and the direct implication for physical safety.

Cost-effectiveness

Assessing cost-effectiveness of pilot programs is always difficult. Such programs tend to be small and thus missing the potential economies of scale that would come from program expansion. Still, such question matters in the prioritization of limited resources.

As a pilot project focused on marketable technical skills, the cost of the Haiti AGI is comparable to other similar programs and projects. With a cost per beneficiary at US$1,444 (including technical and soft skills training as well as stipends), the Haiti AGI project is on par with comparable AGI pilots and other technical training programs in LAC (See Table 3). Technical training programs are known to be expensive – all the more so in fragile settings where public providers are all the more constrained and quality private providers limited. In non-fragile countries of the Latin America region, the *Jovenes* projects' costs ranged from US$600-$2000 per participant (Bandiera et al., 2014).[43] With a focus on certified technical training, the Haiti AGI adopted a focus comparable to the *Jovenes* projects –different from other AGI projects– but in a fragile setting.

Table 1: Training cost comparison of AGI pilots

Country	US$
Afghanistan	1,158
Jordan	400
Haiti	**1,444**
Liberia (Self-employment skills)	1,221
Liberia (Vocational skills)	1,678
Nepal	295
Rwanda	1,013

Source: AGI Capstone Report (World Bank 2015b)

Technical training accounts for the majority (65%) of the cost per beneficiary. Of the three services delivered, technical, soft skills and stipends, the majority of the project costs went to the provision of technical training (Figure 10 and 11). Of the USD 1,444 unit cost per beneficiary, about USD 940 were allocated to technical training. This reflects the choice of working with certified technical training, the availability and capacity of training providers in Haiti, and the goal of working in non-traditional sectors for female employment.[44]

[43] Those programs included Argentina's *projecto joven*; Chile's *Chile Joven*; Colombia's *Jóvenes en Acción;* Dominican Republic's *Juventud y Empleo;* Mexico's *probeca*; Panama's ProCajoven; Peru's *PROjoven*. See. also Ibarrarán and Shady (2009)

[44] In Haiti, following the 2010 earthquake, the facilities of the INFP were destroyed. At the beginning of the Haiti AGI, none of the centers was operational, mandating the exclusive use of private providers for the first cohort. For the second cohort, the recent completion of the reconstruction of the CPFPC center (INFP) allowed for the inclusion of this public provider to the training.

Figure 14: Haiti AGI cost shares per project component

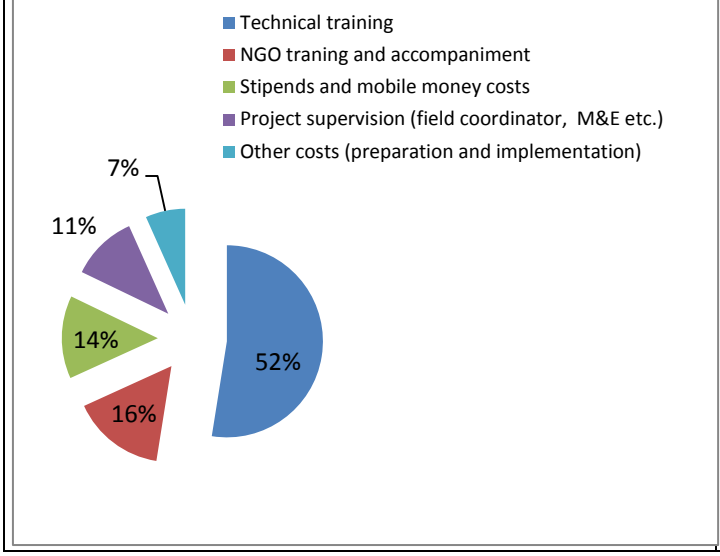
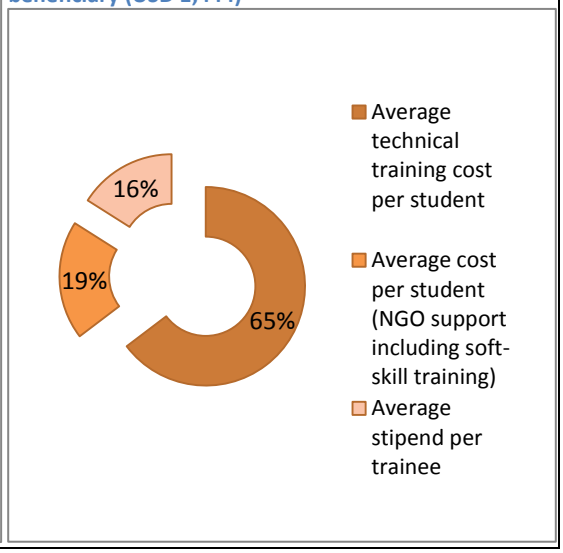


Figure 15: Shares of training and stipend costs per beneficiary (USD 1,444)



In the context of cost-effectiveness of technical training programs in fragile settings, three elements are worthy to keep in mind.

First, the Haiti AGI was a project with an intensive treatment not envisioned to be scaled up in its pilot design. It aimed at gaining a more in-depth and contextualized understanding of the constraints and challenges faced by vulnerable youth, particularly young women, to access labor markets and increase their agency. Given the depressed labor market context prevailing, scaling-up the project in its pilot design would not be recommended. Still, lessons from this pilot can help inform policies and programs aimed at building youth's human capital in fragile countries.

Second, in relative terms, it seems cost-effective to consider investing in a soft skill component to complement technical training programs. The different quantitative and qualitative pieces of evidence available from the Haiti AGI pilot indicate that the soft skills component has been instrumental for beneficiaries to enhance their agency, and with an improved socio-emotional capital be better positioned to operate in labor markets of fragile settings. Cost-wise, for every dollar spent in technical training, 30 cents are spent in soft skills development, making this latter component worthy of consideration for these programs.

Third, while creating more and better jobs in Haiti is often said to be a prerequisite heavily reliant on the country's capacity to boost its growth inclusively, it can't be a precondition to investing in the human of youth and particularly vulnerable youths. As the Haiti AGI demonstrated, the benefits of such projects extend beyond the economic realm. While ALMP programs aimed at vulnerable youths may be less cost-effective than education policy and earlier interventions in the education system, they can nonetheless serve an important remedial and human capital enhancing role. In a fragile setting such as Haiti, such programs also serve a wider purpose of

inclusiveness and equity, preventing the permanent disconnect and disfranchisement of population groups, notably youth and women.

Conclusion

Reducing youth unemployment and increasing the agency of vulnerable youth are key policy challenges worldwide – and all the more so in fragile countries. The specific challenges faced by young women are increasingly being recognized as needing specific approaches and—in some cases—specific interventions. Since 2008, an international program, the Adolescent Girl Initiative (AGI) has piloted context-specific interventions in low income countries – half of fragile countries- for a better understanding of the skills that could increase employability for vulnerable young women. In that context, the Haiti AGI pilot contributed to the expansion of evidence-based knowledge and lessons particularly relevant for Active Labor Market Programs and Policies (ALMP) and poverty reduction strategies in fragile countries.

Using an augmented assets approach to articulate the results of the project's impact and qualitative evaluations, the present report showed that the beneficiaries of the Haiti AGI saw their agency and socio-emotional assets enhanced. The high retention rate throughout the project implementation is also testament to how much the beneficiaries valued the training. The AGI impact evaluation—the first of its kind for AMLP or agency-building projects in Haiti—also found that beneficiaries were changing the type of work they did. At the same time, the share of people participating in income-generating activities did not increase in the short term, nor did their earnings. These results are consistent with existing literature (Card, Kluve and Weber 2009).

Beyond the results seen for the direct beneficiaries, the Haiti AGI also fulfilled its mission of gaining a more in-depth and contextualized understanding of the constraints and challenges faced by vulnerable youth, particularly young women, to access labor markets and increase their agency. Furthermore, the project piloted a number of comprehensive approaches to improve the safety of the beneficiaries as well as innovative modules, notably use of ICT (i.e. mobile money, SMS-based job-search motivation, and SMS-based job search survey), to improve employability outcomes, all of which have high potential for replication.

Those lessons, challenges, and identified research gaps (Annex X.11) form a basis for the definition of adequate active labor market policies/programs to reduce poverty and increase social inclusion in Haiti. Based on the experience and results of this pilot project, the report highlights five areas for consideration in employability-oriented policies, programs and projects for vulnerable groups in low-income countries, particularly in fragile settings.

The Haiti AGI was a project with an intensive treatment aimed at gaining a more in-depth and contextualized understanding of the constraints and challenges faced by vulnerable youth to participate in the labor market. Lessons from the pilot can help inform policies and programs aimed at building youth's human capital and agency in fragile countries. In light of this, several takeaways are offered for future employability-oriented programs and active labor markets programs, particularly in fragile countries:

1. **Having an integrated project design that builds on local community partnerships and public-private partnerships (PPP) matters for skill-building programs aimed at vulnerable groups.** The Haiti AGI confirms the importance of comprehensive intervention programs when dealing with vulnerable groups to address the diversity of challenges they face, beyond gaps in technical skills. Moreover, given the gender equity focus of the project, a takeaway for program designers to consider is that to address gender-specific challenges – including gender-based violence- a network of design elements is advisable, such as limiting commuting time, having alert and monitoring systems, timing activities during daylight.
2. **Providing technical training in non-traditional trades is an option for consideration for women's training programs.** Providing training for women in male-dominated fields is not an easy decision for program designers. The takeaway to offer from the Haiti pilot is that participants in non-traditional tracks were as committed to follow-through, remain engaged, and complete the courses and internships as participants who did the traditional tracks in the pilot. While bottlenecks remain to make technical training viable in terms of direct translation into employment, gender does not appear to be one provided the right orientation, consideration to labor market needs and employers' engagement.
3. **Complementing technical training with socio-emotional and soft-skills development can be a cost-effective program components to enhance results.** Soft-skills are

increasingly recognized for the key role they play in job performance, and as a result are given high importance by recruiting employers. For a fraction of the cost of the technical component, evidence from the project implementation and qualitative evaluations attest to the potential returns of investing in socio-emotional and soft-skills development. More research is needed to further measure those returns.

4. **Accounting for aspirations in program design can help channel this dimension towards better outcomes.** Aspirations are an important lever for motivation and perseverance. Finding the balance between vulnerable youth aspiration, expectation, and reality directly influences outcomes in terms of program drop-out rates and post-training trajectories. While the Haiti AGI saw an increase in aspirations, the findings also indicate a need for further research on how to best integrate this dimension in future programs.
5. **Improving how to provide information and prepare graduates to enter constrained labor markets particularly matters in fragile settings.** Educating the trainees about the reality of labor markets both in terms of opportunities and challenges is necessary, but how to do it to maintain motivation and perseverance remains to be further refined. Improving information sharing and transparency so as to increase, and render more inclusive, the matching of labor supply and demand is an important area for further study.

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Annex X.1: Summary of main components of the Haiti AGI

Community NGOs. The community NGOs selected for the project are located in five quartiers (neighborhoods) of Port-au-Prince. The NGOs identified the young women during the preparation phase of the project and were charged with their accompaniment during its implementation. They also administered the soft-skills modules of the curriculum.

Figure A1. Geographical location of the NGOs

Source: Google maps: https://www.google.co.in/maps/@18.5449448,-72.3429643,13z?hl=en

Soft-skill curriculum. Building on best practices worldwide, the Haiti AGI developed a high-quality soft-skill curriculum composed of eight modules (self-esteem, civic engagement and leadership, reproductive health, gender-based violence and its responses, preparing for the workplace and work ethics, disaster preparedness, and financial literacy). Existing curriculum proved to be ill-adapted to the Haitian context, being mere translation of curriculum developed for other countries, notably in Africa. The new curriculum has been adapted and illustrated to the context of Haiti.

Non-traditional technical training. The young women received training in technical skills that are not traditional for their gender: mechanics, refrigeration, electricity, construction, computer science, IT essentials (PC hardware and software/Cisco networking academy). The training lasted six months, with the exception of at INFOP, where it was four months). Instruction was carried out in three private and two public centers of Port-au-Prince chosen based on consultations with employers to confirm the quality and relevance of the training offered, and the orientation of those centers towards employability. Prior to training beginning, the young women were presented with the different training offered and the corresponding career and

employments options, so as to place them in a position of making an informed decision on which track to elect and to match it to their academic levels and personal capacities.

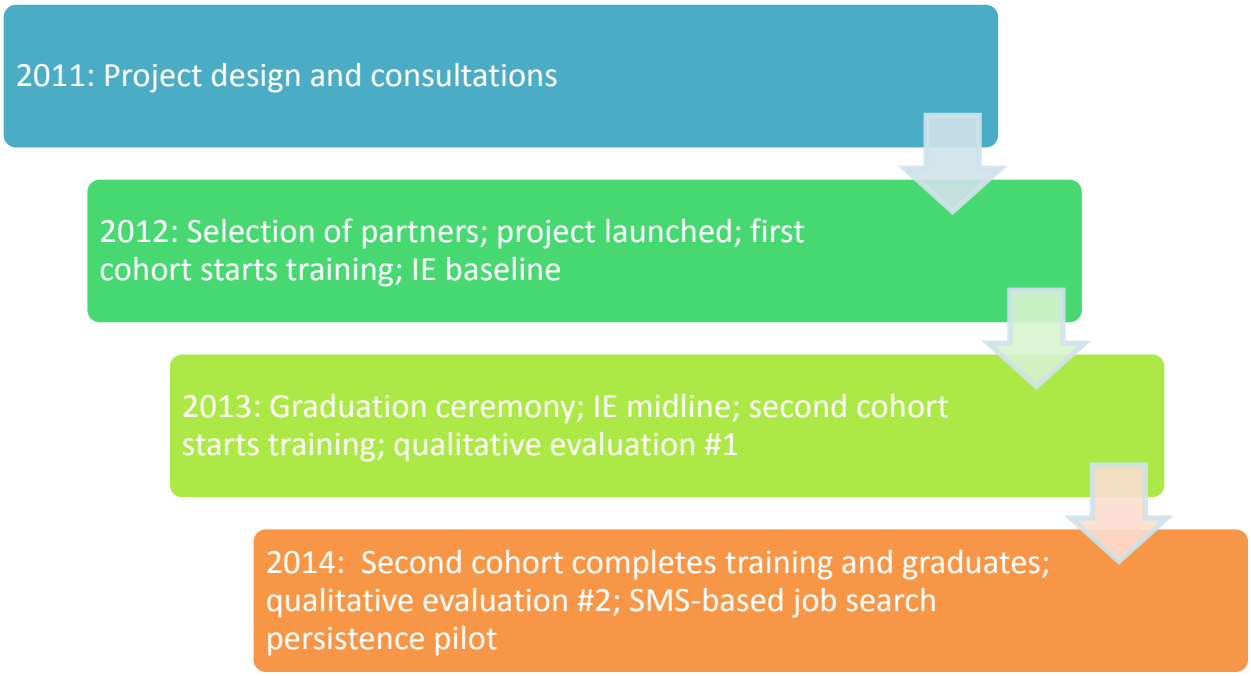
Internship and employers: At the end of their training, the young women were offered internships to help them transition into labor markets. The one-month internships were unpaid but the women received stipends during this period.

Stipend and cell phones: The Haiti AGI provided grants and stipends to enable the young women to take part in training courses and in unpaid internships. The stipends amounted to about US$40 per month and were paid using mobile money. The stipends aimed to cover the cost of transportation to and from the training centers and other related expenses of attendance. The delivery of the stipend via a mobile phone payment system was selected in order to reduce the safety and financial risks in handing over cash to the women and to help enforce the financial management lessons they would receive during training. The first installments were paid in cash through the training center partners due to delays in the setting up of the Tcho-Tcho System operated by Digicel.

Impact evaluation: The AGI project was designed as a randomized control trial, in which women eligible for the program were randomly assigned to take part in one of two cohorts going through the technical and soft-skills training. The treatment group included the young women who were offered slots in the first cohort, while the control group included all the rest of the applicants not placed in the first cohort. The second cohort was then selected from the control group. Cohort selection was conducted through a public lottery supervised by the project field coordinator in each NGO. The number of cohort slots available for each NGO varied from 75 to 150, depending on the management and accompaniment capacity of the respective NGO. The two rounds of surveys included two questionnaires: one individual and one for the household. The baseline survey was conducted in August-October 2012, before the training started. The lottery to allocate the young women to the two cohorts was conducted after this, meaning that they did not know about their cohort allocation at the time of the baseline survey. The follow-up survey (envisioned as a mid-line) was conducted three month after the completion of the first round of training of the first cohort (the treatment group) and before the start of the training of the second cohort (the control group). The quantitative results of this report are thus based on a panel data set that comprises data from the baseline and follow-up surveys as well as administrative and monitoring data from the program implementation.

Monitoring and evaluation: The M&E system was composed of an online platform where information from training centers and community NGOs was centralized and validated by the M&E coordinator. During the first cohort, a monthly training session with NGO and training center partners was conducted as part of the activities on capacity strengthening on M&E. For the second cohort, the platform was substituted for a more user-friendly Excel-based reporting system centralized by the AGI team to ensure timely reporting of information from all partners. The system used for the second cohort was possible due to the investment made in M&E capacity during the first cohort, which translate into a strong commitment from all partners to abide by the agreed requirements of the project monitoring criteria.

Annex X.2: Haiti AGI timeline



June-December 2011:

- Consultations on the design of the Haiti AGI with civil society (national and international NGOs), international organizations, and MCFDF.
- Focus groups with young women organized in Port-au-Prince and Cap-Haitian.
- American Institutes for Research (AIR) contracted to assess the available supply of vocational training centers in Haiti. The assessment examined all activities of management and operation of a vocational training center, reflecting adequate practice from a vocational training perspective and centers' links to labor market demands in Haiti. The final report ("Promoting the Economic Empowerment of Adolescent Girls in Haiti: Definitions, Design Options and Project Profiles") was submitted to the World Bank in December 2012.
- Labor market analysis focusing on adolescent girls and young women conducted using 2007 EEEI data.
- Qualitative survey of employers conducted in Port-au-Prince, led by Sandra Jean-Gilles.
- December 2011: Workshop on the findings of the consultations and proposed project design conducted in Washington D.C. Project focus confirmed to be Port-au-Prince; five *quartiers* are identified.

January – May 2012:

- Call for expression of interest issued for the NGOs, training centers, and impact evaluation firm.

- Project field coordinator recruited.
- NGOs, training centers, and survey firm selected and contracted.
- Haiti AGI officially launched on May 9, 2012.

June-August 2012

- Information campaign on the project and selection process launched in the five quartiers.
- Identification of interest by eligible young women.
- Literacy and numeracy testing of candidates.
- Successful applicants and NGOs are informed in each quartier.

August- October 2012

- Baseline survey conducted (individual and household). Household surveys of control group completed by end of November 2012 (behind schedule due to Hurricane Sandy).
- Lottery-based randomization for the allocation of the young women into the two cohorts.

November 2012-April 2013:

- November 2012: Technical orientation starts for the first cohort (treatment); soft-skills training starts on week-ends.
- Training follows.

May-July 2013: Internships for the trainees of the first cohort.

May 2013: Qualitative Evaluation #1 (focus groups of AGI beneficiaries; surveys of parents, NGOs and mentors, training centers).

June 11, 2013: Graduation ceremony for the trainees of the first cohort at Parc de la Canne à Sucre.

September-November 2013: Second round of data collection for the impact evaluation (initially envisioned as a mid-line).

November 2013: Technical training orientation starts for second cohort.

December 2013-May 2014: Technical and soft-skills training for second cohort.

June 2014: Filming of Haiti AGI videos in Port-au-Prince (funded by Gender CCSA).

Video: **Jobs for Women: Putting a Wrench in Haitian Stereotypes**
· FRENCH
· ARABIC
· SPANISH

May-August 2014: Internships for second cohort.

August-December 2014: SMS-based agency support pilot to promote motivation and persistence in job search (supported by UFGE grant).

December 2014: SMS-based survey of current job status of the Haiti AGI graduates.

December 2014-January 2015: Qualitative Evaluation #2 focused on job search experience post-training.

May-June 2015: Dissemination of the Haiti AGI results and lessons in Port-au-Prince and Washington.

Annex X.3: Main labor characteristics of Haitian youth (17-21) – ECVMAS

	Metropolitan			Other urban		
	Male (17-21)	**Female (17-21)**	**All**	**Male (17-21)**	**Female (17-21)**	**All**
Employment Status						
Employment rate (%)	14%	14%	43%	25%	15%	45%
Unemployment rate (ILO) (%)	30%	32%	22%	20%	23%	18%
PEA (ILO definition) (%)	19%	21%	56%	32%	19%	54%
Unemployment rate (extended) (%)	**59%**	**61%**	**38%**	**41%**	**63%**	**37%**
PEA (extended) (%)	33%	37%	70%	43%	40%	71%
Time underemployment (%)	10%	12%	9%	8%	16%	16%
Invisible underemployment (%)	92%	94%	60%	86%	96%	74%
Informality						
Informality rate (sector) (%)	90%	91%	76%	65%	81%	70%
Informality rate (employment) (%)	91%	88%	71%	83%	94%	73%
Aide familiale (% of employed)	46%	39%	8%	38%	49%	12%
Sectoral employment (totals 100%)						
Agriculture sector (%)	4%	3%	1%	30%	18%	18%
Public sector (%)	2%	5%	8%	1%	0%	6%
Private informal sector (%)	**81%**	**71%**	**63%**	**57%**	**71%**	**60%**
Private formal sector (%)	3%	3%	17%	1%	1%	8%
Other sector (households, NGOs) (%)	10%	18%	11%	11%	10%	8%
Education						
Literate (%)	98%	98%	90%	96%	94%	85%
Enrolled in school (%)	71%	63%	40%	78%	65%	47%
Primary education completed (%)	21%	21%	24%	33%	26%	28%
Secondary education completed (%)	50%	51%	25%	49%	49%	23%
Tertiary education completed (%)	17%	12%	14%	3%	5%	5%
Poverty / Well-being						
Poor (%)	31%	30%	29%	54%	52%	50%
Extreme poor (%)	5%	5%	5%	15%	13%	12%
Average household per capita income (HTG$/month)	3,131	3,648	3,716	2,324	1,877	2,434
Average labor income (HTG$/month)	**443**	**259**	**3,107**	**516**	**180**	**1,825**
Average labor income (no zero) (HTG$/month)	**7,879**	**3,564**	**11,461**	**3,739**	**2,989**	**7,255**
Number (expanded)	126,590	159,008	2,379,563	165,937	179,535	2,804,395

Notes: Employed individuals include "*aide familiale*" working less than 15 hours per week; Time underemployment refers to share of employed individuals working less than 35 hours per week and willing to work more; Invisible underemployment refers to share of employed individuals receiving less than the minimum wage (HTG$200/day); Informality rate (sector) refers to share of individuals working in non-agriculture or public sectors and non-registered/no formal accounts companies; Informality (employment) refers to share of employed individuals working in family business, independent workers, and salaried workers without formal contracts/social protection.

Annex X.4 Reframing Employability for Poverty and Shared Prosperity

International definitions of employability provide a basis upon which to grasp the spectrum of issues related to employability but they remain restrictive. The International Labor Organization (ILO) defines employability skills as the skills, knowledge, and competencies that enhance a worker's ability to secure and retain a job, progress at work, cope with change, secure another job if he/she so wishes or has been laid off, and enter more easily into the labor market at different periods of the life cycle. While the ILO also recognizes the role played by broad-based education and training, basic and portable high-level skills (including teamwork, problem solving, and information and communications technology) and communication and language skills, the definition remains narrowly focused on labor outcomes.[45] Interestingly, while employability is stated as the main objective of many development projects, particularly those focusing on training and entrepreneurship, it is rarely defined. See Arias et al., 2014; Wang, 2012; Ajwad et al., 2014; and employability projects in El Salvador (P117440) and the Republic of Congo (P128628). This lack of definition signals an assumption that employability is a clear concept, strictly referring to one's capacity to procure a job. However, this restrictive definition also results in limiting the scope of analysis of the variables and determinants factoring in socio-economic and labor outcomes**.**

A wide range of academic disciplines has offered valuable insights into employability. Since the 1950s, the concept of employability has progressively gained ground. However, it is only since the late 1990s that employability has been empirically studied. Several historical overviews shed some light on the development of its conceptualization and definitions (Thijssen and Van der Heijden, 2003) and an interesting shift in the perception of responsibility from government (notably in the 1970s) to the individual. Clarke (2008) shows that the employability discourse now reflects the increasing onus on individual employees to continually build up their repositories of knowledge and skills in an era when career progression is less anchored around single organizations and specific job types. In effect, individuals can no longer rely on their existing educational and labor market profiles to define their longer-term career progression. This evolution highlights an increasing reality for individuals in developed countries. But in fragile ones such as Haiti, it's long been this way, because people have always had to rely on their own capacity to be and remain *employable* in the absence of institutions able to provide support. Extensive literature from other academic field offers valuable contributions to better grasp the concept and its different dimensions beyond the restricted meaning assumed by economists. Indeed, employability is studied from different angles and distinct levels (individual, organizational, and industrial) across a wide range of academic disciplines, such as business and management studies, human resource management, human resource development, psychology, educational science, and career theory. However, only a few studies have tried to integrate these different perspectives (Thijssen and Van der Heijden, 2003). One them, Van der Heidje and Van der Heidjen (2006), takes a competence base approach to employability, defining it

[45] HRD Recommendation 195, 2004; further reinforced in the Resolution on Youth Employment 2005.

as "continuous fulfilling, acquiring or creating of work through optimal use of competencies."[46] This integrated approach can be further expanded to include more "subjective" dimensions of employability. Studies on job search behaviors (Van Hooft et al., 2012, Van Hoye, 2013, and Van Hoye et al., 2014) or on employability of higher-education graduates (Tomlinson, 2012), underline the more subjective and internal factors playing in individuals' employability.

An expanded concept of employability is particularly valuable when dealing with vulnerable groups and in a heavily constrained labor market context. Building on existing literature, the Haiti AGI approached employability from a broader perspective inclusive of the traditional definition that treats the labor outcome as a key objective but also expanding it to include more subjective dimensions. While the expanded approach resonates with academic research and policy dialogue in both developed and developing countries, it is particularly potent in a fragile setting such as Haiti and when working with vulnerable groups facing additional challenges and bottlenecks. As previously noted, in a complex environment, the responsibility and accountability in developing and maintaining one's lifetime employability rests solely on the individual. Thus any skill-building and employability-enhancing project owes it to the participants to take into account this longer-term perspective and to develop all dimensions enabling individuals to increase their employability.

The Haiti AGI uses an expanded version of the asset-based framework that links endowment of assets, use (and intensity of use) of assets, and returns to assets, and considers the role of subjective factors such as socio-emotional/soft skills. The assets-based approach can prove useful to study employability, by offering a wider perspective on the drivers and outcomes. Based on the asset-based framework, a person's income generation capacity depends on Bussolo and Lopez-Calva (2014) and Lopez-Calva and Rodriguez-Castelan (2014):

- The endowments of assets;
- The use (and the intensity of use) of assets;
- The return of assets.

Assets are typically understood to include physical and financial assets (private such as tools and bank deposits and public such as roads and welfare support); natural assets (such as land); human capital (education and health); and social capital. In an augmented framework, one can include types of skills that have been increasingly recognized to matter to individuals' outcomes, namely socio-emotional/soft skills (Duckworth et al., 2007; Heckman et al., 2012; and Cuevas and Favara, 2015). Those skills include key traits and behaviors such as self-confidence, self-efficacy, autonomy of decisions, perseverance, aspirations, and expectations. This socio-emotional capital[47] is also a key

[46] To that end, they develop an employability instrument that combines domain-specific expertise with more generic competences. The instrument consists of four generic competences as important dimensions of employability, alongside occupational expertise: 1. Anticipation and optimization: i.e. preparing for and adapting to future changes in personal and creative manner, and striving for the best possible results; 2. Personal flexibility : i.e. the capacity to easily adapt to all kinds of changes in the internal and external labor market that do not pertain to one's immediate job domain; 3. Corporate sense: i.e. participation and performance in different groups, including organizations, teams, occupational communities, and other networks, which involve sharing responsibilities, knowledge, experience, credits, failures, and goals; and 4. Balance : i.e. compromising between employers as well as one's own work, career, and private interests as an employee. See Van der Heidje and Van der Heidjen, 2006.

[47] Socio-emotional aspects are also called psycho-social and soft-skills. The terms are used interchangeably in the report with a preference given to soft-skills. See Annex X.4 on soft-skills.

aspect of agency, i.e. the capacity to make choices and turn decisions into action, a crucial dimension in the process of achieving development outcomes (Sen 1981, 1999).[48] The capacity to use and convert assets into well-being and desired outcomes differs among individuals and depends on initial endowments and their interaction with the context (markets, institutions, social norms). This interaction defines people's ability to convert means (e.g. technical and socio-emotional skills) into valuable opportunities (or capabilities, "being able to work") and outcome (or functioning, "have a job").[49]

The assets-based conceptual framework has been supported by academic research and has also been extensively used in other studies that have analyzed the determinants of progress of poverty reduction and shared prosperity around the world (for these issues, see, for instance, Attanasio and Székely, 1999 and Carter and Barrett, 2006). This model is particularly useful to present a characterization of intra- and inter-generational economic mobility, chronic and transient poverty, and between-group inequities (poor and non-poor, bottom 40 and top 60, minorities, etc.) that potentially thwart certain vulnerable populations from fully participating in and benefiting from the development process.

Making use of an augmented assets approach, the study proceeds to analyze whether a training program that increases the endowments of human capital and socio-emotional assets of its beneficiaries is able to improve their employability.

[48] Beyond this socio-emotional capital, other authors have also proposed approaches to better account for the *subjective* dimensions of employability, notably how it relates to not only the way individuals come to perceive and understand the labor market they are entering, but also the types of dispositions, attitudes, and identities they develop around their future work and employability (Tomlinson, 2007).
For instance, looking at higher-education graduates, Holmes (2001) develops an "identity approach" to employability, seeing employability as relational, emergent, and influenced largely by one's "lived experience" of the labor market. Individuals' experiences of work are subjective, and this is likely to influence their actual labor market outcomes and further shape their propensity for employment. Employability in this sense may be seen to be value- and identity-driven, relating to graduates' own pre-dispositions and biographies.

[49] The framework helps explain why individuals endowed with the same assets are not equally successful in the process of making choices, converting those choices into actions and finally achieving the desired outcome of converting those assets into livelihood (Sen, 1981 and 1999). In so doing, the proposed framework also enables the consideration of dimensions highlighted in the 2014 World Development Report (Mind, Society and Behavior) that recognized the role of social expectation in sharing individuals' preferences. These preferences are themselves dependent on the context in which they are elicited and on the social institutions that have formed the interpretative frameworks through which individuals see the world (Basu, 2010; Fehr and Hoff, 2011; World Bank 2014a).

Annex X.5: Full list of SMS job search motivation messages

Total: 9 Introduction SMS; 3 SMS per week during 5 months + 4 announcement SMS + 4 reminder SMS.

Total = 77 SMS

Introduction SMS (9 SMS sent from August 25 until September 19, 2014)

- Do not hesitate to contact the companies in which you would like to work, even if they do not have any available positions at the moment. Introducing yourself and express your motivation can have better consequences than we think… Sonje kontakte antrepriz kote w vle travay yo menm si yon p ap pran moun pou kounye a. Fe moun konnen w ka bay reeilta pi vit ou ka kwè
- Looking for the first job as well as for the next one can be a challenge: believe in yourself; your persistence is essential for your success. Chèche premye travay ou, deyèm nan a tout lòt yo se yon defi ; kwè nan tèt ou, pèsevere se sèl mwayen pou reyisi.
- There is only one way to fail: to give up before having been successful. (O.Lockertt) Yon sèl fason moun echwe, se lè w bay vag avan w reyisi. (O. Lockertt)
- Define your professional objectives and believe in yourself! Ekri ki objektif travay ou vle reyalize epi kwè nan yo!
- Define a daily routine in your job search. According to the Chinese proverb: Habit starts like a spider web and becomes gradually as solid as a steel cable. Jwen yon fason pou travay chak jou pou jwenn yo travay-Jan pwovèb chinwa a di li; abitid komanse tankou yon twal areyen k ap vin pi solid pase kab asye.
- We should be discouraged when thinking about all the steps we need to follow up during the job search process; it is a matter of aligning them one by one. (M. Jouhandeau) Pa sonje konbyen pa w ap gen pou w fe, jis mete yon pye devant lòt la. (M. Jouhamdeau)
- Keep in touch with your training center to be informed about the professional opportunities in your sector. Pa koupe fache ak sant fòmasyon ou pou konnen ki opòtinite travay ki genyen pou w.
- Your perseverance will lead your way. Volonte w ap mennen w sou chimen w vle a.
- The experts in any sector were also in the past beginners. Moun ki pi byen fòme jodia, te gen yon moman kote li t ap fenk kòmanse aprann.

5 phases

1. Setting your professional goals (2 weeks. Total 6 SMS + 1 Announcement SMS)

Announcement SMS :

After receiving the introduction SMS, this week and the next one you will receive the SMS from the AGI program concerning the first phase of the job search: Setting your professional goals.

Apre sms entwofiksyon yo, semen sa ak pwochen semen nan pral konsakre ak premye etap nan cheche travay. Mete kanpe pwoje cheche travay nou.

6 SMS – First phase

Have you ever thought about the objectives that you would like to achieve in 1, 5 and 10 years? What would you need to achieve them?
Eske gen kèk objetif ou vle reyalize nan 1 nan, 5 kan, nan 10 zan ? Kisa w ap bezwen pou fe sa a?

Who is the woman that inspires you the most? What can you learn from her life that could be useful for yours?
Ki fanm ki ka sèvi w yon modèl, kisa w konnen sou lavi li ki ka ede w nan lavi pa w?

Sometimes accepting a job, even if it is not exactly what you were expecting, could contribute to improve your professional career. Take it as a springboard to reach your aspirations.
Gen travay ki ka pa nan gou w, men pran li kanmenm, ou pa janm konnen, se ka pòt k ap bay sou yon bèl karyè travay. Pa bliye, se piti piti ki fè lonè preidan !

Who is the person from your family or your neighborhood that has had more success in life? Ask them how they were successful so you can also learn on how to be successful.
Ki moun nan fanmi w oswa nan antouraj ou, ou konsidere ki byen reyisi vi li, Mande li kòman li te vin gen siksè sa yo, pou ka reyisi lavi pa w tou.

The job search is a sequential process for which it is important to have a clear professional objective as a first step. What would you like to achieve professionally?
Cheche travay se yon eskalye, fok ou monte li mach pa mach ak bon jan objektif pou jwenn travay. Kisa w vle fe pou rive yon bon pwofesyonel?

Do not forget about all the good things you can offer as a professional and all the valuable skills that you acquired throughout the AGI program. Now, it is time to put them into practice!
Pa janm bliye ou se yon jòn fanm chache konpetans ak anpil lòt bagay ou ka eksplwate nan yon travay, kounye a se moman pou mete tout sa yo an pratik.

2. Planning (2 weeks. Total 6 SMS + 1 Announcement SMS)

Announcement SMS

This week and the next one you will receive the SMS from the AGI program concerning the second phase of the job search: Planning.
Semen sa ak pwochen semen nan pral konsakre ak dezyèm etap nan cheche travay: Planifikasyon

6 SMS – Second phase

Organize discussion groups with friends to exchange your experience with the job search process and to support each other in moments of discouragement.
Fè kèk rankont pou diskite ak zanmi w k ap chache travay tou. Sa ka pèmèt youn soutni lòt nan moman dekourajman.

If you think you have an entrepreneurial spirit, maximize it and work further on your ideas to create your own business! If necessary, ask for advice to people that have already experience in this regard.

Si w panse ou ka louvri pwòp antrepriz pa w, bay kò w de tap, pale ak lòt moun ki gen eksperyans nan domèn sa pou ka konn sa pou w fè.

Keep in mind all the advantages that having a job can bring to your life, especially when you feel discouraged. Pa janm bliye travay la ka pèmèt ou amelyoree lavi w ak lavi fanmi w, pa janm bliye sa sitou lè dekourajman ap frape nan pòt lakay ou.

The key to success is to overcome the fear of failure.
Kle reyisit la se kite dèyè laperèz pou echèk yo.

The job search is a process, not giving up is the key that will open the doors to the success. Chèche travay se yon chimen-pa bay vag se kle k ap louvri tout pòt.

Success is a state of mind. If you want to be successful, start by identifying yourself as a winner. Siksè a se nan tèt ou li ye, si w vle reyisi komanse pa kwè w ou se yon champyon.

3. Action (2 months. Total 24 SMS + 1 Announcement SMS)

Announcement SMS

This week and the next one you will receive the SMS from the AGI program concerning the third phase of the job search: Action.
Semen sa ak pwochen semen nan pral konsakre ak dezyèm etap nan cheche travay: Aksyon

20 SMS – Third phase

This week, your goal is to identify a person who has a job in your area of expertise, to whom you would like to ask for advice about the way of finding a job in that sector or about how you can improve your expertise.
Objektif semèn sa, se idantifye yon moun k ap travay nan domèn pa w la, pou ka mande li konsèy sou fason pou jwenn yon travay oswa amelyore travay w ap fè kounye a.

Have you met anyone during your internship who could be a good mentor for you? If that is the case, ask for his/her cell phone number to be in contact or to meet with that person.
Eske w te kwaze ak yon moun diran estaj la ki ka yon bon modèl pou w ? Si se sa, mande nimewo telefòn li pou w ka rele li oswa rankontre li, si li dakò.

Have you talked to other women during the AGI training? Ask them if they know about new opportunities that could help you to find a job.
Eske w pale ak ti medam ki te nan fòmasyon AGI ak ou yo? Sonje mande yo ki opòtinite travay ki genyen epi kijan ou ka eksplwate yo.

The objective of this week is to submit your CV to a new company. Look for a company that is currently hiring so you can send them your CV and express your interest.
Objektif semen sa a, se bay CV w nan yon antrepriz! Chache konnen ki antrepriz k ap bay travay nan domòn pa w la, pou al pote CV pa w ale.

The fact that there are not many women in your area of expertise it does necessarily mean that one day there won´t be many. Be the first one to initiate this change. Women´s empowerment can start with the change carried out by one single woman.
Pa gen anpil fanm k ap travay nan domèn ou an se vre men sa pa vle di sa p ap chanje, Di tèt ou, ou ka premye fanm ki pral demare ak chajman sa a. Se yon fanm ki ka pèmèt tout lòt fanm yo vin grandèt majè.

Sometimes accepting a job, even if it is not exactly what you were expecting, could contribute to improve your professional career.
Gen travay ki ka pa nan gou w, men pran li kanmenm, ou pa janm konnen, se ka pòt k ap bay sou yon bèl karyè travay.

If you have not made an internship yet, try to do your best when you make it. If you have made it already, keep in touch with your colleagues as well as with the employer for future professional opportunities in that company.
Si w poko fè estaj, le w al nan estaj, montre tout sa w ka fè. Si w fè estap deja, pa bliye rete an kontak ak kòlèg ou oswa patwon an, ou pa janm konnen ka gen opòtinite travay pi devan.

If you have already found a job, show all the skills you acquired throughout the AGI program, not only the professional ones, but also the life skills ones such as the organization and leadership skills!
Le w resi jwenn yon travay, pa bliye montre tout konpetans ou genyen, konpetans pou travay men sitou kontepans pou oganize travay ou ak pran responsablitee w.

Talk to your close circle of people about your professional skills and ask them to contact you in case some professional opportunities in your sector become available.
Nou p ap janm sispann di w pale ak antouiraj ou sou konpetans ou epi mande yo kontakte w pou nenpòt ki opòtinite travay yo jwenn.

I never thought about success, instead I worked to achieve it. (Estée Lauder)
Mwen pa janm reve siksè, mwen jis travay pou sa rive. (Estée Laudeer)

Job search is like a *piñata*...if you hit it strongly, you will be rewarded.
Chèche travay se tankou yon balon, si w frape fò, w ap jwenn rekonpans lan.

Inform people about the training you received. Each person that is aware of your skills could help you to find a job in the future.
Pale ak tout moun ou kwaze sou fòmasyon ou te pran an. Plis moun konnen konpetans ou, se plis ou gen chans jwenn yon travay pi vit.

If your job search strategy does not work, take a step back and try to do something different.
Si plan w ap itilize kounye pou jwenn yon travay, p ap byen fonksyone, rete kè kal, pran yon pòz epi eseye yon lòt fason pou jwenn travay.

The job search process is difficult. You are not alone. If you already found a job, give a hand to your AGI colleagues and give advice to them.

Chache ak jwenn travay difisil anpil, si w rive jwenn yon travay, pa bliye kamarad ou yo nan pwojè AGI a, lonje lamen ba yo, konseye yo, ankouraje yo pou yon rete dyanm.

If you have the possibility of using Internet, carry out some research regarding companies working in your area of expertise in order to get further information on their mission and the type of jobs they offer.
Si w ka itilize entènèt, pi bliye chache tout antrepri k ap travay nan doèn ou an, pou konn ki misyoon men sitou si w ap chache moun pou travay.

You are your own champion!
Se ou ki champyon tèt ou.

Your perseverance will lead your way.
Volonte w ap mennen w sou chimen w vle a.

Go to the companies working in your area of expertise and introduce yourself. Show them your interest and determination to work with them!
Baton ki nan menm w ak li ou pare kou ! al kontre ak antrepriz ki nan domèn pa w, pran yon ti tan pou montre yo kijan w pare pou travay ak yo.

Inevitably, we are going to find obstacles, it´s part of everyday life. However, overcoming those obstacles will provide you with more strength and determination.
Pa gen manti nan sa, chache travay pa fasil, chache pikan kwenna men si w rete fèm, w ap vin gen plis fòs ak kouraj.

A new job is like starting a journey and you are the captain!
Yon nouvo travay se tankou yon liv ki poko ekri epi se ou ki pral ekri li.

Reflection (2 weeks. Total 6 SMS + 1 Announcement SMS)

Last SMS was sent on December 17th 2014.

Announcement SMS

This week and the next one you will receive the SMS from the AGI program concerning the fourth phase of the job search: Reflection.
Semen sa ak pwochen semen nan pral konsakre ak dezyèm etap nan cheche travay: Refleksyon

6 SMS – Fourth phase

Continue reading and reviewing your knowledge in your area of expertise and beyond. Show a curious spirit and keep yourself informed about the important skills to be considered for the interviews.
Toujou kraze bèt ou nan domèn pa w epi nan lòt domèn yo tou. Pa janm bliye yon lespri ki rete ouvè ak byen enfòme, se gwo kalite le w ap pase antretyen pou travay.

We can do it all depending on our willingness to do it.
Nou ka fè tout sa volonte nou vle.

Keep always in mind that your own decision to have success is more important than anything else.

Pa janm bliye volonte w pou reyisi pi fò pase tout lòt bagay yo.

Women are the central beam of the society. They are the actress of their lives.
Fanm pa sèlman poto mitan sosyete a, li se tou prensipal aktris lavi li.

Do not become discouraged, it is often the last key of the set of keys that opens the door.
Pa dekouraje, defwa se denye kle nan trouso a k ap louvri pòt la.

All our dreams can become a reality if we have the courage to pursue them.
Tout rèv nou yo ka vin reyalite si nou rapouswiv yo.

Annex X.6: Full list of SMS job search survey questions

Survey introductory messages

1. This week you will receive 5 SMS with questions about your employment status. Your answers will not be billed.

   Semènn sa wapresevwa 5 SMS kigenkesyon sou kondisyontravay ou. SMS wapvoyeyo,ap gratis.

2. If you answer all the questions from the AGI SMS survey, you will earn 50 gourdes of call credit.

   Si ou reponn tout kesyon sou ankèt AGI a pa SMS, wapjwenn 50g minit gratis pou'wpale.

3. Remember: the AGI SMS survey is free!

   Nap fè'wkonnenankètpa SMS AGI a se gratis li ye !

Survey questions

1. Have you worked and received any income for this work by August this year? A) Yes; B) No.

   Eske ou te travay e resevwakòb pou travay sa pandananesaavanmwa Out ? A. Wi, B. Non.

2. For how many jobs have you applied or had an interview before August this year? A) 0; B) 1-5; C) 5-9 ; D) 10 or more.

   Nan konbyenantrepriz ou te depozeseve e konbyekiterele'w pou antrevianesaavanmwa Out? A) 0; B) 1-5 ; C) 5-9 ; D) 10 ou plis.

3. If you worked in July, was your income per day higher than 30 gourdes? A) Yes; B) No.

   Si ou te travay nan mwaJiyè, eskekòb ou te touche pajou ate plis pase 30 goud ? A. Wi ; B. Non.

4. If you were not working, for how many days have you looked for a job in July ? A) 0; B) 1-5; C) 6-15 ; D) More than 15.

   Si ou pokoaptravay, konbyenjou ou techachetravay nan mwaJiyè a?A) 0 ; B) 1-5 ; C) 6-15 ; D) Plis pase 15.

5. If you have a job, do you work in an activity for which you have been trained ? A) Yes; B) No.

   Si w'aptravay, eskew'aptravay nan yonaktivite ou te pranfomasyon pou li ? A. Wi ; B. Non

Annex X.7. Press release of the Graduation of the First Cohort of the Haiti AGI (June 2013)

Haiti: Jobs for adolescent girls are stepping stones to a new future

June 24, 2013

World Bank

HIGHLIGHTS

- 421 young women graduated in masonry, electricity, and other non-traditional jobs.
- The innovative training promotes soft skills (personal habits, effective interactions, etc.).
- NGOs, training providers and employers are partnering to achieve these goals.

“I feel proud to be a graduate in a job I love," says Daniela. After completing a six-month heavy equipment training program, she is one of the 421 young girls trained in non-traditional jobs to graduate in front of a thousand people, on 11 June at the Historic “ Parc de la Canne a sucre”.

In colorful gowns, surrounded by their friends, families and teachers, the young girls are radiant and proud, confident in the promise of a new beginning.

Serious, they listen carefully to the recommendations and encouragement from Mr. Alexandre Abrantes, Special Envoy of the World Bank, Ms. Rose-Anne Auguste, Minister Delegate in Charge of Human Rights and the Fight against Extreme Poverty representative from the Secretariat for Professional Training (Institut National pour la Formation Professionnelle – INFP) .

An innovative training

This group of girls is the first cohort to graduate from the Adolescent Girls Initiative (AGI), a World Bank program. The project will impact 1,000 young women. So far, only 10% of those who enrolled have dropped-out.

In partnership with community-based NGOs, training centers (public and private) and employers, the Haiti AGI provides technical training and soft skills development to vulnerable Haitian young women (17-21 years old) who are largely under-represented in formal labor markets.

“I feel proud to be a graduate in a job I love.”

Daniela

AGI initiative participant

The objective is to facilitate a school-to-work transition and improve their employment and earnings potential. Girls are trained in masonry, electricity, heavy machinery, carpentry and hotels.

By also focusing on behavior change, training allows girls to increase their self-confidence and be more aware of inter-personal skills.

“Before it was give me, give me. Now they say ‘help me look, how I can do better?’”— says a representative of one the partner NGOs, to illustrate the change in aspirations and empowerment brought about by the project. These will be critical to their transition to the labor market.

Women, engine of development

The education of women is essential to development of a country. Between 2000 and 2010, throughout Latin America, working women have played a key role in reducing inequality in the region, being responsible for 28 percent of such reduction.

Minister Auguste emphasized the crucial role played by women in Haitian society throughout history, regretting that they remain largely under-represented in the labor market.

She highlighted how each of the graduates has a mission to be role models to other young women in their communities, and to contribute to Haiti’s development, as well as its economic, social, environmental and cultural success.

Abrantes expressed his satisfaction to see the young women graduate in less than a year: " Through this project, you are also breaking down gender stereotypes and showing the world that women can do anything that men can do. You are brave women who are turning a lot of heads and converting many skeptics!"

Ensuring the relevance of the skills with existing and emerging needs of employers in Haiti has been a key focus of the project. The idea is also to apply the lessons learned from this project to the larger broader job creation agenda of the Gender and the Poverty Reduction Ministries.

The team will work with the National Institute for Vocational Training on the role of the development of life skills to increase the effectiveness of technical training as well as developing mechanisms to increase the link between demand (employers) and labor supply (trainees and providers of technical training).

Annex X.8: Mid-line Qualitative Evaluation (May 2013)

Motivation for qualitative evaluation

A mid-line qualitative evaluation was organized between implementation of the two cohorts in order to complement and enhance the on-going impact evaluation and M&E efforts. Qualitative evaluations are especially effective at capturing elements that are not easily quantified in an impact evaluation such as emotions, feelings, aspirations, quotes and opinions. It can also go past the quantitative data and help answer 'why' and provide rich contextual information. This is especially true for agency-related information. It also helps lay out cultural norms, constraints, and challenges such as gender norms, stereotypes, etc. Through this evaluation, deeper contextual information was gathered on the effectiveness of program design, implementation, short-term impacts, and the expectations, feedback, and realities facing all stakeholders. The results of this evaluation can also provide major policy lessons for scaling up and cost effectiveness which will be addressed later in this report.

Evaluation sample and methodology

The evaluation was implemented from May 20-25, 2013 in Port-au-Prince, Haiti in a series of focus groups including different stakeholder groups involved in the project. This included staff from the training centers and NGOs, AGI beneficiaries, mentors, and family (parents, spouses, and siblings). This qualitative evaluation was led by Rebecca Schutte (ETC- GP Poverty) with the support from Sandra Jean-Gilles (AGI - field coordinator). The focus groups were recorded in Creole and retranscripted into English by Elodie Manuel (STC). The results were drafted in a background note and presented in internal seminars (July 2013; February 2014).

The interview schedule and breakdown of focus group participation is outlined in the following table:

Focus group participants	Date	Where	How many people attended?
Staff from all training centers	May 20	Haiti Tec	8 staff = **8**
Staff from all NGOs	May 21	World Bank	6 staff = **6**
Mentors from all NGOs	May 21	JP/HRO	11 mentors = **11**
Beneficiaries @ Haiti Tec	May 22	Haiti Tec	8 participants = **8**
Beneficiaries @ APEX	May 22	APEX	8 participants = **8**
Beneficiaries @ Transversal	May 23	Transversal	8 participants = **8**
Beneficiaries @ INFOP	May 23	INFOP	29 participants = **29**
Parents & family in Delmas 32	May 24	JP/HRO	1 spouse, 2 brothers, 4 moms, 1 sister = **8**
Parents & family in Delmas 30	May 24	ANAPFEH	3 dads, 1 mom = **4**
Parents & family in Petion-ville	May 24	YWCA	4 moms, 7 beneficiaries = **11**
Parents & family in Carrefour-Feuilles	May 25	APROSIFA	3 moms, 2 beneficiaries, 1 dad = **6**
= 11 focus groups	**= 6 days**	**= 9 places**	**= 107 stakeholders interviewed**

A series of questionnaires were designed and tailored to each specific stakeholder group in order to get comprehensive feedback on the project's components, impacts (economic, social, and agency), the perceived counterfactual, and other relevant information (see Annex for sample questionnaires). This evaluation report also includes information from reports and emails from project implementation partners to provide further evidence.

The focus group sessions lasted anywhere from 40 minutes (one session was cut short due to inclement weather) up to 1 hour 40 minutes. The interviews were conducted in French or Haitian Creole as required by the Field Coordinator of the Haiti AGI team and another team member was present for all interviews. The focus group sessions were recorded (after getting verbal permission from all participants) to capture all important information for later analysis as needed. Focus group participants were not compensated for their participation in any way.

Bias

This qualitative evaluation was designed to be as unbiased, in depth, and as credible as possible. Therefore, many different groups were interviewed at various places and times to include a range of perspective and feedback from all stakeholder groups. Despite not being able to talk to everyone, many key messages came out across these different groups. For the most part, the enumerator stuck to the questionnaires, only modifying due to time issues or to go deeper into certain insights that were revealed. The Haiti AGI implementing partners were responsible for providing the focus group participants. The participants were not necessarily randomly selected for each group, but attended due to their availability and proximity to the interview location. Having an enumerator that the beneficiaries and partners knew well could have introduced some bias, but the respondents gave both positive and negative feedback and shared many challenges and criticisms. They seemed comfortable being open and honest during interviews and some beneficiaries shared some important information they were not comfortable sharing with training center and NGO staff.

Table 2: Examples of quotes collected as part of the focus groups

Participants/ Beneficiaries	Category
"I have met other plumbers & even teachers that are always thinking of me & calling me when there are jobs available." -- Participant @ Haiti Tec	Confidence in future and building of networks
"Knowing exactly who I am is the most important thing I learned because once you know who you are, you can achieve anything." -- Participant @ INFOP	Self-esteem and agency
"Before, I didn't have hope of working one day. Now I have that hope." -- Participant @ Transversal	Confidence in future and aspirations
"Just look at me. I used to be afraid of electricity & now I'm an electrician!" -- Participant @ Haiti Tec	Self-esteem and agency
"What I like most about what I am learning is the opportunity to actually install air conditioning systems in people's homes. It's a gratifying feeling when others see value in the skill you have." -- Participant @ APEX	Self-esteem and agency
"Initially, I had little interest in the life skills program & was not committed to it. Eventually, I realized the value of what I was learning & not everyone had access to this type of information. It would be up to me to share it with others." -- Participant @ APEX	Life-skills
"My boyfriend & others thought it was ridiculous for me to	Agency

be doing masonry. They said I was getting darker under the sun & I couldn't put on long nails anymore. But I said to my boyfriend, 'We will have to see which one of us advances faster after my internship.'" **-- Participant @ Haiti Tec**	
"Before this program, I didn't have clear direction in my life." **-- Participant @ Haiti Tec**	Agency and aspiration
"Before, I was afraid of electricity. Now, if there is a wire that isn't well connected or electricity is not passing through it, I can fix it." **-- Participant @ Haiti Tec**	Agency and skills

Family	
"I am very happy. What makes me happiest is that when she talks about what she is doing, she says it makes her feel proud." **-- Parent @ APROSIFA**	Self-esteem, family support
"Sometimes people see & treat males & females differently. This program has helped women understand their value. It has helped demonstrate that there are jobs women can do just like men." **-- Parent @ ANAPFEH**	Gender roles
"She now believes in herself more." **-- Family member @ JP/HRO**	Self-esteem
"My daughter used to always sleep & just lay in bed. I would have to chase after her to get up & do something. Now, because she is so interested in the program, she wakes herself up to shower & get ready." **-- Parent @ JP/HRO**	Mental health and motivation
"There is demand for jobs these young women are being trained for. Look at how many nurses are being trained in the country vs. electricians. It [electricity] is a better investment to make." **-- Family member @ JP/HRO**	Jobs opportunities and support to non-traditional technical training
"Plumber, mechanic… honestly, they are all good jobs for women. Before, Haiti didn't have these options. Before, you could become a nurse, doctor, receptionist, or teacher– that was about it. Now you see women in foreign countries working in big positions & that has influenced how people function. This is better because whenever you have more young people working, it is good." **-- Mother @ APROSIFA**	Jobs opportunities and support to non-traditional technical training

Community NGOs	
"The girls are showing lots of initiative & have new ideas, thoughts & opinions. Before it was 'give me, give me.' Now they say 'help me look for a job, how can I do more?'" **-- JP/HRO project manager**	Agency and motivation

Questionnaire for the participants/ beneficiaries of the first cohort

Objectives →

(1) Get feedback on each component of the AGI intervention including the vocational training, life skills training, internship, and stipend.
(2) Learn more about the impact of participating in this project including how it changed tangible knowledge and skills along with aspirations, empowerment, agency, etc.
(3) Determine the perceived 'counterfactual' – i.e. determining what the beneficiaries would be doing now had they not participated in the AGI training

Strategy for interviews →

(1) Ideally interview:
    a. At least 8 beneficiaries from each training center (to be identified by the center). The beneficiaries interviewed should encompass a range of characteristics to get a wide sample of perceptions and opinions.
    b. Project leaders at each training center or NGO & AGI mentors
    c. Parents of AGI participants
    d. Several women in the 2nd cohort to understand their knowledge, expectations, and motivations for participating in the program (?)
    e. Companies hosting AGI interns to access external perceptions of motivation, agency, technical skill level, etc. along with performance and skill level (?)
(2) Interviews conducted in Creole or French as needed – Sandra
(3) Ideally focus groups will be a conversation where questions can be skipped, modified or expounded upon as appropriate given the group's reactions, and responses.
(4) Estimated time = 1-2 hours

Structure of interview →

(1) **Welcome** - intro - congratulate them on finishing training - explain purpose of interview and encourage them to be honest and forthright – we won't judge them on their responses
(2) Focus on **project composition/implementation**:
    a. Vocational training
        i. What vocational skill did you learn in the training? Was this your first choice? If not, what was? Is there another skill (offered in the AGI training or not) that you feel would be more useful to learn?
        ii. Did you feel the lessons were easy or hard to understand?
        iii. Did you enjoy the vocational training? If yes, what did you like about it? If no, what did you not like about it?
        iv. Have you taken part in a similar training before? If so, what was different? What was better or worse?
    b. Life skills training
        i. Did you learn anything new during the life skills modules? If so, what?
        ii. Was there a topic that was presented that you would like to learn about in more detail? If so, what specifically?

iii. Was there a topic that was not covered that you would like to learn or have questions about?
iv. Do you see these lessons helping you in your daily life? What about in your work? Why or why not?

c. Internship

i. Have you done your internship yet? If yes, where? If no, have you been assigned an internship yet?
ii. How did you like the internship? The employer? Would you want to get a longer-term job at the place where you did your internship?
iii. Do you feel that you were well prepared for the tasks/skills required for the internship?
iv. Do you think the internship enhanced your employability in the short and/or long run?
v. If you have not done the internship yet, how are you feeling about it? Excited, nervous, curious, etc.? What are your expectations of the experience?

d. Stipends

i. What were any obstacles you encountered in participating in the AGI?
ii. Were there any problems caused (personally, at home, etc.) with your participation?
iii. Would you have attended the trainings without the monthly stipend to help cover costs? Why or why not?
iv. What did you use the stipend money to pay for? Please be honest, we will not hold this against you in any way.

e. Training centers/teachers

i. Did you feel that the training center provided strong training programs and good support to you as a student?
ii. Were there any incidents at the training center that made your uncomfortable or unhappy?
iii. How were your teachers? Do you feel they taught the lessons well and were available for questions?
iv. What about the location? Was it easy or hard for you to get to on a daily basis?

f. NGOs

i. What was your connection with the NGO you were assigned?
ii. Do you feel they supported you throughout the trainings? If so, how?
iii. What about your interaction with the mentors? How did they help to support you (or not)?

(3) Focus on the **future**:

a. Do you think the program helped you create a strong network both professionally and personally that will help you in the future? If so, how?
b. What's next for you?
c. How will you use the lessons learned in vocational and/or life skills training in the future?
d. Do you have any job prospects? Do you expect to find a job now? If so, what type (sporadic daily wages/annual income/etc.)?
e. Where/how will you look for a job?

f. How has the AGI project changed your potential for getting a job (aspirations, empowerment, etc.)? What about for being better prepared for life (soft skills)?

(4) What is the **counterfactual**?
   a. What would you be doing if you had not participated in this project?
   b. Do you think your life is different now or will be in several months on account of this project? If yes, how so? If no, why not?
   c. Do you feel that participating in this project has changed the way others look at you (parents, siblings, others in the community, etc.)? Have their expectations of you changed?
   d. How have your expectations of yourself changed (if at all)?

Questionnaire for the project coordinator at community NGOs and training centers

Objectives →

(1) Get feedback on each component of the AGI intervention including the vocational training, life skills training, internship, and stipend.
(2) Learn more about the impact of participating in this project including how it changed tangible knowledge and skills along with aspirations, empowerment, agency, etc.
(3) Determine the perceived 'counterfactual' – i.e. determining what the beneficiaries would be doing now had they not participated in the AGI training

Strategy for interviews →

(1) Ideally interview:
   a. At least 8 beneficiaries from each training center (to be identified by the training center). Ideally, the beneficiaries interviewed would encompass a range of characteristics to get a wide sample of perceptions and opinions.
   b. Project leaders at each training center or NGO & AGI mentors
   c. Parents of AGI participants
   d. A few women in the 2nd cohort to understand their knowledge, expectations and motivations for participating in the program (?)
   e. Companies hosting AGI interns to access external perceptions of motivation, agency, technical skill level, etc. along with performance and skill level (?)
(2) Conduct interviews in Creole and French as required – Sandra
(3) Ideally the interview would be a conversation where questions can be skipped, modified or expounded upon as appropriate given the group's comportment, reactions, and responses.
(4) Estimated time = 1-2 hours

Structure of interview →

(1) **Welcome** - intro - explain purpose of interview and encourage them to be honest and forthright – This will not impact their funding or partnership with the World Bank
(2) Focus on **project composition/implementation**:
   a. Vocational training
      i. What vocational skills training did the young women your organization worked with receive? Do you feel this was a good skill to offer given the current job market in

Haiti? Is there another skill (offered in the AGI training or not) that you feel would be more useful for the women to learn?

ii. Do you feel the girls had an easy or hard time with the lessons? Did most perform well in classes?

iii. Has your organization previously help implement a similar project with a different donor? If so, what was the project like? How was it different? Do you have any feedback for us?

iv. Are there any problems or difficulties with this component to report?

b. Life skills training

i. How did the life skills training go?

ii. Do you feel the subject material covered was appropriate and well received?

iii. Do you feel the training had any impact on participants?

iv. Was there a topic that was not covered that you think the young women should learn in the scope of this training?

v. Are there any problems or difficulties with this component to report?

c. Internship

i. How did it go with assigning internships?

ii. Do you get a sense that the young women are performing well in their jobs?

iii. Do you get updates from the employers? Are they satisfied with the young women's performance on the job?

iv. Are there any problems or difficulties with this component to report?

d. Stipends

i. We know this was a problem and really appreciate the training centers for handling this. Please give us your feedback on how we can make the process work better for the next cohort.

ii. Do you get a sense that the girls would not be able to participate or would not participate in the project without the stipend money?

iii. What do you think they use this money for?

e. Ask only for training centers:

i. Were you happy with the training that the teachers provided?

ii. Were there any incidents at the training center that you would like to report?

iii. What NGOs did you work with? How? Was it a strong relationship? How could it be improved?

iv. What (if any) complaints did the participants have with the training, their training center, NGO, or mentor?

f. Ask only for NGOs:

i. How did you work together with the training center? Was it a strong relationship? How could it be improved?

ii. What (if any) complaints did the participants have with the training, their training center, NGO, or mentor?

(3) Focus on the **future**:

a. How did the young women seem during the training? Were they motivated and enthusiastic or discouraged and despondent? Why? Can you give any specific examples?

b. What about empowerment? Do you feel the girls are now more empowered by this training and/or have more control over their lives? Why or why not?

c. Do you think the program helped the participants create a strong professional and personal network that will help them in the future? If so, how?
d. How employable do you think the young women are? Do you think they are well skilled and prepared?
e. Knowing the Haitian context so well, what do you think their job prospects are? Annual salary, daily wages, sporadic hourly wages, etc?

(4) What is the **counterfactual**?
a. What do you think the young women would be doing if they had not participated in the project?
b. Do you think it will change their life in any way – positive or negative?
c. What about external impressions of the participants – family, friends, community, etc?
d. Or is the AGI just perceived as 'another aid program' that won't really make much of a difference? If not, why? How is it different?

(5) Stories
a. Do you have any stories or antidotes to share with us on particular successes (or failures) or particular students (whose names can remain anonymous)?

Questionnaire for the parents of Haiti AGI participants

Objectives →

(1) Get feedback on each component of the AGI intervention including the vocational training, life skills training, internship, and stipend.
(2) Learn more about the impact of participating in this project including how it changed tangible knowledge and skills along with aspirations, empowerment, agency, etc.
(3) Determine the perceived 'counterfactual' – i.e. determining what the beneficiaries would be doing now had they not participated in the AGI training

Strategy for interviews →

(1) Ideally interview:
a. At least 8 beneficiaries from each training center (to be identified by the training center). Ideally, the beneficiaries interviewed would encompass a range of characteristics to get a wide sample of perceptions and opinions.
b. Project leaders at each training center or NGO & AGI mentors
c. Parents of AGI participants
d. A few participants in the 2nd cohort to understand their knowledge, expectations, and motivations for participating in the program (?)
e. Companies hosting AGI interns to access external perceptions of motivation, agency, technical skill level, etc. along with performance and skill level (?)
(2) Conduct interviews in Creole and French as required – Sandra
(3) Ideally the interview would be a conversation where questions can be skipped, modified or expounded upon given the group's reactions and responses.
(4) Estimated time = 1-2 hours

Structure of interview →

(1) **Welcome** - intro - explain purpose of interview and encourage them to be honest and forthright – The responses received will not impact their daughter in any way

(2) Focus on **project composition/implementation**:
   a. Are you aware of the AGI training program and all of its components? Could you please explain it to us as you understand it? (Clarify and explain if their perception is incorrect)
   b. Did you speak frequently with your child about her participation in the project?
   c. What vocational training did your daughter receive? How do you feel about this field? Do you think it is an appropriate career track for a young woman?
   d. Did you have any concerns with your daughter participating in the program? If so, please share them.
   e. Did her participation in the project interfere with anything? Did your daughter face any obstacles to participating?
   f. Did you daughter share feedback with you about the project, either positive or negative? If so, please share.
   g. Has anyone in your household/family participated in a program like this before? If so, how was it similar and/or different?
   h. Is your daughter currently doing an internship? If so, where and in what? Does she seem to be enjoying it?
   i. Have you noticed any changes in your daughter her attitude, motivations, or aspirations on account of this program?
   j. Do you feel that your daughter's participation in this project will change her life in any way? What about having any positive or negative impact on your family/household?

(3) Focus on the **future**:
   a. Was your daughter motivated during the months when training took place, or did she seem discouraged? Why or why not?
   b. Do you feel your daughter is more empowered by this training and/or has more control over her life and future now? Why or why not?
   c. Do you think the program helped your daughter create a strong professional and personal network that will help her in the future? If so, how?
   d. Do you think your daughter fill be able to find a job given her new vocational skills? How will she go about looking for a job? Will you help her at all to achieve this?
   e. Do you or other members of your household work? If so, doing what and how often?
   f. What are the most common types of work where you live? What about wages - annual salary, daily wage, hourly wage, etc? Is work consistent or does the opportunity only come every week/month/year?

(4) What is the **counterfactual**?
   a. What do you think your daughter would be doing if she did not participate in the AGI?
   b. Do you think it will change her life in any way – positive or negative? Your family/household?
   c. Do you (or others in your family) perceive her differently now?
   d. Do you think the AGI is just 'another aid program' that won't really make much of a difference? If not, why? How is it different?

(5) Stories
   a. If you have any stories or antidotes to share with us about your daughter's participation in the program, please share with us.

Questionnaire for mentors

Objectives →

(1) Get feedback on each component of the AGI intervention including the vocational training, life skills training, internship, and stipend.
(2) Learn more about the impact of participating in this project including how it changed tangible knowledge and skills along with aspirations, empowerment, agency, etc.
(3) Determine the perceived 'counterfactual' – i.e. determining what the beneficiaries would be doing now had they not participated in the AGI training

Strategy for interviews →

(1) Ideally interview:
    a. At least 8 beneficiaries from each training center (to be identified by the training center). Ideally, the beneficiaries interviewed would encompass a range of characteristics to get a wide sample of perceptions and opinions.
    b. Project leaders at each training center or NGO & AGI mentors
    c. Parents of AGI participants
    d. A few women in the 2nd cohort to understand their knowledge, expectations and motivations for participation in the program (?)
    e. Companies hosting AGI interns to access external perceptions of motivation, agency, technical skill level, etc. along with performance and skill level (?)
(2) Conduct interviews in Creole and French as required – Sandra
(3) Ideally the interview would be a conversation where questions can be skipped, modified or expounded upon as appropriate given the group's reactions and responses.
(4) Estimated time = 1-2 hours

Structure of interview →

(1) **Welcome** - intro - explain purpose of interview and encourage them to be honest and forthright
(2) Focus on **project composition/implementation**:
    a. How many girls did you work with?
    b. What was your relationship with them? The training center? The NGO? The employer (for internships)?
    c. Where did you meet with your mentees and how frequently?
    d. What did you talk about?
    e. Did you receive any complaints from the participants that you worked with? This can include any aspect of the program from vocational training to skills training, stipends, internship, or problems with their assigned NGO or training center. If there were concerns/complaints, please share with us (names can remain anonymous).
    f. What vocational skills training did the young women you worked with get? Do you feel this was a good skill to offer given the current job market in Haiti? Is there another skill (offered in AGI training or not) that you feel would be more useful for them to learn?
    g. Do you feel the girls had an easy or hard time with the lessons?

h. Do you feel that the subject material covered in the life skills training was appropriate and well received? Was there a topic that was not covered that you think the young women should be exposed to?
i. How do you feel the girls currently in internships are performing? Do you think they are prepared skills-wise? Are they facing limitations? If yes, what types of limitations/challenges?

(3) Focus on the **future**:
   a. You understand the realities facing these young women very well. Can you please enlighten us on their situation?
   b. Is there a sense that this is 'just another aid program' or that it is different and has the potential to have a big impact?
   c. How did the young women seem during the training? Were they motivated and enthusiastic or discouraged and despondent?
   d. What about empowerment? Do you feel the girls are now more empowered by this training and/or have more control over their lives? Why or why not?
   e. Do you think the program helped the participants create a strong professional and personal network that will help them in the future? If so, how?
   f. How employable do you think the young women are? Do you think they are well skilled and prepared?
   g. Knowing the Haitian context so well, what do you think their job prospects are? Annual salary, daily wages, sporadic hourly wages, etc?

(4) What is the **counterfactual**?
   a. What do you think the young women would be doing now if they had not participated in the project?
   b. Do you think their experience and training will change/impact their life in any way – positive or negative?
   c. What about external impressions of the participants – family, friends, community, etc? How do they view the women?

(5) Stories
   a. Do you have any stories or antidotes to share with us on particular successes (or failures) or particular students (whose names can remain anonymous).

Annex X. 9: End-line Qualitative Evaluation (Dec. 2014 –January 2015)

The main objective of the second qualitative evaluation was to allow a better understanding of the context and job search experience of the Haiti AGI beneficiaries, about six months after the end of the training.

Due to political unrest limiting the possibility to access some quartiers, the evaluation took place over several weeks in December 2014 and January 2015. The evaluation was conducted by three short-term consultants (Caillimée Methelus, Lynda Delva and Jane-Loye Saint-Phard), under the supervision of Aude-Sophie Rodella. While two consultants animated the focus groups, a third was charged with taking notes of the meetings.

The results of those focus groups were then written up in French by the consultants to capture the responses and relevant quotes. Those materials have not yet been translated.

Focus groups of around 15-20 AGI beneficiaries were organized in four *quartiers* (Pétionville, Carrefour-Feuille, Delmas 32 and Delmas 30) at the office of the partner community NGOs (YWCA, APROSIFA, ANAPFEH and JP/HRO) working in those locations.

Each focus group lasted about 2-3 hours and was organized around ten blocks of questions.

- Aspirations for the future (personal and professional)
- Motivation in job search
- Working experience since the end of the program
- Usefulness of the soft-skills
- Strategies and instruments used in job search
- Confidence in perspective to find a job
- Difficulties encountered in job search
- Difficulties encountered in obtaining a job
- Social network activation in job search
- Feedback on experience as part of the Haiti AGI

Examples of questions used to animate the focus groups, by category:

1) **Life and professional aspirations for the future:**
   - What are your life aspirations for the future? And your professional aspirations? Who is the person who inspires you the most professionally?
   - (Aspiration v. reality.): When is it reasonable to give up the opportunity to continue the academic studies (high school and university) to move towards the technical training path or to accept a job? According to you, what are the criteria that a person should consider?
   - Is it better to accept a job with a decent salary but in an area where the person is less motivated or to stay attached to the professional dreams of oneself? What piece (s) of advice would you give to a friend if he/she asks you this question?

2) **Job search motivation**
   - How can people stay motivated during the job search process in Haiti? How do you do it?
   -

3) **Work experience after the program**
   - If you found a job after the AGI training, what has been your experience in general?
   - For how long have you been trying to find this job?
   - How long did the job last?
   - In your opinion, how much time per month a person has to work to be considered as an employee?

4) **Use of life skills learned**
   - Do you think that the life skills learned during the AGI training have contributed/can contribute to find a job?
   - What was more useful for you?

5) **Strategies and tools for the job search process**
   - How do you get a job in Haiti? How did you proceed from your side to look for a job?
   - How do you know the employment opportunities that are currently available? (i.e. What are the most reliable sources of information for the job search process in Haiti? For you?)
   - What are the tools that are available for you or that you would need to make the job search process more effective?
   - From your perspective, how much time is needed - on average - to find a job when a person starts looking?
   - How many interviews have you had since the end of your training?
   - Do you know any young women who already found a job? If so, do you know how did they proceed to find them?

6) **Confidence in finding a job: 1. In the target sector; 2. According to expectations**
   - Are you familiar with the job opportunities that exist in the area where you want to work? Do they match your expectations?

7) **Challenges encountered in the job search process**

- What are the biggest obstacles that you encounter to find a job in your training sector / jobs that interest you / suit you well?
- What kind of support is needed to help young people to find a job in Haiti? And to help a young woman in your situation?

8) **Challenges encountered to get a job**
   - What are the biggest challenges that you encountered in order to get a job?
   - Do you know how to overcome them?

9) **Active social, family and professional networks during the job search process**
   - With whom have you talked or who have helped you / might help you during the job search process?
   - What are the networks that you used the most in this context?

10) **Training – AGI Project –We would like to hear your comments!**
   - How do you consider the AGI project has helped you to prepare yourself to enter into the labor market?
   - Do you think that there are aspects in the AGI project that could be improved in the future to facilitate the entry of young women into the labor market in Haiti?

Annex X.10: Identified research gaps based on the Haiti AGI experience

As a pilot project, the Haiti AGI aimed at gaining a more in-depth and contextualized understanding of the constraints and challenges faced by vulnerable youth, particularly young women, to access labor markets and increase their agency. The project fulfilled it goals and in the process also identified knowledge and research gaps. Six of those gaps are further discussed below.

First, with respect to **soft-skills,** a research gap exists on the modalities of administration of such training. Indeed, while increased recognition has been given to the key role played by such skills and their enhancing effect on cognitive skills, much less attention has been given on how to best impart those skills, all the more so outside of the traditional field of early childhood education. More research is needed on the modalities (duration, intensity, teaching methods, combination of skills taught, settings etc.) to impart those skills to youth, and particularly vulnerable youth and women. Such research will also help narrow down how soft-skill training can improve the cost-effectiveness of job and skills oriented programs and project.

Second, research related to the **expected timing and duration of the effects on dimensions of agency** is warranted. Knowing the phasing and timing of expected effects on key dimensions matters to both program/ project teams as they do to evaluators. For instance, following the intervention, when should effects first start to manifest themselves? Should results on decision making be expected to precede those seen of self-esteem or self-confidence? How do these dimensions of agency interact? Does the training have short, medium or long term impacts on agency - and on which dimensions of agency?

Third, what is the **optimal duration of technical training programs aimed at vulnerable youth?** Technical trainings greatly vary in their duration across programs and projects, rendering the comparison of impacts all the more complicated. More research is needed to narrow down the best duration based on program/project objectives, technical training taught and teaching methods, and the profile of the beneficiaries (gender, age, educational background, aspirations etc.)

Fourth, with respect to **technical training and transition into labor markets**, research gaps exist in relation to defining more clearly the window of opportunity for labor market transition post technical training program (i.e. do the technical skills receive devalue beyond this window of opportunity?). In the case of youth programs, there appears to be a tension in the literature between short term and long term effects (Kluve, 2014). Determining if/ when such window exists and what determines it would help tailor interventions beyond the training phase – and conceivably improve employability outcomes.

Fifth, more research is needed to grasp the **role of motivation in job search**, and particularly in the persistence of job search in labor constrained contexts. Even when programs are successful in providing adequate skills and beneficiaries are well positioned to enter labor markets, the outcome

rests first and foremost on the individual's sustained efforts in his/her labor search. This is particularly true in depressed labor markets – whether those faced by Haitian youth or by European youth in countries with high unemployment. The Haiti AGI tried to tackle this question through the SMS-based job search persistence component but opportunities exist to test interventions to foster this motivation, particularly in the immediate phase following training – with direct implications for program cost-effectiveness in employability is indeed increased.

Sixth, research on **the role of academic and technical aspirations** is warranted. Key to this research is better understanding the tension between those two aspirations among beneficiaries and potential beneficiaries of technical/vocational training programs. This question is important in relation to understand how much does this factor in the outcomes (drop-out and job outcomes notably) of technical/vocational training programs and can help better design and improve the cost-effectiveness of those programs in reorienting individuals aspiring to revert to an academic track.

Annex X.11: Impact evaluation methodology and results

Methodology

Research design

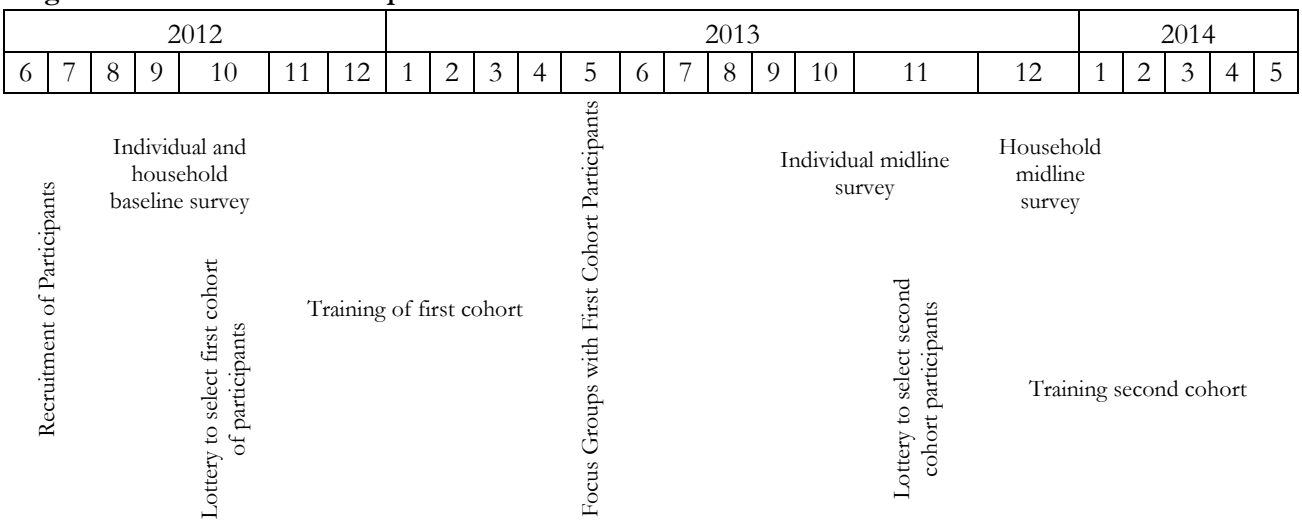
The AGI project impact evaluation was designed as a randomized control trial in which women eligible for the program were randomly assigned to start the program in the first cohort of beneficiaries. The treatment group included the young women who were offered slots in the first cohort, while the control group included all the rest of the applicants not placed in the first cohort. Cohort selection was conducted through a public lottery supervised by the project field coordinator. The number of cohort slots available for each NGO varied from 75 to 150, depending on the management and accompaniment capacity of the respective NGO.

The data used for the quantitative evaluation of the AGI was collected in baseline and follow-up surveys. The two rounds of surveys included two questionnaires: one individual and one for the household. The individual questionnaire was answered by young women in treatment and control and collected information about educational background, use of time, participation in income generating activities (IGAs) and training, agency and psycho-social outcomes, family background and social networks, as well as about personal and sexual behavior. The household questionnaire was answered by the head of the young women's household and included information on the head's main characteristics (such as age, gender, and marital status), education and labor status of all household members, the household head's opinion about marriage and gender responsibilities, the household's assets, expenditures, and transfers, and the characteristics of the dwelling. The baseline survey was conducted in August-October 2012, before the training started. The lottery to allocate the young women to the two cohorts was conducted later on, meaning that the young women did not know their cohort allocation at the time of the baseline survey. The follow-up survey was conducted three months after the completion of the training of the first cohort (the treatment group) and before the start of the training of the second cohort. The quantitative results of this report were thus based on a panel data set that comprised data from the baseline and follow-up surveys as well as administrative and monitoring data from the program implementation team.

The quantitative evaluation was complemented and enhanced by two rounds of qualitative data collected after each round of training. Qualitative evaluations were especially effective at capturing emotions, feelings, aspirations, quotes, and opinions that were not easily quantified in an impact evaluation. Through this evaluation, deeper contextual information was gathered on the effectiveness of program design, implementation, short-term impacts, and the expectations, feedback, and realities facing all stakeholders.[50] Figure A2 presents the timeline of the impact evaluation.

[50] For more information about the design and implementation of the qualitative evaluation of the AGI program, see Annex X.1.

Figure A2. Timeline of the impact evaluation - AGI Haiti



Sample and attrition

After the recruitment campaign carried out by each NGO, 1,479 young women passed the literacy, numeracy and analytical ability test[51] and were immediately eligible to receive the AGI training. Only considering the young women that answered the baseline survey, 471 slots were placed for the first round of training[52], which left 1008 young women as part of the control group. Out of the 1008 young women in the control group, 500 were randomly selected, again by a public lottery, to take part of the second round of training.

Unfortunately not all young women that answered the baseline survey also answered the follow-up survey. Table A1 shows that the overall attrition rate was 20%. If the attrition is not at random, the estimated impact of the program might be biased. Table At. 1 shows that the total sample does not differ with the sample with attrition in most characteristics. The only variable that presents significant differences is the years of education, but the difference is only 0.1 years and is significant only at the 10% level. This gives confidence in the estimations of the effects of the AGI, which consider only the sample that answered the baseline and the follow-up survey (1174 observations).

Table A1. Attrition rates

		Baseline	Baseline and Midline	Attrition
Control	Obs.	1008	749	259
	Percent	100.0	74.3	25.7
Treatment	Obs.	471	425	46
	Percent	100.0	90.2	9.8
Total	Obs.	1479	1174	305

[51] For more information about the numeracy, literacy and analytical ability test see Section X.

[52] The initial lottery assigned 500 slots to the first cohort. However, between the lottery and the beginning of training certain became unavailable to start the program. Given the oversubscription to the program, these slots were filled by other candidates, but these new young women were not considered in the IE analysis due to the fact that they did not take part in the lottery.

Percent	100.0	79.4	20.6

Source: AGI - Haiti data sets corresponding to the baseline and midline surveys.

The team placed priority in minimizing attrition and to that end implemented several strategies in the field. The first strategy to reduce attrition was to use the answer of the follow-up survey as a condition to participation in the lottery to select the second cohort of training. A second strategy was to contact, through the NGOs, all the young women that had not answered the follow-up survey. We team resorted to a menu of sources of contact information, including phone number and household address/directions at the M&E records and administrative data in order to reach the young women, information from baseline, information from friends and relatives. The NGOs played an important role not only by contacting the young women personally but also by gathering groups of young women and informing them about the possibility of their participation in the second cohort of the AGI training. Additionally, the NGOs informed the community and persuaded friends of the young women missing to tell them about the importance of their participation in the follow-up survey. The search and re-contact efforts extended over two months, and yielded as a result a significant reduction of attrition from the baseline sample.[53]

Identification

Due to the randomized nature of the selection into treatment, the identification strategy of this impact evaluation follows a difference-in-differences approach. The results presented refer mainly to the intention-to-treat (ITT) effect, which considers the treatment group as all young women assigned to take part of the first round of the AGI training independently of whether or not they actually participated in or completed the training program. The average treatment on the treated (ATT) effect, which includes in the treatment group only those who completed the training program, is shown only for the main outcomes, but the resulting estimates are similar to those of the ITT effects[54].

Equation (1) specifies the OLS regression model used in this report:

$$Y_{it} = \beta_1 T_i + \beta_2 C_t + \beta_3 T_i C_t + \beta_4 X_{i0} + \varepsilon_{it} \quad (1)$$

Where Y_{it} is the outcome of interest for individual i at time t; T_i is a dummy variable that identifies treated individuals with 1 and control individuals with 0; C_t is a time dummy that identifies with one information collected in baseline and with 0 that collected in the follow-up survey; and X_{i0} is a set of control variables that includes individual characteristics, such as age, level of education, marital status, number of living children, and household characteristics, such as the household size and the number of female members. The coefficient of interest is β_3, which defines the impact of the AGI program on the treated. The model also includes variables that identify the NGO and corresponding neighborhood of each young woman. The results of this specification are presented with and without control variables.

[53] One of the main issues when trying to contact the young women at the moment of the follow-up survey was that most of them would change their phone numbers very often because every time they needed to use their phone, instead of buying credit and keep their phone numbers, they would buy a new SIM card, and therefore change their phone number. This happened because buying a new SIM card was cheaper than buying credit. Another issue was that this population is very mobile and would change their address but not inform the NGOs or the training centers.

[54] This implies that not including in the analysis the 40 young women who did not complete the training does not bias the results. The ATT estimate results are available upon request.

Another specification of the model included individual fixed-effects, which control for an individual's unobserved and time-invariant characteristics that may influence the outcome variable. Additional to the OLS model, the results for the effect of the AGI program on binary outcome variables were run using probit models as well, and the results are very similar to those found with OLS models. Similarly, additional specifications (not shown here but available under request) were used for categorical variables, for which a probit was used (ordered probit in the case of ordered categorical variables), as well as for left-censored continuous variables, for which a tobit model was used. In all cases the results hold.

Baseline characteristics and balance between treatment and control groups at baseline

The main methodological advantage of random assignment to treatment and control is to create groups that are comparable, for the control group to be a credible counterfactual of what would have happened to the treatment group had they not participated in the program. This section compares both groups in observable characteristics of interest.

Table Y1 presents the characteristics of the AGI participants at baseline, as well as the balance in these characteristics between treatment and control groups. In terms of demographics, Panel 1 of Table Y1 shows that the average age of the population under study is 20 years, in both treatment and control groups. Only around 1% of the sample were married at baseline and almost 90% were single and never married, with no statistical differences between treatment and control in these characteristics.

Consistent with the AGI program's target group, all individuals had basic knowledge of math and could read and write in French and Creole. All young women were meant to have a certificate of primary education or higher in order to participate in the program, a condition which was indeed fulfilled for more than 90% of the sample. According to Panel 2 of Table Y1, around 6% of the control group and 8% of the treatment group had no education at all or had not received the certificate of primary education. This difference between treatment and control groups was statistically significant at the 10% level. The majority of young women had a higher degree of education: for the control and treatment groups, 12% and 15% respectively have a primary education certificate; 47% and 50% have a Brevet[55] certificate; and 30% and 23% have a certificate of Brevet Superior, Baccalaureate I or II (with differences statistically significant at the 1% level for this last category).[56] Overall, the average years of education was 10 for both treatment and control groups and the share of time spent in school or training at the moment of the baseline survey was 7% for the control group and 4% for the treatment group (where the difference is statistically significant at the 1% level in the last case).

With respect to participation in vocational training, Panel 2 of Table Y1 shows that between 21% and 24% of the sample had taken part in at least one training course during the five years previous to the baseline survey, or about 250 women. There were not statistically significant differences between treatment and control groups with respect to participation, attendance, completion, graduation, perception, and payment concerning the vocational training. In general, young women who had previously participated in a vocational training reported that they attended "almost always," whereas around 50% completed the training and received a

[55] Following the French system of education, the primary education certificate in Haiti is awarded after completion of the first six years of education, which consist of two years of *Préparatoire*, two years of *Elémentaire* and two years of "*Moyen*" classes. The Brevet (equivalent to Junior High) certificate is conferred after completing the following four years of education (*Sixième, Cinquième, Quatrième,* and *Troisième*); and the Brevet Superior, Baccalaureate I and II (equivalent to high school) certificates after completing the following three years of education (*Seconde, Première* and *Terminale*).

[56] Given the statistical difference between treatment and control groups with respect to the share of women in each group of education, the regressions presented in the section of results include dummies for each group of education at baseline as part of the control variables.

certificate. More than 50% of the young women paid for the training and their average perception was that the training was "helpful."

Panel 3 of Table Y1 presents evidence that the share of women engaged in an income-generating activity (IGA) for the treatment group was significantly higher than in the control group. This share was 8.8% for the control group and 16.7% for the treatment group, with a difference of 7.9 percentage points, statistically significant at the 1% level. Out of those engaged in an IGA, around 70% worked as self-employed, 3% for an NGO, 4% for a private employer, close to 1% for the government and 9% for others, with no significant differences between treatment and control groups. The only occupation for which there was a statistically significant difference is the share of women working in family business, 5% in the control group and 13% in the treatment group. In terms of labor income, women in both treatment and control groups received around HTG$1,700 monthly and HTG$60 hourly (equivalent to approximately US$43 and US$1.50 respectively). Only about 5% of the sample owned a business. The percentage of women that saved money in the two weeks previous to the baseline survey was about 8 percentage points higher for the treatment group,[57] with a baseline level of 26%.

The ownership of assets seemed to be balanced between treatment and control groups, with the exception of livestock, bicycles, and motorbikes, which were owned by less than 10% of the sample. The differences between treatment and control for these assets were 3 percentage points for livestock, 2 for bicycles and 2.5 for motorbikes. As shown in Panel 4 of Table Y1, more than 80% of the young women in the program owned cellphones. The average quantity of assets in the household was close to five for both treatment and control groups.

Panel 5 of Table Y1 shows the baseline characteristics and the balance between treatment and control for the variables related to agency and women empowerment. In general, there was balance between treatment and control groups for these variables, with the exception of the total scores for self-esteem and mental health.[58] Although treatment and control groups both scored an average close to 10 out of 20 points of the total self-esteem score, the treatment group reported a statistically higher self-esteem score than the control group in baseline, with a difference in the standardized PCA index[59] of 0.14 standard deviation points. In contrast, the treatment group appeared to have a lower mental health score than the control group, with a difference of 0.17 standard deviation points. The total score values of the decision-making, mobility, self-regulation, self-esteem, and self-confidence are pretty close to the mid-point between the lowest and the highest possible values. But the average total scores of satisfaction and especially mental health are above the mid-point, which suggest general low levels of satisfaction and mental health in the population under study.

Around 98% of the individuals under study lived with the household head and her/his spouse and in 70% of the cases the household head was a female, with no significant differences between treatment and control, as shown in Panel 6 of Table Y1. Household heads were on average 45 years old for both groups and more than

[57] Given the statistical difference between treatment and control groups with respect to the share of women engaged in an income generating activity and saving money, the regressions presented in the section of results include a dummy for each group at baseline levels as part of the control variables.

[58] The sum of points of the self-esteem variable is the total score of all the self- esteem statements combined, where the points given to each statement positively related to self-esteem were 1 for "Strongly agree," 2 for "Agree," 3 for "Disagree," and 4 for "Strongly disagree." This means that the higher the total score, the lower self-regulation the young woman has. This is also the case for self-regulation, self-confidence, satisfaction, and mental health. The maximum value of each score depends on the number of statements of each topic. Self-regulation has 16 statements, self-esteem has 5, self-confidence 8, satisfaction 9 and mental health 9.

[59] PCA stands for principal component analysis, the method to consider the score of all statements and formulate them in a standardized index.

60% of them were literate in French, Creole, and math. Around 37% of the household heads had a level of education lower than primary, 18% had primary complete but incomplete secondary, and 37% reported having a certificate of secondary education or higher, again with no significant differences between treatment and control. There was a slight, but statistically significant difference between treatment and control groups in terms of household size of 0.4 (with averages of 5.3 and 4.9 respectively) and the number of female members of 0.2 (with averages of 3.6 and 3.4 respectively). The former difference comes particularly from imbalance in the number of household members between 0 and 5 years of age as well as the number of household members 51 years old and older—in both cases the control group presents lower averages.[60] On the other hand, the percentages of participants who had living children (13%), were pregnant (2%), or expected to become pregnant in the short-term (3%) were low and balanced between treatment and control groups.

Panel 7 of Table Y1 presents the balance between treatment and control groups for variables of the young women's behavior. Behavior related to condom use, with about 50% of the respondents reporting to always engage in it, was balanced between treatment and control groups. The same happened for cigarettes, drugs, and alcohol consumption, which was indeed pretty low (less than 5%) among respondents. Not necessarily related to behavior, the share of women that had been involved in a sexual activity against their will was almost 10% for the control group and 14% for the treatment group, a difference that was statistically significant at the 5% level. Both for treatment and control groups, less than 7% of the participants were involved in an unwilling sexual activity during the year previous to the baseline survey.

The percentage of households that had to move because of the earthquake of 2010 was higher for the treatment group (54%) than for the control group (47%), as shown in Panel 8 of Table Y1. The majority of households lived in low houses with a statistically significant difference of 10 percentage points between treatment (52%) and control (62%). The second-most common type of house was *ajoupas,* with between 16% and 20% of the households living in this type of house and no significant differences between treatment and control groups. About 40% of the households in both groups owned their houses. The most common source of drinking water was "bottled mineral water" (37%), followed by "private connection to pipeline" (16%), and public tap (15%), with no significant differences in the percentage of households obtaining water from these sources between treatment and control groups. Finally, due to the urban setting of the households, the most common system of human waste disposal was "own improved pit latrine" (around 40%), followed by "own flush toilet" (28%) and "public flush toilet" (about 10%). There were no statistically significant differences in these numbers between treatment and control groups.

Overall, treatment and control groups are relatively balanced, with a few expected differences given more than a 100 variables are being compared. Among the differences, the most important is related to engagement in income generation. A follow-up matching exercise is planned to achieve balance in this dimension and re-run results for comparison.

Results of Balance and Attrition

[60] Given the statistical difference between treatment and control groups with respect to household size and number of female members, the regressions presented in the section of results include household size and female household members at baseline levels as part of the control variables.

Characteristics and balance of the population with and without attrition

Table At.1. Characteristics of the population with and without attrition

Panel 1. Demographics			
Variable	All	With attrition	Difference
Age	19.996	20.089	-0.093
	[2.456]	[2.508]	(0.097)
Married [yes=1]	0.017	0.017	-0.000
	[0.129]	[0.129]	(0.005)
Single/Never Married	0.892	0.896	-0.004
	[0.311]	[0.305]	(0.012)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Table At.1. Characteristics of the population with and without attrition

Panel 2. Education			
Variable	All	With attrition	Difference
Can read and write in Creole [yes=1]	0.993	0.993	-0.001
	[0.086]	[0.082]	(0.003)
Can read and write French [yes=1]	0.984	0.985	-0.001
	[0.127]	[0.123]	(0.005)
Can subtract numbers [yes=1]	0.994	0.994	0.001
	[0.075]	[0.079]	(0.003)
Last Certificate of Education [None=1]	0.073	0.067	0.006
	[0.260]	[0.251]	(0.010)
Last Certificate of Education [Primary=1]	0.135	0.129	0.007
	[0.342]	[0.335]	(0.013)
Last Certificate of Education [Brevet=1]	0.462	0.480	-0.018
	[0.499]	[0.500]	(0.020)
Last Certificate of Education [Brevet Sup Bac I or II =1]	0.266	0.279	-0.014
	[0.442]	[0.449]	(0.017)
Last Certificate of Education [Formation professionale=1]	0.005	0.006	-0.001
	[0.073]	[0.077]	(0.003)
Years of Education	10.679	10.794	-0.115 *
	[1.716]	[1.552]	(0.064)
Share of time used in school or training	0.053	0.057	-0.004
	[0.125]	[0.131]	(0.005)
Participated in vocational training in the past 5 yeas [yes=1]	0.214	0.220	-0.005

	[0.410]	[0.414]	(0.016)
Attendance to training [Index 1-5]	4.042	4.004	0.038
	[1.401]	[1.444]	(0.121)
Completed the training [yes=1]	0.490	0.516	-0.026
	[0.501]	[0.501]	(0.043)
Received certificate after the training [yes=1]	0.494	0.468	0.026
	[0.501]	[0.501]	(0.057)
Was the training helpful? [Index 1-4]	2.970	2.963	0.007
	[0.850]	[0.869]	(0.078)
Did you pay for the training? [yes=1]	0.599	0.579	0.020
	[0.491]	[0.495]	(0.043)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. The index of the "attendance to training" question correponds to the value of the following categories: 1 = "Less than half the time", 2 = "About half the time", 3 = "More than half the time", 4 = "Almost always", 5 = "Always". The index of the question "Wast the training helpful" corresponds to the value of the following categories: 1 = "Very unhelpful", 2 = "Unhelpful", 3 = "Helpful", 4 = "Very helpful".

Table At.1. Characteristics of the population with and without attrition

Panel 3. Income Generating Activities (IGAs) and Savings			
Variable	All	With attrition	Difference
Engaged in any IGA [yes=1]	0.120	0.117	0.003
	[0.325]	[0.321]	(0.013)
Work for Myself [yes==1]	0.671	0.714	-0.044
	[0.471]	[0.453]	(0.053)
Work for and NGO [yes==1]	0.047	0.038	0.009
	[0.211]	[0.192]	(0.023)
Work for a private employer [yes==1]	0.041	0.030	0.010
	[0.198]	[0.172]	(0.022)
Work for the Government [yes==1]	0.012	0.008	0.004
	[0.108]	[0.087]	(0.011)
Work for a Family business [yes==1]	0.093	0.091	0.002
	[0.291]	[0.289]	(0.034)
Work for "Other" [yes==1]	0.098	0.090	0.008
	[0.299]	[0.288]	(0.034)
Past month's income from IGAs (In Haitian Gourdes)	1834.915	1850.368	-15.452
	[2836.026]	[3005.492]	(331.916)
Typical hourly income from IGAs (In Haitian Gourdes)	71.983	73.871	-1.888
	[182.753]	[187.809]	(24.042)
Owns a business [yes=1]	0.052	0.053	-0.001
	[0.223]	[0.224]	(0.009)
Saved money in past two weeks [yes=1]	0.294	0.291	0.003

	[0.456]	[0.455]	(0.018)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Table At.1. Characteristics of the population with and without attrition

Panel 4. Assets			
Variable	All	With attrition	Difference
Owns alone or jointly a mobile phone [yes=1]	0.830	0.828	0.002
	[0.376]	[0.378]	(0.015)
Owns alone or jointly a house [yes=1]	0.059	0.057	0.002
	[0.236]	[0.232]	(0.009)
Owns alone or jointly livestock [yes=1]	0.073	0.077	-0.004
	[0.260]	[0.267]	(0.010)
Owns alone or jointly jewelry [yes=1]	0.158	0.161	-0.002
	[0.365]	[0.367]	(0.014)
Owns alone or jointly a bicycle [yes=1]	0.025	0.024	0.001
	[0.158]	[0.154]	(0.006)
Owns alone or jointly a radio [yes=1]	0.109	0.110	-0.001
	[0.312]	[0.313]	(0.012)
Owns alone or jointly a TV [yes=1]	0.263	0.251	0.012
	[0.441]	[0.434]	(0.017)
Owns alone or jointly a motorbike [yes=1]	0.021	0.020	0.001
	[0.143]	[0.140]	(0.006)
Owns alone or jointly a sewing machine [yes=1]	0.016	0.015	0.001
	[0.126]	[0.122]	(0.005)
Quantity of assets in the household	5.159	5.129	0.030
	[2.365]	[2.327]	(0.093)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Table At.1. Characteristics of the population with and without attrition

Panel 5. Agency and Empowerment			
Variable	All	With attrition	Difference
Decides alone how to spend (some) income from IGAs [yes=1]	0.764	0.803	-0.039
	[0.426]	[0.399]	(0.047)
Decision Index [Sum of decisions taken alone: 0-14]	5.361	5.289	0.072
	[3.366]	[3.378]	(0.132)

Total Mobility [sum of places: 0-9]	3.879	3.862	0.017
	[1.547]	[1.545]	(0.061)
Self-Regulation [sum of points: 0-64]	34.938	34.978	-0.040
	[4.330]	[4.270]	(0.169)
Self-Regulation PCA score (standardized)	0.000	0.000	0.000
	[1.000]	[1.000]	(0.042)
Self-Esteem [sum of points: 0-20]	10.154	10.148	0.006
	[1.899]	[1.926]	(0.075)
Self-Esteem PCA score (standardized)	0.000	0.000	0.000
	[1.000]	[1.000]	(0.042)
Self-Confidence [sum of points: 0-32]	14.389	14.349	0.040
	[3.037]	[3.112]	(0.120)
Self-Confidence PCA score (standardized)	-0.000	-0.000	0.000
	[1.000]	[1.000]	(0.042)
Satisfaction [sum of points: 0-36]	21.383	21.352	0.032
	[5.664]	[5.830]	(0.224)
Satisfaction PCA score (standardized)	-0.000	-0.000	0.000
	[1.000]	[1.000]	(0.052)
Mental Health [sum of points: 0-36]	33.334	33.208	0.126
	[9.159]	[9.362]	(0.362)
Mental Health PCA score (standardized)	-0.000	-0.000	0.000
	[1.000]	[1.000]	(0.042)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.
The sum of points of the Self-Regulation variable is the total score of all the self-regulation statements combined. where the points given to each statement positively related to self-regulation were 1 for "Strongly Agree", 2 for "Agree", 3 for "Disagree" and 4 for "Strongly disagree". This means that the higher the total score is, the lower self-regulation the young woman has. This is also the case for self-esteem, self-confidence, satisfaction and mental health. The maximum value of each score depends on the number of statements of each topic. Self-regulation has 16 statements, self-esteem has 5, self-confidence 8, satisfaction 9 and mental health 9.
PCA stands for Principal Component Analysis, which is the method to consider the score of all statements and formulate them in an standardized index

Table At.1. Characteristics of the population with and without attrition

Panel 6. Family and Fertility			
Variable	All	With attrition	Difference
Household Size	5.009	5.078	-0.069
	[2.300]	[2.307]	(0.091)
Is your mother alive? [yes=1]	0.904	0.909	-0.005
	[0.294]	[0.288]	(0.012)
Is your father alive? [yes=1]	0.750	0.754	-0.004
	[0.433]	[0.431]	(0.017)
Lives with father and mother	0.247	0.249	0.248
	[0.431]	[.433]	[0.008]

Quantity of female members	3.479	3.525	-0.046
	[1.548]	[1.579]	(0.062)
Presence of household head and spouse in the house [yes=1]	0.987	0.987	-0.000
	[0.113]	[0.112]	(0.004)
Gender of Household head [female=1]	0.694	0.708	-0.014
	[0.461]	[0.455]	(0.018)
Age of the Household head	45.238	45.341	-0.103
	[11.932]	[11.846]	(0.479)
Creole Literacy of Household Head [yes=1]	0.720	0.713	0.007
	[0.449]	[0.453]	(0.018)
French Literacy of Household Head [yes=1]	0.634	0.624	0.010
	[0.482]	[0.485]	(0.020)
Math Literacy of Household Head [yes=1]	0.892	0.885	0.007
	[0.311]	[0.319]	(0.013)
Educ of HH head: Less than primary [yes=1]	0.365	0.375	-0.010
	[0.482]	[0.484]	(0.019)
Educ of HH head: Primary and secondary incomplete [yes=1]	0.170	0.178	-0.008
	[0.376]	[0.383]	(0.015)
Educ of HH head: Secundary or more [yes=1]	0.378	0.370	0.008
	[0.485]	[0.483]	(0.019)
Number of Household members age 0-5	0.323	0.342	-0.018
	[0.634]	[0.657]	(0.025)
Number of Household members age 6-16	0.941	0.963	-0.021
	[1.158]	[1.177]	(0.046)
Number of Household members age 17-21	1.358	1.365	-0.008
	[0.907]	[0.929]	(0.036)
Number of Household members age 22-30	1.115	1.163	-0.048
	[1.117]	[1.117]	(0.044)
Number of Household members age 31-50	0.940	0.961	-0.021
	[0.855]	[0.860]	(0.034)
Number of Household members age 51 or more	0.555	0.578	-0.023
	[0.707]	[0.717]	(0.028)
Has linving children [yes=1]	0.127	0.129	-0.002
	[0.333]	[0.336]	(0.013)
Are you pregnant? [yes=1]	0.013	0.014	-0.001
	[0.115]	[0.119]	(0.005)
Are you planing to be pregnant in the next to years? [yes=1]	0.027	0.030	-0.003
	[0.162]	[0.170]	(0.007)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Table At.1. Characteristics of the population with and without attrition

Panel 7. Behavior			
Variable	All	With attrition	Difference
Violence towards partner [sum of points: 0-28]	8.573	8.536	0.037
	[2.453]	[2.276]	(0.093)
Violent towards partner PCA score (standardized)	0.000	0.000	0.000
	[1.000]	[1.000]	(0.042)
Always uses a condom [yes=1]	0.528	0.523	0.005
	[0.499]	[0.500]	(0.025)
Have you ever tried cigarettes? [yes=1]	0.028	0.028	-0.000
	[0.165]	[0.166]	(0.007)
Have you ever tried recreational drugs? [yes=1]	0.003	0.002	0.002
	[0.059]	[0.042]	(0.002)
Drinks alcohol often (more than 3 to 5 times a week) [yes=1]	0.045	0.046	-0.001
	[0.208]	[0.210]	(0.008)
Involved sexual activities not willing to [yes=1]	0.113	0.113	0.000
	[0.317]	[0.317]	(0.013)
Involved sexual activities not willing to during the past year [yes=1]	0.067	0.067	-0.001
	[0.250]	[0.251]	(0.010)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. The sum of points of the "Violence towards partner" variable is the total score of all the "Violence towards partner" statements combined, where the points given to each statement is positively related to "Violence towards partner" and the original values of the variable were recoded to 1 for "Never", 2 for "Sometimes", 3 for "Usually" and 4 for "Always". This means that the higher the total score is, the higher the young woman reacts violently towards her partner under several circumstances. The maximum value of the "Violence towards partner" score is 28, which corresponds to 7 statements of maximum 4 points each.
PCA stands for Principal Component Analysis, which is the method to consider the score of all statements and formulate them in an standardized index.

Table At.1. Characteristics of the population with and without attrition

Panel 8. Dwelling			
Variable	All	With attrition	Difference
Moved from the building because of earthquake [yes=1]	0.495	0.500	-0.005
	[0.500]	[0.500]	(0.020)
Type of dwelling used by the household			
Roof and walls alike	0.036	0.036	0.000
	[0.187]	[0.186]	(0.007)
Slum (house made of remainings of other constructions)	0.009	0.007	0.002
	[0.094]	[0.082]	(0.003)

Ajoupas	0.180	0.178	0.002
	[0.385]	[0.383]	(0.015)
Low House (simple)	0.579	0.585	-0.007
	[0.494]	[0.493]	(0.019)
House with floors	0.020	0.022	-0.002
	[0.142]	[0.147]	(0.006)
Villa	0.058	0.058	0.000
	[0.234]	[0.234]	(0.009)
Tent	0.073	0.076	-0.003
	[0.260]	[0.265]	(0.010)
Own house [yes=1]	0.391	0.407	-0.016
	[0.488]	[0.492]	(0.019)
Main source of drinking water			
Private connection to pipeline (inside house)	0.081	0.077	0.004
	[0.272]	[0.266]	(0.011)
Private connection to pipeline (tap in yard)	0.165	0.158	0.007
	[0.372]	[0.365]	(0.014)
Bottled mineral/bagged	0.357	0.371	-0.015
	[0.479]	[0.483]	(0.019)
Borehole on property	0.008	0.007	0.001
	[0.086]	[0.082]	(0.003)
Rainwater catchments on property	0.003	0.003	0.001
	[0.058]	[0.051]	(0.002)
Vendor/tanker to property	0.061	0.061	0.000
	[0.240]	[0.240]	(0.009)
Vendor/tanker off property	0.105	0.106	-0.002
	[0.306]	[0.309]	(0.012)
Public tap	0.148	0.150	-0.002
	[0.355]	[0.357]	(0.014)
Protected well/spring	0.027	0.024	0.003
	[0.163]	[0.153]	(0.006)
Unprotected well/spring	0.003	0.003	-0.001
	[0.052]	[0.058]	(0.002)
Open source (bush, river, beach, stream, lake, pond)	0.001	0.002	-0.000
	[0.037]	[0.041]	(0.002)
Hand pump	0.002	0.002	0.000
	[0.045]	[0.041]	(0.002)
Primary system of human waste disposal			
Own flush toilet	0.281	0.282	-0.001
	[0.450]	[0.450]	(0.018)
Public flush toilet	0.102	0.108	-0.006
	[0.302]	[0.311]	(0.012)
Neighbours flush toilet	0.016	0.015	0.001

	[0.127]	[0.123]	(0.005)
Own improved pit latrine	0.412	0.411	0.001
	[0.492]	[0.492]	(0.019)
Own unimproved pit latrine	0.079	0.075	0.004
	[0.269]	[0.263]	(0.010)
Neighbours improved pit latrine	0.008	0.006	0.002
	[0.086]	[0.077]	(0.003)
Unprotected well/spring	0.048	0.049	-0.002
	[0.213]	[0.217]	(0.008)
Open source (bush, river, beach, stream, lake, pond)	0.012	0.014	-0.002
	[0.107]	[0.116]	(0.004)

Source: Baseline and Midline survey data set - AGI - Haiti.
Notes: Standard Deviations in squared brackets and standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Baseline characteristics and balance between treatment and control groups

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 1. Demographics				
Variable	Control	Treatment	Difference	Observations
Age	20.163	19.960	-0.203	1174
			(0.143)	
Age 12-16	0.059	0.042	-0.016	1174
			(0.013)	
Age 17-21	0.701	0.765	0.064 **	1174
			(0.027)	
Age 22-36	0.240	0.193	-0.047 *	1174
			(0.025)	
Married [yes=1]	0.016	0.019	0.003	1174
			(0.008)	
Single/Never married	0.899	0.892	-0.007	1174
			(0.019)	

Source: Baseline survey data set—Haiti AGI, including only the information of the participants who answered both the baseline and the midline surveys (1,174 observations).

Notes: Robust standard errors in parentheses. Level of significance: * p<0.1; ** p<0.05; *** p<0.01.

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 2. Education

Variable	Control	Treatment	Difference	Obs.
Can read and write Creole [yes=1]	0.993	0.993	-0.000	1115
			(0.005)	
Can read and write French [yes=1]	0.983	0.988	0.004	1116
			(0.007)	
Can subtract numbers [yes=1]	0.997	0.990	-0.007	1114
			(0.005)	
Last certificate of education [None=1]	0.057	0.085	0.027 *	1174
			(0.016)	
Last certificate of education [Primary=1]	0.117	0.148	0.031	1174
			(0.021)	
Last certificate of education [Brevet=1]	0.466	0.504	0.038	1174
			(0.030)	
Last certificate of education [Brevet Sup Bac I or II =1]	0.307	0.231	-0.076 ***	1174
			(0.027)	
Last certificate of education [Formation professionnelle=1]	0.004	0.009	0.005	1174
			(0.005)	
Years of education	10.822	10.744	-0.079	1174
			(0.095)	
Share of time used in school or training	0.068	0.038	-0.030 ***	1174
			(0.007)	
Participated in vocational training in the past 5 years [yes=1]	0.210	0.241	0.031	1167
			(0.026)	
Attendance to training [Index 1-5]	4.073	3.899	-0.174	250
			(0.190)	
Completed the training [yes=1]	0.507	0.531	0.024	250
			(0.065)	
Received certificate after the training [yes=1]	0.430	0.527	0.097	141
			(0.087)	
Was the training helpful? [Index 1-4]	2.970	2.953	-0.017	218
			(0.122)	
Did you pay for the training? [yes=1]	0.622	0.520	-0.102	233
			(0.066)	

Source: Baseline survey data set—Haiti AGI, including only the information of the participants who answered both the baseline and the midline surveys (1174 observations).
Notes: Robust standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. The index of the "attendance to training" question corresponds to the value of the following categories: 1 = "Less than half the time," 2 = "About half the time," 3 = "More than half the time," 4 = "Almost always," 5 = "Always." The index of the question "Was the training helpful" corresponds to the value of the following categories: 1 = "Very unhelpful," 2 = "Unhelpful," 3 = "Helpful, 4 = "Very helpful."

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 3. Income generating activities (IGAs) and savings				
Variable	Control	Treatment	Difference	Obs.
Engaged in any IGA [yes=1]	0.088	0.167	0.079 ***	1174
			(0.021)	
Work for myself [yes==1]	0.778	0.657	-0.121	133
			(0.078)	
Work for an NGO [yes==1]	0.032	0.043	0.012	132
			(0.033)	
Work for a private employer [yes==1]	0.048	0.014	-0.033	132
			(0.031)	
Work for the government [yes==1]	0.016	-0.000	-0.016	132
			(0.016)	
Work for a family business [yes==1]	0.048	0.130	0.083 *	132
			(0.049)	
Work for "other" [yes==1]	0.094	0.087	-0.007	133
			(0.050)	
Past month's income from IGAs (In Haitian gourdes)	1635.606	2023.944	388.338	137
			(505.728)	
Typical hourly income from IGAs (In Haitian gourdes)	83.078	41.779	-41.299	137
			(28.792)	
Owns a business [yes=1]	0.050	0.059	0.009	1167
			(0.014)	
Saved money in past two weeks [yes=1]	0.262	0.343	0.081 ***	1167
			(0.028)	

Source: Baseline survey data set—Haiti AGI, including only the information of the participants who answered both the baseline and the midline surveys (1,174 observations).

Notes: Robust standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 4. Assets				
Variable	Control	Treatment	Difference	Observations
Owns alone or jointly a mobile phone [yes=1]	0.824	0.836	0.012	1163
			(0.023)	
Owns alone or jointly a house [yes=1]	0.054	0.063	0.009	1156
			(0.015)	
Owns alone or jointly livestock [yes=1]	0.065	0.099	0.034 **	1152
			(0.017)	
Owns alone or jointly jewelry [yes=1]	0.164	0.155	-0.009	1152
			(0.022)	
Owns alone or jointly a bicycle [yes=1]	0.018	0.036	0.018 *	1153
			(0.010)	
Owns alone or jointly a radio [yes=1]	0.099	0.129	0.030	1152
			(0.020)	
Owns alone or jointly a TV [yes=1]	0.237	0.276	0.039	1154
			(0.027)	
Owns alone or jointly a motorbike [yes=1]	0.011	0.036	0.025 **	1148
			(0.010)	
Owns alone or jointly a sewing machine [yes=1]	0.011	0.022	0.011	1131
			(0.008)	
Quantity of assets in the household	5.120	5.144	0.023	1142
			(0.147)	

Source: Baseline survey data set—AGI Haiti, including only the information of the participants who answered both the baseline and the midline surveys (1,174 observations).
Notes: Robust standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 5. Agency and empowerment				
Variable	Control	Treatment	Difference	Obs.
Decides alone how to spend (some) income from IGAs [yes=1]	0.846	0.764	-0.082	137
			(0.068)	
Decision index [sum of decisions taken alone: 0-14]	5.320	5.234	-0.086	1162
			(0.207)	
Total mobility [sum of places: 0-9]	3.899	3.796	-0.103	1161
			(0.093)	
Self-regulation [sum of points: 0-64] [1]	34.893	35.126	0.233	1160
			(0.247)	
Self-regulation PCA score (standardized) [2]	-0.023	0.040	0.063	1129
			(0.060)	
Self-esteem [sum of points: 0-20] [1]	10.235	9.993	-0.243 **	1158
			(0.119)	
Self-esteem PCA score (standardized) [2]	0.052	-0.092	-0.144 **	1155

			(0.061)	
Self-confidence [sum of points: 0-32] [1]	14.397	14.266	-0.131	1174
			(0.190)	
Self-confidence PCA score (standardized) [2]	0.026	-0.045	-0.071	1154
			(0.062)	
Satisfaction [sum of points: 0-36] [1]	21.389	21.287	-0.101	1174
			(0.360)	
Satisfaction PCA score (standardized) [2]	-0.020	0.037	0.057	727
			(0.080)	
Mental health [sum of points: 0-36] [1]	32.710	34.085	1.374 **	1174
			(0.594)	
Mental health PCA score (standardized) [2]	-0.064	0.111	0.174 ***	1140
			(0.064)	

Source: Baseline survey data set—Haiti AGI, including only the information of the participants who answered both the baseline and the midline surveys (1,174 observations).
Notes: Robust standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.
[1] The sum of points of the self-regulation variable is the total score of all the self-regulation statements combined, where the points given to each statement positively related to self-regulation were 1 for "Strongly Agree," 2 for "Agree," 3 for "Disagree," and 4 for "Strongly disagree." This means that the higher the total score, the lower self-regulation the young woman has. This is also the case for self-esteem, self-confidence, satisfaction, and mental health. The maximum value of each score depends on the number of statements of each topic. Self-regulation has 16 statements, self-esteem has 5, self-confidence 8, satisfaction 9, and mental health 9.
[2] PCA stands for principal component analysis, the method to consider the score of all statements and formulate them in a standardized index.

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 6. Family and fertility				
Variable	Control	Treatment	Difference	Obs.
Household size	4.923	5.353	0.430 ***	1140
			(0.146)	
Quantity of female members	3.436	3.681	0.245 **	1140
			(0.100)	
Presence of household head and spouse in the house [yes=1]	0.988	0.986	-0.002	1174
			(0.007)	
Lives with her father and mother	0.242	0.264	0.02	1174
			(0.027)	
Gender of household head [female=1]	0.704	0.716	0.012	1114
			(0.028)	
Age of the household head	45.246	45.511	0.265	1113
			(0.751)	
Creole literacy of household head [yes=1]	0.722	0.696	-0.026	1103
			(0.029)	
French literacy of household head [yes=1]	0.635	0.604	-0.031	1104
			(0.030)	
Math literacy of household head [yes=1]	0.889	0.878	-0.010	1097
			(0.020)	

Educ of HH head: Less than primary [yes=1]	0.381	0.365	-0.016	1174
			(0.029)	
Educ of HH head: Primary and secondary incomplete [yes=1]	0.178	0.179	0.001	1174
			(0.023)	
Educ of HH head: Secondary or more [yes=1]	0.360	0.386	0.025	1174
			(0.029)	
Number of household members age 0-5	0.284	0.442	0.158 ***	1174
			(0.041)	
Number of household members age 6-16	0.920	1.038	0.118	1174
			(0.072)	
Number of household members age 17-21	1.340	1.409	0.069	1174
			(0.057)	
Number of household members age 22-30	1.174	1.144	-0.030	1174
			(0.068)	
Number of household members age 31-50	0.945	0.988	0.043	1174
			(0.053)	
Number of household members age 51 or more	0.547	0.633	0.086 *	1174
			(0.044)	
Has living children [yes=1]	0.123	0.141	0.018	1174
			(0.021)	
Are you pregnant? [yes=1]	0.011	0.020	0.009	1122
			(0.008)	
Are you planning to be pregnant in the next two years? [yes=1]	0.033	0.024	-0.009	1144
			(0.010)	

Source: Baseline survey data set—Haiti AGI, including only the information of the participants who answered both the baseline and the midline surveys (1,174 observations).

Notes: Robust standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 7. Behavior				
Variable	Control	Treatment	Difference	Observations
Violence towards partner [sum of points: 0-28]	8.365	8.838	0.472 ***	1161
			(0.151)	
Violence towards partner PCA score (standardized)	-0.075	0.133	0.208 ***	1152
			(0.069)	
Always uses a condom [yes=1]	0.531	0.507	-0.024	733
			(0.038)	
Have you ever tried cigarettes? [yes=1]	0.024	0.036	0.012	1159
			(0.011)	
Have you ever tried recreational drugs? [yes=1]	0.001	0.002	0.001	1153
			(0.003)	
Drinks alcohol often (more than 3 to 5 times a week) [yes=1]	0.047	0.045	-0.001	1123
			(0.013)	
Involved in sexual activities against your will [yes=1]	0.097	0.141	0.044 **	1097
			(0.021)	
Involved in sexual activities against your will during the past year [yes=1]	0.064	0.072	0.008	1086
			(0.016)	

Source: Baseline survey data set—Haiti AGI, including only the information of the participants who answered both the baseline and the midline surveys (1,174 observations).

Notes: Robust standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. The sum of points of the "Violence towards partner" variable is the total score of all the "Violence towards partner" statements combined, where the points given to each statement is positively related to "Violence towards partner" and the original values of the variable were recoded to 1 for "Never," 2 for "Sometimes," 3 for "Usually," and 4 for "Always." This means that the higher the total score, the more likely that the young woman reacts violently towards her partner under several circumstances. The maximum value of the "Violence towards partner" score is 28, which corresponds to 7 statements of maximum 4 points each.

PCA stands for principal component analysis, the method to consider the score of all statements and formulate them in a standardized index.

Table Y1. Characteristics of the population and balance between treatment and control groups at baseline

Panel 8. Dwelling				
Variable	Control	Treatment	Difference	Obs.
Moved from the building because of earthquake [yes=1]	0.477	0.541	0.064 **	1141
			(0.031)	
Type of dwelling used by the household				
Roof and walls alike	0.021	0.061	0.040 ***	1174

			(0.013)	
Slum (house made of remainings of other constructions)	0.004	0.012	0.008	1174
			(0.006)	
Ajoupas	0.164	0.202	0.038	1174
			(0.024)	
Low house (simple)	0.623	0.518	-0.106 ***	1174
			(0.030)	
House with floors	0.024	0.019	-0.005	1174
			(0.009)	
Villa	0.048	0.075	0.027 *	1174
			(0.015)	
Tent	0.076	0.075	-0.001	1174
			(0.016)	
Own house [yes=1]	0.391	0.435	0.044	1174
			(0.030)	
Main source of drinking water				
Private connection to pipeline (inside house)	0.096	0.042	-0.054 ***	1174
			(0.015)	
Private connection to pipeline (tap in yard)	0.163	0.151	-0.012	1174
			(0.022)	
Bottled mineral/bagged	0.374	0.367	-0.007	1174
			(0.029)	
Borehole on property	0.005	0.009	0.004	1174
			(0.005)	
Rainwater catchments on property	0.001	0.005	0.003	1174
			(0.004)	
Vendor/tanker to property	0.057	0.068	0.011	1174
			(0.015)	
Vendor/tanker off property	0.100	0.118	0.018	1174
			(0.019)	
Public tap	0.154	0.144	-0.010	1174
			(0.022)	
Protected well/spring	0.013	0.042	0.029 ***	1174
			(0.011)	
Unprotected well/spring	0.005	-0.000	-0.005 **	1174
			(0.003)	
Open source (bush, river, beach, stream, lake, pond)	0.001	0.002	0.001	1174
			(0.003)	
Hand pump	0.000	0.005	0.005	1174
			(0.003)	
Primary system of human waste disposal				
Own flush toilet	0.288	0.271	-0.018	1174

			(0.027)	
Public flush toilet	0.119	0.089	-0.029	1174
			(0.018)	
Neighbor's flush toilet	0.012	0.021	0.009	1174
			(0.008)	
Own improved pit latrine	0.397	0.435	0.039	1174
			(0.030)	
Own unimproved pit latrine	0.080	0.066	-0.014	1174
			(0.016)	
Neighbor's improved pit latrine	0.009	0.000	-0.009 ***	1174
			(0.004)	
Unprotected well/spring	0.053	0.042	-0.011	1174
			(0.013)	
Open source (bush, river, beach, stream, lake, pond)	0.007	0.026	0.019 **	1174
			(0.008)	

Source: Baseline survey data set—Haiti AGI, including only the information of the participants who answered both the baseline and the midline surveys (1,174 observations).

Notes: Robust standard errors in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Impact Results

Table X1. Impact of AGI on participation in income generating activities

		ITT Estimates			ATT Estimates
	Baseline mean	OLS	OLS	OLS	Using IV
Engaged in any IGA [yes=1]	0.117	-0.055 *	-0.054 **	-0.055 **	-0.047 *
	[0.321]	(0.030)	(0.024)	(0.027)	(0.025)
Observations	1174	2348	2348	2348	2348
Controls		No	Yes	No	Yes
Using individual fixed effects		No	No	Yes	No

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. ITT: Intent to treat estimator. ATT: Average treatment effect on the treated. Forty individuals were offered a space but did not graduate from the training. We use treatment as an instrumental variable for participation in the first round of training.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

Table X1a. Heterogeneous impacts of AGI on participation in income generating activities—by NGO

		OLS				
	All	NGO				
		APROSIFA	ANAPFEH	JP/HRO	YWCA	COFEHAPS
Engaged in any IGA [yes=1]	-0.054 **	-0.085 **	-0.051	0.033	-0.055	-0.366 **
	(0.024)	(0.042)	(0.051)	(0.053)	(0.056)	(0.145)
Observations	2331	574	490	394	442	368
Controls	Yes	Yes	Yes	Yes	Yes	Yes

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. ITT: Intent to treat estimator. ATT: Average treatment effect on the treated. Forty individuals were offered a space but did not graduate from the training. We use treatment as an instrumental variable for participation in the first round of training.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

Table X1b. Heterogeneous impacts of AGI on participation in income-generating activities—Age and education

	OLS			
	ITT - Engaged in any IGA [yes=1]	Heterogeneous effect	Observations	Controls
All	-0.054 **		2348	Yes
	(0.024)			
20 years old or younger [yes=1]	-0.042	-0.031	2348	Yes
	(0.028)	(0.051)		
10 or less years of education [yes=1]	-0.081 **	0.047	2348	Yes
	(0.032)	(0.047)		

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. ITT: Intent to treat estimator.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

Table X2. Impact of the AGI on labor intensity

	Baseline mean	OLS	OLS	Tobit	Obs.
Days worked at IGA last month	9.898	1.959	0.655	1.583	290
	[8.762]	(2.314)	(3.918)	(2.363)	
Days worked last month (unconditional on working)	1.155	-0.374	-0.380	-5.500 **	2348
	[4.360]	(0.405)	(0.425)	(2.519)	
Typical number of hours worked at IGAs daily	4.898	-1.970 *	-4.659 ***	-2.645 **	290
	[4.473]	(1.063)	(1.556)	(1.237)	
Hours worked in a typical day (unconditional on working)	0.572	-0.485 **	-0.488 **	-4.468 ***	2348
	[2.190]	(0.193)	(0.191)	(1.444)	
Controls		Yes	No	Yes	
Using individual fixed effects		No	Yes	No	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

Table X3. Impact of the AGI on labor income

	Baseline Mean	OLS	OLS	Tobit	Obs.
Log of past month's income from IGAs	5.131	0.009	-0.606	0.112	290
	[3.596]	(0.892)	(1.475)	(1.220)	
Log of past month's income from IGAs (unconditional on working)	0.599	-0.230	-0.233	-2.662	2348
	[2.053]	(0.173)	(0.182)	(1.639)	
Log of typical hourly income from IGAs	2.669	0.704	0.832	1.072	290
	[1.961]	(0.472)	(0.846)	(0.650)	
Log of typical hourly income from IGAs (unconditional on working)	0.311	-0.076	-0.078	-0.827	2348
	[1.087]	(0.088)	(0.093)	(0.849)	
Controls		Yes	No	Yes	
Using individual fixed effects		No	Yes	No	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

Table X4. Impact of the AGI on type of job

	Baseline Mean	OLS	OLS	OLS	Obs.
IGA= At-home production for sales [yes=1]	0.073	-0.077	-0.091	-0.063	290
	[0.261]	(0.062)	(0.069)	(0.136)	
IGA= Factory work [yes=1]	0.007	0.036	0.032	0.198 **	290
	[0.085]	(0.041)	(0.042)	(0.094)	
IGA= Food processing for sale [yes=1]	0.029	0.023	0.038	0.000	290
	[0.169]	(0.048)	(0.045)	(0.068)	
IGA= Stitching/handicraft/tailoring for sales [yes=1]	0.073	-0.004	-0.010	0.008	290
	[0.261]	(0.054)	(0.056)	(0.072)	
IGA= Street vendor (no processing involved) [yes=1]	0.182	-0.007	0.035	-0.048	290
	[0.388]	(0.099)	(0.106)	(0.169)	
IGA= Skilled laborer (carpenter, blacksmith, pottery) [yes=1]	0.000	0.118 ***	0.110 **	0.040	290
	[0.000]	(0.044)	(0.048)	(0.084)	
IGA= Teacher [yes=1]	0.088	0.064	0.072	0.071	290
	[0.284]	(0.057)	(0.059)	(0.109)	
IGA= Beautician [yes=1]	0.175	-0.115	-0.109	-0.151	290
	[0.382]	(0.081)	(0.081)	(0.115)	
IGA= Other [yes=1]	0.182	0.170 *	0.124	0.000	290
	[0.388]	(0.093)	(0.094)	(0.124)	
Work for myself [yes==1]	0.723	0.018	0.075	-0.119	290
	[0.449]	(0.107)	(0.108)	(0.202)	
Work for NGO [yes==1]	0.036	0.025	0.015	-0.103	290
	[0.188]	(0.052)	(0.052)	(0.072)	
Work for private employer [yes==1]	0.029	0.078	0.050	0.238 *	290
	[0.169]	(0.062)	(0.063)	(0.140)	
Work for family business [yes==1]	0.088	-0.120 **	-0.121 **	-0.183	290
	[0.284]	(0.056)	(0.057)	(0.134)	
Work for "other" [yes==1]	0.088	0.006	0.007	0.270 **	290
	[0.284]	(0.057)	(0.057)	(0.128)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent, All controls are from baseline data.

Table X5. Impact of the AGI on expectations

	Baseline Mean	OLS	OLS	OLS	Obs.
Engaged in an income-generating activity in two years [yes=1]	0.739	0.124 ***	0.125 ***	0.127 ***	2321
	[0.439]	(0.035)	(0.034)	(0.033)	
Positive expectations about future income from work (IGAs) [yes=1]	0.572	0.064	0.064	0.058	2336
	[0.495]	(0.042)	(0.041)	(0.040)	
School enrollment expectations [yes=1]	0.616	0.114 **	0.112 **	0.140 ***	1685
	[0.487]	(0.046)	(0.046)	(0.051)	
Saved money in past two weeks [yes=1]	0.291	-0.047	-0.046	-0.044	2336
	[0.455]	(0.039)	(0.038)	(0.034)	
In the last month, how often did you worry that you will not get or keep a good job? [Index:1-5][1]	2.496	0.496 ***	0.497 ***	0.502 ***	2323
	[1.692]	(0.145)	(0.144)	(0.145)	
In the last month, how often did you worry your family may not have enough money to pay for things? [Index:1-5][1]	3.526	0.305 **	0.304 **	0.301 **	2321
	[1.500]	(0.130)	(0.130)	(0.125)	
In the last month, how often did you worry that you or your family will be the victim of violence or theft? [Index:1-5][1]	1.720	-0.078	-0.078	-0.088	2326
	[1.309]	(0.108)	(0.107)	(0.104)	
In the next five years, do you expect your life to get better, remain the same, or get worse? [Index:1-5][2]	1.777	0.039	0.039	0.037	2324
	[0.506]	(0.042)	(0.042)	(0.041)	
Expectation (Sum) [Index: 0-20][3]	9.513	0.763 ***	0.763 ***	0.756 ***	2329
	[3.309]	(0.278)	(0.278)	(0.272)	
Expectations PCA score (standardized)[4]	-0.000	0.224 ***	0.224 ***	0.217 **	2314
	[1.000]	(0.085)	(0.085)	(0.084)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

[1] This score corresponds to the following values: 1 for "Never," 2 for "Once or twice in the past month," 3 for "About once a week," 4 for "Several times a week," and 5 for "Every day."

[2] This score corresponds to the following values: 1 for "Much better," 2 for "Better," 3 for "Same," 4 for "Worse," and 5 for "Much worse."

[3] The expectation sum score corresponds to the sum of the scores of the four variables above, each one with a score 1 to 5. This means that the higher the score, the lower the overall expectations of the respondent.

[4] PCA stands for principal component analysis, the method to consider the score of all statements and formulate them in a standardized index.

Table X6. Impact of the AGI on Perception of household responsibilities

	Baseline Mean	OLS	OLS	OLS	Obs.
Responsible for earning money for the family [both=1]	0.751	0.072 *	0.072 **	0.073 **	2277
	[0.433]	(0.037)	(0.037)	(0.037)	
Responsible for washing, cleaning, and cooking [both=1]	0.259	-0.004	-0.003	-0.005	2279
	[0.438]	(0.040)	(0.040)	(0.040)	
Responsible for feeding and bathing children [both=1]	0.307	-0.032	-0.032	-0.036	2241
	[0.462]	(0.042)	(0.042)	(0.042)	
Responsible for helping the children in their studies at home [both=1]	0.708	0.037	0.037	0.044	2224
	[0.455]	(0.038)	(0.038)	(0.038)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

Table X7. Impact of the AGI on decision making

	Baseline Mean	OLS	OLS	OLS	Obs.
Decides how to spend (some) income from IGAs [alone=1]	0.803	0.058	0.063	-0.011	290
	[0.399]	(0.088)	(0.091)	(0.147)	
Decisions taken alone:					
1. Buying clothes for yourself	0.330	0.093 **	0.094 **	0.100 ***	2328
	[0.470]	(0.041)	(0.040)	(0.035)	
2. Buying clothes for your children/family	0.169	0.046	0.042	0.110	888
	[0.375]	(0.061)	(0.057)	(0.085)	
3. Buying medicine for yourself	0.202	0.080 **	0.083 **	0.082 **	2264
	[0.402]	(0.037)	(0.036)	(0.032)	
4. Buying medicine for your children/family	0.168	0.058	0.062 *	0.078 **	1949
	[0.374]	(0.038)	(0.037)	(0.036)	
5. Making a big purchase like a TV	0.081	0.084 ***	0.088 ***	0.085 ***	2033
	[0.274]	(0.028)	(0.027)	(0.027)	
6. Whether or not you can take out a loan	0.260	0.083 *	0.087 *	0.095 **	1704
	[0.439]	(0.045)	(0.045)	(0.046)	
7. Whether or not you go to school	0.262	0.139 ***	0.141 ***	0.133 ***	2163
	[0.440]	(0.040)	(0.040)	(0.039)	
8. Whether or not you work for pay	0.542	0.121 ***	0.124 ***	0.103 **	1924
	[0.498]	(0.046)	(0.046)	(0.049)	
9. What type of work you will do	0.651	0.090 **	0.094 **	0.076	1925
	[0.477]	(0.044)	(0.044)	(0.047)	
10. Who you date	0.722	0.092 **	0.093 **	0.088 **	2170
	[0.448]	(0.039)	(0.039)	(0.040)	
11. Whether or not you will get married	0.669	0.097 **	0.097 **	0.086 **	2237
	[0.471]	(0.041)	(0.041)	(0.041)	
12. Whether or not to have sex	0.685	0.072 *	0.070 *	0.056	2190
	[0.465]	(0.041)	(0.041)	(0.042)	
13. Whether or not to use condoms during sex	0.651	0.065	0.064	0.052	2175
	[0.477]	(0.042)	(0.042)	(0.042)	
14. Whether or not you will have children	0.583	0.027	0.027	0.034	2231
	[0.493]	(0.043)	(0.043)	(0.043)	
Decision index (sum of decisions taken alone) [0-14]	5.289	1.091 ***	1.095 ***	1.085 ***	2330
	[3.378]	(0.301)	(0.295)	(0.278)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

Table X8. Impact of the AGI on mobility

	Baseline Mean	OLS	OLS	OLS	Obs.
Places visited in the past month:					
1. School/training	0.183	0.149 ***	0.150 ***	0.150 ***	2319
	[0.386]	(0.036)	(0.035)	(0.034)	
2. Church/religious center	0.904	-0.004	-0.005	-0.005	2326
	[0.294]	(0.027)	(0.027)	(0.024)	
3. Market	0.846	0.001	0.001	0.000	2326
	[0.361]	(0.033)	(0.033)	(0.030)	
4. Health center/healer	0.322	0.089 **	0.089 **	0.086 **	2325
	[0.468]	(0.040)	(0.040)	(0.037)	
5. Friend's house	0.650	0.011	0.011	0.004	2325
	[0.477]	(0.042)	(0.042)	(0.035)	
6. Relative's house	0.624	0.022	0.022	0.020	2326
	[0.485]	(0.042)	(0.042)	(0.038)	
7. NGO office or youth club	0.096	0.069 **	0.069 **	0.060 **	2297
	[0.295]	(0.028)	(0.027)	(0.026)	
8. Work or business (outside home)	0.079	0.035	0.035	0.023	2273
	[0.270]	(0.024)	(0.023)	(0.023)	
9. Restaurant, cinema, party, bar or night club	0.166	0.028	0.028	0.029	2301
	[0.372]	(0.031)	(0.031)	(0.028)	
Total mobility (sum of places) [0-9]	3.862	0.397 ***	0.397 ***	0.371 ***	2326
	[1.545]	(0.137)	(0.135)	(0.120)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01.

Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent, All controls are from baseline data.

Table X9. Impact of the AGI on self-regulation

	Baseline mean	OLS	OLS	OLS	Obs.
Self-regulation statements:					
1. When I'm sad I can usually start doing something that will make me feel better [score:1-4]	1.985	-0.034	-0.035	-0.037	2326
	[0.604]	(0.049)	(0.049)	(0.047)	
2. I can start a new task even if I'm already tired. [score:1-4]	2.149	-0.109 **	-0.110 **	-0.112 **	2325
	[0.603]	(0.049)	(0.049)	(0.045)	
3. I forget about whatever else I need to do when I'm doing something really fun. [score:1-4]	2.009	0.130 **	0.131 **	0.130 **	2324
	[0.657]	(0.056)	(0.055)	(0.054)	
4. If there are other things going on around me, I find it hard to keep my attention focused on whatever I'm doing. [score:1-4]	2.323	0.063	0.063	0.063	2322
	[0.713]	(0.059)	(0.059)	(0.059)	
5. I keep a mental or written list of the tasks I need to complete each day. [score:1-4]	2.022	-0.082 *	-0.082 *	-0.083 *	2324
	[0.576]	(0.048)	(0.048)	(0.047)	
6. Sometimes I speak or act too quickly, without thinking about the consequences. [score:1-4]	2.419	0.034	0.034	0.043	2320
	[0.747]	(0.059)	(0.059)	(0.058)	
7. If I really want something, I have to have it right away. [score:1-4]	1.983	0.069	0.070	0.060	2320
	[0.669]	(0.055)	(0.055)	(0.054)	
8. I am in control of what happens in my life. [score:1-4]	2.436	0.022	0.022	0.020	2321
	[0.712]	(0.057)	(0.057)	(0.054)	
9. A person can get rich by taking risks. [score:1-4]	2.670	0.094	0.094	0.105 *	2323
	[0.789]	(0.062)	(0.062)	(0.059)	
10. I can stay focused on my work even when it is boring/tedious. [score:1-4]	2.151	-0.020	-0.020	-0.017	2320
	[0.652]	(0.052)	(0.052)	(0.051)	
11. I can stop myself from doing things like throwing objects when I'm mad. [score:1-4]	2.036	-0.013	-0.013	-0.019	2322
	[0.647]	(0.052)	(0.052)	(0.051)	
12. I work carefully when I know something will be tricky. [score:1-4]	1.870	0.040	0.041	0.034	2319
	[0.565]	(0.048)	(0.048)	(0.047)	
13. I often have difficulty organizing in advance for upcoming expenses like school fees. [score:1-4]	2.571	-0.024	-0.022	-0.017	2304
	[0.762]	(0.061)	(0.061)	(0.058)	
14. I can find a way to stick with my plans and goals, even after a setback. [score:1-4]	1.915	0.087 *	0.087 *	0.090 *	2321
	[0.618]	(0.052)	(0.052)	(0.050)	
15. I can resist doing something when I know I shouldn't do it. [score:1-4]	2.025	-0.003	-0.003	0.004	2318
	[0.691]	(0.060)	(0.060)	(0.059)	
16. I believe that my future is determined by luck/fate no matter how hard I work. [score:1-4]	2.535	-0.164 **	-0.163 **	-0.160 **	2317
	[0.878]	(0.071)	(0.070)	(0.066)	
Self-regulation (sum) [0-64]	34.978	0.026	0.027	0.035	2326
	[4.270]	(0.326)	(0.325)	(0.310)	
Self-regulation PCA score (standardized)	0.000	0.021	0.023	0.014	2282
	[1.000]	(0.086)	(0.086)	(0.083)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

The sum of points of the self-regulation variable is the total score of all the self-regulation statements combined, where the points given to each statement are negatively related to self-regulation: 1 for "Strongly Agree," 2 for "Agree," 3 for "Disagree," and 4 for "Strongly disagree." This means that the higher the total score, the lower self-regulation the respondent has.
PCA stands for principal component analysis, the method used to consider the score of all statements and formulate them in a standardized index.

Table X10. Impact of the AGI on self-esteem

	Baseline mean	OLS	OLS	OLS	Obs.
Self-esteem statements:					
1. I feel that I have a number of good qualities [score: 1-4]	1.586	0.003	0.003	0.002	2323
	[0.520]	(0.044)	(0.044)	(0.042)	
2. I am able to do things as well as most other people [score: 1-4]	1.835	-0.059	-0.059	-0.049	2324
	[0.606]	(0.049)	(0.049)	(0.046)	
3. I feel I do not have much to be proud of [score: 1-4]	2.313	-0.020	-0.020	-0.013	2323
	[0.714]	(0.059)	(0.059)	(0.059)	
4. On the whole, I am satisfied with myself [score: 1-4]	2.056	0.032	0.033	0.026	2323
	[0.739]	(0.063)	(0.063)	(0.063)	
5. I certainly feel useless at times [score: 1-4]	2.363	-0.003	-0.003	0.001	2324
	[0.764]	(0.066)	(0.065)	(0.063)	
Self-esteem (sum) [0-20]	10.148	-0.048	-0.047	-0.033	2324
	[1.926]	(0.163)	(0.162)	(0.154)	
Self-esteem PCA score (standardized)	0.000	-0.038	-0.036	-0.037	2321
	[1.000]	(0.086)	(0.085)	(0.081)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

The sum of points of the self-esteem variable is the total score of all the self-esteem statements combined, where the points given to each statement are negatively related to self-esteem: 1 for "Strongly Agree," 2 for "Agree," 3 for "Disagree," and 4 for "Strongly disagree." This means that the higher the total score, the lower self-esteem the respondent has.

PCA stands for principal component analysis, the method used to consider the score of all statements and formulate them in a standardized index.

Table X11. Impact of the AGI on self-confidence

	Baseline Mean	OLS	OLS	OLS	Obs.
Self-confidence statements:					
1. While doing any task, it is important for me to do it better than others [score: 1-4]	1.615	-0.050	-0.050	-0.054	2324
	[0.549]	(0.047)	(0.047)	(0.046)	
2. If I have the chance, I would make a good leader [score: 1-4]	1.621	-0.017	-0.017	-0.019	2325
	[0.513]	(0.044)	(0.044)	(0.043)	
3. I want to be a respected person in my community [score: 1-4]	1.552	0.014	0.015	0.013	2323
	[0.520]	(0.044)	(0.044)	(0.043)	
4. I do not care what others think about my success or failure [score: 1-4]	2.121	-0.028	-0.027	-0.028	2325
	[0.673]	(0.055)	(0.055)	(0.055)	
5. I have many friends in my community [score: 1-4]	2.486	-0.108 *	-0.108 *	-0.118 **	2323
	[0.714]	(0.058)	(0.058)	(0.054)	
6. I generally feel free to express my ideas and opinions [score: 1-4]	1.879	-0.078 *	-0.078 *	-0.081 *	2325
	[0.563]	(0.046)	(0.045)	(0.045)	
7. I often make plans for the future [score: 1-4]	1.662	0.045	0.045	0.046	2325
	[0.512]	(0.045)	(0.045)	(0.044)	
8. I am reliable in fulfilling important duties [score: 1-4]	1.608	-0.066	-0.065	-0.062	2324
	[0.541]	(0.047)	(0.047)	(0.047)	
Self-confidence (sum) [0-32]	14.349	-0.209	-0.209	-0.209	2348
	[3.112]	(0.254)	(0.254)	(0.245)	
Self-confidence PCA score (standardized)	-0.000	-0.059	-0.059	-0.055	2319
	[1.000]	(0.087)	(0.087)	(0.084)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation in brackets. Robust standard error is in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

The sum of points of the self-confidence variable is the total score of all the self-confidence statements combined, where the points given to each statement are negatively related to self-confidence: 1 for "Strongly Agree," 2 for "Agree," 3 for "Disagree," and 4 for "Strongly disagree." This means that the higher the total score, the lower self-confidence the respondent has.

PCA stands for principal component analysis, the method used to consider the score of all statements and formulate them in a standardized index.

Table X12. Impact of the AGI on the level of satisfaction with current status

	Baseline Mean	OLS	OLS	OLS	Obs.
How satisfied are you with:					
1. Your education level? [score: 1-4]	2.623	-0.219 ***	-0.220 ***	-0.217 ***	2326
	[0.808]	(0.065)	(0.062)	(0.054)	
2. Your relationship with your family? [score: 1-4]	2.087	-0.049	-0.049	-0.045	2324
	[0.627]	(0.051)	(0.051)	(0.044)	
3. Your relationship with your friends? [score: 1-4]	2.221	-0.043	-0.043	-0.044	2320
	[0.611]	(0.052)	(0.052)	(0.048)	
4. Your relationship with your husband/boyfriend? [score: 1-4]	2.570	-0.100	-0.103	-0.118	2041
	[0.938]	(0.085)	(0.085)	(0.077)	
5. Your job or business? [score: 1-4]	3.574	-0.038	-0.063	0.037	1642
	[0.712]	(0.073)	(0.069)	(0.080)	
6. Your earnings/income? [score: 1-4]	3.569	-0.075	-0.091	-0.077	1717
	[0.689]	(0.068)	(0.065)	(0.075)	
7. The house you live in? [score: 1-4]	2.604	0.048	0.048	0.059	2321
	[0.747]	(0.063)	(0.062)	(0.054)	
8. The community you live in? [score: 1-4]	2.768	0.026	0.025	0.033	2324
	[0.747]	(0.062)	(0.061)	(0.052)	
9. Life as a whole? [score: 1-4]	2.510	-0.067	-0.068	-0.072	2321
	[0.739]	(0.059)	(0.058)	(0.055)	
Satisfaction (sum) [score: 1-36]	21.352	-0.444	-0.444	-0.444	2348
	[5.830]	(0.460)	(0.459)	(0.432)	
Satisfaction PCA score (standardized)	-0.000	-0.059	-0.061	0.011	1597
	[1.000]	(0.108)	(0.106)	(0.098)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation is in brackets. Robust standard error is in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

The sum of points of the satisfaction variable is the total score of all the satisfaction statements combined, where the points given to each statement are negatively related to satisfaction: 1 for "Strongly Agree," 2 for "Agree," 3 for "Disagree," and 4 for "Strongly disagree." This means that the higher the total score, the lower satisfaction the respondent has.

PCA stands for principal component analysis, the method used to consider the score of all statements and formulate them in a standardized index.

Table X13. Impact of the AGI on the level of mental health

	Baseline Mean	OLS	OLS	OLS	Obs.
During the past 15 days how often did you:					
1. Feel depressed? [score: 1-4]	2.286	-0.011	-0.011	-0.015	2319
	[0.959]	(0.077)	(0.077)	(0.072)	
2. Feel overwhelmed? [score: 1-4]	2.584	-0.177 **	-0.176 **	-0.175 **	2326
	[1.061]	(0.086)	(0.086)	(0.080)	
3. Feel crying or tearful? [score: 1-4]	2.374	-0.060	-0.060	-0.060	2325
	[1.006]	(0.084)	(0.084)	(0.078)	
4. Feel sad, helpless in life and without hope? [score: 1-4]	2.178	-0.122	-0.121	-0.107	2325
	[1.050]	(0.087)	(0.086)	(0.082)	
5. Have trouble falling asleep? [score: 1-4]	2.096	-0.032	-0.033	-0.023	2324
	[1.052]	(0.087)	(0.086)	(0.081)	
6. Feel tired or missing force? [score: 1-4]	2.306	0.002	0.003	0.003	2326
	[0.995]	(0.082)	(0.081)	(0.080)	
7. Have no appetite? [score: 1-4]	2.016	-0.087	-0.086	-0.072	2322
	[1.088]	(0.091)	(0.090)	(0.093)	
8. Feel your life went wrong or you feel you are a failure? [score: 1-4]	1.748	-0.146 *	-0.144 *	-0.147 *	2323
	[1.027]	(0.080)	(0.078)	(0.075)	
9. Want to be dead or harm yourself? [score: 1-4]	1.433	-0.098	-0.096	-0.103	2322
	[0.841]	(0.068)	(0.067)	(0.063)	
10. Not feel your hand? [score: 1-4]	1.809	-0.168 **	-0.168 **	-0.172 **	2321
	[0.902]	(0.075)	(0.075)	(0.075)	
11. Feel that your body felt warm, but not because of the weather or because you were sick? [score: 1-4]	1.744	-0.074	-0.073	-0.073	2322
	[0.897]	(0.073)	(0.073)	(0.068)	
12. Feel your feet/hands trembling? [score:1-4]	1.752	-0.091	-0.091	-0.077	2323
	[0.912]	(0.073)	(0.073)	(0.069)	
13. Feel dizzy? [score:1-4]	1.997	-0.158 **	-0.156 **	-0.146 **	2323
	[0.966]	(0.078)	(0.078)	(0.070)	
14. Have palpitations? [score:1-4]	1.527	-0.094	-0.093	-0.096	2323
	[0.815]	(0.069)	(0.069)	(0.061)	
15. Have trouble breathing? [score:1-4]	1.398	0.086	0.087	0.086	2319
	[0.730]	(0.062)	(0.062)	(0.058)	
16. Feel intimidated? [score: 1-4]	1.626	-0.014	-0.014	-0.019	2324
	[0.858]	(0.069)	(0.068)	(0.067)	
17. Have indigestion? [score: 1-4]	1.399	-0.098 *	-0.097 *	-0.105 **	2321
	[0.690]	(0.055)	(0.055)	(0.052)	
18. Feel like you will faint? [score: 1-4]	1.400	-0.068	-0.067	-0.060	2318
	[0.712]	(0.058)	(0.058)	(0.052)	
Mental health (sum) [0-72]	33.208	-1.271 *	-1.270 *	-1.271 *	2348
	[9.362]	(0.764)	(0.755)	(0.685)	
Mental health PCA score (standardized)	-0.000	-0.175 **	-0.172 **	-0.169 **	2295
	[1.000]	(0.089)	(0.088)	(0.079)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation is in brackets. Robust standard error is in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

The sum of points of the mental health variable is the total score of all the satisfaction statements combined, where the points given to each statement are negatively related to mental health: 1 for "Not at all," 2 for "1-5 days," 3 for "6-9 days," and 4 for "Almost every day." This means that the higher the total score, the lower mental health the respondent has.

PCA stands for principal component analysis, the method used to consider the score of all statements and formulate them in a standardized index.

Table X14. Impact of the AGI on attitudes towards violence

	Baseline Mean	OLS	OLS	OLS	Obs.
Physical violence with your husband/boyfriend [yes=1]	0.059	-0.025	-0.022	-0.046	1288
	[0.236]	(0.028)	(0.028)	(0.035)	
Is it acceptable for a husband or boyfriend to hit his wife or girlfriend if she:					
1. Argues with him and insults him [score: 1-4]	1.038	-0.016	-0.016	-0.016	2326
	[0.270]	(0.022)	(0.022)	(0.022)	
2. Goes out without telling him [score: 1-4]	1.086	-0.018	-0.018	-0.020	2324
	[0.357]	(0.032)	(0.032)	(0.033)	
3. Neglects the children [score: 1-4]	1.082	-0.049 *	-0.049 *	-0.043	2324
	[0.378]	(0.029)	(0.028)	(0.028)	
4. Neglects the household duties [score: 1-4]	1.087	-0.024	-0.023	-0.017	2321
	[0.404]	(0.032)	(0.032)	(0.032)	
5. Questions him about cheating [score: 1-4]	1.651	-0.206 **	-0.206 **	-0.205 **	2322
	[0.999]	(0.083)	(0.083)	(0.083)	
6. Cheats with another man [score: 1-4]	1.247	-0.158 ***	-0.158 ***	-0.153 ***	2321
	[0.688]	(0.050)	(0.049)	(0.048)	
7. Refuses to have sex with him [score: 1-4]	1.370	-0.121 **	-0.121 **	-0.119 **	2325
	[0.722]	(0.059)	(0.060)	(0.060)	
Violence towards partner (sum) [score: 1-28]	8.536	-0.614 ***	-0.615 ***	-0.598 ***	2327
	[2.276]	(0.185)	(0.184)	(0.181)	
Violent attitude towards partner PCA score (standardized)	0.000	-0.182 *	-0.182 *	-0.175 *	2317
	[1.000]	(0.096)	(0.094)	(0.093)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation is in brackets. Robust standard error is in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent., All controls are from baseline data.

The sum of points of the violence variable is the total score of all the violence statements combined, where the points given to each statement are positively related to violence: 1 for "Never," 2 for "Sometimes," 3 for "Usually," and 4 for "Always." This means that the higher the total score, the higher attitudes toward violence the respondent has.

PCA stands for principal component analysis, the method used to consider the score of all statements and formulate them in a standardized index.

Table X15. Impact of the AGI on behavior

	Baseline Mean	OLS	OLS	OLS	Obs.
Are you pregnant? [yes=1]	0.014	0.007	0.007	0.006	2270
	[0.119]	(0.013)	(0.013)	(0.013)	
Are you planning to be pregnant in the next two years? [yes=1]	0.030	0.031 *	0.031 *	0.029 **	2302
	[0.170]	(0.016)	(0.016)	(0.015)	
Always uses a condom [yes=1]	0.523	0.055	0.052	0.058	1554
	[0.500]	(0.053)	(0.052)	(0.053)	
Have you ever tried cigarettes? [yes=1]	0.028	-0.020	-0.020	-0.021 *	2323
	[0.166]	(0.013)	(0.013)	(0.012)	
Have you ever tried recreational drugs? [yes=1]	0.002	-0.001	-0.001	-0.001	2313
	[0.042]	(0.003)	(0.003)	(0.003)	
Drinks alcohol often (more than 3 to 5 times a week) [yes=1]	0.046	0.027	0.026	0.030	2275
	[0.210]	(0.018)	(0.018)	(0.019)	
Alcohol drank last month (Categ: 1-7)[1]	5.324	-0.632 ***	-0.595 ***	-0.364	1027
	[1.636]	(0.214)	(0.214)	(0.280)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation is in brackets. Robust standard error is in parentheses. Level of significance: * p<0.1; ** p<0.05; *** p<0.01.
Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent,. All controls are from baseline data.
[1]The seven categories of this question are 1 for "Every day or almost every day," 2 for "3 to 5 times a week," 3 for "1 or 2 days a week," 4 for "2 or 3 days a month,",5 for "Once a month or less,", 6 for "1 or 2 days in the past 12 months," and 7 for "Never."

Table X16. Impact of the AGI on networks and spillover on family members

	Baseline mean	OLS	OLS	OLS	Obs.
You go to no one in order to talk about plans for the future [yes=1]	0.130	0.087 ***	0.087 ***	0.087 ***	2348
	[0.337]	(0.030)	(0.030)	(0.029)	
You go to friends in order to talk about work problems [yes=1]	0.044	0.015	0.015	0.015	2348
	[0.206]	(0.019)	(0.019)	(0.019)	
You go to husband/boyfriend in order to talk about money problems [yes=1]	0.169	0.047	0.047	0.047 *	2348
	[0.375]	(0.033)	(0.032)	(0.027)	
You go to husband/boyfriend in order to talk about health problems [yes=1]	0.120	0.045	0.046	0.045 *	2348
	[0.325]	(0.029)	(0.028)	(0.024)	
You go to husband/boyfriend in order to talk about problems with your children [yes=1]	0.043	0.028	0.028 *	0.028 *	2348
	[0.204]	(0.019)	(0.017)	(0.016)	
You go to mother in order to talk about work problems [yes=1]	0.117	0.037	0.037	0.037	2348
	[0.321]	(0.029)	(0.029)	(0.029)	
You go to mother in order to talk about family problems [yes=1]	0.325	0.044	0.044	0.044	2348
	[0.468]	(0.040)	(0.040)	(0.038)	
You go to other relative in order to talk about job opportunities [yes=1]	0.124	0.080 ***	0.080 ***	0.080 ***	2348
	[0.329]	(0.028)	(0.028)	(0.026)	
You go to religious leader in order to talk about family problems [yes=1]	0.023	-0.003	-0.003	-0.003	2348
	[0.150]	(0.012)	(0.012)	(0.011)	
You go to religious leader in order to talk about conflicts with spouse/boyfriend [yes=1]	0.004	0.008	0.008	0.008	2348
	[0.065]	(0.005)	(0.005)	(0.005)	
You go to mentor in order to talk about work problems [yes=1]	0.007	0.007	0.007	0.007	2348
	[0.082]	(0.006)	(0.006)	(0.006)	
Member of professional association [yes=1]	0.038	0.028	0.027	0.026	2277
	[0.192]	(0.019)	(0.019)	(0.019)	
Member of group for girls [yes=1]	0.218	-0.076 *	-0.075 *	-0.077 **	2258
	[0.413]	(0.039)	(0.039)	(0.039)	
Someone outside your family advises you on business [yes=1]	0.452	-0.010	-0.010	-0.005	2292
	[0.498]	(0.043)	(0.043)	(0.041)	
Parents support on wage employment index [1-5][1]	4.618	0.187 *	0.190 *	0.200 **	2284
	[0.929]	(0.098)	(0.098)	(0.100)	
Parents support on self-employment index [1-5][1]	4.858	-0.011	-0.012	-0.007	2277
	[0.580]	(0.061)	(0.061)	(0.062)	
Controls		No	Yes	No	
Using individual fixed effects		No	No	Yes	

For all tables: Standard deviation is in brackets. Robust standard error is in parentheses. Level of Significance: * p<0.1; ** p<0.05; *** p<0.01. Notes: The variables used as controls in the regressions are engagement in income-generating activities, dummies for groups of age and education of respondents, household size and the number of female members in the household, school assistance, an indicator of whether the individual has children and marital status of the respondent. All controls are from baseline data.

[1]The five categories of these variables are 1 for "Very disapproving," 2 for "Somewhat disapproving," 3 for "Neither supportive nor unsupportive," 4 for "Somewhat supportive," and 5 for "Very supportive."