

## Evidence of the Impact of IYF's Passport to Success © (PTS) Life Skills Training



### Summary

Life skills training is a standard part of many youth employment programs because life skills are considered essential to the modern workplace and are expected to make youth more employable. Life skills are also a crucial component of broader youth development programs because they emphasize listening, self-confidence and relationship building, skills that are fundamental beyond the workplace. However, life skills training interventions are not all equal. International Youth Foundation's Passport to Success© (PTS), implemented in over 50 countries over 15 years, has amassed strong evidence to support its effects on young people; in three impact evaluations PTS has been shown to improve youth employment and educational outcomes, in addition to self-confidence, resilience and optimism.

### What is PTS?

PTS is a highly interactive life skills training curriculum developed in 2004 with a generous grant from the GE Foundation. The International Youth Foundation's experience around the world has taught us how important skills such as confidence, goal setting, negotiation, problem-solving, and healthy lifestyles are for young people's success in education, employment, and life. PTS has reached well over 200K young people in 50 countries. Highly skilled trainers who understand the local context and speak the language bring to life lessons through constructivist learning and skill practice. Whether you call what they're learning life skills, soft skills, socio-emotional skills, or essential skills, young people who complete this training are better prepared for adulthood.

## Impact Evaluation Key Findings<sup>1</sup>

### Employment Outcomes

- In South Africa, in the PTS group 35% of learners were offered employment and 29% were employed post-treatment, compared to the no-PTS group in which 7% were offered employment and 6% were employed.
- For one cohort in South Africa, learners receiving PTS training were 20-24% more likely to be employed 6 months after the learnership program than other learners.

### Income

- Youth in Zimbabwe who received PTS had an average monthly salary of 347 USD, compared to 304 USD for employed youth who did not receive PTS.

### Educational Outcomes

- First year high school students in Chihuahua, Mexico receiving PTS training had lower drop-out rates---32% reduction from first to second semester--and 3.8% higher GPA than students not receiving PTS.

### Other Intermediate Outcomes

- Young trainees in Zimbabwe had increased subjective wellbeing in a wide range of areas, such as resilience, economic empowerment and quality of relationships.
- Learners in South Africa scored higher in a range of soft skills categories such as responsibility, problem-solving, goal setting, and desire to lead.

## Impact Evaluation Questions

Although the specific research questions varied, all studies were designed to determine the impact of PTS on either employment and income or educational outcomes. Studies also assessed the effect of PTS on life skills and wellbeing.

Country	Research Questions
Mexico	<ol style="list-style-type: none"> <li>1. Does participation in PTS have a positive impact on <b>academic</b> performance among first year students and if so, to what extent?</li> <li>2. Does participation in PTS have an impact on the <b>dropout rate</b> from first to second semester?</li> </ol>
South Africa	The purpose of this evaluation is to generate evidence around the impact of the integration of PTS into the EOH Youth Job Creation Initiative for both businesses and the participating youth. The evaluation also seeks to address the current evidence gap around <b>life skills and workforce outcomes</b> in South Africa.
Zimbabwe <sup>2</sup>	<ol style="list-style-type: none"> <li>1. Does PTS enhance impacts related to <b>income, control over income, access to jobs, and personal resilience</b>?</li> <li>2. Does PTS trigger more <b>transformative changes</b> in participants than other standard training-/capacity-building components of the project?</li> <li>3. Does the PTS curriculum improve young people’s <b>relationships</b> with each other and with their families?</li> </ol>

<sup>1</sup> All differences are statistically significant

<sup>2</sup> The study also had 10 additional study questions unrelated to PTS

## Evaluation Methods

COUNTRY, YEAR COMPLETED	INTERVENTION AND TARGET GROUP	RESEARCH DESIGN	DATA COLLECTION TIMING	SAMPLE SIZE												
<b>MEXICO<sup>3</sup>, 2017</b>	1 semester of PTS (30 lessons) for first year high school students	Post-only quasi-experimental design with propensity score matching	Post-intervention	<table border="1"> <thead> <tr> <th></th> <th>P</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>13,032</td> </tr> <tr> <td>C</td> <td>22,853</td> </tr> </tbody> </table>		P	T	13,032	C	22,853						
	P															
T	13,032															
C	22,853															
<b>SOUTH AFRICA<sup>4</sup>, 2019</b>	12-month employer-specific “learnership” programs for young people (average age=23)	Difference-in-difference design (DID)  T: learnership + PTS C: learnership only	Baseline; immediately post-intervention; 6 months post-intervention	<table border="1"> <thead> <tr> <th></th> <th>B</th> <th>P</th> <th>P+6</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>149</td> <td>99</td> <td>106</td> </tr> <tr> <td>C</td> <td>98</td> <td>61</td> <td>70</td> </tr> </tbody> </table>		B	P	P+6	T	149	99	106	C	98	61	70
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<b>ZIMBABWE<sup>5</sup>, 2018</b>	3-5 day work readiness training for unemployed youth or new job entrants; 3-6 week PTS	Randomized control trial  T1 <sup>6</sup> : work readiness + PTS T2: work readiness C1: no treatment	Baseline; 12 months post-intervention	<table border="1"> <thead> <tr> <th></th> <th>B</th> <th>P</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>150</td> <td>141</td> </tr> <tr> <td>T2</td> <td>1033</td> <td>728</td> </tr> <tr> <td>C1</td> <td>845</td> <td>695</td> </tr> </tbody> </table>		B	P	T1	150	141	T2	1033	728	C1	845	695
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## Conclusion

Through three rigorous impact evaluations in three different countries with three different types of participants, IYF’s PTS training displayed significant effects on young people’s employment prospects and a range of life skills.

<sup>3</sup> *Evaluator*: Centro Latinoamericano de Estudios de Evaluacion de Impacto (CLEEI)

<sup>4</sup> *Evaluator*: Genesis Analytics; cohort 3 summarized here.

<sup>5</sup> *Evaluator*: Nedico Consulting

<sup>6</sup> This study also evaluated entrepreneurship interventions, which did not include PTS, and are therefore excluded from this summary.