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Economics from the Nova School of Business and Economics.

DISADVANTAGED YOUTH, ASPIRATIONS AND THE LABOR MARKET:
EVIDENCE FROM A FIELD EXPERIMENT IN BRAZIL

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Abstract

A growing literature from different social sciences shows that education, labor market, and other life outcomes depend not only on cognitive skills, as traditionally considered, but also on the non-cognitive ones, as well as on aspirations and expectations. We conducted an impact evaluation of a program that aims to enhance these traits in a disadvantaged youth group from a poor neighborhood of São Paulo, Brazil, in the middle of the 2019 novel coronavirus crisis (COVID-19). The intervention was built on information provision, initiative tasks, and individual coaching for students enrolled in a professional qualification course. Our results show that, even during a negative macroeconomic shock, students' internal locus of control and aspirations related to taking an entrance exam for higher education were increased, suggesting promising results related to virtual and less costly interventions within an individual non-cognitive scope.

Keywords

Aspirations, Expectations, Non-cognitive skills, Education, Disadvantaged youth, E-learning, COVID-19

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1. Introduction

Brazil has one of the worst inequality rates in the world with a GINI index estimated by the World Bank in 2018 of 53.9, where 61% of children and adolescents live in poverty and high unemployment scenario (UNICEF, 2018). Unemployed youth from 14 to 24 years old represented 40.1% of the total population without a job in the second quarter of 2018, and the unemployment rate for the age groups 14-17 and 18-24 years old, was 42.7% and 26.26% respectively. These numbers were higher for women, black and multi-ethnic people (IBGE, 2017). Currently, with the rise of the coronavirus pandemic and the increase of political conflicts in the country, the situation in Brazil appears to be worsening. According to the Brazilian Institute of Economics (IBRE, 2020), in 2020 the GDP of Brazil is projected to fall around 3.5%, with a drop in the effective work income of around 14.4% (the lowest since 2012), and a rise of the unemployment rate of around 50%. This increase in the unemployment rate will likely affect more intensively the informal market, thus, mainly people in disadvantaged realities. In response to this challenging labor market scenario and following more recent literature related to an individual's life outcomes, our study will analyze the impact of an intervention in the beginning of a youth professional qualification course focusing on enhancing future orientation and non-cognitive skills¹. The targeted population is a group of disadvantaged youth from a fragile neighborhood of São Paulo, Brazil, and we provide one of the first impact evaluations of such type of program during an unprecedented negative macroeconomic shock, the 2019 coronavirus crisis.

Due to the competitiveness in the Brazilian job market, degrees are becoming increasingly more relevant for obtaining a formal occupation. Therefore, the participation in professional qualification courses in Brazil has also been rising in recent years, following other countries in

¹ Related to behaviors and attitudes, also known as soft-skills and life-skills.

the region (IBGE, 2017). The World Bank (2018) stated in their “Learning Work Development Report” that job training programs can yield positive outcomes, however, students also need strong foundational non-cognitive skills before moving into specialized streams. In consonance with this report, a study analyzing a youth training program in the Dominican Republic suggests that enhancing future orientation and non-cognitive skills of young people could help them to engage in positive and profitable behaviors and lead them to a better transition to the labor market (Ibarraran, Ripani, & Taboada, 2012). These solutions may be even more important during an economic crisis. The literature suggests that there is a higher likelihood of disadvantaged youth becoming more pessimistic about the future and changing non-cognitive skills, especially time preferences, as a consequence of exogenous negative shocks (Voors, et al., 2012) (Taylor & Rampino, 2014).

In this study, we analyze future orientation through both aspirations and expectations² and to account for their individual non-cognitive skills characteristics, we will use a non-cognitive skills test developed by psychologists, variables to measure locus of control³ and professional gender bias⁴, and two types of behavioral games to measure forward-looking behavior and time inconsistency. The economic change theory suggests that the individual aspirations and behaviors are often defined by the experiences and observations of a person and of her/his family (Ray, 2006). Therefore, the flow of information for each person is usually limited to a radius of possible reach, resulting many times in lower educational investments and aspirations due to the underestimation of the expected educational returns, or the overestimation of the

² While aspirations refer to what individuals hope that will occur, expectations refer to what they believe that will happen.

³ These variables represent social psychologic self-evaluation constructs of an individual’s perceived connection between one’s own characteristics or actions and one’s experienced outcomes that influence their behaviors and ability to act. To create the variables, we used as reference the scale types suggested by the Internality, Powerful Other and Chance (IPC) which has been already successfully used by some authors in economics (Bernard, Dercon, Orkin, & Taffesse, 2014) (Heckman, Stixrud, & Urzua, 2006).

⁴ When a person from a specific gender considers the other gender as a model of professional success in the desired career.

expected educational costs, by people in disadvantaged conditions (Jensen, 2010) (Oreopoulos & Dunn, 2013) (Avery & Kane, 2004). However both future orientation and non-cognitive skills are demonstrated to be malleable in a sense of enhancement, there are also considerations about the possibilities of their downward revisions after information provision or frustrated experiences (Ray, 2006) (Jacob & Wilder, 2010) (Zafar, 2009) (Blattman, Jamison, & Sheridan, 2017). For instance, Jacob and Wilder (2010) shows that, although expectations may be strong predictors of schooling attainment in the US, after updating their knowledge over their academic ability and related traits, the majority of students, especially the ones in disadvantaged realities, updated their expectations at least once between their eighth grade and eight years after high school, and this update was more likely to be downward. They also suggest that early alignment of students' expectations is predictive of a greater likelihood of them being reached. In the aspirations spectrum, Cummings et al. (2012) argues that the focus of interventions and policies related to aspirations should be on keeping them on track over time as they could be unrealistic in terms of available possibilities, as well as on improving the opportunities range and information provision. Therefore, it is justifiable to conclude that an individual's future orientation is not sufficient for obtaining successful life outcomes. Moreover, to assertively translate them into productive behavior, there is a need for setting people straight in terms of information over themselves and over relevant external facts. This is one of the main scopes of the intervention made in this study, as it will be further detailed.

Finally, with our study occurring at the same time as the crisis difficulties, rather than only enhancing our outcomes, our intervention is made to also create resilience within this reality. Based on the evidence and the presented economic predictions, we can expect that this crisis should affect more negatively poorer groups. In an examination of the British Household Panel Survey in 2013, Taylor and Rampino (2013) analyzed the variation of the educational attitudes

and aspirations among adolescents from 11 to 15 years old with the local unemployment rate. They find that macroeconomic shocks impact differently their educational attitudes and aspirations depending on their parental education and attitudes towards education. Adolescents from less educated families, or with parents that hold less positive attitudes to education, also react less positively to low labor market demand, reducing social mobility and increasing the persistence in educational inequality during a recession. In addition to that, there is evidence of wage penalties for those that leave school in a scenario of high unemployment, being worst for the less-skilled workers (Brunner & Kuhn, 2013).

The following sections are organized as follows: Section 2 provides the intervention details, the research questions, sampling and survey framework and a descriptive analysis from the baseline data; Section 3 presents the estimation strategy; Section 4 presents our results; Section 5 presents our conclusions and contribution; and Sections 6 discuss our limitations and recommendations for further research.

2. Experimental design and data

2.1. Intervention

The timeline of the study (refer to Figure 1) comprised in one month and a half of piloting (mid-Oct. to Nov. of 2019), one month and a half of baseline (Mar. to mid-Apr. of 2020), three weeks of intervention (Apr. and May of 2020), and two weeks of endline (May of 2020). The pandemic of coronavirus in Brazil started to get more intense from the middle to the end of our baseline with the confinement, thus our initial data measures variables right before students were directly affected by the crisis.

2.1.1. Partners

This study was developed in partnership with two organizations: Liga Solidária, responsible for the professional qualification courses that the students were taking, and Aporé, responsible for

leading the execution of the intervention and for supporting the interface between the research and the NGO⁵. Liga Solidária is an NGO that focus on creating autonomy for people with social vulnerability and has nine socio-educational programs in São Paulo, Brazil. One of their programs is the professional qualification for people above 15 years old (mainly youth) that focus on employability for residents in the district of Raposo Tavares. Aporé is a social business specialist in working with the professional perspective of disadvantaged youth to enhance their potentialities and systemic perception as a way to positively transform their communities.

2.1.2. Treatment description

Our intervention was designed to be remote with the purpose of accommodating it to the confinement and there is evidence to believe that the virtual environment will not necessarily damage its results (Oreopoulos & Dunn, 2013) (Bettinger, et al., 2020). To account for possible challenges that could emerge from the usage of strictly on-line communication and to try to be more effective, the intervention was organized in more than one phase and with small groups of students. The three phases designed are detailed below (I, II, III). Refer to Appendix A. 1 for some of the materials.

- I. Self-reflection and career workshop: the workshop was the main part of the intervention, it was made virtually through Whatsapp conference and took around two hours. To guarantee gender and class diversification, 71 students were allocated through stratified randomization into groups with one facilitator from Aporé, from the 11 facilitators available, also randomly allocated. By design, nearly all Whatsapp groups (92%) were composed by only three students, being one male and two females. We started engaging students five days before

⁵ Before this study, Aporé and Liga Solidária were already partners in the implementation of other initiatives with former students from the professional qualification program.

with the purposes to increase participation and to prepare them. The workshop had, as goals, knowledge creation, settlement of short-term goals and preparation for the other phases.

The knowledge creation had two approaches, an individual approach, with a self-reflection activity, its connection with the Sustainable Development Goals (UN), and with their professional possibilities; and a general approach, with information provision of educational possibilities (e.g. courses, financial aid) and the labor market (e.g. CV creation, job search, career types). This goal had the intention to decrease the gap between their actual behavior and their educational aspirations and career expectations⁶. This gap was observed on the baseline data as it is further described.

The settlement of short-term goals was focused on their careers and had the intention to enhance their ownership over their professional lives, making them think about practical issues related to their future orientation (e.g. information they lacked, things they needed), and what they could do to solve them. Through this phase, we expected to sustain their high aspirations and expectation during the crisis, by reinforcing or increasing their internal locus of control⁷, and to enhance their forward-looking behavior.

The preparation for the other phases had the intentions to give them professional and community tasks, as will be detailed below, and to present to them successful role models from similar backgrounds. We expected the role models to not only inspire them, but also to enlarge their aspiration window⁸ and enhance their forward-looking behavior, by offering

⁶ The perceived external opportunities are determinants for the aspirations to be translated into attitudes (Taylor & Rampino, 2014). There is evidence to believe that better promotion of financial aid programs can increase not only aspirations and return expectations, but also application for higher education (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009).

⁷ The literature shows that there is a correlation between having valued goals and internal locus of control, which, in its turn, can influence one's aspirations and attainments (Bernard, Dercon, Orkin, & Taffesse, 2014).

⁸ Ray (2006) defines that the aspiration window is formed by one's zone of similar and attainable individuals and that the similarity is contextual, dependent of how much perceived mobility there is in one's society. Therefore, we can imply that having a role model closest to one's background in an unequal society as Brazil is imperative. The gap that it generates between what the individual has or is and what the individual wants to have or to be is what affects future-oriented behavior.

attainable options to prevent future frustration⁹ (White & Locke, 2000). We have carefully chosen a male and a female figure, as the literature shows that having female role models is positively correlated with the aspirations and educational attainment of women (Beaman, Duflo, Pande, & Topalova, 2012) (Porter & Serra, 2017) (Riley, 2017), and insured that one of them was black, as 66% of the sample is either black or multi-ethnic with a black parent.

- II. Incentivized initiative tasks: three tasks were asked to be implemented together or separately during the week after the workshop and would also help to measure engagement after the intervention. Two of them were related to short-term goals and aimed to make them act on their professional choices, incentivizing initiative. The first one consisted in going after more information related to the career they intended to choose, and in talking to somebody that had the background they desired. The second one consisted in testing at home something related to the profession they wanted to create empirical knowledge. The remaining task challenged them to support their community in the crisis within the scope of the profession they wanted. In this last task, we had the intention to use the technique “learning by doing”, based on the “cognitive behavior therapy” (CBT) approach, to foster behavior change (Blattman, Jamison, & Sheridan, 2017).
- III. Individual coaching: this last phase consisted in individual support from Aporé’s facilitators to foster engagement and help them with the implementation of the tasks¹⁰ during the week after the workshop. This phase was also crucial to support them with possible frustrations and exposure, since baseline revealed low Emotional Control, and insecurity towards the labor market.

⁹ One’s frustration, together with endemic poverty, may create a self-sustaining vicious cycle (Ray, 2006).

¹⁰ Aporé has a broad network from different backgrounds and we had made it available for the students to contact if they wanted or needed for the task “talk to somebody with the desired background”.

2.2. Research questions

As this study will also play an exploratory role of the methodology mechanisms applied by Aporé, we will work with different questions inside the three main groups of interest below.

a. Orientation towards the future

Is the treatment able to update educational aspirations and professional future expectations, or maintain them within the coronavirus crisis? Is the treatment increasing students' knowledge over the available educational financial-aid opportunities?

b. Non-cognitive skills and behaviors

Is the treatment able to enhance the students' forward-looking behavior and other non-cognitive traits, such as internal locus of control and self-valuation?

c. Attitudes and outcomes

Is the treatment able to impact students' short-term investments on education?

2.3. Sampling and survey framework

The students chosen to participate in the study were the ones enrolled in the courses of Administration and Information Technology at Liga Solidária in 2020. To be part of the professional qualification course at the NGO, one needs to be part of the district of Raposo Tavares (one of the most violent¹¹ in the city of São Paulo), apply and pass through a selection process of the organization. In this selection process some characteristics are considered, such as interest, vulnerability level, domestic violence, and drug abuse. Therefore, the targeted youth is supposed to already be motivated, disadvantaged, and have initiative and good conduct. The professional qualification course has a one year duration and is divided into theory, practice and experience, technical visits, and cultural tours. The course aims not only to train the students

¹¹ Considering juvenile homicides. Index from: <https://www.redesocialdecidades.org.br/br/SP/sao-paulo/regiao/+raposo-tavares/homicidio-juvenil>

technically, but also, focusing on their employability, to develop entrepreneurship, professional posture, autonomy, and citizenship. The intervention will help the NGO to develop more their Human Formation training, with the scope of aspirations and socioemotional skills. With the forced confinement that came as a response to control the spread of the coronavirus, the professional qualification program they were taking had to be adapted to an on-line version through recordings sent via whatsapp¹². This adaptation is expected to reach the students with less intensity than the presential classes, since the vocational lectures were supposed to be very practical with real time interactions and a proper study environment. Moreover, the availability of technologies, such as smartphones and internet network, is limited and not homogenous among students.

As the study population is all from the same institute, instead of having a randomized assignment for the treatment and control groups, we decided to allocate the morning classes in the control group and the afternoon classes in the treatment group in order to decrease contamination and possible spillover effects. Historically, the morning and the afternoon classes are comparable with little selection bias¹³. The balance tests and spillover risks extracted from the baseline data are presented in the next subsection. In the final sample, there were 117 students in total, being 46 students in the control group, divided into one Administration class and one Information Technology class, and 71 students in the treatment group, divided into two Administration classes and one Information Technology class. Due to the spread of the coronavirus and the subsequent confinement, the baseline was divided into presential interviews (41%) and cellphone interviews (59%) and the endline was fully made by cellphone interviews. Although the availability of technology to connect and interact remotely was limited and

¹² For the students is less costly to pay for a whatsapp package than to pay for internet connection.

¹³ Information provided qualitatively by the NGO and quantitatively by our pilot in 2019.

heterogeneous among students, 110 students were successfully reached to answer the baseline survey, being 44 from the control group and 66 from the treatment group. For the intervention, as public remote classes were able to start with a strict schedule and a dense program to account for the lost time, the compliance of the treatment was smaller, with only 52 participants.

The baseline and endline surveys were created and executed with the software Survey Solutions from the World Bank. The baseline survey was split into two phases: the “Life Effectiveness Questionnaire” (LEQ-H) (refer to Appendix B. 1) to measure non-cognitive skills and the interview questionnaire¹⁴ (refer to Appendix B. 2 for variables of the baseline and the endline survey questionnaires) to measure all the other variables. The main variables used to further analyze the desired outcomes are exposed by group of interest below.

- a. Orientation towards the future: Aspired educational level, decision regarding taking the national exams to enter higher education, expected professional future success, knowledge about aid for higher education opportunities, aspired profession, perceived market barriers, entrepreneurship aspiration, and individual role model.
- b. Non-cognitive skills and behaviors: Reaction when considering a job interview, social identity, locus of control, LEQ-H scores, academic satisfaction, gender bias, smoking and drinking frequency, motivation pillars, and number of children.
- c. Attitudes and outcomes: Study time investment, academic performance, type of job experienced, attendance, and attitudes to education and work.

The LEQ-H used was based on the refined 8-factor, 24 item LEQ-H psychology measurement model. It comprises 8 factors: Achievement Motivation, Active Initiative, Emotional Control, Intellectual Flexibility, Self Confidence, Social Competence, Task Leadership, and Time

¹⁴ The interview questionnaire took around 25 minutes of interview and it contained around 81 main questions divided into five main sections: Introduction, Family characteristics, Individual and study characteristics, Work-related characteristics, and Situations.

Management. The available LEQ-H scores data from the baseline period is not appropriate for deep analysis, since the NGO was not able to provide the individual scores of the students. The non-cognitive data used for the baseline analysis is an average of students' LEQ-H competences scores with similar characteristics (course, class, period, gender and age range); therefore, the conclusions related to them are somehow superficial, and they were mostly used to lead us to hypotheses that supported the intervention final design.

In the endline survey¹⁵, we added a forward-looking behavior measurement game that consisted in two hypotheticals¹⁶ games with financial decisions that elicit intertemporal choices, time inconsistency and risk tolerance: the multiple price list and the convex time budget. These games consider that there is a higher valuing of the present outcomes than the equal future outcomes, thus they use discount rates for future periods. The choices made can be associated with related behaviors and outcomes in real life and there is evidence to believe that it could be a result of the translation of ones' aspirations (Bernard, Dercon, Orkin, & Taffesse, 2014).

2.4. Baseline insights

2.4.1. Balance of variables and spillover effect

Most of the main variables are balanced in the baseline (refer to Table 1, Table 2, Table 3, Table 4 and Table 5 attached). The age of the students is significantly higher (at a 1% level) in the control group, since they are morning students, which is a period much more convenient for older people to study. Although around 80% of the control group is composed by students until 20 years-old, as this percentage is 100% in the treatment group, this difference could create a downward bias for the attitudes to the labor market. As an expected consequence, this difference

¹⁵ The endline survey took around 30 minutes of interview and it contained around 86 main questions divided into five main sections: Introduction, Individual and study characteristics, Work-related characteristics, and Non-cognitive characteristics and Situations, and COVID-19.

¹⁶ There is economic evidence to believe that the hypothetical profile of the game, although being a scope more defended by psychologists, can be suitable to this type of study, since the effort made by participants could be not necessarily dependent on real rewards (Antonides, Bolger, & Trip, 2006) (Ertac & Alan, 2018).

influences the balance of the related variables for their current educational level, shared household members and labor market experience.

Finally, around 94% of the students has little or no interaction with the students from the other period, leading us to believe that spillovers are an issue that we will not need to worry about. To ensure, in the endline, we included more questions related to their interaction and knowledge about other classes' activities. (Refer to Figure 2 for the distribution of all observations per variables considered in the descriptive analysis below).

2.4.2. Overall profile

Overall, the percentage of women (60%) is slightly higher than the percentage of men, there is a good balance between ethnicities (black, white and multi-ethnic), most of the students are still in high school, 9% of them did not complete primary school and 33% is already out of school. In contrast, around 44% of their parents has completed only elementary, and just about 5% of them went for a higher education.

Their profile, as expected due to the NGO's selection process, is generally of good conduct and high vulnerability level. More than 80% of them does not smoke nor frequently drink alcohol, their attendance is high (54% of them never missed a class¹⁷), their school grades¹⁸ are high (67% grades above 6.1/10), almost all of them study extra hours (besides the class period), and, even so, 64% still aim to study more. As a matter of housing conditions, 40% of the students live in a house shared among 5 or more people, about half of them live with an income of around 78 euros per month per capita and the remaining with at maximum 273 euros. The great majority has suffered at least one violent repression from their parents (physically or emotionally) and considers their neighborhood violent or very violent. Although most of students live with at

¹⁷ The attendance considered is of the professional qualification course.

¹⁸ Grades are measured by self-reporting, since we didn't have access to their regular school data.

least one parent, only half of them live with the father, and, for this half, only 38% have contact or intimacy with him.

2.4.3. Gender issues and role models

There was no reason to focus on women empowerment or pregnancy prevention in the intervention with this sample. One interesting thing from the data is that the professional gender bias is not high among women (around 18%) and it is almost the same for men (16%). This result is not in line with what is usually seen in the literature but could be expected by the high correlation between being a female and the educational aspiration (refer to Table 8). Moreover, 65% of the students desire to have two kids at most and 20% of the women does not want to have children at all. There are more students considering that there is a high chance of them having success in their careers or earn high salaries in the future, than considering that there is a high chance of them having kids or getting married¹⁹. It is justifiable to consider that they in fact have their financial and social ascension as priorities, rather than not valuing a family structure per se, since “having a big and united family” is the most chosen option when they were asked “what are the three most important things for you?”, even ahead the option “be successful”.

Although the students usually have as professional mental models someone from both genders, or their own, we see that 84% of the students has as a life role model someone from the close family. This result suggests that they might have a limited scope of aspired possibilities, since they have people in the same reality as their inspiration. At the same time, for those that aspire big, they might have also a too large aspirational gap²⁰, which could lead to an aspirational

¹⁹ Usually because they apparently do not care or do not want enough to have kids or get married.

²⁰ The gap that it generates between what the individual has or is and what the individual wants to have or to be.

failure, since the costs of investment to reach what is aspired are too high when one does not have an attainable model to follow.

2.4.4. Aspirations and expectations

Generally, they already have high aspirations and expectations, which was also partially expected, since they need to apply and go through a selection process to take the professional qualification course. 85% of the students wants to get a higher education diploma or more, and 93% already considers taking the entrance exam for the higher education. Their expected return to education is high (48% expects an increase in wages of 100% or more if completing a higher education), and almost all of them believe they have a medium or high chance to be successful and earn a high salary when they are older. They also have a good self-image, 43% of them thinks that they have better chances to be successful in life in comparison with their friends. Moreover, more than 60% believes that their outcomes are a result from their actions and ability to shape their lives, and attests to have ownership over their decisions. Lastly, their personal role models inspire them especially due to characteristics as resilience, determination, and overcoming adversities.

The correlation signs are mostly as expected by the literature when considering both educational aspirations and expectations. High educational aspirations are positively correlated with future expectations, aspirations to apply for higher education entrance exams, parents with higher education, better self-evaluation, internal locus of control, higher income, lower gender bias, grades, study time investment, being female, having both parents at home, being white and having more information regarding financial aid for higher education; and are negatively correlated with parents having no education, being black or multi-ethnic and the age. When we consider the aspiration regarding taking the higher education entrance exams, the signs are not that clear, also because it is more of a specific goal than an aspiration itself. However, we can

see that it is significantly and positively correlated with one type of internal locus of control, having both parents at home, study time investment, and having more information regarding financial aid for higher education; and negatively correlated with parents having no education, age, and lack of self-awareness. Finally, considering the expectations variables, they are positively correlated with grades, study time investment, self-confidence, internal locus of control related to self-confidence, and with each other. Find the correlations of the variables in Table 6 and Table 7 attached and some significant regressions in Table 8, Table 9 and Table 10 below.

Table 8: Baseline correlations for educational aspiration – regression output

	Aspiration education			
	1	2	3	4
Gender	0.310* (0.12)			
Mother has no study		-1.495*** (0.05)		
Live with both parents			0.543*** (0.11)	
Knowledge: aid				0.277** (0.06)
Constant	2.293*** (0.09)	2.495*** (0.05)	2.000*** (0.13)	2.042*** (0.16)
N	104	102	104	103

Aspirations education: 1 and 2: types of professional courses, 3, 4 and 5: types of bachelor, 6 and 7: types of master, 8 and 9: types of doctoral. Knowledge level: quantity of financial-aid programs known from 1 to 5. p-values: *below 0.1, **below 0.05, ***below 0.01. Reported estimates are coefficients from OLS regressions of educational aspiration on each respective variable. Standard errors (clustered at the class level) are in parentheses.

Table 9: Baseline correlations for aspiration for higher ed. entrance exams, regression output

Aspiration: take an entrance exam for higher education						
	1	2	3	4	5	6
Age	-0.041* (0.02)					
Mother has no study		-1.673*** (0.05)				
Father has no study			-0.705 (0.8)			
Live with both parents				0.742*** (0.15)		
Locus of control: fate					-0.173* (0.08)	
Knowledge: aid						0.092** (0.02)
Constant	2.349*** (0.35)	1.673*** (0.05)	1.705*** (0.03)	1.000*** (0.12)	1.886*** (0.12)	1.448*** (0.1)
N	110	108	97	110	109	110

Aspiration levels: 0: does not want to take an exam, 1: maybe wants to take an exam, 2: wants to take an exam for sure. Locus of control (fate): life outcomes depend on 1: individual, 2: fate and individual, 3: fate. Knowledge level: quantity of financial-aid programs known from 1 to 5. p-values: *below 0.1, **below 0.05, ***below 0.01. Reported estimates are coefficients from OLS regressions of educational aspiration on each respective variable. Standard errors (clustered at the class level) are in parentheses.

Table 10: Baseline correlations for expectation variables – regression output

	Expectation: having a high salary in 20 years			Expectation of professional success in 20 years		
	1	2	3	4	5	6
Locus of control: insecurity	-0.139* (0.05)			-0.169** (0.05)		
Locus of control: others		-0.172 (0.1)			-0.304*** (0.05)	
Self-confidence (LEQ-H)			0.101** (0.02)			0.136*** (0.02)
Constant	2.889*** (0.12)	2.870*** (0.18)	1.901*** (0.17)	2.965*** (0.12)	3.078*** (0.11)	1.669*** (0.15)
N	109	109	109	109	109	109

Expectation level: 1: no chance, 2: low chance, 3: medium chancey, 4: high chance. Locus of control (insecurity): when the parents disagree to one's decision 1: maintain decision, 2: modify the decision, 3: do what parents prefer. Locus of control (others): when deciding where to work, prefer to decide 1: based on what one wants, 2: with parents, 3: based on what parents want. p-values: *below 0.1, **below 0.05, ***below 0.01. Reported estimates are coefficients from OLS regressions of educational aspiration on each respective variable. Standard errors (clustered at the class level) are in parentheses.

2.4.5. Information, insecurity, and the labor market

Both aspiration variables are strongly and positively correlated with having more information regarding financial aid for higher education. Not only this correlation is in line with the literature as previously mentioned, but also is the students' knowledge level of information (Avery & Kane, 2004). Enem is the largest entrance exam to access higher education in Brazil and one of the largest in the world. Still, 25% of the students does not even know the program. Moreover, only 49% of them knows about a financial aid program for higher education other than Enem, which is also alarming. Besides that, we have qualitatively noticed during the interviews that they did not know properly what are the possible educational levels that exists and their differences. Although the great majority aspire to take the entrance exam for higher education, only 34% of those who have already finished school had previously taken the exam, showing that there is in fact a gap between their aspirations and their actual behavior.

On the labor market side, 40% of the students thinks about words related to insecurity or despair when thinking about a job interview and less than 30% thinks about a positive word. One interesting thing is that demonstrating insecurity when thinking about a job interview is significantly and negatively correlated²¹ with having low amount of information of financial aid programs for higher education, what could suggests that they are insecure because they also do not have solid information regarding the labor market as well. Around 90% of the students is not working and, from those, 70% entered the course to have a better chance to find a job. Half of them considers that it is going to be difficult or very difficult to find a job after finishing the course, and, nevertheless, most of those do not even consider working on their own, which also demonstrates certain level of professional insecurity.

²¹ Correlation coefficient of -0.1874 with 10% of significance level.

2.4.6. Non-cognitive skills

The non-cognitive skills scores (refer to Table 5) translate the results we have reported in the subsections before. The highest scored competences were Achievement Motivation and Self-Confidence, which is in line with their high level of aspirations and expectations. On the other hand, the lowest scored competences were Emotional Control and Task Leadership, which could be expected by their demonstrated insecurity, and lack of preparedness and consistent behavior. The correlation signs between the competences Emotional Control and Task Leadership with supposedly related variables are small but in line with the literature (refer to Table 12 and Table 13) and lead us to the creation of two hypotheses. Higher Emotional Control is positively correlated to grades, study time investment, and safety perception, and negatively correlated to being black and with unconsciousness²². 21% of the students could be considered unconscious, and, although this is not a high percentage, together with the previous conclusions presented, we hypothesize that their lack of emotional control is partially due to their high aspirations and career expectations combined with low perceived preparedness for the job market and no structured short term goals. This hypothesis, also supported by qualitative information provided by the partners of this study, matches research evidences showing that emotional control is associated with forward-looking behavior²³. Lastly, higher Task Leadership is positively correlated with having a personal inspiration, safety perception, entrepreneurship desire, and internal locus of control (refer to Table 13), and negatively and significantly correlated with being multi-ethnic. Considering that leadership is said to be better acquired during middle childhood and adolescence (World Bank, 2018), and that half of our

²² The unconsciousness variable, that can be considered an emotional control skill (Blattman, Jamison, & Sheridan, 2017), represents being unconscious about at least one individual characteristic, like the aspired profession, study expectation, reaction to job interview, or personal inspiration.

²³ This aspect may also influence behavior, cognitive functions, and other individual outcomes, besides having a proven malleability (Blattman, Jamison, & Sheridan, 2017) (Bernard, Dercon, Orkin, & Taffesse, 2014) (Becker & Mulligan, 1997) (Ertac & Alan, 2018).

sample demonstrates to have strong internal locus of control²⁴, we hypothesize that the intervention's community task²⁵ previously presented (refer to subsection 2.1) was supposed to also be a good manner to enhance this competence on students.

3. Methodology

3.1. Estimation strategy

In the moment of this analysis, the endline survey was still running²⁶, thus the results presented here are based on 95 respondents, being 56 from the treatment group and 39 from the control group. From the 52 students that received the intervention, 46 students are included in the data. Considering that the order of students that were contacted to answer the endline survey was random, we will proceed with the analysis using all observations we have for both moments to compare the groups. On the other hand, the attrition caused by the decrease in the number of actual treated students might have created a selection bias, since the non-participation of students could be related to lower motivation or to technological absence, thus, higher social fragility. As a response to this situation, we chose to estimate the intention-to-treat effect, using the general notation Z_i to represent the treatment assignment (=1 for compliers / beneficiaries, and =0 for never takers / dropouts) and D_i to represent the treatment participation (=1 for participants, and =0 for non-participants). Refer to the table below with the number of students divided by each category for the current datasets.

Table 14: Categorization of treatment groups

Endline	$Z_i = 1$	$Z_i = 0$	Total	Baseline	$Z_i = 1$	$Z_i = 0$	Total
$D_i = 1$	46	0	46	$D_i = 1$	51	0	51
$D_i = 0$	10	39	49	$D_i = 0$	15	44	59
Total	56	39	95	Total	66	44	110

²⁴ Internal locus of control is found to be positively associated with being socially engaged (Levenson, 1974).

²⁵ Leadership is found to be associated with community engagement and benevolence and it is often one of the main focus of youth development programs (Strawczynski, Baumgold, & Dolev, 1999) (Neill, 2008) (Quinn, 1999).

²⁶ At least 105 students are expected to answer the endline survey by the end of the program.

Considering that the students' confinement, thus, the beginning of a more intense effect of the coronavirus crisis, was in the end of our baseline and together with our treatment and endline, to estimate the impact on most of our outcomes, we will use the Difference-in-Differences method. We assume, by the variables balance in the initial baseline data and the students' similar and close realities, that there is a common trend in the control and the treatment groups. For the estimation of forward-looking behavior, as we only have data from the endline, we will use OLS regression. Both regression models are respectively stated below and use clustering on the class level and covariates for individual relevant characteristics at baseline²⁷.

$$F_{it} = c + \alpha I_{i2} + \beta_1 Z_i + \beta_2 M_t + \delta (Z_i * M_t) + \epsilon_{it} \quad (1)$$

In Equation 1, F_{it} is an individual and time-level dependent variable, Z_i is an individual-level dummy variable equal to one if the individual was allocated to the treatment group to receive the intervention, M_t is a time-level dummy variable equal to one if the observation is from the endline, $(Z_i * M_t)$ returns an individual and time-level dummy variable equal to one if the individual was allocated to the treatment group and the observation is from the endline, and I_{i2} are individual specific variables at baseline. β_1 captures constant differences in composition between the treatment and control groups, β_{12} captures time effects, δ captures the treatment effect, and α captures individual specific characteristics influence. c is the constant and ϵ_{it} is an individual and time-level error term.

$$O_{i2} = c + \theta I_{i1} + \gamma Z_i + \epsilon_i \quad (2)$$

In Equation 2, O_{i2} is an individual-level dependent variable at endline, Z_i is an individual-level dummy variable equal to one if the individual was allocated to the treatment group to receive the intervention, and I_{i1} are individual specific variables at baseline. γ captures the treatment

²⁷ We have imputed missing information of the household income level for 12 students by an average of the income level based on more complete correlated variables at 1% significance level (being black, quantity of members in the household and mother education).

effect, θ captures individual specific characteristics influence, c is the constant and ϵ_i is an individual-level error term.

4. Results

As previously presented, our outcomes are divided into three main groups of interest. Not all variables remained balanced after the attrition caused by the current follow-up, thus, we will present the results for the balanced variables below and provide the tables of the unbalanced ones in the Tables Appendix.

a. Orientation towards the future:

Table 15: Difference-in-difference results of balanced variables - Group of interest “a”

Outcomes	Control	Treatment	Diff (T-C)	SE Diff	Observations
Aspiration: take an entrance exam for higher education					
Baseline	1.485	1.286	-0.199	0.14	102
Endline	1.494	1.382	-0.112	0.142	88
Diff-in-Diff	0.009	0.096	0.087**	0.031	190
Expectation: having a high salary in 20 years					
Baseline	2.066	2.052	-0.014	0.056	101
Endline	2.036	2.137	0.101	0.101	88
Diff-in-Diff	-0.03	0.085	0.115	0.083	189
Knowledge about financial aid for higher education					
Baseline	0.644	0.46	-0.183	0.125	101
Endline	0.718	0.97	0.252	0.292	88
Diff-in-Diff	0.074	0.51	0.435	0.291	189

Aspiration levels: 0: does not want to take an exam, 1: maybe wants to take an exam, 2: wants to take an exam for sure. Expectation level: 1: no chance to have a high salary, 2: low chance to have a high salary, 3: medium chance to have high salary, 4: high chance to have high salary. Knowledge level: quantity of financial-aid programs known from 1 to 5. Covariates: Age, household income level in R\$ (1:<500, 2:501-1000, 3:1001-2000, 4:2001-3000, 5:3001-4000, 6:5001-7000), mother education (1:never studied, 2:primary, 3:elementary, 4:secondary, 5:professional course, 6:tertiary). Means and Standard Errors are estimated by linear regression. Clustered at class level and Robust Std. Errors. Inference: *** p<0.01; ** p<0.05; * p<0.1

We can see that for all balanced variables, the difference-in-difference coefficient are positive, although being significant only for the aspiration variable related to take an entrance exam for higher education. Therefore, even in a crisis period, we can say that the treatment was successful in increasing aspirations to apply for higher education in the short-term, and, although we can see expectations and educational knowledge increasing also in

the treatment group, we cannot claim any impact on these outcomes. This makes sense considering that they already had high aspirations related obtaining the tertiary education, that our intervention was mainly focused on individual short-term plan, and that their knowledge regarding financial-aid programs for higher education has increased. Having already high future expectations and perceived returns to education, expectations were less likely to change.

b. Non-cognitive skills and behaviors:

Table 16: Difference-in-difference results of balanced variables - Group of interest “b”

Outcomes	Control	Treatment	Diff (T-C)	SE Diff	Observations
Gender professional bias					
Baseline	1.489	1.393	-0.097	0.14	102
Endline	1.54	1.18	-0.36**	0.083	88
Diff-in-Diff	0.051	-0.213	-0.264	0.136	190
Locus of control: insecurity					
Baseline	1.856	1.841	-0.015	0.086	102
Endline	1.973	1.769	-0.204	0.104	87
Diff-in-Diff	0.117	-0.072	-0.189*	0.08	189

Gender professional bias: visualize as the profession success 1: the same gender, 2: both genders, 3: the opposite gender. Locus of control (insecurity): when the parents disagree to one's decision 1: maintain decision, 2: modify the decision, 3: do what parents prefer. Covariates: Age, household income level in R\$ (1:<500, 2:501-1000, 3:1001-2000, 4:2001-3000, 5:3001-4000, 6:5001-7000), mother education (1:never studied, 2:primary, 3:elementary, 4:secondary, 5:professional course, 6:tertiary). Means and Standard Errors are estimated by linear regression. Clustered at class level and Robust Std. Errors. Inference: *** p<0.01; ** p<0.05; * p<0.1

We can see that for all balanced variables, the difference-in-difference coefficient is negative, being significant for the variable locus of control related to insecurity. The results also show that while the level of insecurity for the control group in the crisis has increased, it decreased for the treated group, suggesting that the type of internal locus of control related to self-confidence can be enhanced through short and low cost interventions. Moreover, however not being able to attest any impact on gender bias, the p-value for the DiD estimator is 0.12, thus close to 10% significance level.

The behavioral games do not show any impact from the intervention. Considering we did not directly address this issue with the financial scope, that our intervention was short

comparing to other forward-looking enhancement programs cited, and that, being a personality trait, it is a more complex issue to deal with, this result is not surprising. It is interesting, however, to notice that even in a crisis period, the students of this sample present high levels of forward-looking behavior (MPL goes from 1 to 7 and CTB goes from 1 to 4), suggesting that they already have a certain resilience level.

Table 17: OLS results of forward-looking behavior games - Group of interest “b”

Outcomes	OLS coefficient	Control	Treatment
		Mean	
MPL today	-0.018 (0.47)	5.564 (1.971)	5.678 (1.83)
MPP in one month	0.308 (0.248)	5.769 (1.512)	5.518 (1.799)
CTB today	0.203 (0.236)	3.308 (0.832)	3.286 (0.825)
CTB in one month	0.203 (0.236)	3.231 (0.930)	3.339 (0.769)
Time inconsistency: MPL	0.153 (0.114)	0.154 (0.365)	0.214 (0.414)
Time inconsistency: CTB	0.002 (0.044)	0.205 (0.409)	0.286 (0.456)
Total observations: 88			

MPL change point from R\$ 50 to a week after in R\$: 1:>80, 2:80, 3:75, 4:79, 5:65, 6:60, 7:55. CTB choices in R\$: 1: 300 now + 0 in a week, 2: 200 now + 150 in a week, 3: 100 now + 300 in a week, 4: 0 now + 450 in a week. Time inconsistency MPL: 1: MPL today < MPL in one month, 0: otherwise. Time inconsistency CTB: 1: CTB today < CTB in one month, 0: otherwise. Covariates: Age, household income level in R\$ (1:<500, 2:501-1000, 3:1001-2000, 4:2001-3000, 5:3001-4000, 6:5001-7000), mother education (1:never studied, 2:primary, 3:elementary, 4:secondary, 5:professional course, 6:tertiary). Clustered at class level and Robust Std. Errors. Inference: *** p<0.01; ** p<0.05; * p<0.1

c. Attitudes and outcomes:

Table 18: Difference-in-difference results of balanced variables - Group of interest “c”

Outcomes	Control	Treatment	Diff (T-C)	SE Diff	Observations
Investment in study: time					
Baseline	2.854	2.47	-0.384	0.235	104
Endline	2.91	2.631	-0.28	0.221	88
Diff-in-Diff	0.056	0.161	0.104	0.335	190

Investment in time studying besides classes in hours (0: 0, 1: <1, 2: 1-3, 3: 4-5, 4:6-8, 5: >8). Covariates: Age, household income level in R\$ (1:<500, 2:501-1000, 3:1001-2000, 4:2001-3000, 5:3001-4000, 6:5001-7000), mother education (1:never studied, 2:primary, 3:elementary, 4:secondary, 5:professional course, 6:tertiary). Means and Standard Errors are estimated by linear regression. Clustered at class level and Robust Std. Errors. Inference: *** p<0.01; ** p<0.05; * p<0.1

Due to the confinement and the virtual classes, we were not able to measure attendance nor performance. Therefore, the only variable we managed to follow and analyze comparatively

with the baseline was the self-reported level of time spending studying for the professional course besides the virtual classes per week, as shown below. We see that the difference-in-difference coefficient is positive, however it is not significant.

5. Conclusion and contribution

In this paper we report results from one of the first evaluations of a program aiming to enhance aspirations, expectations, and non-cognitive skills of a disadvantaged youth group during a crisis. Concurrent with the coronavirus crisis, the intervention also provided tools to create resilience over a negative macroeconomic shock, with information provision, incentives to positive and effective attitudes related to education and the labor market, and to forward-looking behavior. Although being a short intervention (two hours of a virtual workshop with the design of a short-term focused plan, plus around two weeks of remote individual support), we were able to significantly increase students' aspirations to take an entrance exam for higher education. Also, we were able to decrease their external locus of control related to insecurity, which was assumed, by the baseline descriptive analysis, to be particularly related to their current lack of confidence towards the labor market.

Besides these results mentioned, we also see improvements of knowledge related to financial-aid programs, expectation related to future earnings, study investment and decrease of gender professional bias. Even though these last results were not significant, considering that this group of students was directly affected by the pandemic, these findings are promising and motivate further research with a larger sample. By this study we were able to demonstrate that shorter and less costly interventions might be a good and massive solution to work with some of the non-cognitive issues that are shown to be relevant for an individual life outcomes.

6. Limitations and recommendations for further research

In this paper we focused on verifying possible changes in our studied outcomes, rather than on precisely identify which aspects of the intervention generated the results. Moreover, the small characteristic of our sample did not allow us to explore the heterogeneity within each variable, and limited our experimental design and the power of our estimation. Having only five clusters to consider, our results might be biased; therefore, we recommend for further research evaluations with larger samples, and, also, for the analysis of this sample with the full follow-up data, a correction for the small quantity of clusters. The lack of proper variables to analyze students' cognitive skills, attendance and grades (the only ones we have are self-reported and from the baseline due to the confinement) is also an opportunity to improve the scope of this type of evaluation. Although it has been clear the relevance of the outcomes considered in this study, there is still much to learn about their impact on the labor market and their interaction with macroeconomic shocks. Lastly, virtual learning and alternatives are becoming increasingly relevant, thus, also are virtual interventions and their evaluations. Bettinger et al. (2020) explore the educational production function using different dosages of computer-assisted learning (CAL) in substitution to traditional learning and suggest that a blended approach of both is optimal. Being also less costly to design, implement, and evaluate, our last suggestion is of a broader and larger intervention using virtual alternatives to enhance young adults' aspirations and expectations.

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Tables

Table 1: Balance tests on variables at baseline

	Observations	Overall	Control	Treatment	Difference
Demographic					
Age	110	17.15 (0.27)	18.48 (0.58)	16.26 (0.16)	2.22*** (0.51)
Gender	110	0.60 (0.05)	0.55 (0.08)	0.64 (0.06)	-0.09 (0.10)
Black	108	0.31 (0.04)	0.27 (0.07)	0.34 (0.06)	-0.07 (0.09)
White	108	0.32 (0.05)	0.27 (0.07)	0.36 (0.06)	-0.09 (0.09)
Multi-ethnic	108	0.36 (0.05)	0.45 (0.08)	0.30 (0.06)	0.16* (0.09)
Household Income	90	3.41 (0.11)	3.38 (0.13)	3.43 (0.17)	-0.05 (0.22)
Grades	102	2.21 (0.05)	2.25 (0.08)	2.18 (0.07)	0.07 (0.11)
Incomplete elementary	108	0.09 (0.03)	0.07 (0.04)	0.11 (0.04)	-0.04 (0.06)
Complete high school	108	0.32 (0.05)	0.58 (0.08)	0.15 (0.05)	0.43*** (0.08)
Observations (total)		110	44	66	110
Observations (%)		1.00	0.40	0.60	

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the mean values. Standard deviations in parenthesis. We use a ttest to examine whether there are significant differences between treatment and control groups in the distribution of students.

Table 2: Balance tests on variables at baseline

	Observations	Overall	Control	Treatment	Difference
Living situation					
Live with the mother	110	0.86 (0.03)	0.73 (0.07)	0.95 (0.03)	-0.23*** (0.06)
Live with the father	110	0.47 (0.05)	0.45 (0.08)	0.48 (0.06)	-0.03 (0.10)
Level of home conflict	110	1.69 (0.09)	1.64 (0.14)	1.73 (0.11)	-0.09 (0.18)
Safety perception	110	2.86 (0.07)	2.86 (0.11)	2.86 (0.10)	0.00 (0.15)
Mother has no education	108	0.01 (0.01)	0.02 (0.02)	0.00 (0.00)	0.02 (0.02)
Father has no education	97	0.02 (0.01)	0.02 (0.02)	0.02 (0.02)	0.01 (0.03)
Mother has primary ed.	108	0.14 (0.03)	0.09 (0.04)	0.17 (0.05)	-0.08 (0.07)
Father has primary ed.	97	0.23 (0.04)	0.31 (0.07)	0.16 (0.05)	0.15* (0.09)
Mother has secondary ed.	108	0.47 (0.05)	0.48 (0.08)	0.47 (0.06)	0.01 (0.10)
Father has secondary ed.	97	0.42 (0.05)	0.33 (0.07)	0.49 (0.07)	-0.16 (0.10)
Mother has higher ed.	108	0.11 (0.03)	0.11 (0.05)	0.11 (0.04)	0.00 (0.06)
Father has higher ed.	97	0.05 (0.02)	0.00 (0.00)	0.09 (0.04)	-0.09** (0.04)
Observations (total)		110	44	66	110
Observations (%)		1.00	0.40	0.60	

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the mean values. Standard deviations in parenthesis. We use a ttest to examine whether there are significant differences between treatment and control groups in the distribution of students.

Table 3: Balance tests on variables at baseline

	Observations	Overall	Control	Treatment	Difference
Labor market					
Knowledge: aid	109	1.58 (0.12)	1.70 (0.21)	1.50 (0.15)	0.20 (0.26)
Perceived higher ed. return	104	6.48 (0.20)	6.55 (0.31)	6.44 (0.26)	0.11 (0.41)
Work status	110	0.11 (0.03)	0.16 (0.06)	0.08 (0.03)	0.08 (0.06)
Work experience formal	110	0.16 (0.04)	0.30 (0.07)	0.08 (0.03)	0.22*** (0.07)
Work experience informal	110	0.21 (0.04)	0.30 (0.07)	0.15 (0.04)	0.14* (0.08)
Market perceived barriers	108	3.51 (0.07)	3.43 (0.08)	3.56 (0.09)	-0.13 (0.13)
Entrepreneurship	110	0.16 (0.04)	0.11 (0.05)	0.20 (0.05)	-0.08 (0.07)
Gender professional bias	110	1.47 (0.07)	1.55 (0.13)	1.42 (0.09)	0.12 (0.15)
Role model in family	109	0.84 (0.03)	0.81 (0.06)	0.86 (0.04)	-0.05 (0.07)
Observations (total)		110	44	66	110
Observations (%)		1.00	0.40	0.60	

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the mean values. Standard deviations in parenthesis. We use a ttest to examine whether there are significant differences between treatment and control groups in the distribution of students.

Table 4: Balance tests on variables at baseline

	Observations	Overall	Control	Treatment	Difference
Aspirations and Expectations					
Social identity	107	2.35 (0.06)	2.47 (0.09)	2.27 (0.08)	0.20 (0.13)
Classes missed	110	1.48 (0.35)	2.07 (0.71)	1.09 (0.33)	0.98 (0.71)
Study time investment	110	2.38 (0.11)	2.64 (0.18)	2.21 (0.15)	0.42* (0.23)
Aspiration vestibular	110	1.65 (0.06)	1.64 (0.10)	1.67 (0.07)	-0.03 (0.12)
Aspiration education	104	2.48 (0.09)	2.37 (0.16)	2.56 (0.10)	-0.19 (0.17)
High salary expectation	109	2.62 (0.05)	2.63 (0.07)	2.62 (0.06)	0.01 (0.10)
Success expectation	109	2.64 (0.05)	2.72 (0.08)	2.59 (0.06)	0.13 (0.10)
Determination	102	0.14 (0.03)	0.16 (0.06)	0.12 (0.04)	0.04 (0.07)
Optimism	102	0.17 (0.04)	0.14 (0.05)	0.19 (0.05)	-0.05 (0.08)
Preparation	102	0.26 (0.04)	0.28 (0.07)	0.25 (0.06)	0.02 (0.09)
Despair	102	0.16 (0.04)	0.14 (0.05)	0.17 (0.05)	-0.03 (0.07)
Insecurity	102	0.27 (0.04)	0.28 (0.07)	0.27 (0.06)	0.01 (0.09)
Observations (total)		110	44	66	110
Observations (%)		1.00	0.40	0.60	

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the mean values. Standard deviations in parenthesis. We use a ttest to examine whether there are significant differences between treatment and control groups in the distribution of students.

Table 5: Balance tests on variables at baseline

	Observations	Overall	Control	Treatment	Difference
Non-cognitive					
Unconsciousness	110	0.25 (0.05)	0.25 (0.08)	0.24 (0.06)	0.01 (0.10)
Inspiration	109	0.93 (0.03)	0.91 (0.04)	0.94 (0.03)	-0.03 (0.05)
Locus of control: fate	109	1.36 (0.06)	1.27 (0.08)	1.42 (0.08)	-0.14 (0.11)
Locus of control: insecurity	110	1.90 (0.05)	1.89 (0.07)	1.91 (0.07)	-0.02 (0.10)
Locus of control: others	109	1.43 (0.06)	1.42 (0.10)	1.44 (0.07)	-0.02 (0.11)
Self-confidence	110	7.16 (0.09)	7.07 (0.12)	7.23 (0.13)	-0.16 (0.19)
Emotional control	110	5.94 (0.13)	6.14 (0.15)	5.81 (0.19)	0.34 (0.26)
Time management	110	6.29 (0.09)	6.45 (0.14)	6.19 (0.13)	0.25 (0.19)
Social competence	110	6.36 (0.07)	6.50 (0.09)	6.26 (0.11)	0.23 (0.15)
Achievement motivation	110	7.68 (0.09)	7.57 (0.12)	7.76 (0.12)	-0.18 (0.18)
Intellectual flexibility	110	6.98 (0.07)	7.03 (0.13)	6.94 (0.07)	0.10 (0.14)
Task leadership	110	5.58 (0.09)	5.71 (0.17)	5.49 (0.10)	0.22 (0.19)
Active initiative	110	6.86 (0.08)	7.06 (0.13)	6.73 (0.11)	0.33* (0.17)
Observations (total)		110	44	66	110
Observations (%)		1.00	0.40	0.60	

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the mean values. Standard deviations in parenthesis. We use a ttest to examine whether there are significant differences between treatment and control groups in the distribution of students.

Table 6: Baseline correlations with aspiration variables

	Aspiration education	Aspiration vestibular
High salary expectation	0.174*	-0.109
Success expectation	0.266***	0.004
Age	-0.08	-0.188**
Gender	0.175*	0.085
Black	-0.12	-0.001
White	0.151	0.075
Multi-ethnic	-0.026	-0.072
Household Income	0.127	0.101
Mother has no education	-0.169*	-0.262***
Father has no education	-0.163	-0.173*
Mother has higher ed.	0.135	0.005
Father has higher ed.	0.034	-0.036
Live with both parents	0.201**	0.393***
Gender professional bias	-0.085	-0.039
Social identity	0.109	0.133
Locus of control: fate	-0.034	-0.165*
Locus of control: insecurity	-0.113	0.065
Locus of control: others	-0.121	0.148
Grades	0.024	0.071
Study time investment	0.115	0.169*
Knowledge: aid	0.417***	0.202**
Observations (maximum)	104	110
Observations (minimum)	90	90

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the pairwise correlation coefficients.

Table 7: Baseline correlations with expectation variables

	High salary expectation	Success expectation
Locus of control: fate	0.1196	0.0661
Locus of control: insecurity	-0.1376	-0.1692*
Locus of control: others	-0.1986**	-0.3548***
Grades	0.2068**	0.0797
Study time investment	0.018	0.0989
Observations (maximum)	109	109
Observations (minimum)	102	102

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the pairwise correlation coefficients.

Table 12: Baseline correlations with emotional control

	Emotional control
Unconsciousness	0.0871
Safety perception	0.0556
Grades	0.032
Study time investment	0.0414
Observations (maximum)	110
Observations (minimum)	102

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the pairwise correlation coefficients.

Table 13: Baseline correlations with task leadership

	Task leadership
Inspiration	0.0244
Safety_perception	0.0508
Locus of control: fate	-0.0199
Locus of control: insecurity	-0.1443
Locus of control: others	-0.1614*
Entrepreneurship	0.1339
Observations (maximum)	110
Observations (minimum)	109

p-values: *below 0.1, **below 0.05, ***below 0.01. Output with the pairwise correlation coefficients.

Table 19: Difference-in-difference results of unbalanced variables after attrition

Outcomes	Control	Treatment	Diff (T-C)	SE Diff	Observations
Aspiration education					
Baseline	0.658	0.858	0.2***	0.017	97
Endline	1.122	1.134	0.012	0.086	88
Diff-in-Diff	0.464	0.276	-0.188	0.089	185
Expectation of professional success in 20 years					
Baseline	2.56	2.377	0.183***	0.034	101
Endline	2.594	2.515	-0.079	0.101	88
Diff-in-Diff	0.034	0.138	0.104	0.104	189
Locus of control: fate					
Baseline	0.831	1.013	0.182*	0.069	103
Endline	1.091	1.245	0.153	0.195	89
Diff-in-Diff	0.26	0.232	-0.029	0.151	192

Aspirations education: 1 and 2: types of professional courses, 3, 4 and 5: types of bachelor, 6 and 7: types of master, 8 and 9: types of doctoral. Expectation level of professional success: 1: no chance, 2: low chance, 3: medium chance, 4: high chance. Locus of control (fate): life outcomes depend on 1: individual, 2: fate and individual, 3: fate. Covariates: Age, household income level in R\$ (1:<500, 2:501-1000, 3:1001-2000, 4:2001-3000, 5:3001-4000, 6:5001-7000), mother education (1:never studied, 2:primary, 3:elementary, 4:secondary, 5:professional course, 6:tertiary). Means and Standard Errors are estimated by linear regression. Clustered at class level and Robust Std. Errors. Inference: *** p<0.01; ** p<0.05; * p<0.1

Figures

Figure 1: Research timeline

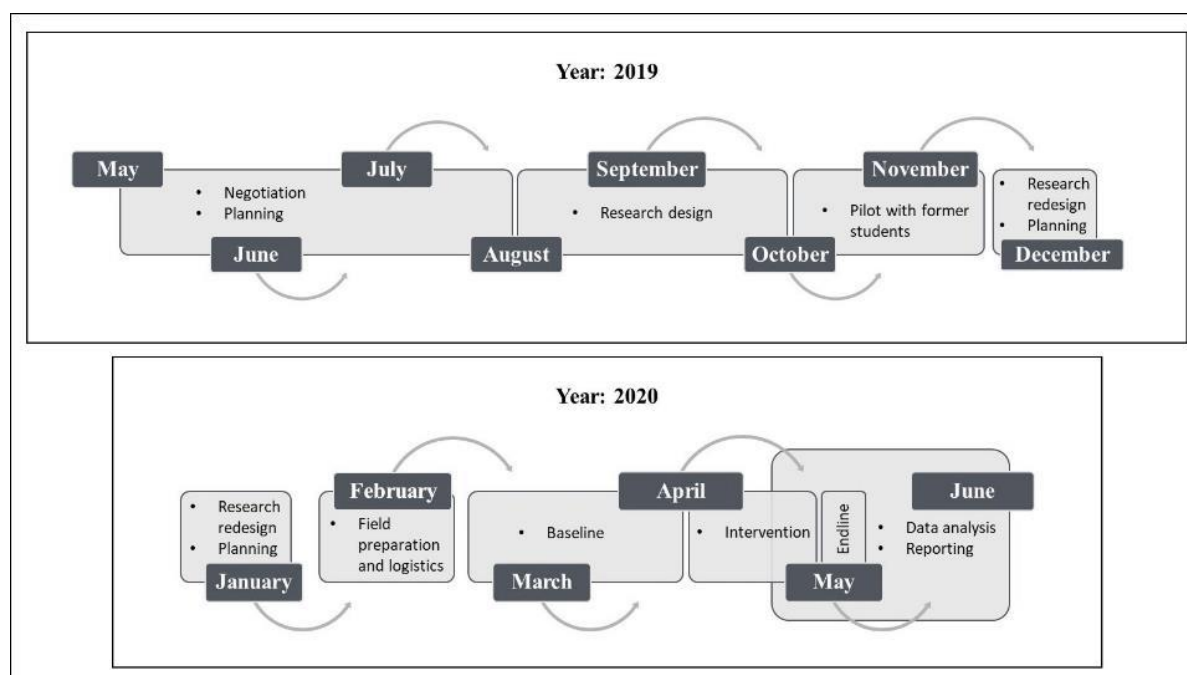


Figure 2: Distribution of observations per variable

Variables	Answers	Observations	
		Quantity	%
Ethnicity	Black	34	31%
	White	35	32%
	Multi-ethnic	39	35%
Education	Incomplete elementary	10	9%
	Incomplete high school	61	55%
	Complete high school	35	32%
Live with:	Live with the mother	95	86%
	Live with the father	52	47%
	Live with both	50	45%
	Live with at least one parent	97	88%
	Live with none	13	12%
	Does not know him	3	7%
	He died	5	12%
	Does not have contact with	10	24%
	Has communication, but they are not close	8	19%
	Has communication, and they are close	5	12%
Father:	They are close	11	26%
	Are not close to father	26	62%
	Are close to father	16	38%
Grades:	8,1 a 10 / A / MB	7	6%
	6,1 a 8 / B / B	67	61%
	4,1 a 6 / C / RB	28	25%
Home conflict	0 emotional violent conflict reported	12	11%
	1 emotional violent conflict reported	32	29%
	2 emotional violent conflict reported	44	40%
	3 emotional violent conflict reported	22	20%
Neighborhood	Safe	3	3%
	A little bit violent	31	28%
	Violent	54	49%
	Very violent	22	20%
Mother education	Never studied	1	1%
	Orimary	15	14%
	Elementary	29	26%
	Secondary	51	46%
	Vocational	5	5%
	Bachelor	7	6%
Father education	Never studied	2	2%
	Orimary	22	20%
	Elementary	27	25%
	Secondary	41	37%
	Vocational		0%
	Bachelor	5	5%
	Parents completed until elementary	96	44%
	Parents completed higher education	12	5%

	Know 0 financial aid for highet education	24	22%
	Know 1 financial aid for highet education	35	32%
	Know 2 financial aids for highet education	26	24%
	Know 3 financial aids for highet education	15	14%
	Know 4 financial aids for highet education	5	5%
	Know 5 financial aids for highet education	4	4%
Expected return of higher education	Nothing	3	3%
	Until 15%	3	3%
	16-30%	8	7%
	31%-45%	5	5%
	46%-55%	9	8%
	56%-70%	9	8%
	71%-99%	14	13%
	100% or more	53	48%
	Working	12	11%
	Not working	98	89%
	Not working and entered the course to work	68	70%
	Entered the course to work	98	89%
Perceived difficulty to obtain a job	Very easy	1	1%
	Easy	3	3%
	Medium	49	45%
	Difficult	50	45%
	Very difficult	5	5%
	Does not consider opening a business	92	84%
	Consider opening a business	18	16%
	Does not consider opening a business and faces dif.	48	87%
	Women professional bias	12	18%
	Men professional bias	7	16%
	Role model in family	92	84%
	Role model out of family	17	15%
Aspiration education	Professional qualification	9	8%
	Higher education	53	48%
	Masters	25	23%
	Doctoral	17	15%
Entrance exam for higher education	Won't take	8	7%
	Maybe will take	22	20%
	Will take	80	73%
Chance to be successful in life	Worst than friends	10	9%
	Equal to friends	50	45%
	Better than friends	47	43%

Study time investment per week		5	5%
	< 1 hour	16	15%
	1-3 hours	48	44%
	4-5 hours	21	19%
	6-8 hours	13	12%
	>8 hours	7	6%
Expection to have a high salary	10-30%	1	1%
	40-60%	39	35%
	More than 70%	69	63%
Expectation to be successful at work	10-30%	1	1%
	40-60%	37	34%
	More than 70%	71	65%
Word when think about a job interview	Determination	14	13%
	Despair	16	15%
	Insecurity	28	25%
	Opportunity	17	15%
	Preparation	27	25%
	Unconsciousness 0	87	79%
	Unconsciousness 1	19	17%
	Unconsciousness 2	4	4%
fate	Locus of control: 1	76	69%
	Locus of control: 2	27	25%
	Locus of control: 3	6	5%
insecurity	Locus of control: 1	20	18%
	Locus of control: 2	81	74%
	Locus of control: 3	9	8%
others	Locus of control: 1	67	61%
	Locus of control: 2	37	34%
	Locus of control: 3	5	5%
	Locus of control: 1	163	49%
	Locus of control: 2	145	44%
	Locus of control: 3	20	6%
LEQ-H	Self-confidence	7.16	90%
	Emotional control	5.94	74%
	Time management	6.29	79%
	Social competence	6.36	80%
	Achievement motivation	7.68	96%
	Intellectual flexibility	6.98	87%
	Task leadership	5.58	70%
	Active initiative	6.86	86%

Appendices

Appendix A

Appendix A. 1: Support for individual reflection – professions and values guide

QUAIS PROFISSÕES FAZEM SENTIDO?
• REFERÊNCIAS DE PROFISSÕES •

ARTES VISUAIS E DESIGN • Designer de produto • Designer Têxtil • Designer Gráfico • Fotógrafo • Ilustrador • Designer de Jóias • Estilista • Maquiador • Designer de Interiores	• Inteligência • Bombeiro Militar • Socorrista ANIMAIS, AGROPECUÁRIA E MEIO AMBIENTE • Veterinário • Cuidador de Animais • Cuidador de Zoológico • Administrador de Fazenda • Horticultor • Arquiteto Paisagista • Profissional de Ecologia	• Biólogo Marinho • Perito Criminal • Geocientista • Cientista de Materiais • Meteorologista • Astrônomo • Astronauta
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SERVIÇOS DE SEGURANÇA E EMERGÊNCIA

- Militar do Exército
- Militar da Força Aérea
- Marinheiro
- Oficial da Marinha
- Oficial da Marinha Mercante
- Policial Federal
- Policial Militar
- Policial Civil
- Profissional de

CIÊNCIA E PESQUISA

- Profissional de Biotecnologia
- Microbiologista
- Farmacologista
- Cientista de Alimentos

VENDAS, MARKETING E PROPAGANDA

- Executivo de Vendas
- Gerente de Loja
- Comprador
- Corretor de Imóveis
- Executivo de Marketing
- Pesquisador de Mercado
- Executivo de Contas de Publicidade
- Relações Públicas

O QUE É IMPORTANTE PARA MIM?
• VALORES •

Os valores mostram quem realmente somos, aquilo que acreditamos ser essenciais para nossas vidas e principalmente para a carreira e trabalho que queremos alcançar. Escolha os 3 principais que você não abre mão!

ADAPTABILIDADE • AMBIÇÃO • AMIZADE • APRENDIZAGEM CONTÍNUA • ASSUMIR RISCOS • ATINGIR OBJETIVOS • AUTODISCIPLINA • BEM-ESTAR (FÍSICO, EMOCIONAL, MENTAL E ESPIRITUAL) • COMPAIXÃO • COMPROMETIMENTO • CONFIANÇA • CONSCIÊNCIA AMBIENTAL • CONTROLE • CORAGEM • CRESCIMENTO PESSOAL • CRESCIMENTO PROFISSIONAL • CRIATIVIDADE • CUIDAR/ IMPORTAR-SE • DIÁLOGO • EFICIÊNCIA • EMPREENDEDORISMO • ENTREGAR O PROMETIDO • ATITUDE POSITIVA • ENVOLVIMENTO COMUNITÁRIO • ESCUTAR • ESTABILIDADE FINANCEIRA • ÉTICA • EXCELENCIA • FAMÍLIA • FAZER A DIFERENÇA • GENEROSIDADE • HUMILDADE • HUMOR/ ALEGRIA • INDEPENDÊNCIA • INTEGRIDADE • LIDERANÇA • PACIÊNCIA • PERDÃO • PERSEVERANÇA • PODER • REALIZAÇÃO PESSOAL • RECONHECIMENTO • RESPEITO • RIQUEZA • SABEDORIA • SAÚDE • SEGURANÇA • SOLUÇÃO DE CONFLITOS • TRABALHO EM EQUIPE

Appendix A. 2: Support for information provision – education guide

Mas que tipo de curso fazer e onde estudar?

1. ENSINO TÉCNICO DE NÍVEL MÉDIO
Oferece conhecimento em diversas áreas, possibilita conseguir um emprego rapidamente e ele pode ser feito junto ou após concluir o Ensino Médio.

2. ENSINO SUPERIOR OU UNIVERSITÁRIO
Oferecido em três formas de graduação: **Bacharelado** - enfatiza a formação teórica e prática; **Licenciatura** - forma professores para atuar com Ensino Fundamental e Médio; **Tecnólogos** - cursos de curta duração e com conhecimento direcionado. As graduações são oferecidas por instituições particulares, públicas ou na modalidade Ensino a Distância (EAD). Com a grande variedade de locais pra estudar, para o ensino superior é necessário que a universidade responsável pelo curso tenha validação do MEC para emissão de certificados.

3. CURSOS LIVRES
Cursos de curta duração, que qualificam para atuação em determinada atividade profissional. Os cursos não precisam ser reconhecidos pelo MEC, então é uma boa forma de explorar seus conhecimentos em uma área e podem ser um início nesse processo decisório de carreira.

São Paulo tem uma oferta gigante de cursos técnicos, superiores e livres. Você pode pesquisar mais em:

- PRONATEC: portal.mec.gov.br/pronatec
- CENTRO PAULA SOUZA: cps.sp.gov.br/
- MEC: emec.mec.gov.br
- EAD LAURETE: eadlaureate.com.br
- CENTRO CULTURAL DA JUVENTUDE: ccj.prefeitura.sp.gov.br/
- ESCOLA MUNICIPAL DE INICIAÇÃO ARTÍSTICA: emia@prefeitura.sp.gov.br
- FÁBRICAS DE CULTURA: fabricasdecultura.sp.gov.br/
- SESC: sescsp.org.br
- SENAI: sp.senai.br
- SENAC: senac.br
- CEU: ceus.cultura.gov.br
- UNIGRAJA: unigraja.com
- CURSOS ONLINE USP: www5.usp.br/ensino/cursos-on-line/

Precisa de uma forcinha financeira?

- PROUNI: siteprouni.mec.gov.br
- FUNDAÇÃO ESTUDAR: estudar.org.br
- PROGRAMA BOLSA UNIVERSIDADE: escoladafamilia.fde.sp.gov.br
- FIES: siesportal.mec.gov.br/

Cursinhos gratuitos:

- EDUCAFRO: educafro.org.br
- ACEPUSP: cursinhopopular.com.br

SOBRE O ENEM
O Enem é utilizado como vestibular (Sisu) e/ou processo seletivo por diversas universidades públicas, federais e particulares, dá acesso a programas de financiamento como o Fies e o Proni, além de ser um método de avaliação de indicadores educacionais no Brasil.

Sobre a prova:
Ela é composta por 4 provas objetivas, com 45 questões cada de:

- Línguas, códigos e suas tecnologias.
- Ciências humanas e suas tecnologias.
- Ciências da natureza e suas tecnologias.
- Matemática e suas tecnologias.

E por uma redação, de no máximo 30 linhas, de texto dissertativo-argumentativo desenvolvido a partir de uma situação-problema.

Inscrições:
As inscrições para o Enem acontecem geralmente no começo do ano e tem uma taxa de matrícula que pode ser isenta para alunos da rede pública e alunos em vulnerabilidade socioeconômica, mediante requisição. Para inscrição na prova e isenção de matrícula acesse o site: enem.inep.gov.br/participante, veja os prazos, faça o cadastro e siga as instruções do sistema com os pedidos de documentos. Todas as informações sobre a prova, inscrição e recursos para pessoas com necessidades especiais, estão disponíveis em: enem.inep.gov.br/antes#conheca-o-enem

Um novidade em 2020 é que você pode escolher entre fazer a prova impressa ou a prova digital (disponível apenas para alunos que estão concluindo o Ensino Médio). Para mais informações leia o edital do programa para conhecer todas as regras que está no site: enem.inep.gov.br/antes#conheca-o-enem

No dia da prova:

- Chegue com antecedência, os portões são abertos às 12h e fechados às 13h;
- Leve um documento de identidade com foto;
- Você pode levar um lanche;
- Use apenas de caneta preta para responder gabaritos e redação;
- Não pode entrar de bonês, óculos escuros, chapéus e etc.;
- Dispositivos eletrônicos devem ser desligados e guardados.

SOBRE O SISU
O Sistema de Seleção Unificada é uma plataforma do MEC que as universidades públicas disponibilizam vagas a candidatos que fizeram o Enem. As inscrições acontecem geralmente em janeiro e junho e o aluno deve ter feito a última edição da prova. O processo é gratuito e você precisa do número de inscrição e senha utilizada no cadastro do Enem. O site mostra as universidades, o número de vagas disponíveis e a nota de corte para cada curso e a sua pontuação no Enem. Veja mais em: sisu.mec.gov.br/

Fontes: guiaodestudante.abril.com.br; enem.inep.gov.br/; sisu.mec.gov.br/

Appendix A. 3: Support for short-term plan

1 trampo por 1 dia

QUAL CARREIRA/ PROFISSÃO/ TRABALHO QUERO SABER MAIS:		POR QUE?	
O QUE EU JÁ SEI SOBRE ESSA PROFISSÃO/ TRABALHO?	O QUE EU QUERO SABER MAIS SOBRE ESSA PROFISSÃO/ TRABALHO?	QUAIS OS CONTATOS QUE PRECISO?	E AÍ É PARA VOCÊ ESSA PROFISSÃO/TRABALHO?
			O QUE EU MAIS GOSTEI:
			O QUE EU MENOS GOSTEI:
		PRAZO:	ESSA PROFISSÃO, FACULDADE/CURSO OU TRABALHO, SE ALINHAM AOS SEUS VALORES?
COMO POSSO EXPERIMENTAR ESTA PROFISSÃO/ TRABALHO ESTANDO NA MINHA CASA?	COMO ESSA PROFISSÃO PODE APOIAR NESTE MOMENTO DE COVID? TESTE ALGO NA SUA CASA!		VOCÊ AINDA TEM ALGUMA DÚVIDA SOBRE A PROFISSÃO?
PRAZO:	#FIQUEEMCASA	PRAZO:	#ATIVISTADESOFA
			VOCÊ SERIA UM _____; SIM OU NÃO

Appendix B

Appendix B. 1: LEQ-H, questions by competence (numbers denote order of appearance)

Life Effectiveness Questionnaire – LEQ-H	
Gerenciamento do tempo	01. Eu planejo e utilizo o meu tempo de forma eficiente.
	09. Eu não perco tempo.
	17. Eu administro bem o meu tempo.
Competências sociais	02. Eu sou bem sucedido em situações sociais.
	10. Eu sou competente em situações sociais.
	18. Eu me comunico bem com as pessoas.
Motivação para realização	03. Quando trabalho em um projeto, eu dou meu melhor para fazer tudo certo.
	11. Eu tento o melhor resultado quando faço as coisas.
	19. Eu tento fazer o melhor que posso.
Flexibilidade intelectual	04. Eu mudo meus pensamentos ou opiniões facilmente se houver uma ideia melhor.
	12. Eu sou aberto a novas ideias.
	20. Eu sou adaptável e flexível em meus pensamentos e ideias.
Liderança	05. Eu consigo que as pessoas trabalhem para mim.
	13. Eu sou um bom líder quando uma tarefa precisa ser feita.
	21. Como líder eu consigo motivar as pessoas quando alguma coisa precisa ser feita.
Controle emocional	06. Eu consigo me manter calmo em situações estressantes.
	14. Eu me mantenho calmo e supero a ansiedade em situações novas ou de mudança.
	22. Eu fico calmo quando as coisas dão errado.
Iniciativa ativa	07. Eu gosto de me manter ocupado e ativamente envolvido nas coisas.
	15. Eu gosto de ser ativo e dinâmico.
	23. Eu gosto de ser uma pessoa ativa e participativa.
Auto-confiança	08. Eu sei que tenho habilidades para fazer tudo o que quero.
	16. Quando me proponho a fazer algo, sei que vou conseguir.
	24. Eu acredito que consigo.

Appendix B. 2: Baseline and endline interview variables²⁸

Section	Variable Code	Variable Description	Survey
A	A_date_time_start	Start date and time of the interview	Baseline and Endline
A	A_test	Test or interview	Baseline and Endline
A	A_volunteer	Name of the volunteer	Baseline and Endline
A	A_volunteer_o	[OTHER] Name of the volunteer	Baseline and Endline
B	B_consensus	Respondent's consensus	Baseline and Endline
B	B_resp_ethnicity	Ethnicity of respondent	Baseline and Endline
B	B_resp_ethnicity_o	[OTHER] Ethnicity of respondent	Baseline and Endline
B	B_resp_name	Name respondent	Baseline and Endline
B	B_resp_name_o	[OTHER] Name respondent	Endline
B	B_resp_religion	Respondent's religion	Baseline and Endline
C	C_father_contact	Relationship with respondent's father	Baseline and Endline
C	C_father_contact_frd	Frequency of contact between the respondent and the father before his death	Baseline and Endline
C	C_father_contact_fre	Frequency of contact between the respondent and the father	Baseline and Endline
C	C_father_contact_o	[OTHER] Relationship with respondent's father	Baseline and Endline
C	C_father_death	How much time has passed since the respondent's father died	Baseline and Endline
C	C_father_educ	Father education	Baseline and Endline
C	C_house_income	House income	Baseline and Endline
C	C_mother_contact	Relationship with respondent's mother	Baseline and Endline
C	C_mother_contact_frd	Frequency of contact between the respondent and the mother before her death	Baseline and Endline
C	C_mother_contact_fre	Frequency of contact between the respondent and the mother	Baseline and Endline
C	C_mother_contact_o	[OTHER] Relationship with respondent's mother	Baseline and Endline
C	C_mother_death	How much time has passed since the respondent's mother died	Baseline and Endline
C	C_mother_educ	Mother education	Baseline and Endline
C	C_parents_reaction	Parents / guardian reaction to misbehavior	Baseline and Endline
C	C_resp_brothers	Number of brothers	Baseline and Endline
C	C_resp_home	Who are the people living in the same household (relationship)	Baseline and Endline
C	C_resp_home_o	[OTHER] Who are the people living in the same household (relationship)	Baseline and Endline
C	C_resp_neigh_safety	Neighborhood safety	Baseline and Endline
C	C_resp_qtt_house	How many people live in the same house	Baseline and Endline
C	C_resp_sisters	Number of sisters	Baseline and Endline
C	C_resp_work_father	Respondent father's job	Baseline and Endline
C	C_resp_work_mother	Respondent mother's job	Baseline and Endline
D	D_cour_rem_att	Professional course remote classes "attendance"	Endline
D	D_cour_rem_att_w	Reason low attendance professional course classes	Endline
D	D_cour_rem_att_wo	[OTHER] Reason low attendance professional course classes	Endline
D	D_impert_fam_profstdy	How important is for parents/responsibles for person to end professional study	Endline
D	D_impert_fam_uni	How important is for parents/responsibles for person to go to university	Endline
D	D_intervention_act	Engagement in Aporé's intervention	Endline
D	D_intervention_act_h	What the student has done by the intervention practical activity	Endline
D	D_intervention_act_m	What has motivated the intervention's task	Endline
D	D_intervention_menw	Reason why the student didn't participated of the mentoring	Endline
D	D_intervention_menwo	[OTHER] Reason why the student didn't participated of the mentoring	Endline
D	D_intervention_part	Participation in Aporé's intervention	Endline
D	D_intervention_parto	[OTHER] Reason why the student didn't participated of the intervention	Endline
D	D_intervention_partw	Reason why the student didn't participated of the intervention	Endline

²⁸ Variables in yellow are supposed to be obtained in the endline only from those that did not complete the baseline interview survey.

D	D_number_child	Number of children the respondent would like to have	Baseline and Endline
D	D_resp_child	Does respondent has children	Baseline and Endline
D	D_resp_drink	Does person drink alcohol	Baseline
D	D_resp_grade_hs	School grade of the respondent	Baseline and Endline
D	D_resp_grade_hs_s	Satisfaction with the school performance	Baseline
D	D_resp_home_no_p	Why person does not live with mother and father	Endline
D	D_resp_home_no_p_o	[OTHER] Why person does not live with mother and father	Endline
D	D_resp_know_aid	Knowledge about financial aid	Baseline and Endline
D	D_resp_know_aid_p1	Knowledge about financial aid - ProUni process	Baseline and Endline
D	D_resp_know_aid_p2	Knowledge about financial aid - Enem process	Baseline and Endline
D	D_resp_know_aid_p3	Knowledge about financial aid - Government scholarships process	Baseline and Endline
D	D_resp_know_aid_p4	Knowledge about financial aid - Private schools' scholarships process	Baseline and Endline
D	D_resp_know_aid_p5	Knowledge about financial aid - College credit process	Baseline and Endline
D	D_resp_miss_class	Missed classes	Baseline and Endline
D	D_resp_miss_class_i	Missed classes due to illness	Baseline and Endline
D	D_resp_perf_prof	Perception of performance in professional course	Baseline and Endline
D	D_resp_perf_sch	Perception of COVID influence in school performance	Endline
D	D_resp_preg	Is respondent pregnant	Baseline
D	D_resp_prep	Wheter the student wants to take a preparatory course for university	Endline
D	D_resp_prep_w	Why the student doesn't want to take a preparatory course	Endline
D	D_resp_prep_w_o	[OTHER] Why the student doesn't want to take a preparatory course	Endline
D	D_resp_prof_cours_w	Why this professional course	Baseline and Endline
D	D_resp_prof_cours_wf	Which was first option of professional training	Baseline and Endline
D	D_resp_prof_cours_wo	[OTHER] Why this professional course	Baseline and Endline
D	D_resp_prof_satisf	Professional course satisfaction	Baseline and Endline
D	D_resp_prof_stu_t	Time that studies/practices professional course outside of school	Baseline and Endline
D	D_resp_prof_stu_t_c	Time that studies/practices professional course outside of school after COVID	Endline
D	D_resp_prof_stu_t_s	How much SHOULD study/practice professional course outside of school	Baseline and Endline
D	D_resp_prof_teacher	Teacher name at Liga Solidária	Endline
D	D_resp_sch	School that the student studies	Baseline and Endline
D	D_resp_sch_n	School's neighborhood	Baseline and Endline
D	D_resp_sch_p	School that the student studied	Baseline and Endline
D	D_resp_sch_pn	Last school's neighborhood	Baseline and Endline
D	D_resp_sch_stu_t	Time that studies/practices subjects outside of school	Endline
D	D_resp_smoke	Does person smoke	Baseline
D	D_resp_study_exp	Expected degree	Baseline and Endline
D	D_resp_tea_insp	Inspiration / motivation with the main teacher from the professional course	Endline
D	D_resp_tea_satisf	Satisfaction with the main teacher from the professional course	Endline
D	D_resp_uni	Type of desired university	Baseline
D	D_resp_vestib	Will and history regarding university's entrance exam	Baseline and Endline
D	D_resp_vestib_att	Will to take vestibular	Endline
D	D_resp_vestib_cou	What course in the "university's entrance exam" the respondent will try	Baseline and Endline
D	D_resp_vestib_cou_o	[OTHER] What course in the "university's entrance exam" the respondent will try	Baseline and Endline
D	D_resp_vestib_cou_p	What course in the "university's entrance exam" the respondent has tried	Baseline and Endline
D	D_resp_vestib_cou_po	[OTHER] What course in the "university's entrance exam" the respondent has tried	Baseline and Endline
D	D_resp_vestib_w	Why not trying the "university's entrance exam"	Baseline and Endline
D	D_resp_vestib_w_o	[OTHER] Why not trying the "university's entrance exam"	Baseline and Endline
D	D_resp_year_hschl	Year in school	Baseline and Endline
D	D_school_rem_att	School remote classes "attendance"	Endline
D	D_school_rem_att_w	Reason low attendance school classes	Endline

D	D_school_remote	Whether the school has offered remote classes	Endline
D	D_spillover	Interaction with students for other periods	Baseline and Endline
D	D_spillover_act	If person knows the treatment that was applied in the other classes	Endline
D	D_spillover_act_want	If person would like to have the activity for his class as well	Endline
D	D_spillover_act_what	Which activity person heard that happened in another class	Endline
D	D_spillover_interv	With whom the student has shared the intervention	Endline
D	D_wage_dif	Expected difference of wage after college	Baseline
D	D_weight_satisf	How satisfied is person with own weight	Endline
E	E_after_prof	Keep studying or working after professional course	Baseline
E	E_covid_prof	Whether the student thinks covid will damage the professional future	Endline
E	E_imp	What is more important	Baseline and Endline
E	E_imp_suc	Importance of having being successful in work	Baseline
E	E_imp_wage	Importance of having a high wage	Baseline and Endline
E	E_imp_work	Importance of work	Baseline
E	E_inter_word	Which word comes to mind when thinks about job interview	Baseline and Endline
E	E_inter_word_o	[OTHER] Which word comes to mind when thinks about job interview	Endline
E	E_job	Current job	Baseline and Endline
E	E_job_o	[OTHER] Current job	Baseline and Endline
E	E_job_p	Past jobs	Baseline and Endline
E	E_job_po	[OTHER] Past jobs	Baseline and Endline
E	E_job_search	Searching for job	Endline
E	E_job_search_how	How is searching for other job	Endline
E	E_job_search_how_o	[OTHER] How is searching for other job	Endline
E	E_job_search_not	Why person is not searching for job	Endline
E	E_job_search_not_o	[OTHER] Why person is not searching for job	Endline
E	E_job_type	Type of desired job and requisites	Endline
E	E_job_type_pac_mon	Patience looking for the desired job - one month	Endline
E	E_job_type_pac_week	Patience looking for the desired job - one week	Endline
E	E_resp_after_wo	Where to work after ending professional course	Baseline
E	E_resp_after_wo_d	How difficult it will be to find work	Baseline and Endline
E	E_resp_after_wo_o	[OTHER] Where to work after ending professional course	Baseline
E	E_resp_after_wo_w	Why would like to work in that place	Baseline
E	E_suc_gen	Successful person stereotype	Baseline and Endline
F	F_ctb_1	Convex time budget task game - 1	Endline
F	F_ctb_2	Convex time budget task game - 2	Endline
F	F_destiny	Is destiny in own hands of fate decides	Baseline and Endline
F	F_friends_recog	Importance of Friend's recognition	Baseline
F	F_friends_succ	Friends' success comparison	Baseline and Endline
F	F_insp	Who is the person that most inspires you	Baseline and Endline
F	F_insp_o	[OTHER] Who is the person that most inspires you	Baseline and Endline
F	F_insp_richer_au	If aunts or uncles that inspire are richer	Endline
F	F_insp_richer_comp	Whether the student believes he/she can reach income level of his/her role model	Endline
F	F_insp_richer_fam	If famous people that inspire are richer	Endline
F	F_insp_richer_fr	If friend or acquainted that inspire are richer	Endline
F	F_insp_richer_gp	If grandparents that inspire are richer	Endline
F	F_insp_richer_law	If brother/sister in law / nephew / niece that inspire are richer	Endline
F	F_insp_richer_n	If neighbors that inspire are richer	Endline
F	F_insp_richer_o	If others that inspire are richer	Endline
F	F_insp_richer_si	If siblings that inspire are richer	Endline
F	F_insp_richer_tea	If teacher that inspire are richer	Endline

F	F_insp_w	What's the inspiration reason?	Baseline
F	F_leq_ec_1	LEQ adapted questions - Emotional control - Question 6	Endline
F	F_leq_ec_2	LEQ adapted questions - Emotional control - Question 22	Endline
F	F_leq_ec_3	LEQ adapted questions - Emotional control - Question 14	Endline
F	F_leq_tl_1	LEQ adapted questions - Task leadership - Question 21	Endline
F	F_leq_tl_2	LEQ adapted questions - Task leadership - Question 5	Endline
F	F_leq_tl_3	LEQ adapted questions - Task leadership - Question 13	Endline
F	F_life_dec	Importance of taking own decisions	Baseline and Endline
F	F_mpl_1	Multiple price list game - 1	Endline
F	F_mpl_1_month	Multiple price list game - 1 - month	Endline
F	F_mpl_2	Multiple price list game - 2	Endline
F	F_mpl_2_month	Multiple price list game - 2 - month	Endline
F	F_mpl_3	Multiple price list game - 3	Endline
F	F_mpl_3_month	Multiple price list game - 3 - month	Endline
F	F_mpl_4	Multiple price list game - 4	Endline
F	F_mpl_4_month	Multiple price list game - 4 - month	Endline
F	F_mpl_5	Multiple price list game - 5	Endline
F	F_mpl_5_month	Multiple price list game - 5 - month	Endline
F	F_mpl_6	Multiple price list game - 6	Endline
F	F_mpl_6_month	Multiple price list game - 6 - month	Endline
F	F_parents_dis	When parents disagree	Baseline and Endline
F	F_parents_recog	Importance of Parents's recognition	Baseline
F	F_prob_child	Probability of having children	Baseline
F	F_prob_child_n	Why low / no chance of having children	Baseline
F	F_prob_child_n_o	[OTHER] Why low / no chance of having children	Baseline
F	F_prob_job_hw	Probability of having a high paying job	Baseline and Endline
F	F_prob_job_hw_n	Why no chance of having a high paying job	Baseline and Endline
F	F_prob_job_hw_n_o	[OTHER] Why no chance of having a high paying job	Baseline and Endline
F	F_prob_job_mar	Probability of being married	Baseline
F	F_prob_job_mar_n	Why no / low chance of not being married	Baseline
F	F_prob_job_mar_n_o	[OTHER] Why no / low chance of not being married	Baseline
F	F_prob_job_suc	Probability of having a successful job	Baseline and Endline
F	F_prob_job_suc_n	Why no / low chance of having a successful job	Baseline and Endline
F	F_prob_job_suc_n_o	[OTHER] Why no / low chance of having a successful job	Baseline and Endline
F	F_work_dec	How prefer to decide where to work	Baseline and Endline
G	G_alctob_incr	Has person increased alcohol or tobacco consumption during confinement	Endline
G	G_cnfmnt_overcome	How person feels in relation to overcoming confinement	Endline
G	G_date_time_end	Date and time end interview	Baseline
G	G_discuss_fam	How many times has discussed or fought with family in the last week	Endline
G	G_discuss_friends	How many times has discussed or fought with friends/acquaintance in the last week	Endline
G	G_done_fam_com_c	Has person done anything to help own community during confinement - control	Endline
G	G_done_fam_com_t	Has person done anything to help own community during confinement - treatment	Endline
G	G_done_fam_comm	Has person done anything to help own community or family during confinement	Endline
G	G_done_fam_comm_o	[OTHER] Has person done anything to help own community or family during confinement	Endline
G	G_fam_lost_jobs	If household members lost jobs during confinement	Endline
G	G_fam_lost_jobsm	Household members that lost jobs during confinement	Endline
G	G_feel_help_other	How person feels about one helping other in need during this crisis	Endline
G	G_income_drop	How much income dropped due to family's lost jobs	Endline
G	G_number_angry	How many times person felt angry in the last week	Endline
G	G_number_down_study	How many times person felt down to study in the last week	Endline

G	G_number_down_work	How many times person felt down in relation to professional future in last week	Endline
G	G_number_giveup_prof	How many times person felt the will to give up the professional course last week	Endline
G	G_number_sad	How many times person felt sad in the last week	Endline
G	G_number_unable_eat	How many times person was not able to eat what it wanted in the last week	Endline
G	G_ppl_risk_act_diff	How person feels about one, not on risk group, protecting himself during crisis	Endline
H	H_date_time_end	Date and time end interview	Endline