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# Reality bites: Experimental evidence on the transition from school in a low-income setting\*

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## Abstract

The transition from school to the labor market presents significant challenges. This is particularly the case in low- and middle-income countries where the youth population attending primary and secondary school is expanding rapidly and over-optimism combined with limited information can lead to suboptimal decision-making regarding further education and other career preparation choices. We design and test through a cluster-randomized controlled trial a scalable low-cost intervention designed to help secondary school students in Tanzania develop hopeful yet realistic career plans. This is done through a structured, edutainment podcast series and teacher-led classroom discussions. We show that treated students perform better academically, with a significant increase in national exam success and a higher likelihood of selection into further education. Additionally, self-employment rates and income levels increase. These outcomes are plausibly driven by enhanced hope—characterized by improved agency and pathway clarity—, by an increase in the likelihood of developing b-plans, and by a reduction in stress. Our findings highlight the potential of structured guidance through edutainment in improving the transition from secondary school.

## 1. Introduction

The transition from school to further education and the labor market can be challenging—a pattern long observed in high-income countries (Bratberg and Nilsen, 2008; Ryan, 2001). This transition is becoming increasingly relevant in low- and middle-income countries (LMICs) due to the rapid expansion of primary and secondary education (Carranza and McKenzie, 2024; Evans and Acosta, 2021). The challenge is particularly pronounced in Africa, where adolescents constitute a substantial share of the population and where the proportion of students completing lower secondary school has grown by over 800 percent in recent decades (Evans and Acosta, 2021). As Africa is poised to become home to about a third of all first-time job seekers globally (Bandiera et al., 2022), the stakes of this transition are high.

A difficult transition can have lasting consequences due to scarring—the lasting negative effects of past unemployment or long job searches on the future job prospects and self-confidence— (e.g. Abraham et al., 2024; Arulampalam, 2001; Couch and Placzek,

2010; Heckman and Borjas, 1980; Mroz and Savage, 2006; Schweitzer and Smith, 1974; von Wachter, 2020) and to the critical role of the adolescent years in shaping long-term socioeconomic outcomes (Aizer et al., 2024; Gregg, 2001; Gregg and Tominey, 2005; Steinberg and Morris, 2001).

An emerging body of evidence identifies limited information combined with overly optimistic expectations as a driver of suboptimal job search decisions (Abebe et al., 2023; Alfonsi et al., 2023; Bandiera et al., 2021; Groh et al., 2016; Krueger and Mueller, 2016; Mueller et al., 2021; Spinnewijn, 2015; Klaauw and Ziegler, 2022). Overly optimistic individuals tend to dismiss unfavorable information (Eil and Rao, 2011; Mueller et al., 2021; Möbius et al., 2022; Zimmermann, 2020). This phenomenon leads people to make decisions based on incorrect information (Bazerman and Moore, 2013; Beaudry and Willems, 2022; Epley and Dunning, 2006; Pikulina et al., 2014), to focus on their best-case scenario and discard their worst-case scenario as less realistic and less likely to happen (e.g. Hoorens et al., 2008; Newby-Clark et al., 2000; Sjøstad and Van Bavel, 2023). Overconfidence can also reduce the perceived need for B-plans, leaving individuals and organizations vulnerable when setbacks arise (Buehler et al., 1994; Moore and Swift, 2011). However, being optimistic is not always a bad behavioral characteristic—it has been shown to be beneficial, for example, for one’s social status (Kennedy et al., 2013; Tenney et al., 2018) and correlates with better health and longevity (Lee et al., 2019; Rozanski et al., 2019). Furthermore, efforts to reduce overoptimism have led to discouragement with important negative consequences (Bandiera et al., 2021; Banerjee and Sequeira, 2023; Genicot and Ray, 2020; Kelley et al., 2024).

In this paper, we examine how to improve decision-making among adolescents navigating the transition from secondary school in a low-income context marked by excessive optimism. Our approach explicitly recognizes the importance of tackling misinformation within this group, while also addressing the potential discouragement that can result from efforts to confront it. Our approach is anchored in the *hope* framework developed by Snyder (1994) and Lybbert and Wydick (2018, 2022). According to this framework, *hope* is conceptualized as a blend of three components: *aspirations*—the goals we aim for—, *agency*—how much control we perceive over our destiny— and *pathways*—the extent to which we know how to reach our goals. We specifically design and test an interven-

tion aimed at improving young people’s *pathways* and sense of *agency*, while ensuring that their *aspirations* remain intact as they confront reality. The strategy involves highlighting worst-case scenarios and encouraging the development of alternative plans (“B-plans”), all while maintaining a sense of hope and positivity. We explicitly measure each of the *hope* sub-domains to study possible trade-offs.

Specifically, the intervention revolved around an engaging podcast series —purposefully developed for this study and aimed at youth— that addressed key aspects that students should consider as they transition from secondary school. Over the course of 12 episodes, podcast topics included creating self-awareness about one’s passions and skill sets, matching dreams and aspirations to these skill sets, various pathways to further education and to different types of formal and informal professions, what to do if not selected for further education, among many others. Throughout the podcast, a crucial aspect was the emphasis on the importance of planning and creating contingency plans. In addition to studio conversation and role play, each podcast session featured testimonials, where young people coming from similar schools shared their own transition out of school, the challenges they faced and how they overcame them. Teachers from the treated schools were trained to play the podcasts to their students. They were also given a booklet containing exercises and discussion points, and a list of activities to carry out with their students to help them digest and process the podcast content.

We test the intervention in a cluster-randomized controlled trial implemented in Form 4, the last year of lower secondary school in Tanzania, when students are about 16 years old. At the end of lower secondary school, the students must take a national exam (Certificate of Secondary Education Examination). The results obtained determine whether they are selected for further education and of what type (e.g. higher secondary or vocational education). We focus on public schools in two regions in Tanzania where, year after year, students obtain poor results on the national exam (representative of the bottom half of the schools in the country in terms of exam performance) and are not selected for further education. We follow over two thousand students from 25 treated and 25 control schools during their last year in lower secondary education and the subsequent year.

Our key finding is that the students in treatment schools improve performance in both

educational outcomes and labor market success. Using administrative data from the Ministry of Education, we see that students from treated schools are 24 percent more likely to succeed at the national exam (a 4 percentage points increase compared to a mean of 16 percent in the control schools). They are also 26 percent more likely to be selected for higher education (either for higher secondary or for a vocational track). Whereas in the control group, students typically are idle whilst waiting for their exam results, the treated students are more likely to be active —the proportion of youth with own income from self-employment increases by 73 percent in this waiting period. One year later, they are still 71 percent more likely to be self-employed and 16 percent more likely to have any paid work. Their monthly income is higher by TSH 17,000 ( $\approx$  USD 7) on average, a 28 percent increase compared to the control mean of TSH 60,000 ( $\approx$  USD 25).

These improvements are plausibly explained by early impacts on our multidimensional hope index, measured two months post-intervention. As anticipated, the significant increase in hope comes from strong improvements in measures of pathway and agency, without deteriorating the students’ aspirations. Moreover, the results clearly indicate that the treated students began to develop backup plans (“B-plans”), in case they did not achieve their initial goals. This change in behavior is visible in the way the students fill in their “SELform”, the official selection form used by secondary school students to signal whether they want to pursue higher education and of what type: while the control students mostly requested to enter higher secondary school (even though they were unlikely to get the necessary grades), treated students selected more options, and were more likely to request vocational tracks. Finally, our treatment also reduced stress, which can be negatively associated with exam performance as argued by the Yerkes-Dodson Law in psychology (Yerkes and Dodson, 1908). We also discuss and test a few alternative mechanisms.

This paper examines the transition of socially disadvantaged groups from secondary school to further education and to the labor market, as well as the potential for intervention, in a low-income context characterized by over-optimism. As such, we contribute to three main strands in the literature: Research on the transition from secondary education to further education; research on interventions to improve the transition from school to the

labor market; and research on the measurement of aspirations and expectations.

First, we add to research on the transition from secondary school to further education in LMICs. Unlike the extensive literature on college access in high-income countries, evidence on lower- to higher-secondary transitions in LMICs remains scarce.<sup>1</sup> Over-optimism among adolescents is not exclusive to this setting—it has been documented in France, Argentina, and Cambodia (Gehrke et al., 2023; Goux et al., 2017; Lopez, 2022). However, what distinguishes our context is that socially disadvantaged students in Tanzania are over-optimistic, whereas their counterparts in high-income countries tend to aim too low (Carlana et al., 2022; Guyon and Huillery, 2021). Our work also relates to new interventions using digital technologies and social media to provide guidance to adolescents, such as Mulhern (2021) in the US, or Agurto et al. (2025) in Colombia.

Second, we contribute to research on labor market interventions addressing misaligned expectations and job search behavior characterized by over-optimism (Abebe et al., 2023; Alfonsi et al., 2023; Bandiera et al., 2021; Groh et al., 2016; Krueger and Mueller, 2016; Mueller and Spinnewijn, 2023; Mueller et al., 2021; Santos-Pinto and de la Rosa, 2020; Spinnewijn, 2015; Klaauw and Ziegler, 2022). As previously mentioned, correcting over-optimism is a sensitive endeavor, as individuals with an overly optimistic outlook often disregard information that would otherwise prompt them to adjust their expectations downward (Eil and Rao, 2011; Mueller et al., 2021; Möbius et al., 2022; Zimmermann, 2020) and negative signals can backfire, leading to discouragement (Genicot and Ray, 2020; McKenzie et al., 2022). We extend this literature by developing and testing an innovative way of improving overoptimistic job seekers’ understanding of the labor market, while preserving their motivation. One key aspect of our work is to influence the development of backup plans (*B-plans*): we encourage the treated participants to keep their high hopes and aspirations, but also to think about their second-best outcomes and to develop alternative plans, in case they do not reach their first aspirations. Importantly, we designed an intervention that is cost-effective and easily scalable, while existing interventions typically have very high costs relative to their effects (Carranza and McKenzie, 2024). Moreover, while most of the literature investigates the effects of different interventions on salaried employment only (e.g. Alfonsi et al., 2023, 2020; Bandiera et al., 2021),

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<sup>1</sup>An exception is the Young Lives Study, which provides non-experimental evidence from four LMICs (e.g. Sánchez and Singh, 2018).

we explicitly include a focus on the transition to entrepreneurship and self-employment. This is very important because supply-side interventions with job-seekers are likely to have important displacement effects and may therefore have no effect on employment in general, even if they have strong positive effects on treated participants in particular studies (Cheung et al., 2025; Crépon et al., 2013). On the other hand, self-employed workers or entrepreneurs are creating their own work demand, and may eventually hire other workers.

Finally, we contribute to the literature on aspiration by explicitly recognizing and measuring the possible trade-offs between different domains related to aspirations — something that has not yet been done in the literature on the transition from school to further education and the labor market. We follow Lybbert and Wydick (2022) —blending Sen’s capabilities approach (Sen, 1985, 1999) with Snyder’s hope theory (Snyder, 1994)— and consider *hope* as a key concept combining *aspirations*, *agency* and *pathways*. The first component, *aspirations*, has received a lot of attention, both theoretically (Appadurai, 2004; Dalton et al., 2016; Genicot and Ray, 2017, 2020; Lybbert and Wydick, 2018; Ray, 2006) and empirically (see La Ferrara, 2019; Fruttero et al., 2025; Genicot and Ray, 2020, for reviews). With the exception of a handful of studies discussed above (Gehrke et al., 2023; Goux et al., 2017; Lopez, 2022), most of the existing literature on aspirations has focused on people with too low aspirations, and aimed to solve a potential aspiration-based poverty trap. The problem is, however, very different when aspirations are too high: as we explained earlier, correcting them may be very difficult and could have important negative effects.

The concept of self-efficacy, which is very similar to agency, has been considered key in explaining individual responses to the environment in general for a long time (Bandura, 1977). We contribute to this line of research by investigating the role of agency in the context of the transition from school and relate it to behavior in the education and labor domains. While it has become common to include some measure of aspirations and agency in surveys, pathways are typically not measured explicitly.<sup>2</sup> There is, nonetheless, evidence that this mechanism is at play in relevant cases. For instance, improved *pathways*

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<sup>2</sup>We are aware of two exceptions: Rojas Valdes et al. (2022) and Cecchi et al. (2022), both testing an intervention to improve hope. The former, among microfinance borrowers in Mexico, and the latter, among dairy farmers in Bolivia.

plausibly explain the positive findings of Brooks et al. (2018), where mentors successfully increased young entrepreneurs’ profits by demonstrating *how* they can solve problems as they arise. We contribute to this literature by focusing explicitly on the measurement of “pathways”, how they relate to behavior and outcomes in the education and labor market domains, and how they are affected by our intervention.

In the next section, we discuss the context in which our study takes place. Section 3 presents the study design: the sampling and randomization strategy, the protocol and content of the intervention, the data sources and measurements, baseline descriptives and the empirical strategy. We describe the main results in Section 4 and the mechanisms in Section 5. We make some concluding remarks in Section 6.

## 2. Context

Access to education in Tanzania has significantly improved over the past two decades, similar to trends observed in many other Sub-Saharan African (SSA) countries (Carranza and McKenzie, 2024; Evans and Acosta, 2021). Secondary school enrollment, in particular, increased from 6.7 per cent in 2003 to 39 per cent in 2021.<sup>3</sup> Yet, successful completion of secondary education and access to higher education remain challenging. In 2022 in Tanzania (SSA as a whole), the completion rate for lower secondary education was 29% (45%), while the rate for higher secondary education was only 9% (28%), and enrollment in tertiary education reached approximately 5% (9%) (DHS, 2022; UIS, 2022; UNESCO, 2024). While Tanzania ranks among the lower half of SSA countries in terms of educational attainment, a similar trend can be observed across the region: lower secondary education — or higher secondary education in a few cases — often constitutes a significant bottleneck. Most students are forced to exit standard academic pathways after this level, resulting in a limited number progressing to university. As a consequence, many must either pursue vocational training or enter the workforce directly to earn an income.

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<sup>3</sup><https://blogs.worldbank.org/opendata/latest-tanzanian-national-panel-survey-shows-progress-education>.

**School System** – In Tanzania, children typically begin formal education at age 7, starting with seven years of primary schooling (Standards 1 through 7). After completing Standard 7—generally around age 14—they advance to lower secondary school, also known as O-level, which spans Forms I to IV. Students who perform sufficiently well at this level may continue on the academic track to advanced secondary school (A-level), consisting of Forms V and VI. Although both primary and lower secondary education are offered without tuition fees, only primary schooling is compulsory.

**CSEE exam** – The experiment in this study is conducted with Form IV students in Tanzania, who are typically 16 years old and are in their final year of lower secondary school. At the end of Form IV, every student sits a standard national exam to obtain their Certificate of Secondary Education Examination (CSEE). This CSEE exam has very high stakes: it determines whether the students can pursue their education or not, and where. Importantly, post-secondary education (tertiary but also non-tertiary) is associated with a large income premium in Tanzania. Paid employees with secondary education earn on average 373,104 TZS monthly, while this figure goes up to 587,499 TZS for vocational trainees, 676,678 TZS for tertiary non-university education, and 1,208,709 TZS for university degree holders (NBS, 2022). Candidates registered for the CSEE exam are required to take seven core subjects: Civics, History, Geography, Kiswahili, English Language, Biology and Basic Mathematics. Additionally, they have the option to select two extra subjects from either the natural sciences or business disciplines.

**Grading** – Upon completing the CSEE exam, candidates receive a score ranging from A to F for each subject, with A representing the highest achievement and F the lowest. Based on their performance, students are assigned an overall grade known as “Division”. Those achieving Division I, II or III can advance to Higher Secondary Education, which is typically a prerequisite for university enrollment. Conversely, students receiving Division IV are not allowed to continue to Higher Secondary Education, although they do receive a Certificate of Secondary Education and may qualify for certain Technical and Vocational Training Programs, depending on their grades in a selection of subjects. Students who receive a Division 0 fail the exam and do not attain a CSEE certificate.

**Performance** – Many private schools achieve good results on the CSEE, in contrast to

public schools, most of which experience alarmingly high failure rates (Citizen, 2020). In 2022, only 34% of students nationwide attained Division I, II or III, while approximately 50% achieved division IV. The remaining either received Division 0 (13%), or were absent from the exam (3%).<sup>4</sup> Those who do not pass have the option to retake the exam the following year or may end their educational journey at that point. Once they leave school, these individuals often face significant challenges in transitioning to the labor market. According to the Ministry of Education, Science, and Technology, secondary school leavers lack both the academic and vocational competencies demanded in the formal sector (URT, 2016). Indeed, in Tanzania as in the rest of Sub-Saharan Africa, youth underemployment and vulnerable/informal employment reach 70–80% (AfDB, 2018). As shown by Filmer and Fox (2014), youth lacking upper secondary or post-secondary qualifications are more likely to be trapped in subsistence agriculture or micro-entrepreneurship with low productivity.

**Selection forms** – As the CSEE exams approach, form IV students are required to complete a compulsory selection form, called “SELform”. They have to select a limited number of options from various further educational pathways, in order of preference. The SELform serves as a crucial tool for the government to organize, assess, and select students into different educational trajectories. The main options available on SELform include upper secondary schooling (academic track), vocational or technical colleges, and shorter vocational/technical courses. It is important to note that not all students will be placed in their preferred learning institutions, as selection is based on a combination of factors, including exam performance and institution availability. Consequently, this process plays a significant role in shaping the educational futures of these students, making it essential for them to carefully consider their options when completing the SELform. Yet, this is not the only way to get more education. Students may individually apply to (generally) private schooling programs, in parallel or later.

**A confusing post-secondary education system** – Beyond the academic track (Form V and VI), for which admissions criteria are relatively straightforward, the post-secondary education system in Tanzania is highly fragmented and confusing. Institutions offering vocational or technical training often have distinct admissions criteria, some of which

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<sup>4</sup>Source: <https://www.necta.go.tz/csee>.

operate independently from the SELform process. Students must therefore understand each institution’s requirements in advance to prepare appropriately, including focusing their studies on the most relevant subjects. However, qualitative interviews with students and teachers reveal that knowledge of these alternative pathways is very limited. Even teachers often lack accurate information about program options and selection procedures. In this context, career and educational guidance has the potential to improve student decision-making significantly.

**Existing information and guidance** – The (anonymized) CSEE results are published by the National Examinations Council of Tanzania (NECTA) every year. The aggregate results are also widely reported in the press. The students are aware of the past results in their schools. In principle, every school has a “counsellor” who is expected to inform and guide the students in the transition to higher education. In practice, however, counselors are often lacking training in how to guide students. Our discussions with 265 counselors from 49 schools reveal that the majority of them spend at most 2 hours a week on counseling activities, focusing mainly on topics related to sexual and reproductive health and social and emotional support. Only a third of the counselors reported having received specific training.

## **3. Study Design**

### **3.1. Sampling and randomization**

**Study population** – For this study, we selected two regions: Dodoma and Tanga. Dodoma is centrally located, while Tanga is a large coastal region. Together, these areas provide a rich mix of geographical and cultural diversity, highlighting the contrasts between coastal and inland regions of the country. We identified a pool of all public schools that hosted a Fema club —school clubs organized by our implementing partner across more than 3,000 secondary schools nationwide. This criterion was chosen to facilitate communication with the schools and streamline the implementation of the study. As a re-

sult, we compiled a list of 211 public schools, comprising 131 in Tanga and the remaining 80 schools in Dodoma. To maximize the relevance of the study, we focused exclusively on schools with a high failure rate, specifically those where over 60% of students received Division IV or Division 0 in 2021 (the most recent results available at the time of sampling).<sup>5</sup> In doing so, we excluded 31 schools from our list of 211. Additionally, we limited our sample to schools with student enrollments between 40 and 80 to accommodate logistical considerations, excluding another 122 schools. This left us with 58 eligible schools.

**Sampling & Attrition** – From this study population, we randomly selected 50 schools, comprising approximately 3,000 students in form IV, to participate in the study. In 2022, among the schools in our sample, 19% of candidates from the CSEE exam achieved division I, II or III. In contrast, the national average stood at 34%. We categorized these 50 schools into three strata based on size and the way the schools organize their students into “streams”. In the stratum of the 34 smallest schools, we sampled all Form IV students. For the remaining 16 larger schools, we created two distinct strata: The first stratum includes schools where headmasters group students into streams based on performance. Here, we sampled only students in the weakest streams, assuming that the stronger streams would likely succeed in the exam and progress to Form V anyway. The second stratum within the pool of larger schools consists of schools that do not organize streams by performance. In this case, we randomly selected one participating stream from each school. As a result, our study sample comprises three different strata: 34 schools from which we included all students, 13 schools where only the weakest stream of students was included, and 3 schools from which we randomly selected one stream to participate. We interviewed 2851 students during the baseline. In the midline survey, we reached 2747 of them. However, we were unable to match 152 of them with the baseline because of an ID issue with the school lists. Finally, we reached 2380 at endline, and we have a complete panel (i.e., matched data for the three survey waves) of 2007 students. Table C shows that attrition is balanced across treated and control groups. As detailed below in Section 3.6, our main analysis doesn’t rely on the panel data but only on the cross-sectional data. We used the panel only to run robustness regressions, presented in Appendix D

**Randomization** – We randomly assigned half of the 50 schools in our sample to the

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<sup>5</sup>Note that the national average for Divisions IV and 0 was 63%, such that we selected schools doing relatively poorly, but not exceptionally so.

treatment group, with randomization stratified by region and school stratum. Two teachers from each of the treated schools were trained to deliver the study intervention to all Form IV students participating in the study. The research team conducted the randomization, and the list of schools assigned to the treatment group was shared with the implementing partner.

In addition to the primary intervention outlined in this paper, we introduced an individual-level randomization during the midline survey. Specifically, we provided half of the students with information regarding the exam results of the previous cohort at their schools to assess whether this information influenced their expectations. We registered a separate plan for this additional intervention, with its effects discussed in a different article. In Section 3.6, we discuss how we account for this design in our estimation strategy.

**Timeline** – The baseline survey was conducted in the fall of 2022, taking place in-person at schools with the sample of students, just before they entered Form IV. Teacher training for those involved in the treatment, along with the subsequent intervention activities, occurred between March and June 2023. Three months after the conclusion of the treatment, a short-term “midline” survey was conducted via phone during the school break in September 2023, while students were at home. National exams took place in November 2023, and students received their exam results by the end of January 2024. We conducted a follow-up survey, referred to as “endline” survey, over the phone in September and October 2024. Finally, the Tanzanian authorities (Tanzania President’s Office - Regional Administration and Local Government - PO-RALG) announced the selection for higher education later in the fall of 2024.

## **3.2. Intervention**

**The aim** – As outlined in more detail in Section 3.5, we are encountering a population of overly optimistic students who are unlikely to be selected for higher secondary education. Furthermore, they are not adequately preparing for other types of further education (e.g., vocational training) or taking other necessary steps to enter the labor market successfully.

Recognizing the potential positive and negative effects of overoptimism as well as the risk of discouraging students by confronting them with reality (see Section 1), we designed the intervention to provide clear information on: (i) educational opportunities and requirements beyond higher secondary education and university, such as the courses needed to become a lab assistant or nurse, required grades, and guidance on completing the SELF-form; (ii) the transition to the labor market, including job search strategies, application preparation, and small business setup; and, importantly, (iii) developing backup plans. Our goal was twofold - on the one hand to clearly communicate realistic information and instill a sense of urgency, but, on the other, to do so in an empowering way by emphasizing pathways to explore previously overlooked options. Our goal was to communicate realistic information that empowers students, instills a sense of agency, and encourages them to explore previously overlooked opportunities. It was essential to approach this initiative in a way that was cost-effective, easily scalable, and adaptable.

**Future Yangu Podcasts** – In collaboration with HIP edutainment — an implementation partner with more than 30 years of experience in “edutainment” with Tanzanian youth — and Ruka creatives, we developed the Future Yangu podcast series. The Future Yangu podcasts form an extracurricular learning material, delivered by teachers in school to a collective of students who form listening groups. Twelve podcast episodes were developed to be delivered in twelve teacher-led sessions in schools. The use of audio podcasts is new to schools in Tanzania. Podcasts have the benefit of being easily scalable and adaptable: new podcasts can be produced and transmitted seamlessly to the schools through the mobile network. This series was complemented by semi-structured discussions and exercises to enhance the learning experience. Such exercise comprised, for example, the redaction of a CV or the completion of a mock SELF-form.

The podcast series is accessible through a mobile phone App.<sup>6</sup> The podcasts are now accessible on the Future Yangu Website (<https://futureyangupod.or.tz/>). The topics covered, by episodes, are: Introduction to the podcast series and related information sources; Goal setting and reflection around aspirations; Knowledge about the labor market and skills gap; Professions and educational pathways to pursue those professions; Studying techniques and tactics in preparing for exams; Educational choice and the process of filling

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<sup>6</sup>The podcasts were accessible to the treated schools only during the study and made openly accessible after our last round of data collection.

out forms used by the government; Opportunities to gain or develop soft skills; Mental health skills; Managing money; Digital skills; Finding employment; Entrepreneurship and business startup

### 3.3. Data sources

We use two sources of data: primary survey data (baseline, midline, and endline) and publicly available administrative data on CSEE exam results and on students' official selection into further education.

**Survey data** — The baseline in-person survey was conducted at the schools between October and November 2022, when students were still in Form III, just a few months prior to their transition to Form IV. This timing was chosen in consultation with the headmasters to minimize disruption to school activities.<sup>7</sup> The baseline survey gathered comprehensive information on student demographics, the Aspirational Hope Index developed by Lybbert and Wydick (2018), and students' perceptions of the labor market. Specifically, we asked students about their expectations of income associated with various job types, required education levels for different careers, and the average income returns of various educational attainments. The baseline survey also explored students' aspirations across three dimensions: education, work, and family life, alongside their expectations in those same areas. Additional data collected included insights about the students' social networks, self-efficacy, perceived stress levels, and degree of risk aversion. Alongside the student survey, we conducted an in-person teacher survey to gather information about teacher demographics and work experience. Additionally, a brief phone survey was carried out with the students' parents during this baseline phase, which collected data on parental demographics, education, occupation, aspirations for their child's future, and perceptions of their child's abilities.

The midline phone survey was conducted in September 2023, three months after the treated students completed all podcast sessions. We collected information on the As-

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<sup>7</sup>Notably, there are no exams at the end of Form III, and all students advanced to Form IV in January 2023.

pirational Hope Index; aspirations; expectations; study strategy and study time; school club participation; career and education discussion with others (parents, relatives, peers, ...); Cantril Well-being Scale; Perceived Stress Scale. During the endline phone survey, which took place between September and October 2024, we repeated the assessment of the students' hope index, their aspirations and expectations, and stress and wellbeing levels. We additionally collected information on self-reported exam results and SELF-form choices, support networks, occupation between exam sitting and exam results, and current occupation (education, training, type of work if any, income, hours worked...).

**Administrative data** — The CSEE exam results for each year can be accessed on the NECTA website.<sup>8</sup> Due to the anonymous nature of this dataset, we are unable to match it with our survey data at the individual level. However, the NECTA data provides information about each student's school, enabling us to identify which schools fall into the treated and control groups in our study. This allows us to estimate the impact of the podcast intervention on exam results. The NECTA dataset contains the following information for each anonymous student: school, student identification number, sex, overall grade division, and subject-specific grades.

The data on the government's official selection of students into higher education is available from the website of TAMISEMI, i.e. the President's Office - Regional Administration and Local Government (PO-RALG).<sup>9</sup> This dataset includes the students' identification number and can therefore be merged with the NECTA data on exam results. The dataset includes, for each student, the higher education school for which they have been selected (if any).

It is important to note that not all students in a school were invited to participate in the podcast sessions. The estimated effects on exam results and on the selection to higher education, therefore, presumably under-estimate the effects that would have been obtained if the podcasts were offered to all students.

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<sup>8</sup>Source: <https://www.necta.go.tz/csee>

<sup>9</sup>Source: <https://www.tamisemi.go.tz/>

## 3.4. Measurements

In this section, we describe the measures we used to test for the Podcast effect on our main final and intermediary outcomes.

### 3.4.1. Final Outcomes

**Education Outcomes** — As mentioned above, we use administrative data, rather than self-reported survey data, to measure the effects of the podcast on education outcomes. Our primary outcome is the likelihood of getting Divisions I, II, or III at the CSEE exam (versus Divisions IV or 0). As discussed above, we chose this cutoff because students need such a grade to pursue their education in the main academic track. We also measure the Podcast effect on the likelihood of being selected in *any* further education on the one hand, and the likelihood of being selected in Form V (academic track) or College (vocational track) on the other hand.

**Labor Market Outcomes** — To measure labor market outcomes, we rely on our survey data. We asked about work-related occupations in the immediate aftermath of the examination period (within 3 months), and one year later. Specifically, we measure the Podcast effects on the type of occupation (having any paid job, working in the family business, as a salaried worker, or as a self-employed worker), the amount of income earned, and the number of weekly hours worked.

### 3.4.2. Intermediary Outcomes

**Aspirations** — We surveyed students regarding their aspirations across three areas: education, work, and family life. In this inquiry, we explored specific details about aspired exam grades, levels of education, and number of children — as well as aspirations about broad types of occupation like paid employment, self-employment or employment in agriculture. Furthermore, we asked students to identify their second-best aspirations in

the event that their primary goals could not be achieved. This approach was important, as a significant focus of the podcast intervention was to help students recognize the appeal of alternative pathways and to cultivate contingency plans should their ideal scenarios be disrupted. For example, we asked them the following question regarding their aspired occupation: *What kind of occupation do you aspire to have in the future, around age 25-30? Select one*, with the follow-up question: *If your first aspired of occupation around age 25-30 does not work out, what would be your second aspired occupation? Select one.*

**Expectations** — We measured expectations across the same three dimensions as we did for aspirations: education, work, and family life. To ensure that respondents clearly understood the distinction between aspirations and expectations, we conducted extensive piloting to identify the appropriate terminologies in Swahili (Tanzania’s national language). We inquired not only about their personal expectations but also those concerning their peers. To obtain more nuanced responses, we employed visual tools to assess probabilistic expectations.<sup>10</sup> Specifically, students were given 10 tokens, which they were asked to allocate between different visual scenarios. For example, to reveal their expectations about their CSEE exam results, we asked them to allocate 10 tokens to five bins, each representing a CSEE division. We explained that if they allocated all the tokens to one division, it meant they were certain to obtain that division; if they split their tokens equally between two divisions, it meant they were equally likely to obtain these divisions and they were certain they would not obtain any other division; We explained that if they split their tokens equally between all divisions, it meant that they were equally likely to obtain any division. Similarly, to get students to reveal their expectations regarding their future occupational income, they were asked to allocate 10 tokens between 5 different bins of income and so on.<sup>11</sup>

**Aspirational Hope Index** — We construct the Aspirational Hope Index — hereafter referred to as the Hope Index — by building on the seminal work in psychology by Snyder (1994a), which was later adapted to economics by Lybbert and Wyddick (2018).

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<sup>10</sup>If we had asked about point estimates instead, we would not be able to identify the exact moment in the distribution that we are getting from respondents, and we might have gotten systematically different moments for students with different unobservable characteristics (Attanasio et al., 2019; Delavande, 2022; Delavande et al., 2011).

<sup>11</sup>We extensively piloted and refined this tool using a separate sample of about 300 students from schools not included in the main study. See Appendix A for an example of the visual tool we used to ask questions about exam results (division).

This framework comprises three essential components of Hope: Aspirations, Agency, and Pathways. Aspirations represent the ability to envision and establish goals. Agency embodies the belief in one's capacity to influence one's own destiny and take proactive steps toward achieving those goals. Finally, Pathways, denote the awareness of potential routes to reach these goals and the strategies one can employ to fulfill their aspirations.

The introduction of the Hope concept in the economic literature is regarded as an extension of the extensive body of work on Aspirations. The rationale behind the Hope index is that Agency and Pathways are seen as complementary to Aspirations, rather than as substitutes. Therefore, it is essential to consider all three components collectively, as each plays a crucial role in enabling individuals to take action and enhance their outcomes. To illustrate, in the context of this study, a student may possess high academic aspirations, but this alone is insufficient. Without knowledge of the pathways available to achieve those aspirations, or a sense of agency that empowers them to influence their academic success through their own efforts, their aspirations may remain unfulfilled.

The measurement tool for each one of the three Hope components was based on five statements each, for which students had to report their level of agreement using a Likert scale from 0 to 10.<sup>12</sup> The list of statements, adapted from Lybbert and Wydick (2022) to fit our context, included the following. Aspirations: It is better to accept things as they come rather than dreaming for a better future; It is important to set goals in life, especially at school or to find a good job; I am willing to make effort and investment to reach the goals I set to myself; I have a precise idea of which study path and career I want to pursue; I want to have a positive impact on the standard of living conditions of my relatives/community. Agency: Hard work is more important than luck to have good results in school; Hard work is more important than luck to find a good job; My future is mainly determined by my own actions and not by others' actions; I am capable to reach the goals I set for myself; Girls/Boys like me can make a positive change in our community. Pathways: I can find a way to solve most of my challenges; I know many opportunities around me that allow me to reach my goals; I know which path to take and where I need to make effort to reach my goals at school and find a good job later; If my first plan for education and later career does not work out, I know how to reach another

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<sup>12</sup>The scale was presented to students on a tablet, and explained that the closer they get to 10, the more they agree, the closer to 0, the less they agree.

satisfying second plan; I can rely on my social network, the people I know, directly and indirectly, to obtain advice for succeeding at school and finding a good job later.

It is important to note that the measure of Aspirations as a Hope component differs to some extent from the measures of Aspirations most commonly measured in the economic literature. Aspiration as a Hope component is closer to a state of mind and a mental attitude toward one's future. It relates to the capacity to form aspirations, but does not measure precise aspirations or targets. In this study, and as mentioned above, we separately measure aspirations as goals in three dimensions: education, work life, and family life.

**B-planning** — We use our survey data to measure participants' tendencies to formulate contingency plans. Our primary measure for b-planning is a binary variable equal to one if the student applied to an alternative education track on the SELForm (i.e., not only the academic track). We also measure the treatment effect on a binary variable equal to one if the student claims to have a contingency plan if their expected education level is not attained; on the likelihood of having discussed about educational and work pathways with parents and peers; and on their agreement, captured on a Likkert scale, to the following sentence: *"If my first plan for education and later career does not work out, I know how to reach another satisfying second plan"*

**Exam Preparation** — We measured both study time outside of school hours and study strategy. Specifically, we measured study strategy by the likelihood to focus study efforts on a subset of subjects, rather than studying all subjects with equal efforts. This is an important strategic choice because one needs good grades in every subject to qualify for an academic track, but only good grades on a specific subset of subjects to qualify for vocational tracks.

**Job Search** — Similarly to occupations, we measured job search in the immediate aftermath of the examination period (within 3 months), and one year later (both asked in the endline survey). Specifically, we measured the following: likelihood of being actively seeking employment, weekly hours spent on job search, and the number of job applications made

**Perceived Stress Scale** — The Perceived Stress Scale (PSS) is a widely used psychological instrument for measuring the degree to which situations in a person’s life are appraised as stressful. Developed by Cohen et al. (1983), the scale assesses the extent to which individuals perceive their lives as unpredictable, uncontrollable, and overloaded, which are key components of stress. We use the 4-item versions, where respondents are asked to reflect on their experiences over the past month, rating their feelings of stress on a 5-point Likert scale (0 = never, 5 = very often). Higher scores indicate higher perceived stress levels.

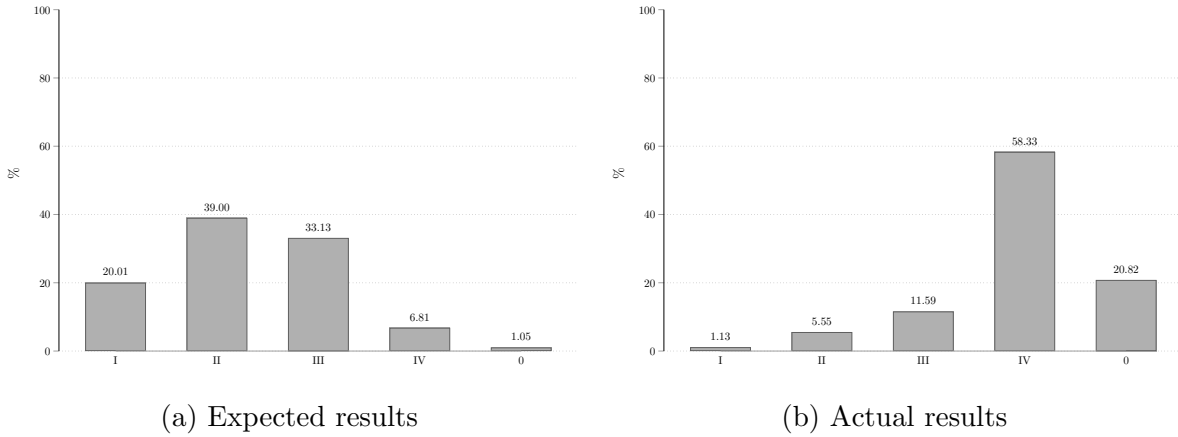
**Cantril Well-Being Scale** — Also known as the Cantril Ladder, is a widely used subjective well-being measure that assesses individuals’ perceptions of their current and future life satisfaction. Developed by Hadley Cantril (1965), the scale asks respondents to imagine a ladder with steps numbered from 0 to 10, where 10 represents the best possible life they can imagine and 0 represents the worst possible life they can imagine. The respondents are asked to use the ladder to answer the following two questions: “*On which step of the ladder would you say you personally feel you stand at this time?*” and “*On which step do you think you will stand about five years from now?*”.

**Pre-Analysis Plan** — While all these outcomes were pre-specified, we did not anticipate that we would have access to administrative data at the time of writing the pre-analysis plan. We therefore pre-specified the measurement of education outcomes based on survey measures. We chose to report administrative rather than survey data, keeping the same underlying outcomes, because we believe that it offers more credible measures.

### **3.5. Description of the study population at baseline**

**Students’ overoptimism** — By design, we selected relatively low-performing schools. Students in our sample are therefore unlikely to succeed at the CSEE exam and to move on to higher education. What do these students expect and what do they aspire to?

Overall, the students are overly optimistic. We can see in Figure 1a that they expect to



*Note: Figure 1a shows the probability distribution of the students' expected results in the baseline survey in 2022, division by division. Figure 1b shows the actual results observed by the same cohort in the same schools in the administrative data from 2023.*

Figure 1: Expected and actual results at the national exam.

obtain division I, II III with a 20%, 39% and 33% probability, respectively. They expect an 8% probability to fail (division 0 or IV). The actual results, however, are very different. Figure 1b shows the results obtained by the same cohort of students after they took the exam in 2023: 79% failed, obtaining division IV or 0.

Student aspirations regarding education levels and occupations are in line with their optimism regarding the exams. 93% of students aim to complete at least higher secondary school, 84% at least a tertiary level diploma and 64% aim to obtain a university diploma. Their corresponding expectations are more realistic (83% expecting to complete higher secondary school or more, 69% a tertiary diploma, 44% a university diploma), but still very optimistic given that 79% of them end up not succeeding at the CSEE exams.

Students' over-optimism likely reflects self-motivated beliefs as well as a selection effect: all the students who are in the last year of secondary school are students who performed well in the previous national exam (in Form II), among them, the students who believe they will fail the Form IV exams plausibly dropped out before reaching the last year of lower secondary school.

**Balance** — First, we run a RI-based omnibus test of joint balance, as recommended by Kerwin et al. (2024). We obtain a p-value of 0.86, and therefore conclude that our

treated and control groups are balanced. In Tables 1, 2 and 3, we report summary statistics describing our sample at baseline, separately for the treated and control groups. Column 3 provides a p-value for a test of equality of means between the two groups. Table 1 provides summary statistics at the level of the schools, Table 2 provides summary statistics on family background, and Table 2 provides summary statistics on students. About 60% of the participants are female. They are about 17 years old on average.

At baseline, the Treatment and Control groups are similar on almost all baseline characteristics tested. The main difference between the treated and control groups is that the treated schools have a few more students (77, compared to 74 in the control schools on average) and are slightly more likely to be in a rural district. Importantly, the samples are well-balanced in terms of the main outcomes we measure at baseline: the hope index and its three sub-components (aspiration, agency, and pathways), as well as students' aspirations in terms of education and occupation, and their expected results on the national exam.

Table 1: Balance Table Schools

	(1) Treatment=0	(2) Treatment=1	(3) Difference (1)-(2)
Students in Form IV	77.76 (20.56)	74.48 (16.38)	3.28 (5.34)
Rural School	0.96 (0.20)	0.84 (0.37)	0.12 (0.08)
Dodoma	0.28 (0.46)	0.28 (0.46)	0.00 (0.13)
Tanga	0.72 (0.46)	0.72 (0.46)	0.00 (0.13)
Sampling = All	0.68 (0.48)	0.68 (0.48)	0.00 (0.13)
Sampling = Arts	0.28 (0.46)	0.24 (0.44)	0.04 (0.13)
Sampling = Random	0.04 (0.20)	0.08 (0.28)	-0.04 (0.07)
N	25	25	50

Notes: Robust standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1. Column 1 shows means for the control group, Column 2 shows means for the treated group, and Column 3 shows the results of a t-test of equality between Column 1 and 2.

Table 2: Balance Table Family Background

	(1) Treatment=0	(2) Treatment=1	(3) Difference (1)-(2)
Live with Father and Mother	0.56 (0.50)	0.53 (0.50)	0.03* (0.02)
Tasaf recipient	0.08 (0.28)	0.10 (0.30)	-0.02 (0.01)
Number of children	4.81 (2.50)	5.11 (2.81)	-0.30** (0.11)
Older siblings got DIV I, II, III	0.21 (0.40)	0.24 (0.43)	-0.04* (0.02)
N	1,099	1,188	2,287

Notes: Robust standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1. Column 1 shows means for the control group, Column 2 shows means for the treated group, and Column 3 shows the results of a t-test of equality between Column 1 and 2.

Table 3: Balance Table Students

	(1) Treatment=0	(2) Treatment=1	(3) Difference (1)-(2)
<b>Demographics</b>			
Female	0.62 (0.49)	0.61 (0.49)	0.01 (0.02)
Age	17.02 (1.03)	16.99 (1.00)	0.03 (0.04)
Kiswahili	0.90 (0.31)	0.91 (0.29)	-0.01 (0.01)
<b>Major Topic</b>			
Art	0.79 (0.41)	0.72 (0.45)	0.07** (0.02)
Science	0.18 (0.39)	0.23 (0.42)	-0.05** (0.02)
Commerce	0.03 (0.17)	0.05 (0.21)	-0.02* (0.01)
<b>Baseline Covariates</b>			
Aspiration Index	0.00 (1.00)	0.01 (1.01)	-0.01 (0.04)
Agency Index	-0.00 (1.00)	0.01 (0.99)	-0.01 (0.04)
Pathways Index	-0.00 (1.00)	-0.08 (1.04)	0.08* (0.04)
Self-efficacy Scale	33.04 (5.14)	33.10 (4.88)	-0.07 (0.19)
Perceived Stress Scale	22.55 (5.01)	22.59 (4.88)	-0.04 (0.19)
Aspire to University	0.65 (0.48)	0.64 (0.48)	0.01 (0.02)
Aspire to Wage Work	0.80 (0.40)	0.78 (0.41)	0.02 (0.02)
Expect Div IV or 0	0.02 (0.15)	0.03 (0.17)	-0.01 (0.01)
Expect Peer Div IV or 0	0.03 (0.18)	0.04 (0.20)	-0.01 (0.01)
N	1,386	1,465	2,851

Notes: Robust standard errors in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ . Column 1 shows means for the control group, Column 2 shows means for the treated group, and Column 3 shows the results of a t-test of equality between Column 1 and 2.

### 3.6. Empirical approach

The empirical approach described in this section was registered before data collection commenced. Specifically, we registered the midline data analysis (AEA social science registry number 12154) prior to the midline data collection, and we registered the endline data analysis (AEA social science registry number 14354) before the endline data collection began.<sup>13</sup> We strictly followed our pre-registered plan throughout this process.<sup>14</sup>

To assess the impact of the Podcast intervention on outcome  $Y_{ij}$  for individual  $i$  from school  $j$ , we employ ordinary least square (OLS) regression to estimate the following equation:

$$Y_{ij} = \beta_0 + \beta_1 T_j + \beta_2 I_{ij} + \gamma X'_{ij} + \epsilon_{ij} \quad (1)$$

Where  $T_j$  is a binary variable equal to one if school  $j$  is assigned to the podcast treatment,  $I_i$  is a binary variable equal to one if student  $i$  is assigned to the information treatment (to control for an additional randomized treatment that is beyond the scope of this paper, see Section 3.1), and  $X_{ij}$  represents the vector of strata variables (region and school category, see Section 3.1). Standard errors are clustered at the school level, which is the randomization unit. Appendix D reports results with two additional layers of controls: variables that are not balanced at baseline, and Lasso selected covariates. The estimates derived from the long-form equation—including an interaction term for both the podcast intervention and the information treatment—can be found in Appendix D.

We run regression 1 on the outcomes described in the Measurement section. We chose Education and job outcomes as our main outcomes for three key reasons:

First, the Podcast intervention explicitly addressed both domains—education and employment—by highlighting diverse pathways to success and encouraging students to identify the most

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<sup>13</sup>The study is pre-registered as AEARCTR-0012154 and AEARCTR-0014354 with the AEA RCT Registry.

<sup>14</sup>The analysis of the NECTA and TAMISEMI data was not included in the original registration, as we were unaware of our access to these administrative datasets at that time. Nevertheless, given its relevance, we believe it would be a missed opportunity to exclude this analysis from this paper.

suitable options for themselves.

Second, short-term improvements in these outcomes are likely to affect distinct segments of the student population. Gains in educational performance are more plausible among academically stronger students—those at the margin of achieving high scores on the CSEE exam. In contrast, improvements in labor market outcomes may be more relevant for students who are unlikely to pursue further education and who tend to perform poorly academically. Most school-based interventions target only the former group, focusing narrowly on exam performance. In contrast, our Podcast intervention was intentionally designed to reach all students, regardless of academic standing, by helping them identify and pursue their most promising paths.

Finally, although labor market outcomes are ultimately more consequential for long-term welfare, our analysis captures only short-term effects. At this point in time, the highest-performing students are still enrolled in education, making educational outcomes a more immediate and observable proxy for future labor market success. For this reason, we include education outcomes as a primary focus alongside early labor market indicators

To estimate the treatment effect on exam results and selection into higher education (using NECTA and TAMISEMI data), we estimate the treatment effect in these datasets using equation 1, with two differences: First, we run this regression using the entire cohort of Form IV students that took the exam in 2023 (because we are not able to match them to our sample at the individual level given anonymity), therefore possibly including students not participating in the intervention; and second, because the administrative data are anonymous, we cannot include  $I_i$  in the regression. This variable was, however, randomized at the individual level: it is orthogonal to  $T_j$  and its omission may affect the standard errors but should not affect the estimate of  $\beta_1$ .

In Section 5 on mechanisms, we run regression 1 on a series of pre-specified intermediate outcomes related to Hope, study efforts, job search efforts, networks, and subjective wellbeing.

## 4. Main results

We begin by examining the impacts on 2023 exam results and the subsequent selection for higher education, utilizing the administrative data. As presented in Table A.21, in the control schools, 11% of students passed the exam, achieving Division I, II or III (as shown in column 1), while 86% failed, receiving Division IV or 0 (column 2). The remaining 3% of students were either absent or had cases under investigation due to potential irregularities, such as suspected cheating. In contrast, students from the podcast schools demonstrated a 4 percentage points (pp.) increase in their likelihood of passing the exam. This effect translates to a 36% increase in the likelihood of achieving Division I, II or III. This estimate, significant at the 10% level, should be considered a lower bound since it includes all students from the schools, regardless of whether they were assigned to the treatment.

In line with their improved exam results, the students from treated schools were 30% more likely to be selected for higher education: an increase of 5 percentage points from 15% in the control group (column 3, p-value = 0.051). The effects are positive in magnitude, on both the selection for higher secondary schools (column 4, p-value = 0.065) and on the selection for other (vocational) colleges (column 4, p-value = 0.177).

Next, we proceed to analyze developments in the labor market, with a specific focus on the activities of students in the immediate aftermath of the examination period (within 3 months), and their occupational activities one year later. Both were reported during the endline survey. As indicated in Column 1 of Table A.84, 26% of the control participants reported engaging in a paid occupation during the three months after the exams. The primary categories of employment reported during this period include: (i) working in a family business (4.8%), (ii) employment as a paid worker in another individual's business (4.2%), and (iii) self-employment (5.6%). The overall trends observed within the control group are consistent one year later. The intervention appears to have no significant impact on the proportions of participants engaged in family business or paid employment, both in the short term and the long term. However, it does lead to a substantial increase — more than doubling — the proportion of participants who were self-employed in the period

Table 4: Podcast effect on Exam Results and Selection into Further Education

	Exam Results			Selection		
	(1) Div I, II or III	(2) Div IV or 0	(3) Div 0	(4) Selected	(5) Form V	(6) College
Podcast	0.05 (0.026) [0.061]	-0.05 (0.024) [0.032]	-0.01 (0.029) [0.660]	0.05 (0.025) [0.051]	0.03 (0.017) [0.065]	0.02 (0.013) [0.177]
N	3478	3478	4075	3478	3478	3478
R <sup>2</sup>	0.007	0.008	0.011	0.008	0.008	0.005
Control Mean	0.160	0.811	0.123	0.152	0.083	0.069

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 present the estimates for the Podcast effect on the likelihood of getting division I, II or III, Column 2 present the estimates for the Podcast effect on the likelihood of getting division IV or 0, Column 3 present the estimates for the Podcast effect on the likelihood of getting division 0. Column 4, 5 and 6 respectively present the estimates for the Podcast effect on the likelihood of getting selected into any education, into form V, and vocational colleges. All regressions include randomization strata controls.

shortly after the exam, rising from 5% to 10%. This immediate effect is not only notable but also sustained one year later, with participants in the treatment group exhibiting a 5 percentage point increase in self-employment rates.

As illustrated in Table A.86, the observed increase in the probability of self-employment corresponds with a rise in income relative to the control group one year post-exam. Specifically, participants experienced an average monthly income increase of approximately TSH 17,000, compared to the control group's average of TSH 61,000 (see column 3). We do not find any significant treatment effects regarding reported working hours or short-term income (refer to Table A.86, columns 1, 2 and 4). Collectively, these findings indicate that the podcast intervention empowered participants to achieve a higher income one year after the exam while maintaining similar levels of work effort (in terms of number of working hours) in the labor market, primarily through enhanced engagement in the self-employment market.

Table 5: Podcast effect on Occupation

	(1)	(2)	(3)	(4)
	Any paid Job	Fam Bus	Employee	Self-employed
<b>Panel A: Shortly after school</b>				
Podcast	0.05 (0.031) [0.154]	0.01 (0.015) [0.610]	0.00 (0.011) [0.723]	0.05 (0.017) [0.011]
N	2007	2007	2007	2007
Control Mean	0.263	0.048	0.042	0.056
<b>Panel B: A year later</b>				
Podcast	0.04 (0.034) [0.259]	0.01 (0.014) [0.425]	-0.00 (0.016) [0.759]	0.05 (0.021) [0.016]
N	2007	2007	2007	2007
Control Mean	0.343	0.054	0.074	0.081

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. Columns 5-8 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls.

Table 6: Podcast effect on Income and Hours Worked

	Shortly after school		A year after school	
	(1)	(2)	(3)	(4)
	Income	Hours Worked	Income	Hours Worked
Podcast	9.65 (6.608) [0.150]	0.42 (0.307) [0.172]	16.80 (7.985) [0.041]	0.53 (0.346) [0.131]
N	2007	2007	2007	2007
Control Mean	47.151	2.486	60.879	3.312

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile

To more thoroughly assess the treatment effect on participants' income at the endline, we present the cumulative distribution of income by treatment group in Figure 2. This Figure clearly illustrates that treated participants consistently exhibit higher income levels across the entire income distribution.

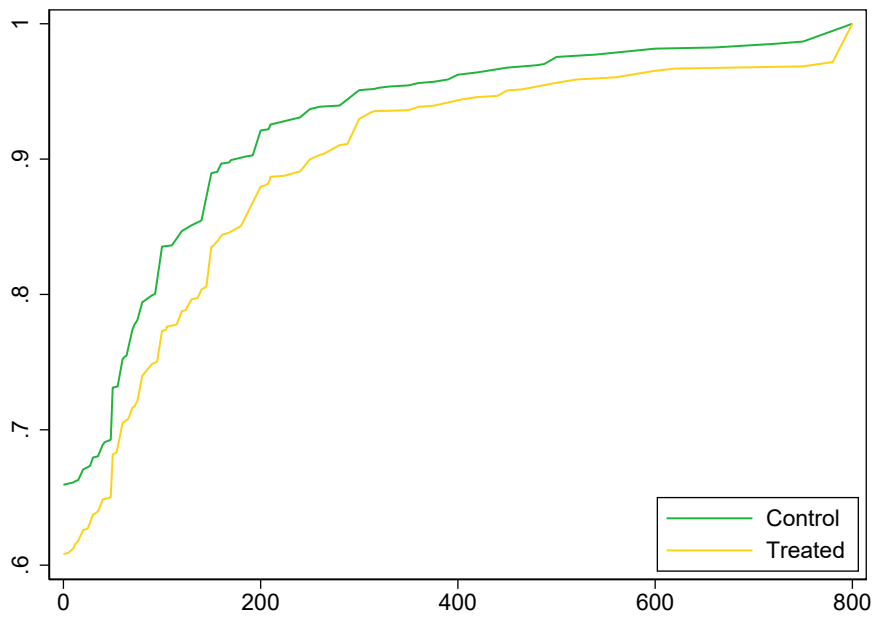


Figure 2: Cumulative distribution of income a year later by treatment arm (TSH 1,000).

## 5. Mechanisms

We designed the podcasts with the objective of enhancing students' sense of *hope*. While their aspirations are notably high, there is room for improvement in their *agency* and potential *pathways*, which may subsequently impact their choices and behaviors. A significant indicator of changes in agency and pathways is our expectation that students will contemplate a broader range of possible futures and develop contingency plans. Consequently, we also assess the treatment effects on their *b-planning*. We also test whether expectations about the exam, future education, and work were directly affected by the podcast. Additionally, the podcasts provided targeted advice on *study efforts* and exam preparation, hence we also consider these channels. The content aimed to inspire students to leverage their *networks* as they transition from school. Therefore, we examined whether the treatment influenced students' utilization of their social networks and affected their geographical *location choices*. Finally, we investigate the extent to which the podcast series impacted student well-being, as it represents a critical channel through which influences on exam performance and labor market outcomes may have materialized.

**Hope** — In Table A.87, we present the treatment effects on the hope index and its three sub-domains: the aspiration, agency and pathways indices. These effects were assessed at the midline, approximately three months post-intervention, while students were still in school. Overall, we observe an increase in hope of 0.21 standard deviations (s.d.) (p-value = 0.02). This change is entirely attributable to improvements in the agency (0.21 s.d., p-value = 0.02) and pathways (0.25 s.d., p-value  $\leq$  0.01) indices, while aspirations remain unchanged. These findings suggest that the podcast sessions effectively enhanced students' sense of agency and their understanding of how to achieve their goals.

Appendix B presents the treatment effects for each individual item comprising the aspiration, agency, and pathway indices. Notably, all items within the agency index were similarly affected by the intervention. The effects on pathway items were particularly strong on “*If my first plan for education and later career does not work out, I know how to reach another satisfying second plan*”, “*I can rely on my social network, the people I know, directly and indirectly, to obtain advice for succeeding at school and finding a good*

*job later*” and “*I know many opportunities around me that allow me to reach my goals*”.

Table 7: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.21 (0.087) [0.019]	0.09 (0.079) [0.284]	0.21 (0.086) [0.018]	0.25 (0.083) [0.004]
N	2556	2556	2556	2556
Control Mean	0.000	-0.000	0.000	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

**B-planning** — We use five distinct measures of participants’ tendencies to formulate contingency plans. In the midline survey, after asking students what level of education they aspired to reach, and what level they thought they would most likely achieve, we asked: “Do you have an alternative plan for your education and future work life, if you do not reach that education level?”. In Table A.88, column 1, we observe that 91% of control participants said they had an alternative plan, and that the treatment increased that proportion by 5 p.p. (p-value  $\leq 0.01$ ). Additionally, we asked students more generally if they agreed with the statement “If my first plan for education and later career does not work out, I know how to reach another satisfying second plan” (on a scale from 0 to 10, standardized using the control mean and standard deviation in the analysis). The treated students were significantly more likely to agree with this statement, a 0.22 s.d. increase (p-value  $\leq 0.01$ , Table A.88, column 2).

These first two variables represent relatively soft measures of B-planning. While they offer the advantage of being quite general in scope, they do not provide insight into whether students’ *behaviors* have changed as a result of the intervention. To directly capture behavioral changes related to B-planning, we assess the treatment effect on students’

Table 8: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.05 (0.016) [0.002]	0.22 (0.056) [0.000]	0.07 (0.032) [0.039]	0.08 (0.026) [0.002]	0.11 (0.022) [0.000]
N	2556	2556	2007	2556	2556
Control Mean	0.907	0.000	0.757	0.730	0.751

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

applications for alternative educational tracks on their selection forms, specifically alternatives to the academic higher secondary track. In column 3, we find that 75% of the control students applied for such alternatives. Among the treated students, this proportion increased by 7 p.p. (p-value = 0.039). It is important to note that the treatment is not reducing the proportion of students applying to the academic higher secondary track.

Given that students are more likely to select alternative educational options without altering the probability of choosing the higher secondary education track, it can be inferred that students are applying for multiple types of education on their selection forms. This hypothesis is illustrated in Figure 3, which presents the distribution of the number of educational options applied to, categorized by treatment status. Treated students exhibit a higher likelihood of completing the selection form, with approximately 15% of students in control schools failing to do so, as indicated by the “0 choices” bar in Figure 3. Furthermore, treated students are more inclined to make at least two selections and less likely to opt for a single choice. These findings strongly suggest that treated students are developing alternative plans, as they show a significant increase in official applications to alternative, more practical forms of education.

The final two measures of B-planning reported in Table A.88 pertain to the encourage-

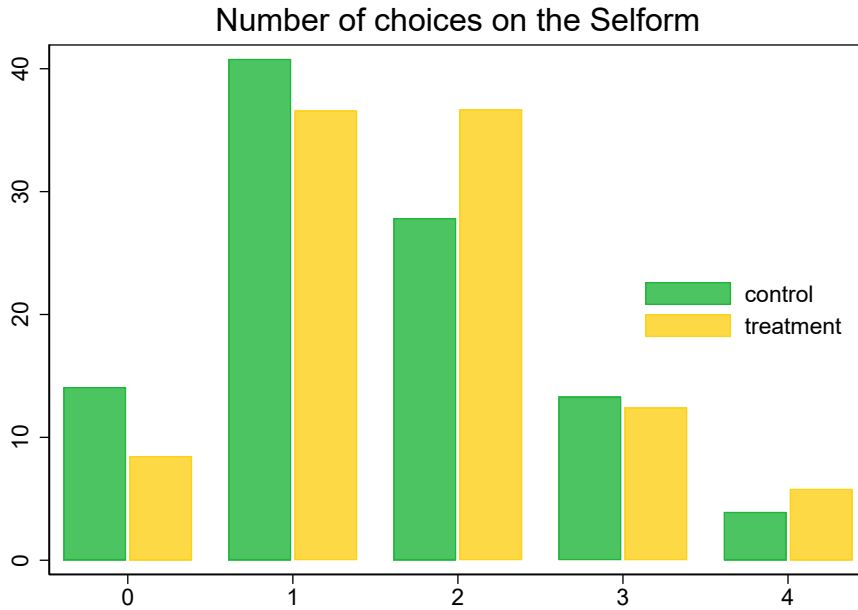


Figure 3: Distribution of the number of choices made on the selection form, by treatment arm.

ment provided by the podcast series for students to engage in discussions about their transition from school and the various potential pathways they could pursue, specifically with their families and peers. Such discussions are anticipated to enhance their preparedness and facilitate the development of contingency plans. Approximately 73% of control students reported having discussed their career plans with their parents or other close relatives in the four months leading up to the midline assessment (column 4), while 75% indicated similar discussions with their peers. Among treated students, these proportions increased by 8 and 11 p.p., respectively (p-values  $\leq 0.01$ ). These results suggest that treated students are more proactively seeking advice and engaging in discussions regarding alternative plans with their families and friends.

**Expectations Pre-exam** — The podcast series provided realistic information about exam performance, alternative study paths, and labor market options. It may have prompted students to moderate their expectations or shift toward more feasible outcomes (e.g., vocational training or entrepreneurship). In Table 9, we present the treatment effects on students’ self-reported expectations for the exam, for themselves and their peers, and for their future education, work life, and fertility. We do not identify any significant treatment effects on these measures. Consequently, we conclude that the podcast series

did not appear to influence our primary outcomes by altering students’ expectations.

Table 9: Podcast effect on Pre-exam Expectations

	(1) Exp Pass	(2) Exp Peer Pass	(3) Exp Uni	(4) Exp Employee	(5) Exp 1st Child
Podcast	0.01 (0.010) [0.489]	-1.04 (2.482) [0.676]	-0.06 (0.046) [0.195]	0.01 (0.039) [0.895]	0.18 (0.404) [0.658]
N	2556	2556	2529	2509	2556
Control Mean	0.973	56.402	0.599	0.361	26.695

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on the probabilistic expectations to get division I, II or III, for themselves and their peers . Columns 3, 4 and 5 present respectively the estimates for the Podcast effect on the expectation to get a university degree, work as a salaried worker when 30 years old, and on the expected age at first birth. All regressions include Information Treatment control and randomization strata controls.

**Exam preparations** — The podcast series provided practical advice on exam preparation, which may account for the observed treatment effects on students’ exam performance. Furthermore, the podcasts could have motivated students to study more frequently or adopt different study approaches. In Table A.89, we present the treatment effects on students’ self-reported average weekly study time (column 1). In column 2, we assess impacts on study strategies by measuring whether students engage in a balanced review of all subjects or concentrate on areas where they excel or struggle. We do not identify any significant treatment effects on these measures. Consequently, we conclude that the podcast series did not appear to influence our primary outcomes by altering the quantity or quality of students’ study habits.

**Job search** — A potential channel for understanding the effects of the podcasts on the participants’ occupations is their job search behavior. At the endline assessment, we asked students to report on the following: (i) whether they are actively seeking employment, (ii) the average number of hours spent per week on job searching, and (iii) the total number of job applications submitted since Form IV examinations. Participants reported their job

Table 10: Short-Term Podcast effect on Study Efforts

	(1) Study Time (weekly)	(2) Focus on Subset of Subjects
Podcast	0.85 (1.030) [0.415]	0.01 (0.031) [0.824]
N	2557	2556
Control Mean	7.200	0.747

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

search behaviors during two distinct periods: immediately following the exams/school, but before the exam results, and one year after school. A considerable proportion of students indicated that they were actively looking for work, dedicating approximately 14 hours per week to their search efforts (for those actively looking for a job). We find no significant differences between the treated and control groups regarding these variables. Therefore, the observed effects on occupational outcomes do not appear to be attributable to variations in job search behaviors.

**Networks and migration** — As a final potentially significant channel, we consider participants’ use of their social network, and their geographical mobility. An important message conveyed by the podcasts is that students should explore their social network and leverage it to secure help in the transition. Geographical mobility —moving to opportunity— was also emphasized, in conjunction with network support (e.g., looking for work in cities where you have relatives). In Table A.91, we report the treatment effects on whether the participants report knowing someone in the regional or national capital city, who owns a house (column 1), has a business (column 2), has a salaried job (column 3), would be able to host them (column 4) or could help them find a job (column 5). We do not expect the treatment to affect the network itself. Rather, we expect these variables to reflect the extent to which the students have been thinking about their network and who

Table 11: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Job Application
Podcast	0.00 (0.034) [0.977]	-0.41 (0.635) [0.518]	-0.01 (0.115) [0.934]	-0.03 (0.046) [0.541]	-0.47 (0.655) [0.478]	0.15 (0.116) [0.196]
N	2007	2007	2007	2007	2007	2007
Control Mean	0.243	3.341	0.628	0.541	3.297	0.962

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, just after school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 present the estimates for the number of job applications after the exam results, and Column 6 the number of job application between the exam and the results. All regressions include Informaton Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile

they could reach out to. In the last column, we indicate whether the participants moved to a different district at endline. We do not find any significant effects on these variables, and we therefore have no evidence that the treatment affected the main outcomes by changing the participants' geographic mobility and network use.

**Well Being** — The transition from secondary school in Tanzania represents a challenging period for many students. Their dreams and aspirations often remain unfulfilled, forcing them to confront a harsh reality as they strive to forge an independent adult life. This profound change is also evident in the data. Among the control group, there is a noticeable decline in subjective well-being and a marked increase in stress levels as students move out of the school environment (see Figure 4).

The intervention's expected effects on subjective well-being and stress levels are not clear-cut. On one hand, encouraging students to adopt a more realistic perspective on their future could potentially lead to increased stress and a decline in well-being, particularly in light of the difficult realities they face. On the other hand, the podcasts aim to empower

Table 12: Short-Term Podcast effect on Network and Migration

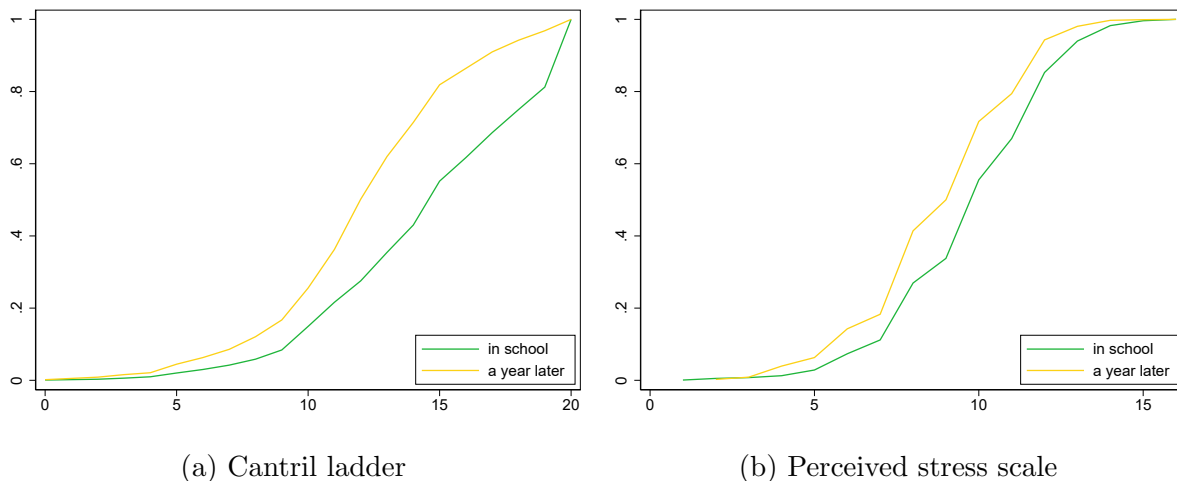
	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migrated
Podcast	-0.02 (0.033) [0.600]	0.01 (0.031) [0.786]	-0.02 (0.030) [0.513]	0.02 (0.030) [0.501]	-0.04 (0.030) [0.241]	-0.01 (0.033) [0.659]
N	2007	2007	2007	2007	2007	2007
Control Mean	0.453	0.494	0.640	0.699	0.574	0.477

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a house, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Informaton Treatment control and randomization strata controls.

students by providing them with greater control over their lives and decision-making processes, as well as helping them to identify new opportunities. As a result, these factors may contribute to reduced stress and improved well-being.

In Table A.92, we see that the immediate effect of the intervention is to reduce stress levels (by 0.12 s.d., p-value = 0.03) and increase subjective wellbeing (by 0.23 s.d., p-value = 0.012). On average, the intervention does not appear to have any long-term impact on these measures, as treated and control students report comparable levels of stress and well-being one year later. These findings suggest that the podcast series did not contribute to increased stress levels. Instead, in line with the observed improvements in *agency*, the intervention appears to have enhanced students' sense of control, potentially alleviating stress and fostering higher levels of subjective well-being.

Note that this reduction in stress might partly explain the positive treatment effect on exam performances. Indeed, the psychology literature has long argued that too much stress might be detrimental to exam performances (Yerkes and Dodson, 1908), with correlational evidence Cassady (2004); Hembree (1988); Zeidner and Schleyer (1999). Recent empirical evidence in the economic literature confirms this pattern (Franco and Gomez-Ruiz, 2024; Franco et al., 2024)



Note: Figure 4a shows the cumulative probability distribution of the Cantril's subjective wellbeing measure among the control students while they are in school (midline) and a year later (endline). Figure 4b shows the cumulative probability distribution of the perceived stress scale among the control students while they are in school (midline) and a year later (endline). The scales are coded such that a larger value indicates higher wellbeing and less stress.

Figure 4: Evolution of subjective wellbeing and stress among control participants.

Table 13: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.12 (0.053) [0.030]	0.23 (0.089) [0.012]	-0.08 (0.058) [0.182]	0.09 (0.077) [0.224]
N	2556	2556	2007	2007
Control Mean	0.001	0.001	-0.000	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls.

## 6. Conclusion

This paper evaluates a novel, low-cost, and scalable audio-based intervention aimed at helping overly optimistic secondary school students in Tanzania navigate the critical transition from school to further education or the labor market. Through a carefully designed podcast series grounded in the hope framework—targeting aspirations, agency, and pathways—we sought to empower students with information, motivation, and practical tools to better prepare for life after school.

Using a cluster-randomized controlled trial across 50 public schools, we find that the intervention significantly improved both educational and labor market outcomes. Treated students were 36% more likely to pass the national secondary school exam and 30% more likely to be selected for higher education. In the labor market, they were substantially more likely to engage in self-employment and earned 28% more in income one year after the exam. These improvements occurred without increases in working hours, suggesting a shift toward more productive forms of employment.

Exploring the mechanisms, we find that the podcast series had strong effects on students' agency and pathways—two key dimensions of hope—without reducing their aspirations. Treated students were significantly more likely to develop contingency plans, apply to multiple education tracks, and discuss future plans with parents and peers. However, the intervention did not affect expectations about future outcomes, study effort, job search intensity, or migration decisions. Importantly, it also improved short-term well-being and reduced stress during a period typically marked by psychological struggle.

Overall, these results highlight that providing realistic, empowering, and context-sensitive information can improve decision-making and outcomes for disadvantaged youth, even in low-resource settings. While prior interventions in similar contexts have often struggled to shift long-run outcomes or have produced negative psychological side effects, this study shows that it is possible to shape choices and behaviors without undermining optimism or increasing distress.

These findings contribute to three strands of literature: the economics of youth transitions in LMICs, interventions targeting over-optimism and labor market misallocation, and the role of aspirations and agency in shaping life trajectories. They also underscore the value of designing interventions that are both psychologically attuned and scalable—particularly important given the vast number of young people across Sub-Saharan Africa facing similar challenges. Further research could explore how such interventions can be integrated into national curricula and scaled through digital platforms to support broader education-to-work transitions.

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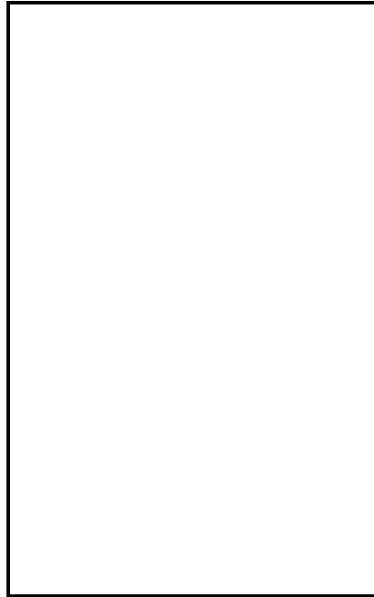
## Appendix A Visual Tools

To elicit subjective probabilistic distributions in a way that was understandable to our respondents, we relied on the visual tools presented below. Enumerators gave 10 tokens to respondents, who were tasked to allocate them across different bins that represented different scenarios.

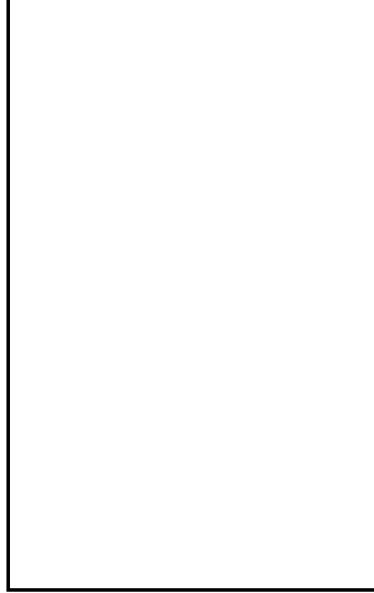
They were trained on weather prediction, using the visual tool A.1. They were first tasked to allocate tokens between each scenario to predict tomorrow’s weather. Second, they were asked to allocate tokens in the same way, but this time the scenarios are “it rains at some point during the next 50 days” vs “it does not rain at all during the next 50 days”. Whatever the number of tokens allocated to the rain scenarios in the first question, the number of tokens allocated to the rain scenarios in the second question should be higher, because it includes the first case. If students failed to see that, the enumerator would explain. Finally, they were asked the first question again, assuming that they knew for sure whether it would rain or not tomorrow. They should allocate all the 10 tokens to the relevant bins. If they failed to do so, the enumerator would explain.

Then, they moved to meaningful questions. They could, for example, predict the distribution of income level a worker with a given education level could earn, using the tool A.3. Enumerators reported a high level of engagement with the tools and a good level of understanding.

**Scenario 1**



**Scenario 2**



*Visual Tool 1*

Figure A.1: Visual Tool: Job Groups

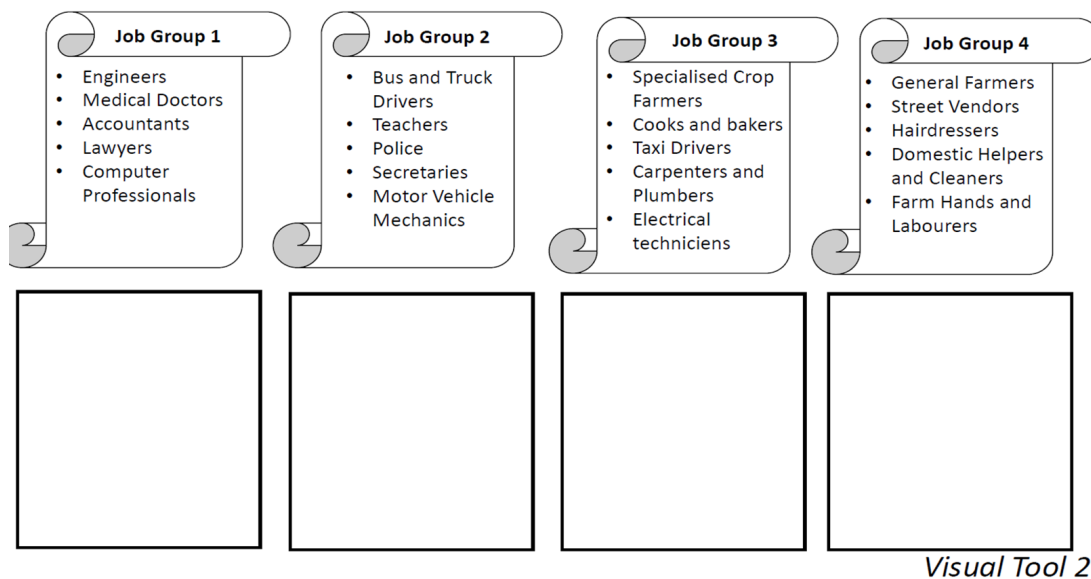


Figure A.2: Visual Tool: Job Groups

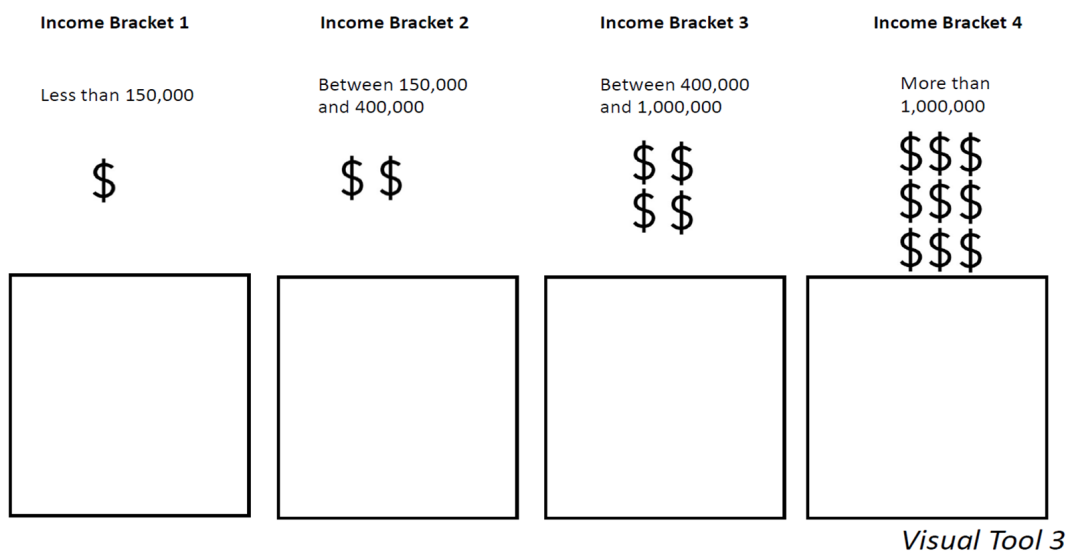
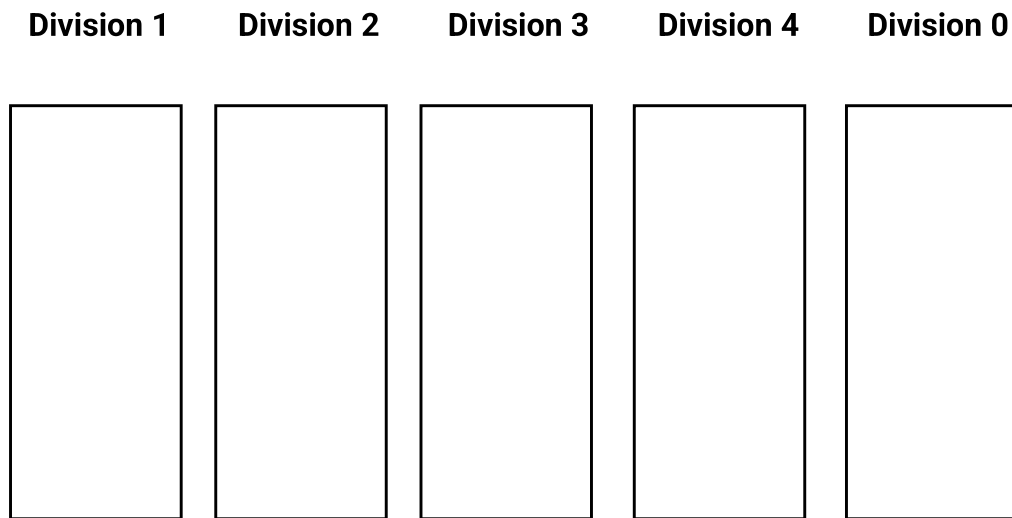


Figure A.3: Visual Tool: Income Levels



*Visual Tool 5*

Figure A.4: Visual Tool for Divisions

## **Appendix B Sub Components of Hope**

Table A.1: Short-Term Podcast effect on the Capacity to Aspire

	(1) Aspiration 1	(2) Aspiration 2	(3) Aspiration 3	(4) Aspiration 4	(5) Aspiration 4
Podcast	0.08 (0.091) [0.356]	0.18 (0.078) [0.028]	0.14 (0.075) [0.059]	0.05 (0.074) [0.481]	0.13 (0.077) [0.109]
N	2556	2556	2556	2556	2556
Control Mean	0.001	0.001	0.000	0.001	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include Informaton Treatment control and randomization strata controls. Column 1-5 present the estimates for the short-term Podcast effect on each subcomponents of the Capacity to Aspire Index, in standard deviation. The questions, for which respondent had to agree or disagree on a 0-10 scale, were the following:

- 1: It is better to accept things as they come rather than dreaming of a better future
- 2: It is important to set goals in life, especially at school or to find a good job.
- 3: I am willing to make effort and investment to reach the goals I set for myself
- 4: I have a precise idea of which study path and career I want to pursue
- 5: I want to have a positive impact on the living conditions of my relatives/community

Table A.2: Short-Term Podcast effect on the Sense of Agency

	(1) Agency 1	(2) Agency 2	(3) Agency 3	(4) Agency 4	(5) Agency 5
Podcast	0.14 (0.070) [0.049]	0.10 (0.077) [0.214]	0.13 (0.068) [0.069]	0.13 (0.065) [0.050]	0.24 (0.071) [0.002]
N	2556	2556	2556	2556	2556
Control Mean	-0.000	0.000	0.001	0.000	0.001

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include Informaton Treatment control and randomization strata controls. Column 1-5 present the estimates for the short-term Podcast effect on each subcomponents of the Agency Index, in standard deviation. The questions, for which respondent had to agree or disagree on a 0-10 scale, were the following:

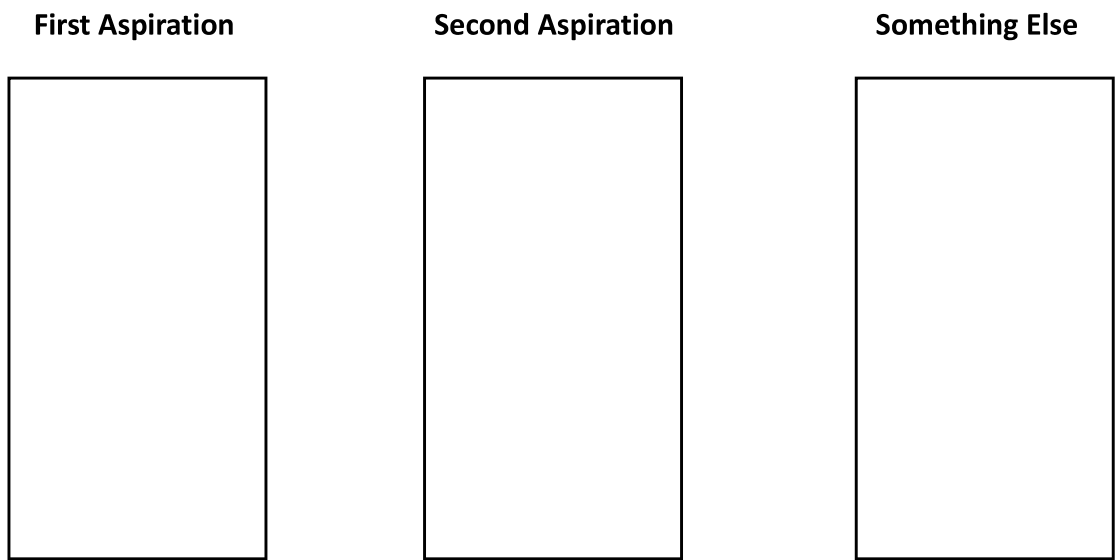
- 1: Hard work is more important than luck to have good results in school
- 2: Hard work is more important than luck to find a good job
- 3: My future is mainly determined by my own actions and not by others' actions
- 4: I am capable to reach the goals I set to myself
- 5: Girls/Boys like me can make a positive change in our community

Table A.3: Short-Term Podcast effect on the Sense of Pathways

	(1) Pathway 1	(2) Pathway 2	(3) Pathway 3	(4) Pathway 4	(5) Pathway 5
Podcast	0.12 (0.077) [0.126]	0.18 (0.065) [0.009]	0.12 (0.073) [0.107]	0.22 (0.056) [0.000]	0.24 (0.070) [0.001]
N	2556	2556	2556	2556	2556
Control Mean	0.000	0.000	0.000	0.000	-0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include Informaton Treatment control and randomization strata controls. Column 1-5 present the estimates for the short-term Podcast effect on each subcomponents of the Capacity to Pathway Index, in standard deviation. The questions, for which respondent had to agree or disagree on a 0-10 scale, were the following:

- 1: I can find a way to solve most of my challenges
- 2: I know many opportunities around me that allow me to reach my goals
- 3: I know which path to take and where I need to make effort to reach my goals at school and find a good job late
- 4: If my first plan for education and later career does not work out, I know how to reach another satisfying second plan
- 5: I can rely on my social network, the people I know, directly and indirectly, to obtain advice for succeeding at school and finding a good job later



*Visual Tool 8*

Figure A.5: Visual Tool for Divisions

## Appendix C Attrition

We have 18% attrition in the endline, with no significant difference between control and treatment. Even the magnitude of the difference in attrition is very low (0.001), such that Lee-bound estimators would virtually result in the same effect sizes. Furthermore, given that the endline was conducted on the phone a year after school, 18% is a standard attrition level. We would not expect something different for perfectly random attrition caused by individuals who would have changed phone numbers over time, or who would not be available at the time that we conducted the survey. We are therefore reasonably convinced that our survey results are not biased by attrition.<sup>15</sup>

Table A.4: Test Attrition Endline

	(1) attrition
treated	-0.098** (0.038)
N	2380
R <sup>2</sup>	0.014
Control Mean	0.750

Notes: Robust standard errors in parentheses.\*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

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<sup>15</sup>Note that this is not a concern at all for our exam and selection results using admin data, as there is no attrition there.

## Appendix D Robustness

### D.1 Additional Controls

The tables below use the same specification as before, but add lasso-selected controls and unbalanced baseline covariates.

Table A.5: Podcast effect on Occupation

	(1)	(2)	(3)	(4)
	Any paid Job	Fam Bus	Employee	Self-employed
<b>Panel A: Shortly after school</b>				
Podcast	0.05 (0.030) [0.112]	0.01 (0.014) [0.368]	0.00 (0.010) [0.727]	0.05 (0.018) [0.012]
N	1560	1560	1560	1560
Control Mean	0.263	0.048	0.042	0.056
<b>Panel B: A year later</b>				
Podcast	0.04 (0.034) [0.259]	0.02 (0.014) [0.251]	0.00 (0.016) [0.782]	0.05 (0.020) [0.007]
N	1560	1560	1560	1560
Control Mean	0.343	0.054	0.074	0.081

Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. Columns 5-8 present the same estimates a year after school (after exam results). All regressions include Information Treatment control, randomization strata controls, unbalanced baseline covariate controls, and lasso selected controls.

Table A.6: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1)	(2)	(3)	(4)
	Income	Hours Worked	Income	Hours Worked
Podcast	10.95 (6.576) [0.096]	0.45 (0.276) [0.102]	15.14 (8.594) [0.078]	0.62 (0.363) [0.086]
N	1560	1560	1560	1560
Control Mean	47.151	2.486	60.879	3.312

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls. Income are in 1000 TZS and winsorized at 99 percentile

Table A.7: Short-Term Podcast effect on Hope

	(1)	(2)	(3)	(4)
	Hope (std)	Aspiration (std)	Agency (std)	Pathways (std)
Podcast	0.17 (0.099) [0.092]	0.05 (0.086) [0.542]	0.17 (0.101) [0.086]	0.21 (0.092) [0.020]
N	1910	1910	1910	1910
Control Mean	-0.123	-0.046	-0.129	-0.141

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.8: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.05 (0.017) [0.002]	0.19 (0.058) [0.001]	0.08 (0.037) [0.037]	0.11 (0.025) [0.000]	0.11 (0.024) [0.000]
N	1910	1910	1560	1910	1910
Control Mean	0.907	0.000	0.757	0.730	0.751

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.9: Short-Term Podcast effect on Study Efforts

	(1) Study Time (weekly)	(2) Focus on Subset of Subjects
Podcast	0.68 (1.016) [0.503]	-0.01 (0.032) [0.803]
N	1910	1910
Control Mean	7.200	0.747

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.10: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Job Application
Podcast	-0.01 (0.034) [0.868]	-0.46 (0.670) [0.489]	-0.02 (0.130) [0.855]	-0.03 (0.047) [0.591]	-0.57 (0.699) [0.419]	0.10 (0.111) [0.376]
N	1560	1560	1560	1560	1560	1560
Control Mean	0.243	3.341	0.628	0.541	3.297	0.962

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, just after school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 present the estimates for the number of job applications after the exam results, and Column 6 the number of job application between the exam and the results. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls. Numerical values are winsorized at 99 percentile

Table A.11: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migrated
Podcast	-0.02 (0.033) [0.510]	0.01 (0.031) [0.753]	0.00 (0.031) [0.937]	0.02 (0.031) [0.497]	-0.01 (0.032) [0.635]	-0.01 (0.034) [0.872]
N	1560	1560	1560	1560	1560	1560
Control Mean	0.453	0.494	0.640	0.699	0.574	0.477

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a house, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.12: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1)	(2)	(3)	(4)
	Stress Scale	Well-Being	Stress Scale	Well-Being
Podcast	-0.10 (0.057) [0.090]	0.23 (0.095) [0.015]	-0.05 (0.060) [0.388]	0.07 (0.074) [0.377]
N	1910	1910	1560	1560
Control Mean	0.001	0.001	-0.000	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

## **D.2 Long-Form specification**

The tables below use the same specification as before, but add the interaction effect between the Podcast and the Information treatment. The study is not powered to precisely estimate the interaction effect. As pre-registered, the short form is our preferred specification.

Table A.13: Podcast effect on Occupation

	(1) Any paid Job	(2) Fam Bus	(3) Employee	(4) Self-employed
<b>Panel A: Shortly after school</b>				
Podcast	0.01 (0.035) [0.858]	0.02 (0.016) [0.347]	-0.01 (0.014) [0.717]	0.05 (0.021) [0.033]
information_treatment	-0.07 (0.025) [0.006]	-0.00 (0.009) [0.605]	-0.03 (0.013) [0.027]	0.00 (0.015) [0.847]
PodcastxInfo_T	0.08 (0.040) [0.037]	-0.01 (0.017) [0.746]	0.02 (0.016) [0.261]	0.00 (0.024) [0.972]
Constant	0.51 (0.046) [0.000]	0.04 (0.015) [0.005]	0.07 (0.017) [0.000]	0.08 (0.019) [0.000]
N	1560	1560	1560	1560
R <sup>2</sup>				
Control Mean	0.263	0.048	0.042	0.056
Het Effect	0.090	0.010	0.013	0.047
Het Effect SE	0.037	0.016	0.012	0.022
Het Effect p-value	0.015	0.549	0.303	0.038
<b>Panel B: A year later</b>				
Podcast	0.02 (0.038) [0.511]	0.02 (0.017) [0.200]	0.00 (0.025) [0.942]	0.07 (0.022) [0.002]
information_treatment	-0.03 (0.043) [0.438]	0.01 (0.012) [0.291]	-0.01 (0.019) [0.719]	-0.01 (0.022) [0.654]
PodcastxInfo_T	0.03 (0.053) [0.601]	-0.01 (0.017) [0.563]	0.01 (0.031) [0.863]	-0.02 (0.029) [0.385]
Constant	0.49 (0.041) [0.000]	0.02 (0.017) [0.278]	0.10 (0.018) [0.000]	0.14 (0.023) [0.000]
N	1560	1560	1560	1560
R <sup>2</sup>				
Control Mean	0.343	0.054	0.074	0.081
Het Effect	0.052	0.012	0.007	0.042
Het Effect SE	0.048	0.017	0.019	0.028
Het Effect p-value	0.272	0.487	0.713	0.129

Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. Columns 5-8 present the same estimates a year after school (after exam results). All regressions include Information Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.14: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	-0.96 (8.707) [0.912]	-0.03 (0.359) [0.936]	9.93 (12.259) [0.418]	0.17 (0.402) [0.664]
information_treatment	-12.35 (10.323) [0.232]	-0.69 (0.278) [0.014]	-15.08 (9.150) [0.099]	-0.55 (0.394) [0.164]
PodcastxInfo_T	24.23 (13.634) [0.076]	0.98 (0.416) [0.019]	10.59 (14.429) [0.463]	0.91 (0.538) [0.091]
Constant	105.76 (12.137) [0.000]	4.70 (0.401) [0.000]	106.62 (11.967) [0.000]	4.79 (0.444) [0.000]
N	1560	1560	1560	1560
R <sup>2</sup>				
Control Mean	47.151	2.486	60.879	3.312
Het Effect	23.268	0.949	20.524	1.085
Het Effect SE	10.213	0.331	10.015	0.497
Het Effect p-value	0.023	0.004	0.040	0.029

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Income are in 1000 TZS and winsorized at 99 percentile

Table A.15: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.16 (0.103) [0.117]	0.05 (0.088) [0.541]	0.16 (0.107) [0.123]	0.21 (0.102) [0.044]
information_treatment	-0.01 (0.069) [0.941]	-0.01 (0.058) [0.860]	0.03 (0.069) [0.630]	-0.02 (0.075) [0.815]
PodcastxInfo_T	0.01 (0.100) [0.917]	-0.00 (0.088) [0.967]	0.02 (0.094) [0.835]	0.02 (0.099) [0.845]
Constant	0.00 (0.120) [0.997]	-0.01 (0.121) [0.966]	-0.12 (0.128) [0.334]	-0.08 (0.107) [0.463]
N	1910	1910	1910	1910
R <sup>2</sup>				
Control Mean	-0.123	-0.046	-0.129	-0.141
Het Effect	0.172	0.050	0.184	0.225
Het Effect SE	0.118	0.104	0.116	0.108
Het Effect p-value	0.147	0.627	0.115	0.037

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.16: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.06 (0.020) [0.003]	0.20 (0.070) [0.004]	0.11 (0.043) [0.010]	0.13 (0.032) [0.000]	0.12 (0.029) [0.000]
information_treatment	-0.01 (0.015) [0.456]	0.00 (0.068) [0.975]	0.06 (0.029) [0.054]	0.03 (0.033) [0.439]	0.04 (0.022) [0.074]
PodcastxInfo_T	-0.01 (0.018) [0.529]	-0.03 (0.090) [0.758]	-0.07 (0.035) [0.052]	-0.02 (0.038) [0.523]	-0.03 (0.029) [0.228]
Constant	0.94 (0.022) [0.000]	0.08 (0.070) [0.230]	0.75 (0.034) [0.000]	0.72 (0.031) [0.000]	0.75 (0.025) [0.000]
N	1910	1910	1560	1910	1910
R <sup>2</sup>					
Control Mean	0.907	0.000	0.757	0.730	0.751
Het Effect	0.048	0.171	0.041	0.102	0.090
Het Effect SE	0.019	0.077	0.038	0.031	0.027
Het Effect p-value	0.011	0.025	0.278	0.001	0.001

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.17: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	0.50 (1.112) [0.652]	-0.00 (0.042) [0.973]
information_treatment	-0.38 (0.262) [0.146]	0.01 (0.030) [0.765]
PodcastxInfo_T	0.36 (0.501) [0.468]	-0.01 (0.039) [0.734]
Constant	9.36 (1.102) [0.000]	0.71 (0.038) [0.000]
N	1910	1910
R <sup>2</sup>		
Control Mean	7.200	0.747
Het Effect	0.866	-0.015
Het Effect SE	0.973	0.033
Het Effect p-value	0.373	0.650

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.18: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Job Application
Podcast	-0.02 (0.042) [0.577]	-0.61 (0.936) [0.518]	-0.14 (0.204) [0.500]	-0.04 (0.055) [0.524]	-1.00 (0.770) [0.193]	-0.07 (0.167) [0.658]
information_treatment	-0.04 (0.028) [0.183]	-0.92 (0.757) [0.222]	-0.16 (0.191) [0.394]	-0.05 (0.035) [0.165]	-0.01 (0.569) [0.984]	-0.20 (0.159) [0.215]
PodcastxInfo_T	0.04 (0.035) [0.314]	0.29 (0.867) [0.739]	0.23 (0.208) [0.265]	0.02 (0.049) [0.688]	0.89 (0.706) [0.209]	0.35 (0.208) [0.093]
Constant	0.34 (0.051) [0.000]	3.83 (1.091) [0.000]	-1.50 (0.673) [0.025]	0.56 (0.051) [0.000]	2.28 (0.559) [0.000]	1.19 (0.214) [0.000]
N	1560	1560	1560	1560	1560	1560
R <sup>2</sup>						
Control Mean	0.243	3.341	0.628	0.541	3.297	0.962
Het Effect	0.012	-0.317	0.094	-0.015	-0.114	0.276
Het Effect SE	0.035	0.624	0.116	0.052	0.800	0.135
Het Effect p-value	0.727	0.612	0.417	0.764	0.887	0.041

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, just after school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 present the estimates for the number of job applications after the exam results, and Column 6 the number of job application between the exam and the results. All regressions include Information Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls. Numerical values are winsorized at 99 percentile

Table A.19: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migrated
Podcast	-0.02 (0.039) [0.617]	-0.00 (0.043) [0.956]	0.01 (0.043) [0.758]	-0.01 (0.041) [0.821]	-0.02 (0.038) [0.543]	-0.05 (0.038) [0.176]
information_treatment	-0.00 (0.027) [0.950]	0.00 (0.033) [0.959]	0.03 (0.039) [0.384]	-0.04 (0.038) [0.264]	0.01 (0.027) [0.622]	-0.07 (0.032) [0.028]
PodcastxInfo_T	-0.00 (0.040) [0.906]	0.02 (0.056) [0.656]	-0.02 (0.055) [0.691]	0.06 (0.047) [0.190]	0.02 (0.042) [0.681]	0.09 (0.048) [0.047]
Constant	0.64 (0.047) [0.000]	0.51 (0.045) [0.000]	0.66 (0.043) [0.000]	0.79 (0.051) [0.000]	0.58 (0.053) [0.000]	0.52 (0.041) [0.000]
N	1560	1560	1560	1560	1560	1560
R <sup>2</sup>						
Control Mean	0.453	0.494	0.640	0.699	0.574	0.477
Het Effect	-0.024	0.023	-0.009	0.053	-0.006	0.043
Het Effect SE	0.038	0.041	0.040	0.037	0.037	0.044
Het Effect p-value	0.531	0.579	0.825	0.153	0.867	0.336

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a house, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Informaton Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

Table A.20: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.11 (0.073) [0.136]	0.17 (0.102) [0.093]	-0.09 (0.076) [0.232]	0.10 (0.083) [0.229]
information_treatment	-0.05 (0.072) [0.529]	-0.11 (0.068) [0.103]	-0.06 (0.068) [0.353]	0.02 (0.062) [0.779]
PodcastxInfo_T	0.02 (0.092) [0.789]	0.12 (0.083) [0.135]	0.08 (0.094) [0.396]	-0.07 (0.105) [0.511]
Constant	0.56 (0.127) [0.000]	0.05 (0.087) [0.605]	0.61 (0.165) [0.000]	-0.05 (0.069) [0.502]
N	1910	1910	1560	1560
R <sup>2</sup>				
Control Mean	0.001	0.001	-0.000	0.000
Het Effect	-0.085	0.295	-0.011	0.031
Het Effect SE	0.074	0.106	0.076	0.099
Het Effect p-value	0.251	0.005	0.882	0.757

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control, randomization strata controls, unblanced baseline covariate controls, and lasso selected controls.

## Appendix E Heterogeneity

Our experiment was designed for a full sample analysis only. Therefore, we have limited statistical power to test for heterogeneous treatment for subgroups. Yet, we tested for heterogeneity of treatment effect by gender, baseline hope, aspiration, agency, and pathways levels, by baseline stress level, and finally by baseline expectations level. We didn't detect any significant heterogeneous treatment effects across these dimensions.

### E.1 Gender

Table A.21: Podcast effect on Exam Results and Selection into Further Education

	Exam Results		Selection		
	(1) Div I, II or III	(2) Div IV or 0	(3) Selected	(4) Form V	(5) College
Podcast	0.06 (0.046) [0.231]	-0.06 (0.046) [0.199]	0.06 (0.046) [0.225]	0.04 (0.031) [0.189]	0.01 (0.022) [0.586]
Podcast X Female	-0.02 (0.047) [0.674]	0.02 (0.054) [0.693]	-0.02 (0.047) [0.706]	-0.02 (0.032) [0.501]	0.01 (0.022) [0.770]
Female	-0.24 (0.027) [0.000]	0.23 (0.033) [0.000]	-0.24 (0.027) [0.000]	-0.12 (0.019) [0.000]	-0.12 (0.012) [0.000]
N	3478	3478	3478	3478	3478
R <sup>2</sup>	0.111	0.093	0.113	0.058	0.050
Control Mean	0.160	0.811	0.152	0.083	0.069
Heterogeneous Effect	0.036	-0.039	0.039	0.020	0.019
Heterogeneous Effect SE	0.022	0.025	0.021	0.013	0.012
Heterogeneous Effect p-value	0.103	0.124	0.078	0.142	0.128

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets  
Column 1 present the estimates for the Podcast effect on the likelihood of getting division I, II or III, Column 2 present the estimates for the Podcast effect on the likelihood of getting division IV or 0, Column 3, 4 and 5 respectively present the estimates for the Podcast effect on the likelihood of getting selected into any education, into form V, and vocational colleges. All regressions include randomization strata controls

Table A.22: Podcast effect on Exam Results (admin data)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.00 (0.006) [0.831]	0.02 (0.016) [0.195]	0.02 (0.019) [0.217]	-0.02 (0.034) [0.484]	-0.02 (0.030) [0.438]	0.01 (0.009) [0.155]
T X Fem	-0.00 (0.007) [0.659]	-0.01 (0.018) [0.610]	-0.01 (0.020) [0.731]	0.00 (0.044) [0.952]	0.02 (0.036) [0.620]	-0.02 (0.011) [0.129]
Female	-0.01 (0.006) [0.077]	-0.05 (0.010) [0.000]	-0.06 (0.011) [0.000]	0.09 (0.029) [0.004]	0.03 (0.020) [0.122]	0.02 (0.005) [0.001]
N	4075	4075	4075	4075	4075	4075
R <sup>2</sup>	0.007	0.024	0.017	0.016	0.015	0.006
Control Mean	0.007	0.032	0.071	0.739	0.123	0.022
Heterogeneous Effect	-0.002	0.013	0.017	-0.021	-0.006	-0.003
Heterogeneous Effect SE	0.002	0.006	0.019	0.041	0.037	0.009
Heterogeneous Effect p-value	0.434	0.050	0.391	0.611	0.873	0.703

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls

Table A.23: Podcast effect on Exam Results (survey)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.01 (0.009) [0.300]	0.01 (0.021) [0.494]	0.01 (0.031) [0.815]	-0.01 (0.038) [0.891]	-0.02 (0.018) [0.200]	-0.00 (0.007) [0.599]
Podcast X Female	-0.01 (0.009) [0.444]	-0.01 (0.024) [0.588]	0.03 (0.039) [0.438]	-0.03 (0.048) [0.483]	0.02 (0.020) [0.245]	0.00 (0.008) [0.989]
Female	-0.01 (0.006) [0.056]	-0.07 (0.017) [0.000]	-0.11 (0.026) [0.000]	0.20 (0.039) [0.000]	-0.00 (0.015) [0.862]	-0.00 (0.007) [0.812]
N	2006	2006	2006	2006	2006	2006
R <sup>2</sup>	0.012	0.047	0.027	0.059	0.003	0.002
Control Mean	0.004	0.047	0.119	0.776	0.045	0.009
Heterogeneous Effect	0.003	0.002	0.038	-0.039	0.001	-0.004
Heterogeneous Effect SE	0.002	0.010	0.027	0.031	0.016	0.004
Heterogeneous Effect p-value	0.185	0.863	0.166	0.210	0.969	0.343

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls

Table A.24: Podcast effect on Occupation

	Shortly after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.04 (0.050) [0.380]	0.01 (0.023) [0.784]	0.02 (0.019) [0.216]	0.06 (0.032) [0.081]
Podcast X Female	-0.00 (0.050) [0.952]	0.00 (0.025) [0.969]	-0.03 (0.023) [0.154]	-0.02 (0.030) [0.530]
Female	-0.21 (0.034) [0.000]	-0.04 (0.015) [0.024]	-0.01 (0.015) [0.335]	-0.04 (0.022) [0.102]
N	2006	2006	2006	2006
R <sup>2</sup>	0.059	0.008	0.009	0.017
Control Mean	0.263	0.048	0.042	0.056
Heterogeneous Effect	0.041	0.007	-0.009	0.038
Heterogeneous Effect SE	0.029	0.016	0.013	0.014
Heterogeneous Effect p-value	0.165	0.642	0.475	0.009

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.25: Podcast effect on Occupation

	A year after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.03 (0.049) [0.535]	0.00 (0.025) [0.877]	-0.01 (0.023) [0.667]	0.05 (0.030) [0.108]
Podcast X Female	0.01 (0.046) [0.823]	0.01 (0.025) [0.630]	0.01 (0.027) [0.771]	0.00 (0.028) [0.909]
Female	-0.13 (0.032) [0.000]	-0.03 (0.018) [0.093]	-0.03 (0.022) [0.243]	-0.03 (0.016) [0.033]
N	2006	2006	2006	2006
R <sup>2</sup>	0.029	0.009	0.005	0.019
Control Mean	0.343	0.054	0.074	0.081
Heterogeneous Effect	0.041	0.016	-0.002	0.052
Heterogeneous Effect SE	0.033	0.014	0.019	0.021
Heterogeneous Effect p-value	0.222	0.258	0.911	0.015

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation one year after school (8 months after exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.26: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	15.93 (12.677) [0.215]	0.58 (0.538) [0.289]	23.44 (14.934) [0.123]	0.66 (0.522) [0.211]
Podcast X Female	-11.49 (14.588) [0.435]	-0.30 (0.583) [0.610]	-12.09 (15.808) [0.448]	-0.24 (0.500) [0.627]
Female	-49.45 (9.546) [0.000]	-2.09 (0.389) [0.000]	-50.84 (7.240) [0.000]	-1.52 (0.311) [0.000]
N	2006	2006	2006	2006
R <sup>2</sup>	0.048	0.057	0.040	0.029
Control Mean	47.151	2.486	60.879	3.312
Heterogeneous Effect	4.435	0.278	11.349	0.416
Heterogeneous Effect SE	6.508	0.295	7.199	0.328
Heterogeneous Effect p-value	0.499	0.351	0.121	0.211

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile

Table A.27: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.15 (0.113) [0.198]	0.05 (0.109) [0.659]	0.09 (0.109) [0.422]	0.24 (0.098) [0.018]
Podcast X Female	0.05 (0.116) [0.666]	-0.04 (0.103) [0.686]	0.18 (0.117) [0.128]	0.02 (0.112) [0.829]
Female	-0.08 (0.096) [0.406]	-0.07 (0.086) [0.398]	-0.19 (0.095) [0.055]	0.05 (0.086) [0.585]
N	2005	2005	2005	2005
R <sup>2</sup>	0.023	0.008	0.028	0.039
Control Mean	0.000	-0.000	0.000	0.000
Heterogeneous Effect	0.198	0.006	0.270	0.265
Heterogeneous Effect SE	0.096	0.083	0.100	0.102
Heterogeneous Effect p-value	0.045	0.940	0.010	0.012

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

Table A.28: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.05 (0.026) [0.050]	0.17 (0.085) [0.050]	0.08 (0.038) [0.039]	0.12 (0.030) [0.000]	0.12 (0.035) [0.001]
Podcast X Female	-0.01 (0.027) [0.784]	0.08 (0.098) [0.399]	-0.02 (0.035) [0.594]	-0.04 (0.039) [0.281]	-0.02 (0.038) [0.631]
Female	0.03 (0.024) [0.188]	-0.04 (0.076) [0.610]	0.04 (0.024) [0.065]	0.08 (0.033) [0.026]	0.08 (0.034) [0.032]
N	2005	2005	2006	2005	2005
R <sup>2</sup>	0.022	0.030	0.022	0.019	0.031
Control Mean	0.907	0.000	0.757	0.730	0.751
Heterogeneous Effect	0.044	0.254	0.062	0.079	0.106
Heterogeneous Effect SE	0.015	0.073	0.035	0.033	0.024
Heterogeneous Effect p-value	0.006	0.001	0.086	0.020	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

Table A.29: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	0.61 (1.043) [0.561]	-0.01 (0.040) [0.745]
Podcast X Female	0.06 (0.469) [0.900]	-0.00 (0.048) [0.927]
Female	-0.80 (0.362) [0.031]	0.05 (0.033) [0.104]
N	2006	2005
R <sup>2</sup>	0.011	0.006
Control Mean	7.200	0.747
Heterogeneous Effect	0.671	-0.018
Heterogeneous Effect SE	1.019	0.042
Heterogeneous Effect p-value	0.514	0.675

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

Table A.30: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Appl
Podcast	-0.02 (0.048) [0.736]	-1.10 (0.996) [0.277]	-0.03 (0.205) [0.873]	-0.06 (0.050) [0.270]	-1.35 (0.914) [0.146]	-0.03 (0.043) [0.530]
Podcast X Female	0.03 (0.043) [0.530]	1.10 (0.960) [0.258]	0.03 (0.181) [0.859]	0.05 (0.046) [0.318]	1.43 (0.872) [0.109]	0.03 (0.034) [0.118]
Female	-0.05 (0.034) [0.118]	-1.13 (0.875) [0.202]	-0.29 (0.144) [0.054]	0.02 (0.038) [0.691]	-1.16 (0.673) [0.091]	-0.03 (0.043) [0.530]
N	2006	2006	2006	2006	2006	2006
R <sup>2</sup>	0.009	0.005	0.011	0.019	0.016	0.011
Control Mean	0.243	3.341	0.628	0.541	3.297	0.628
Heterogeneous Effect	0.011	0.003	-0.001	-0.009	0.076	0.011
Heterogeneous Effect SE	0.034	0.622	0.087	0.052	0.688	0.034
Heterogeneous Effect p-value	0.749	0.997	0.994	0.858	0.913	0.749

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 6 presents the estimates for the number of job applications after the exam results, and Column 7 the number of job application before exam and the results. All regressions include Information Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile.

Table A.31: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migr
Podcast	-0.01 (0.037) [0.785]	-0.01 (0.042) [0.748]	-0.04 (0.041) [0.398]	0.01 (0.034) [0.857]	-0.07 (0.038) [0.073]	0.0 (0.0) [0.9]
Podcast X Female	-0.01 (0.041) [0.745]	0.03 (0.052) [0.527]	0.02 (0.053) [0.664]	0.02 (0.036) [0.549]	0.05 (0.040) [0.184]	-0.0 (0.0) [0.5]
Female	-0.09 (0.027) [0.002]	-0.11 (0.037) [0.006]	-0.06 (0.043) [0.187]	-0.09 (0.028) [0.003]	-0.09 (0.026) [0.001]	0.0 (0.0) [0.0]
N	2006	2006	2006	2006	2006	2006
R <sup>2</sup>	0.028	0.013	0.006	0.018	0.018	0.0
Control Mean	0.453	0.494	0.640	0.699	0.574	0.4
Heterogeneous Effect	-0.024	0.019	-0.012	0.028	-0.015	-0.0
Heterogeneous Effect SE	0.039	0.038	0.038	0.035	0.034	0.0
Heterogeneous Effect p-value	0.545	0.612	0.763	0.424	0.661	0.5

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a home, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Information Treatment control and randomization strata controls.

Table A.32: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.27 (0.077) [0.001]	0.23 (0.101) [0.028]	-0.13 (0.073) [0.081]	0.05 (0.087) [0.559]
Podcast X Female	0.21 (0.087) [0.020]	0.07 (0.098) [0.480]	0.09 (0.082) [0.292]	0.08 (0.088) [0.386]
Female	0.03 (0.053) [0.517]	0.14 (0.067) [0.037]	0.10 (0.061) [0.101]	0.00 (0.058) [0.993]
N	2005	2005	2006	2006
R <sup>2</sup>	0.019	0.040	0.010	0.007
Control Mean	0.001	0.001	-0.000	0.000
Heterogeneous Effect	-0.059	0.297	-0.044	0.128
Heterogeneous Effect SE	0.061	0.102	0.068	0.089
Heterogeneous Effect p-value	0.339	0.005	0.525	0.159

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls.

## E.2 Baseline Hope

Table A.33: Podcast effect on Exam Results (survey)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.01 (0.007) [0.220]	-0.01 (0.011) [0.505]	0.01 (0.030) [0.659]	-0.01 (0.034) [0.851]	-0.00 (0.016) [0.858]	-0.01 (0.004) [0.229]
T X High Hope	-0.00 (0.010) [0.637]	0.03 (0.016) [0.065]	0.03 (0.035) [0.457]	-0.04 (0.040) [0.284]	-0.01 (0.017) [0.517]	0.00 (0.005) [0.587]
High Hope	0.01 (0.004) [0.085]	0.00 (0.010) [0.984]	-0.04 (0.025) [0.120]	0.03 (0.031) [0.392]	0.01 (0.013) [0.701]	0.00 (0.005) [0.826]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.005	0.019	0.011	0.017	0.002	0.002
Control Mean	0.004	0.047	0.119	0.776	0.045	0.009
Heterogeneous Effect	0.003	0.023	0.040	-0.050	-0.014	-0.002
Heterogeneous Effect SE	0.007	0.014	0.024	0.029	0.015	0.005
Heterogeneous Effect p-value	0.604	0.116	0.108	0.093	0.367	0.642

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls.

Table A.34: Podcast effect on Occupation

	Shortly after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.05 (0.039) [0.229]	0.01 (0.018) [0.770]	0.02 (0.017) [0.335]	0.05 (0.022) [0.018]
T X High Hope	-0.01 (0.040) [0.883]	0.00 (0.018) [0.830]	-0.02 (0.021) [0.240]	-0.02 (0.021) [0.446]
High Hope	-0.02 (0.029) [0.457]	-0.01 (0.011) [0.577]	0.01 (0.014) [0.452]	0.00 (0.013) [0.749]
N	2007	2007	2007	2007
R <sup>2</sup>	0.010	0.002	0.003	0.010
Control Mean	0.263	0.048	0.042	0.056
Heterogeneous Effect	0.042	0.009	-0.008	0.038
Heterogeneous Effect SE	0.035	0.016	0.013	0.018
Heterogeneous Effect p-value	0.235	0.565	0.527	0.045

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.35: Podcast effect on Occupation

	A year after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.02 (0.041) [0.657]	0.02 (0.018) [0.312]	-0.02 (0.023) [0.456]	0.04 (0.029) [0.133]
T X High Hope	0.04 (0.040) [0.326]	-0.01 (0.019) [0.506]	0.02 (0.027) [0.379]	0.02 (0.029) [0.602]
High Hope	-0.03 (0.025) [0.211]	0.00 (0.012) [0.951]	-0.02 (0.021) [0.296]	0.02 (0.019) [0.375]
N	2007	2007	2007	2007
R <sup>2</sup>	0.014	0.007	0.004	0.018
Control Mean	0.343	0.054	0.074	0.081
Heterogeneous Effect	0.058	0.005	0.007	0.060
Heterogeneous Effect SE	0.038	0.017	0.019	0.021
Heterogeneous Effect p-value	0.131	0.755	0.721	0.007

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation one year after school (8 months after exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.36: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	0.00 (0.009) [0.594]	0.48 (0.383) [0.220]	0.01 (0.010) [0.215]	0.50 (0.428) [0.252]
T X High Hope	0.01 (0.011) [0.422]	-0.11 (0.449) [0.816]	0.01 (0.013) [0.572]	0.07 (0.444) [0.879]
High Hope	-0.00 (0.008) [0.628]	-0.08 (0.352) [0.826]	-0.00 (0.009) [0.763]	-0.08 (0.302) [0.796]
N	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.005	0.006	0.006
Control Mean	0.047	2.486	0.061	3.312
Heterogeneous Effect	0.014	0.370	0.020	0.564
Heterogeneous Effect SE	0.008	0.377	0.010	0.396
Heterogeneous Effect p-value	0.090	0.331	0.043	0.161

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile.

Table A.37: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.16 (0.097) [0.109]	0.04 (0.083) [0.593]	0.16 (0.097) [0.104]	0.21 (0.098) [0.038]
T X High Hope	0.10 (0.081) [0.205]	0.08 (0.082) [0.345]	0.10 (0.089) [0.286]	0.08 (0.069) [0.227]
High Hope	0.02 (0.061) [0.791]	-0.00 (0.061) [0.979]	0.01 (0.065) [0.881]	0.04 (0.050) [0.486]
N	2556	2556	2556	2556
R <sup>2</sup>	0.031	0.011	0.025	0.042
Control Mean	0.000	-0.000	0.000	0.000
Heterogeneous Effect	0.261	0.123	0.257	0.293
Heterogeneous Effect SE	0.095	0.094	0.097	0.081
Heterogeneous Effect p-value	0.008	0.198	0.011	0.001

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

Table A.38: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.07 (0.019) [0.001]	0.17 (0.068) [0.016]	0.09 (0.037) [0.018]	0.08 (0.033) [0.017]	0.11 (0.032) [0.001]
T X High Hope	-0.04 (0.017) [0.046]	0.10 (0.074) [0.179]	-0.04 (0.034) [0.212]	0.01 (0.033) [0.830]	0.00 (0.034) [0.986]
High Hope	0.03 (0.013) [0.039]	-0.02 (0.060) [0.680]	0.03 (0.027) [0.269]	0.04 (0.025) [0.163]	0.02 (0.025) [0.350]
N	2556	2556	2007	2556	2556
R <sup>2</sup>	0.027	0.033	0.020	0.016	0.024
Control Mean	0.907	0.000	0.757	0.730	0.751
Heterogeneous Effect	0.036	0.271	0.047	0.089	0.110
Heterogeneous Effect SE	0.017	0.066	0.035	0.028	0.024
Heterogeneous Effect p-value	0.037	0.000	0.190	0.002	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

Table A.39: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	0.04 (0.995) [0.965]	0.02 (0.037) [0.578]
T X High Hope	1.53 (0.630) [0.019]	-0.03 (0.037) [0.475]
High Hope	-0.79 (0.366) [0.035]	-0.00 (0.024) [0.871]
N	2557	2556
R <sup>2</sup>	0.014	0.005
Control Mean	7.200	0.747
Heterogeneous Effect	1.572	-0.006
Heterogeneous Effect SE	1.136	0.035
Heterogeneous Effect p-value	0.173	0.873

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

Table A.40: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Appl
Podcast	0.01 (0.039) [0.735]	-0.25 (0.708) [0.722]	-0.08 (0.178) [0.662]	-0.08 (0.060) [0.198]	-0.54 (0.801) [0.500]	0 (0.000) [0.000]
T X High Hope	-0.02 (0.037) [0.512]	-0.32 (0.830) [0.704]	0.13 (0.173) [0.449]	0.10 (0.045) [0.036]	0.14 (0.689) [0.836]	0 (0.000) [0.000]
High Hope	-0.00 (0.026) [0.946]	0.06 (0.665) [0.926]	-0.15 (0.147) [0.317]	-0.05 (0.036) [0.191]	-0.16 (0.411) [0.693]	-0 (0.000) [0.000]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.008	0.004	0.006	0.020	0.014	0.000
Control Mean	0.243	3.341	0.628	0.541	3.297	0.000
Heterogeneous Effect	-0.011	-0.571	0.053	0.019	-0.401	0.000
Heterogeneous Effect SE	0.039	0.799	0.098	0.041	0.677	0.000
Heterogeneous Effect p-value	0.773	0.478	0.589	0.645	0.556	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 presents the estimates for the number of job applications after the exam results, and Column 6 the number of job application before exam and the results. All regressions include Information Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile.

Table A.41: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migr
Podcast	0.01 (0.038) [0.849]	-0.01 (0.032) [0.792]	-0.02 (0.037) [0.565]	0.03 (0.034) [0.450]	-0.06 (0.032) [0.075]	0.0 (0.0) [0.8]
T X High Hope	-0.05 (0.041) [0.236]	0.03 (0.039) [0.417]	0.00 (0.045) [0.935]	-0.01 (0.038) [0.752]	0.05 (0.041) [0.275]	-0.0 (0.0) [0.3]
High Hope	-0.02 (0.021) [0.453]	-0.05 (0.025) [0.045]	-0.01 (0.022) [0.804]	-0.02 (0.023) [0.423]	-0.03 (0.023) [0.169]	0.0 (0.0) [0.6]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.022	0.007	0.004	0.012	0.014	0.0
Control Mean	0.453	0.494	0.640	0.699	0.574	0.4
Heterogeneous Effect	-0.043	0.023	-0.018	0.014	-0.014	-0.0
Heterogeneous Effect SE	0.040	0.040	0.037	0.036	0.040	0.0
Heterogeneous Effect p-value	0.291	0.561	0.633	0.707	0.733	0.4

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a home, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Information, Treatment control and randomization strata controls.

Table A.42: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.05 (0.066) [0.474]	0.20 (0.094) [0.038]	0.03 (0.080) [0.752]	0.04 (0.096) [0.650]
T X High Hope	-0.13 (0.080) [0.103]	0.06 (0.073) [0.404]	-0.20 (0.093) [0.032]	0.10 (0.095) [0.278]
High Hope	0.07 (0.063) [0.286]	0.08 (0.053) [0.123]	0.10 (0.068) [0.171]	0.06 (0.075) [0.433]
N	2556	2556	2007	2007
R <sup>2</sup>	0.013	0.029	0.007	0.010
Control Mean	0.001	0.001	-0.000	0.000
Heterogeneous Effect	-0.181	0.262	-0.179	0.148
Heterogeneous Effect SE	0.066	0.098	0.066	0.083
Heterogeneous Effect p-value	0.009	0.010	0.009	0.082

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Informaton Treatment control and randomization strata controls.

### E.3 Baseline Capacity to Aspire

Table A.43: Podcast effect on Exam Results (survey)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.00 (0.004) [0.721]	-0.01 (0.014) [0.405]	0.02 (0.030) [0.421]	-0.02 (0.035) [0.554]	0.00 (0.015) [0.751]	0.00 (0.004) [0.689]
T X High Asp	0.01 (0.007) [0.222]	0.03 (0.015) [0.027]	0.00 (0.032) [0.888]	-0.01 (0.034) [0.671]	-0.02 (0.013) [0.079]	-0.01 (0.006) [0.134]
High Asp	0.00 (0.003) [0.293]	-0.01 (0.010) [0.339]	-0.01 (0.019) [0.509]	-0.01 (0.020) [0.675]	0.02 (0.010) [0.066]	0.01 (0.005) [0.130]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.018	0.010	0.017	0.003	0.003
Control Mean	0.004	0.047	0.119	0.776	0.045	0.009
Heterogeneous Effect	0.010	0.023	0.029	-0.035	-0.019	-0.008
Heterogeneous Effect SE	0.006	0.012	0.023	0.025	0.015	0.005
Heterogeneous Effect p-value	0.149	0.055	0.211	0.167	0.211	0.158

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls.

Table A.44: Podcast effect on Occupation

	Shortly after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.02 (0.043) [0.659]	0.01 (0.021) [0.587]	0.00 (0.015) [0.856]	0.04 (0.024) [0.079]
T X High Asp	0.04 (0.042) [0.295]	-0.01 (0.018) [0.666]	0.00 (0.019) [0.908]	0.01 (0.024) [0.828]
High Asp	-0.05 (0.029) [0.074]	-0.01 (0.013) [0.361]	0.01 (0.017) [0.661]	-0.01 (0.018) [0.605]
N	2007	2007	2007	2007
R <sup>2</sup>	0.011	0.003	0.003	0.009
Control Mean	0.263	0.048	0.042	0.056
Heterogeneous Effect	0.064	0.004	0.005	0.048
Heterogeneous Effect SE	0.033	0.013	0.014	0.018
Heterogeneous Effect p-value	0.056	0.779	0.718	0.012

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.45: Podcast effect on Occupation

	A year after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	-0.00 (0.041) [0.961]	0.01 (0.021) [0.516]	-0.03 (0.025) [0.251]	0.04 (0.028) [0.188]
T X High Asp	0.07 (0.038) [0.072]	-0.00 (0.021) [0.836]	0.04 (0.029) [0.146]	0.02 (0.029) [0.404]
High Asp	-0.09 (0.029) [0.004]	-0.02 (0.016) [0.153]	-0.04 (0.023) [0.124]	-0.00 (0.024) [0.965]
N	2007	2007	2007	2007
R <sup>2</sup>	0.017	0.009	0.005	0.017
Control Mean	0.343	0.054	0.074	0.081
Heterogeneous Effect	0.068	0.009	0.013	0.062
Heterogeneous Effect SE	0.036	0.015	0.018	0.022
Heterogeneous Effect p-value	0.066	0.535	0.469	0.008

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation one year after school (8 months after exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.46: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	-0.00 (0.000) [0.627]	0.39 (0.422) [0.358]	0.00 (0.000) [0.271]	0.36 (0.465) [0.442]
T X High Asp	0.00 (0.000) [0.030]	0.04 (0.401) [0.914]	0.00 (0.000) [0.345]	0.28 (0.450) [0.540]
High Asp	-0.00 (0.000) [0.160]	-0.40 (0.294) [0.177]	-0.00 (0.000) [0.125]	-0.76 (0.341) [0.030]
N	2007	2007	2007	2007
R <sup>2</sup>	0.009	0.007	0.007	0.010
Control Mean	0.000	2.486	0.000	3.312
Heterogeneous Effect	0.000	0.435	0.000	0.639
Heterogeneous Effect SE	0.000	0.316	0.000	0.362
Heterogeneous Effect p-value	0.011	0.175	0.028	0.084

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile.

Table A.47: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.14 (0.083) [0.089]	0.01 (0.075) [0.921]	0.13 (0.086) [0.122]	0.24 (0.087) [0.008]
T X High Asp	0.12 (0.068) [0.091]	0.14 (0.071) [0.062]	0.13 (0.074) [0.083]	0.02 (0.065) [0.793]
High Asp	-0.05 (0.058) [0.408]	-0.04 (0.058) [0.538]	-0.06 (0.058) [0.299]	-0.03 (0.055) [0.638]
N	2556	2556	2556	2556
R <sup>2</sup>	0.030	0.012	0.025	0.040
Control Mean	0.000	-0.000	0.000	0.000
Heterogeneous Effect	0.261	0.143	0.265	0.259
Heterogeneous Effect SE	0.100	0.093	0.098	0.090
Heterogeneous Effect p-value	0.012	0.130	0.010	0.006

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

Table A.48: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.06 (0.017) [0.000]	0.19 (0.067) [0.007]	0.08 (0.038) [0.050]	0.10 (0.038) [0.009]	0.11 (0.027) [0.000]
T X High Asp	-0.02 (0.016) [0.194]	0.05 (0.073) [0.463]	-0.02 (0.032) [0.629]	-0.03 (0.035) [0.438]	-0.00 (0.029) [0.999]
High Asp	0.01 (0.015) [0.558]	-0.08 (0.057) [0.151]	0.01 (0.023) [0.718]	0.04 (0.027) [0.153]	0.01 (0.023) [0.682]
N	2556	2556	2007	2556	2556
R <sup>2</sup>	0.026	0.033	0.019	0.015	0.023
Control Mean	0.907	0.000	0.757	0.730	0.751
Heterogeneous Effect	0.044	0.244	0.061	0.074	0.109
Heterogeneous Effect SE	0.018	0.066	0.034	0.025	0.026
Heterogeneous Effect p-value	0.018	0.001	0.076	0.004	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

Table A.49: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	-0.07 (1.150) [0.950]	0.01 (0.040) [0.885]
T X High Asp	1.55 (0.567) [0.009]	0.00 (0.038) [0.990]
High Asp	-1.21 (0.434) [0.007]	-0.03 (0.025) [0.301]
N	2557	2556
R <sup>2</sup>	0.015	0.005
Control Mean	7.200	0.747
Heterogeneous Effect	1.476	0.006
Heterogeneous Effect SE	0.996	0.033
Heterogeneous Effect p-value	0.145	0.850

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

Table A.50: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Appl
Podcast	0.00 (0.035) [0.896]	-0.52 (0.783) [0.507]	-0.17 (0.204) [0.405]	-0.03 (0.058) [0.621]	-1.01 (0.939) [0.287]	-0.03 (0.035) [0.896]
T X High Asp	-0.01 (0.035) [0.838]	0.19 (0.752) [0.805]	0.28 (0.196) [0.159]	0.00 (0.045) [0.988]	0.94 (0.784) [0.236]	0.00 (0.035) [0.896]
High Asp	-0.02 (0.027) [0.489]	-0.28 (0.571) [0.621]	-0.30 (0.186) [0.111]	-0.02 (0.035) [0.550]	-0.92 (0.679) [0.183]	-0.03 (0.035) [0.896]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.008	0.004	0.009	0.018	0.015	0.008
Control Mean	0.243	3.341	0.628	0.541	3.297	0.628
Heterogeneous Effect	-0.003	-0.337	0.109	-0.028	-0.070	0.109
Heterogeneous Effect SE	0.041	0.697	0.091	0.045	0.590	0.091
Heterogeneous Effect p-value	0.949	0.631	0.238	0.526	0.906	0.238

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 presents the estimates for the number of job applications after the exam results, and Column 6 the number of job application before exam and the results. All regressions include Information Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile.

Table A.51: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migr
Podcast	-0.05 (0.040) [0.218]	-0.02 (0.038) [0.589]	-0.07 (0.039) [0.084]	-0.02 (0.036) [0.530]	-0.08 (0.031) [0.015]	0.0 (0.0) [0.6]
T X High Asp	0.06 (0.036) [0.125]	0.05 (0.041) [0.219]	0.09 (0.040) [0.032]	0.08 (0.034) [0.032]	0.08 (0.039) [0.059]	-0.0 (0.0) [0.2]
High Asp	-0.04 (0.023) [0.065]	-0.04 (0.027) [0.118]	-0.04 (0.025) [0.162]	-0.05 (0.019) [0.017]	-0.05 (0.022) [0.024]	0.0 (0.0) [0.4]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.020	0.006	0.006	0.013	0.015	0.0
Control Mean	0.453	0.494	0.640	0.699	0.574	0.4
Heterogeneous Effect	0.007	0.030	0.019	0.053	-0.003	-0.0
Heterogeneous Effect SE	0.036	0.036	0.033	0.033	0.039	0.0
Heterogeneous Effect p-value	0.853	0.404	0.572	0.114	0.945	0.3

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a home, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Information, Treatment control and randomization strata controls.

Table A.52: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.05 (0.074) [0.523]	0.14 (0.095) [0.137]	-0.02 (0.081) [0.841]	0.06 (0.098) [0.553]
T X High Asp	-0.12 (0.082) [0.146]	0.15 (0.068) [0.028]	-0.11 (0.092) [0.230]	0.07 (0.081) [0.421]
High Asp	0.03 (0.063) [0.581]	-0.05 (0.055) [0.409]	0.02 (0.061) [0.712]	0.02 (0.069) [0.819]
N	2556	2556	2007	2007
R <sup>2</sup>	0.013	0.027	0.005	0.007
Control Mean	0.001	0.001	-0.000	0.000
Heterogeneous Effect	-0.169	0.297	-0.128	0.124
Heterogeneous Effect SE	0.060	0.094	0.068	0.077
Heterogeneous Effect p-value	0.007	0.003	0.066	0.112

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Informaton Treatment control and randomization strata controls.

## E.4 Baseline Agency

Table A.53: Podcast effect on Exam Results (survey)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.00 (0.005) [0.348]	-0.01 (0.012) [0.266]	0.01 (0.029) [0.674]	0.01 (0.034) [0.684]	-0.01 (0.019) [0.592]	-0.01 (0.006) [0.214]
T X High Agency	0.00 (0.008) [0.811]	0.04 (0.021) [0.047]	0.03 (0.036) [0.420]	-0.08 (0.042) [0.050]	0.00 (0.020) [0.867]	0.01 (0.007) [0.347]
High Agency	0.01 (0.004) [0.087]	0.01 (0.015) [0.657]	-0.02 (0.022) [0.261]	0.02 (0.027) [0.390]	-0.01 (0.014) [0.504]	-0.00 (0.006) [0.650]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.023	0.010	0.020	0.002	0.002
Control Mean	0.004	0.047	0.119	0.776	0.045	0.009
Heterogeneous Effect	0.007	0.029	0.042	-0.071	-0.007	-0.000
Heterogeneous Effect SE	0.007	0.016	0.026	0.031	0.014	0.004
Heterogeneous Effect p-value	0.313	0.079	0.117	0.027	0.615	0.920

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls.

Table A.54: Podcast effect on Occupation

	Shortly after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.02 (0.041) [0.573]	-0.01 (0.020) [0.625]	0.00 (0.018) [0.990]	0.06 (0.020) [0.006]
T X High Agency	0.04 (0.045) [0.345]	0.03 (0.020) [0.090]	0.01 (0.024) [0.764]	-0.02 (0.018) [0.202]
High Agency	-0.07 (0.031) [0.022]	-0.03 (0.009) [0.003]	-0.00 (0.019) [0.851]	-0.00 (0.010) [0.953]
N	2007	2007	2007	2007
R <sup>2</sup>	0.013	0.004	0.002	0.010
Control Mean	0.263	0.048	0.042	0.056
Heterogeneous Effect	0.066	0.024	0.008	0.034
Heterogeneous Effect SE	0.036	0.015	0.014	0.019
Heterogeneous Effect p-value	0.073	0.122	0.595	0.073

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.55: Podcast effect on Occupation

	A year after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.05 (0.045) [0.235]	0.03 (0.019) [0.175]	-0.03 (0.023) [0.237]	0.07 (0.028) [0.023]
T X High Agency	-0.03 (0.045) [0.496]	-0.03 (0.022) [0.200]	0.05 (0.026) [0.091]	-0.03 (0.027) [0.316]
High Agency	0.01 (0.031) [0.633]	0.00 (0.015) [0.842]	-0.03 (0.021) [0.213]	0.03 (0.017) [0.073]
N	2007	2007	2007	2007
R <sup>2</sup>	0.013	0.008	0.005	0.017
Control Mean	0.343	0.054	0.074	0.081
Heterogeneous Effect	0.023	-0.003	0.017	0.038
Heterogeneous Effect SE	0.036	0.017	0.018	0.021
Heterogeneous Effect p-value	0.516	0.883	0.336	0.074

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation one year after school (8 months after exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.56: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	0.00 (0.000) [0.558]	0.26 (0.427) [0.548]	0.00 (0.000) [0.242]	0.71 (0.452) [0.122]
T X High Agency	0.00 (0.000) [0.582]	0.33 (0.525) [0.538]	0.00 (0.000) [0.636]	-0.36 (0.441) [0.424]
High Agency	-0.00 (0.000) [0.049]	-0.57 (0.394) [0.156]	0.00 (0.000) [0.978]	0.09 (0.334) [0.800]
N	2007	2007	2007	2007
R <sup>2</sup>	0.009	0.007	0.007	0.007
Control Mean	0.000	2.486	0.000	3.312
Heterogeneous Effect	0.000	0.583	0.000	0.355
Heterogeneous Effect SE	0.000	0.379	0.000	0.365
Heterogeneous Effect p-value	0.112	0.131	0.056	0.336

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile.

Table A.57: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.17 (0.099) [0.086]	0.06 (0.089) [0.523]	0.18 (0.096) [0.059]	0.21 (0.100) [0.037]
T X High Agency	0.07 (0.081) [0.372]	0.05 (0.074) [0.463]	0.05 (0.081) [0.536]	0.07 (0.081) [0.361]
High Agency	0.02 (0.053) [0.701]	-0.00 (0.052) [0.991]	0.05 (0.053) [0.331]	0.01 (0.053) [0.873]
N	2556	2556	2556	2556
R <sup>2</sup>	0.030	0.011	0.025	0.041
Control Mean	0.000	-0.000	0.000	0.000
Heterogeneous Effect	0.247	0.112	0.235	0.289
Heterogeneous Effect SE	0.093	0.085	0.095	0.083
Heterogeneous Effect p-value	0.010	0.195	0.017	0.001

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

Table A.58: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.06 (0.018) [0.001]	0.18 (0.070) [0.013]	0.10 (0.042) [0.022]	0.10 (0.032) [0.003]	0.13 (0.027) [0.000]
T X High Agency	-0.02 (0.016) [0.270]	0.08 (0.075) [0.293]	-0.06 (0.038) [0.119]	-0.03 (0.037) [0.406]	-0.03 (0.032) [0.286]
High Agency	0.01 (0.013) [0.540]	-0.02 (0.055) [0.675]	0.04 (0.030) [0.212]	0.05 (0.030) [0.092]	0.02 (0.024) [0.502]
N	2556	2556	2007	2556	2556
R <sup>2</sup>	0.026	0.032	0.021	0.016	0.023
Control Mean	0.907	0.000	0.757	0.730	0.751
Heterogeneous Effect	0.044	0.261	0.038	0.070	0.092
Heterogeneous Effect SE	0.017	0.064	0.032	0.030	0.028
Heterogeneous Effect p-value	0.015	0.000	0.234	0.025	0.002

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

Table A.59: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	0.32 (1.055) [0.762]	0.01 (0.034) [0.738]
T X High Agency	1.01 (0.761) [0.190]	-0.01 (0.043) [0.838]
High Agency	-0.63 (0.298) [0.039]	-0.03 (0.028) [0.315]
N	2557	2556
R <sup>2</sup>	0.012	0.005
Control Mean	7.200	0.747
Heterogeneous Effect	1.334	0.003
Heterogeneous Effect SE	1.132	0.041
Heterogeneous Effect p-value	0.244	0.948

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

Table A.60: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Appl
Podcast	-0.04 (0.040) [0.345]	-0.70 (0.692) [0.320]	-0.15 (0.173) [0.384]	-0.06 (0.054) [0.240]	-1.05 (0.899) [0.248]	0 (0.000) [0.000]
T X High Agency	0.08 (0.034) [0.029]	0.56 (0.811) [0.495]	0.28 (0.173) [0.110]	0.07 (0.043) [0.107]	1.15 (0.887) [0.200]	0 (0.000) [0.000]
High Agency	-0.07 (0.025) [0.005]	-0.27 (0.661) [0.684]	-0.26 (0.154) [0.093]	-0.05 (0.030) [0.098]	-0.63 (0.690) [0.368]	-0.01 (0.000) [0.000]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.011	0.004	0.008	0.019	0.015	0.000
Control Mean	0.243	3.341	0.628	0.541	3.297	0.000
Heterogeneous Effect	0.039	-0.137	0.129	0.007	0.101	0.000
Heterogeneous Effect SE	0.036	0.809	0.103	0.047	0.657	0.000
Heterogeneous Effect p-value	0.281	0.866	0.216	0.886	0.878	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 presents the estimates for the number of job applications after the exam results, and Column 6 the number of job application before exam and the results. All regressions include Information Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile.

Table A.61: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migr
Podcast	-0.01 (0.038) [0.739]	0.00 (0.037) [0.974]	-0.06 (0.036) [0.091]	0.01 (0.035) [0.776]	-0.07 (0.035) [0.061]	-0.01 (0.035) [0.814]
T X High Agency	-0.01 (0.038) [0.795]	0.01 (0.044) [0.754]	0.08 (0.042) [0.050]	0.02 (0.036) [0.588]	0.06 (0.041) [0.140]	-0.01 (0.035) [0.714]
High Agency	-0.04 (0.030) [0.191]	-0.04 (0.026) [0.152]	-0.06 (0.023) [0.015]	-0.03 (0.030) [0.297]	-0.02 (0.027) [0.434]	0.01 (0.035) [0.434]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.021	0.007	0.006	0.011	0.015	0.007
Control Mean	0.453	0.494	0.640	0.699	0.574	0.453
Heterogeneous Effect	-0.023	0.015	0.022	0.030	-0.005	-0.023
Heterogeneous Effect SE	0.038	0.039	0.037	0.035	0.038	0.038
Heterogeneous Effect p-value	0.555	0.697	0.562	0.396	0.900	0.697

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a home, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Information, Treatment control and randomization strata controls.

Table A.62: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.12 (0.069) [0.090]	0.26 (0.099) [0.011]	-0.04 (0.085) [0.668]	0.05 (0.091) [0.575]
T X High Agency	0.00 (0.076) [0.979]	-0.06 (0.085) [0.506]	-0.08 (0.101) [0.415]	0.09 (0.095) [0.372]
High Agency	0.01 (0.058) [0.908]	0.09 (0.051) [0.075]	0.08 (0.055) [0.146]	-0.03 (0.073) [0.715]
N	2556	2556	2007	2007
R <sup>2</sup>	0.012	0.027	0.005	0.007
Control Mean	0.001	0.001	-0.000	0.000
Heterogeneous Effect	-0.117	0.205	-0.120	0.137
Heterogeneous Effect SE	0.061	0.099	0.067	0.089
Heterogeneous Effect p-value	0.063	0.043	0.082	0.130

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Informaton Treatment control and randomization strata controls.

## E.5 Baseline Pathways

Table A.63: Podcast effect on Exam Results (survey)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.01 (0.007) [0.134]	0.01 (0.012) [0.403]	0.01 (0.028) [0.808]	-0.02 (0.035) [0.540]	-0.00 (0.015) [0.910]	-0.00 (0.005) [0.532]
T X High Path	-0.01 (0.009) [0.402]	-0.00 (0.016) [0.841]	0.04 (0.036) [0.284]	-0.01 (0.046) [0.764]	-0.01 (0.020) [0.511]	-0.00 (0.007) [0.923]
High Path	0.01 (0.004) [0.101]	0.01 (0.010) [0.505]	-0.04 (0.023) [0.114]	0.01 (0.034) [0.802]	0.01 (0.016) [0.400]	0.00 (0.005) [0.820]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.005	0.016	0.011	0.017	0.002	0.002
Control Mean	0.004	0.047	0.119	0.776	0.045	0.009
Heterogeneous Effect	0.002	0.007	0.046	-0.036	-0.015	-0.004
Heterogeneous Effect SE	0.006	0.014	0.027	0.033	0.018	0.005
Heterogeneous Effect p-value	0.752	0.642	0.096	0.280	0.423	0.383

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls.

Table A.64: Podcast effect on Occupation

	Shortly after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.06 (0.034) [0.080]	0.03 (0.013) [0.058]	0.01 (0.018) [0.566]	0.05 (0.020) [0.010]
T X High Path	-0.03 (0.038) [0.411]	-0.03 (0.020) [0.087]	-0.01 (0.021) [0.529]	-0.02 (0.023) [0.506]
High Path	0.02 (0.029) [0.456]	0.04 (0.014) [0.012]	-0.00 (0.012) [0.863]	0.01 (0.013) [0.257]
N	2007	2007	2007	2007
R <sup>2</sup>	0.010	0.005	0.003	0.010
Control Mean	0.263	0.048	0.042	0.056
Heterogeneous Effect	0.029	-0.009	-0.003	0.039
Heterogeneous Effect SE	0.039	0.021	0.012	0.021
Heterogeneous Effect p-value	0.449	0.674	0.805	0.073

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.65: Podcast effect on Occupation

	A year after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.02 (0.040) [0.551]	0.02 (0.017) [0.157]	-0.01 (0.024) [0.576]	0.04 (0.026) [0.099]
T X High Path	0.03 (0.044) [0.510]	-0.02 (0.021) [0.241]	0.02 (0.025) [0.514]	0.02 (0.024) [0.489]
High Path	-0.01 (0.030) [0.626]	0.01 (0.018) [0.482]	-0.02 (0.021) [0.410]	0.02 (0.015) [0.309]
N	2007	2007	2007	2007
R <sup>2</sup>	0.013	0.007	0.004	0.018
Control Mean	0.343	0.054	0.074	0.081
Heterogeneous Effect	0.053	-0.001	0.003	0.061
Heterogeneous Effect SE	0.041	0.019	0.016	0.021
Heterogeneous Effect p-value	0.197	0.969	0.861	0.006

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation one year after school (8 months after exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.66: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	0.00 (0.000) [0.167]	0.51 (0.344) [0.141]	0.00 (0.000) [0.055]	0.44 (0.421) [0.306]
T X High Path	-0.00 (0.000) [0.783]	-0.17 (0.417) [0.691]	-0.00 (0.000) [0.807]	0.20 (0.459) [0.671]
High Path	0.00 (0.000) [0.550]	0.23 (0.308) [0.450]	0.00 (0.000) [0.493]	-0.04 (0.356) [0.901]
N	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.006	0.006	0.006
Control Mean	0.000	2.486	0.000	3.312
Heterogeneous Effect	0.000	0.348	0.000	0.632
Heterogeneous Effect SE	0.000	0.397	0.000	0.412
Heterogeneous Effect p-value	0.388	0.385	0.121	0.132

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile.

Table A.67: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.21 (0.108) [0.061]	0.07 (0.090) [0.420]	0.21 (0.105) [0.047]	0.25 (0.105) [0.020]
T X High Path	0.01 (0.083) [0.869]	0.03 (0.086) [0.748]	-0.00 (0.078) [0.969]	0.00 (0.080) [0.965]
High Path	0.08 (0.068) [0.263]	0.05 (0.067) [0.419]	0.04 (0.061) [0.465]	0.09 (0.062) [0.160]
N	2556	2556	2556	2556
R <sup>2</sup>	0.031	0.012	0.024	0.042
Control Mean	0.000	-0.000	0.000	0.000
Heterogeneous Effect	0.221	0.101	0.211	0.257
Heterogeneous Effect SE	0.086	0.090	0.085	0.079
Heterogeneous Effect p-value	0.014	0.269	0.016	0.002

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

Table A.68: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.05 (0.019) [0.009]	0.19 (0.071) [0.010]	0.09 (0.036) [0.019]	0.10 (0.030) [0.002]	0.13 (0.029) [0.000]
T X High Path	0.00 (0.018) [0.916]	0.07 (0.081) [0.412]	-0.04 (0.036) [0.299]	-0.02 (0.036) [0.529]	-0.04 (0.031) [0.232]
High Path	-0.00 (0.014) [0.926]	-0.03 (0.069) [0.613]	0.04 (0.024) [0.115]	0.04 (0.026) [0.154]	0.05 (0.025) [0.051]
N	2556	2556	2007	2556	2556
R <sup>2</sup>	0.026	0.032	0.020	0.015	0.025
Control Mean	0.907	0.000	0.757	0.730	0.751
Heterogeneous Effect	0.054	0.255	0.050	0.075	0.092
Heterogeneous Effect SE	0.018	0.068	0.037	0.032	0.025
Heterogeneous Effect p-value	0.004	0.000	0.186	0.025	0.001

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

Table A.69: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	0.36 (1.006) [0.721]	-0.00 (0.038) [0.917]
T X High Path	0.94 (0.779) [0.235]	0.02 (0.042) [0.610]
High Path	-0.35 (0.442) [0.431]	-0.00 (0.030) [0.892]
N	2557	2556
R <sup>2</sup>	0.011	0.004
Control Mean	7.200	0.747
Heterogeneous Effect	1.300	0.017
Heterogeneous Effect SE	1.178	0.037
Heterogeneous Effect p-value	0.275	0.637

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

Table A.70: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Appl
Podcast	-0.00 (0.039) [0.963]	0.11 (0.743) [0.885]	-0.08 (0.173) [0.654]	-0.06 (0.060) [0.295]	-0.66 (0.904) [0.472]	0 (0.000) [0.000]
T X High Path	0.01 (0.038) [0.883]	-1.04 (0.805) [0.203]	0.14 (0.182) [0.462]	0.07 (0.050) [0.177]	0.39 (0.933) [0.677]	0 (0.000) [0.000]
High Path	-0.00 (0.030) [0.932]	0.51 (0.657) [0.439]	-0.08 (0.167) [0.626]	-0.04 (0.043) [0.321]	0.04 (0.777) [0.962]	-0 (0.000) [0.000]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.005	0.006	0.019	0.014	0.000
Control Mean	0.243	3.341	0.628	0.541	3.297	0.000
Heterogeneous Effect	0.004	-0.931	0.057	0.005	-0.265	0.000
Heterogeneous Effect SE	0.040	0.751	0.116	0.044	0.698	0.000
Heterogeneous Effect p-value	0.924	0.221	0.626	0.904	0.706	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 presents the estimates for the number of job applications after the exam results, and Column 6 the number of job application before exam and the results. All regressions include Information Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile.

Table A.71: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migr
Podcast	-0.01 (0.038) [0.814]	0.02 (0.035) [0.528]	-0.03 (0.034) [0.428]	0.04 (0.037) [0.333]	-0.04 (0.034) [0.261]	0.0 (0.034) [0.712]
T X High Path	-0.02 (0.046) [0.668]	-0.03 (0.048) [0.553]	0.02 (0.044) [0.712]	-0.03 (0.043) [0.464]	0.01 (0.046) [0.875]	-0.0 (0.034) [0.620]
High Path	-0.03 (0.034) [0.428]	0.00 (0.031) [0.980]	0.01 (0.034) [0.858]	0.01 (0.029) [0.688]	0.02 (0.031) [0.620]	0.0 (0.034) [0.620]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.021	0.006	0.004	0.011	0.014	0.004
Control Mean	0.453	0.494	0.640	0.699	0.574	0.453
Heterogeneous Effect	-0.029	-0.006	-0.011	0.004	-0.031	-0.029
Heterogeneous Effect SE	0.042	0.042	0.040	0.037	0.041	0.042
Heterogeneous Effect p-value	0.493	0.881	0.787	0.912	0.455	0.333

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a home, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Information, Treatment control and randomization strata controls.

Table A.72: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.11 (0.066) [0.091]	0.23 (0.101) [0.028]	-0.04 (0.075) [0.629]	0.07 (0.087) [0.408]
T X High Path	-0.01 (0.081) [0.901]	0.01 (0.079) [0.884]	-0.09 (0.099) [0.384]	0.05 (0.098) [0.585]
High Path	-0.05 (0.068) [0.489]	0.06 (0.054) [0.293]	0.00 (0.077) [0.970]	0.10 (0.075) [0.185]
N	2556	2556	2007	2007
R <sup>2</sup>	0.012	0.027	0.005	0.010
Control Mean	0.001	0.001	-0.000	0.000
Heterogeneous Effect	-0.124	0.240	-0.124	0.127
Heterogeneous Effect SE	0.067	0.094	0.076	0.093
Heterogeneous Effect p-value	0.070	0.014	0.108	0.182

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Informaton Treatment control and randomization strata controls.

## E.6 Baseline PSS

Table A.73: Podcast effect on Exam Results (survey)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.01 (0.005) [0.143]	-0.00 (0.012) [0.797]	0.04 (0.023) [0.082]	-0.04 (0.028) [0.115]	0.00 (0.015) [0.962]	-0.00 (0.006) [0.950]
T X High PSS	-0.00 (0.008) [0.808]	0.02 (0.019) [0.302]	-0.02 (0.029) [0.427]	0.03 (0.040) [0.490]	-0.02 (0.013) [0.202]	-0.01 (0.008) [0.453]
High PSS	0.01 (0.005) [0.083]	0.01 (0.013) [0.567]	0.01 (0.021) [0.556]	-0.04 (0.032) [0.235]	0.01 (0.010) [0.589]	0.00 (0.006) [0.405]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.006	0.018	0.010	0.018	0.002	0.002
Control Mean	0.004	0.047	0.119	0.776	0.045	0.009
Heterogeneous Effect	0.005	0.016	0.017	-0.017	-0.016	-0.006
Heterogeneous Effect SE	0.006	0.015	0.027	0.034	0.015	0.005
Heterogeneous Effect p-value	0.445	0.277	0.533	0.628	0.289	0.231

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls.

Table A.74: Podcast effect on Occupation

	Shortly after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.05 (0.039) [0.226]	0.02 (0.016) [0.286]	-0.01 (0.015) [0.599]	0.03 (0.022) [0.125]
T X High PSS	-0.01 (0.047) [0.911]	-0.02 (0.019) [0.390]	0.02 (0.021) [0.336]	0.02 (0.020) [0.295]
High PSS	0.03 (0.037) [0.378]	0.01 (0.012) [0.232]	-0.00 (0.013) [0.903]	-0.02 (0.014) [0.166]
N	2007	2007	2007	2007
R <sup>2</sup>	0.010	0.002	0.003	0.010
Control Mean	0.263	0.048	0.042	0.056
Heterogeneous Effect	0.043	0.001	0.013	0.055
Heterogeneous Effect SE	0.039	0.018	0.015	0.018
Heterogeneous Effect p-value	0.272	0.977	0.418	0.004

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.75: Podcast effect on Occupation

	A year after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.02 (0.035) [0.663]	0.01 (0.018) [0.784]	0.01 (0.017) [0.754]	0.04 (0.030) [0.232]
T X High PSS	0.04 (0.038) [0.289]	0.01 (0.018) [0.534]	-0.02 (0.025) [0.483]	0.03 (0.032) [0.396]
High PSS	-0.00 (0.028) [0.954]	-0.02 (0.014) [0.220]	0.03 (0.016) [0.050]	-0.01 (0.028) [0.828]
N	2007	2007	2007	2007
R <sup>2</sup>	0.014	0.007	0.005	0.017
Control Mean	0.343	0.054	0.074	0.081
Heterogeneous Effect	0.056	0.017	-0.013	0.063
Heterogeneous Effect SE	0.042	0.016	0.023	0.023
Heterogeneous Effect p-value	0.183	0.311	0.581	0.009

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation one year after school (8 months after exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.76: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	0.00 (0.000) [0.155]	0.51 (0.425) [0.236]	0.00 (0.000) [0.009]	0.50 (0.379) [0.191]
T X High PSS	-0.00 (0.000) [0.533]	-0.15 (0.538) [0.782]	-0.00 (0.000) [0.118]	0.05 (0.449) [0.909]
High PSS	0.00 (0.000) [0.674]	0.32 (0.421) [0.453]	0.00 (0.000) [0.073]	-0.05 (0.307) [0.868]
N	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.006	0.008	0.006
Control Mean	0.000	2.486	0.000	3.312
Heterogeneous Effect	0.000	0.360	0.000	0.554
Heterogeneous Effect SE	0.000	0.391	0.000	0.434
Heterogeneous Effect p-value	0.429	0.361	0.490	0.208

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile.

Table A.77: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.28 (0.100) [0.007]	0.11 (0.087) [0.191]	0.29 (0.104) [0.007]	0.33 (0.098) [0.002]
T X High PSS	-0.12 (0.069) [0.089]	-0.05 (0.071) [0.502]	-0.14 (0.074) [0.062]	-0.13 (0.080) [0.123]
High PSS	0.17 (0.059) [0.007]	0.11 (0.061) [0.075]	0.17 (0.063) [0.009]	0.14 (0.061) [0.026]
N	2556	2556	2556	2556
R <sup>2</sup>	0.033	0.012	0.027	0.042
Control Mean	0.000	-0.000	0.000	0.000
Heterogeneous Effect	0.163	0.067	0.154	0.201
Heterogeneous Effect SE	0.089	0.086	0.085	0.087
Heterogeneous Effect p-value	0.071	0.443	0.078	0.026

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

Table A.78: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.06 (0.016) [0.001]	0.26 (0.069) [0.000]	0.03 (0.046) [0.484]	0.12 (0.032) [0.001]	0.11 (0.028) [0.000]
T X High PSS	-0.01 (0.017) [0.624]	-0.06 (0.085) [0.502]	0.06 (0.040) [0.121]	-0.06 (0.032) [0.074]	-0.00 (0.029) [0.965]
High PSS	0.00 (0.014) [0.854]	0.11 (0.059) [0.080]	-0.05 (0.028) [0.109]	0.06 (0.022) [0.013]	0.03 (0.023) [0.263]
N	2556	2556	2007	2556	2556
R <sup>2</sup>	0.026	0.033	0.021	0.016	0.024
Control Mean	0.907	0.000	0.757	0.730	0.751
Heterogeneous Effect	0.049	0.200	0.095	0.061	0.109
Heterogeneous Effect SE	0.019	0.071	0.030	0.028	0.025
Heterogeneous Effect p-value	0.015	0.007	0.003	0.037	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

Table A.79: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	1.12 (1.249) [0.375]	0.00 (0.035) [0.903]
T X High PSS	-0.46 (0.579) [0.426]	0.00 (0.040) [0.922]
High PSS	0.21 (0.305) [0.492]	-0.03 (0.023) [0.164]
N	2557	2556
R <sup>2</sup>	0.010	0.005
Control Mean	7.200	0.747
Heterogeneous Effect	0.654	0.008
Heterogeneous Effect SE	0.918	0.038
Heterogeneous Effect p-value	0.480	0.829

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

Table A.80: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb App
Podcast	-0.00 (0.041) [0.917]	-0.80 (0.847) [0.352]	-0.02 (0.131) [0.852]	-0.05 (0.049) [0.271]	-0.44 (0.861) [0.608]	0 (0.000) [0.999]
T X High PSS	0.01 (0.037) [0.806]	0.67 (0.879) [0.450]	0.03 (0.128) [0.838]	0.05 (0.042) [0.280]	-0.04 (0.768) [0.955]	-0.01 (0.000) [0.999]
High PSS	-0.03 (0.026) [0.287]	-0.54 (0.681) [0.428]	0.01 (0.098) [0.904]	-0.05 (0.030) [0.097]	-0.02 (0.619) [0.974]	-0.01 (0.000) [0.999]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.008	0.004	0.005	0.019	0.014	0.000
Control Mean	0.243	3.341	0.628	0.541	3.297	0.000
Heterogeneous Effect	0.005	-0.127	0.002	-0.009	-0.488	0.000
Heterogeneous Effect SE	0.038	0.704	0.131	0.051	0.670	0.000
Heterogeneous Effect p-value	0.897	0.857	0.989	0.868	0.470	0.000

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 presents the estimates for the number of job applications after the exam results, and Column 6 the number of job application before exam and the results. All regressions include Information Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile.

Table A.81: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migration
Podcast	0.03 (0.046) [0.510]	0.05 (0.038) [0.200]	-0.04 (0.043) [0.326]	0.01 (0.036) [0.851]	0.01 (0.036) [0.829]	-0.01 (0.036) [0.829]
T X High PSS	-0.08 (0.044) [0.063]	-0.07 (0.046) [0.121]	0.04 (0.046) [0.383]	0.02 (0.038) [0.538]	-0.08 (0.041) [0.070]	0.01 (0.036) [0.829]
High PSS	0.04 (0.032) [0.202]	0.03 (0.031) [0.399]	-0.02 (0.033) [0.566]	-0.03 (0.024) [0.249]	0.04 (0.029) [0.144]	-0.01 (0.036) [0.829]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.021	0.007	0.005	0.011	0.015	0.005
Control Mean	0.453	0.494	0.640	0.699	0.574	0.453
Heterogeneous Effect	-0.053	-0.023	-0.002	0.030	-0.068	-0.053
Heterogeneous Effect SE	0.034	0.038	0.033	0.034	0.036	0.034
Heterogeneous Effect p-value	0.123	0.558	0.940	0.387	0.067	0.712

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a home, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Information, Treatment control and randomization strata controls.

Table A.82: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.06 (0.079) [0.428]	0.25 (0.109) [0.028]	-0.11 (0.090) [0.223]	0.17 (0.089) [0.062]
T X High PSS	-0.10 (0.078) [0.223]	-0.02 (0.072) [0.755]	0.06 (0.098) [0.572]	-0.13 (0.088) [0.141]
High PSS	-0.11 (0.049) [0.034]	0.07 (0.054) [0.171]	-0.20 (0.071) [0.008]	0.08 (0.058) [0.195]
N	2556	2556	2007	2007
R <sup>2</sup>	0.018	0.027	0.011	0.007
Control Mean	0.001	0.001	-0.000	0.000
Heterogeneous Effect	-0.160	0.223	-0.055	0.038
Heterogeneous Effect SE	0.054	0.086	0.063	0.087
Heterogeneous Effect p-value	0.005	0.012	0.387	0.664

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Informaton Treatment control and randomization strata controls.

## E.7 Baseline CSEE Expectations

Table A.83: Podcast effect on Exam Results (survey)

	(1) Div I	(2) Div II	(3) Div III	(4) Div IV	(5) Div 0	(6) Absent
Podcast	0.01 (0.004) [0.184]	0.01 (0.010) [0.439]	0.03 (0.021) [0.203]	-0.03 (0.024) [0.246]	-0.01 (0.013) [0.525]	-0.00 (0.004) [0.321]
T X High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.005	0.016	0.009	0.017	0.001	0.001
Control Mean	0.004	0.047	0.119	0.776	0.045	0.009
Heterogeneous Effect	0.006	0.008	0.027	-0.029	-0.009	-0.004
Heterogeneous Effect SE	0.004	0.010	0.021	0.024	0.013	0.004
Heterogeneous Effect p-value	0.184	0.439	0.203	0.246	0.525	0.321

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. All regressions include randomization strata controls.

Table A.84: Podcast effect on Occupation

	Shortly after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.05 (0.031) [0.154]	0.01 (0.015) [0.610]	0.00 (0.011) [0.723]	0.05 (0.017) [0.011]
T X High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
N	2007	2007	2007	2007
R <sup>2</sup>	0.009	0.002	0.002	0.009
Control Mean	0.263	0.048	0.042	0.056
Heterogeneous Effect	0.045	0.007	0.004	0.046
Heterogeneous Effect SE	0.031	0.015	0.011	0.017
Heterogeneous Effect p-value	0.154	0.610	0.723	0.011

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation just after school (before exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.85: Podcast effect on Occupation

	A year after school			
	(1)	(2)	(3)	(4)
	Job	Fam Bus	Employee	Self-employed
Podcast	0.04 (0.034) [0.259]	0.01 (0.014) [0.425]	-0.00 (0.016) [0.759]	0.05 (0.021) [0.016]
T X High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
N	2007	2007	2007	2007
R <sup>2</sup>	0.013	0.006	0.003	0.016
Control Mean	0.343	0.054	0.074	0.081
Heterogeneous Effect	0.039	0.012	-0.005	0.052
Heterogeneous Effect SE	0.034	0.014	0.016	0.021
Heterogeneous Effect p-value	0.259	0.425	0.759	0.016

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present the estimates for the Podcast effect on occupation one year after school (8 months after exam results), respectively for having any paid work, working for family business, for a private company, or self-employed. All regressions include Information Treatment control and randomization strata controls.

Table A.86: Podcast effect on Income and Hours Worked

	Shorty after school		A year after school	
	(1) Income	(2) Hours Worked	(3) Income	(4) Hours Worked
Podcast	0.00 (0.000) [0.150]	0.42 (0.307) [0.172]	0.00 (0.000) [0.041]	0.53 (0.346) [0.131]
T X High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
N	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.005	0.006	0.006
Control Mean	0.000	2.486	0.000	3.312
Heterogeneous Effect	0.000	0.424	0.000	0.532
Heterogeneous Effect SE	0.000	0.307	0.000	0.346
Heterogeneous Effect p-value	0.150	0.172	0.041	0.131

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on income and number of weekly hours worked just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Information Treatment control and randomization strata controls. Income are in 1000 TZS and winsorized at 99 percentile.

Table A.87: Short-Term Podcast effect on Hope

	(1) Hope (std)	(2) Aspiration (std)	(3) Agency (std)	(4) Pathways (std)
Podcast	0.19 (0.086) [0.029]	0.07 (0.077) [0.372]	0.20 (0.086) [0.027]	0.24 (0.084) [0.006]
T X High Exp	0.43 (0.212) [0.049]	0.40 (0.187) [0.037]	0.35 (0.201) [0.091]	0.29 (0.232) [0.212]
High Exp	-0.35 (0.170) [0.045]	-0.35 (0.143) [0.019]	-0.24 (0.156) [0.127]	-0.26 (0.182) [0.167]
N	2556	2556	2556	2556
R <sup>2</sup>	0.032	0.013	0.025	0.041
Control Mean	0.000	-0.000	0.000	0.000
Heterogeneous Effect	0.622	0.470	0.544	0.534
Heterogeneous Effect SE	0.228	0.215	0.211	0.234
Heterogeneous Effect p-value	0.009	0.033	0.013	0.027

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-4 present respectively the estimates for the short-term Podcast effect on Hope, Capacity to Aspire, Agency, and Pathways Indexes. All regressions include Information Treatment control and randomization strata controls.

Table A.88: Short-Term Podcast effect on B-Planning

	(1) Have B-Plan	(2) Know Path B-Plan	(3) Alt Educ Choice	(4) Discuss w/ Parents	(5) Discuss w/ Peers
Podcast	0.05 (0.016) [0.003]	0.21 (0.057) [0.001]	0.07 (0.032) [0.039]	0.08 (0.025) [0.002]	0.11 (0.023) [0.000]
T X High Exp	0.05 (0.053) [0.327]	0.29 (0.210) [0.172]	0.00 (.) [.]	0.05 (0.101) [0.657]	0.11 (0.075) [0.161]
High Exp	-0.00 (0.052) [0.958]	-0.29 (0.150) [0.057]	0.00 (.) [.]	-0.01 (0.085) [0.927]	-0.01 (0.066) [0.839]
N	2556	2556	2007	2556	2556
R <sup>2</sup>	0.026	0.034	0.019	0.014	0.024
Control Mean	0.907	0.000	0.757	0.730	0.751
Heterogeneous Effect	0.104	0.502	0.068	0.129	0.213
Heterogeneous Effect SE	0.052	0.208	0.032	0.106	0.073
Heterogeneous Effect p-value	0.051	0.019	0.039	0.233	0.005

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of having a Plan B if educ plan A fail, confidence in knowing how to reach alternative plans, likelihood of alternative education choices on Selfform, likelihood of having discussed b-plans ith parents and likelihood of having discussed b-plans with peers. Sample size is lower for column 3 because this was an endline measure, while the rest are midline measures. All regressions include Informaton Treatment control and randomization strata controls.

Table A.89: Short-Term Podcast effect on Study Efforts

	(1)	(2)
	Study Time (weekly)	Focus on Subset of Subjects
Podcast	0.77 (1.021) [0.456]	0.01 (0.031) [0.851]
T X High Exp	2.39 (1.299) [0.072]	0.01 (0.124) [0.908]
High Exp	-0.60 (0.757) [0.432]	-0.05 (0.079) [0.534]
N	2557	2556
R <sup>2</sup>	0.011	0.004
Control Mean	7.200	0.747
Heterogeneous Effect	3.153	0.020
Heterogeneous Effect SE	1.800	0.124
Heterogeneous Effect p-value	0.086	0.871

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present respectively the estimates for the Podcast effect on the number of hours studying in a week outside of study hour, and the likelihood of focusing on a subset of subject rather than all subjects. All regressions include Informaton Treatment control and randomization strata controls.

Table A.90: Podcast effect on Job Search

	Shorty after school			A year after school		
	(1) Looking for job	(2) Hours Search	(3) Nb Job Application	(4) Looking for job	(5) Hours Search	(6) Nb Appl
Podcast	0.00 (0.034) [0.977]	-0.41 (0.635) [0.518]	-0.01 (0.115) [0.934]	-0.03 (0.046) [0.541]	-0.47 (0.655) [0.478]	0 (0.000) [0.999]
T X High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0 (0.000) [0.999]
High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0 (0.000) [0.999]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.007	0.004	0.005	0.017	0.014	0.000
Control Mean	0.243	3.341	0.628	0.541	3.297	0.000
Heterogeneous Effect	0.001	-0.414	-0.010	-0.028	-0.469	0.000
Heterogeneous Effect SE	0.034	0.635	0.115	0.046	0.655	0.000
Heterogeneous Effect p-value	0.977	0.518	0.934	0.541	0.478	0.999

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-2 present the estimates for the Podcast effect on respectively: the likelihood of being actively looking for a job and weekly hours of job search, school (before exam results). Columns 4-5 present the same estimates a year after school (after exam results). Column 3 presents the estimates for the number of job applications after the exam results, and Column 6 the number of job application before exam and the results. All regressions include Information Treatment control and randomization strata controls. Numerical values are winsorized at 99 percentile.

Table A.91: Short-Term Podcast effect on Network and Migration

	(1) Net House	(2) Net Business	(3) Net Employee	(4) Net Host	(5) Net Job	(6) Migr
Podcast	-0.02 (0.033) [0.600]	0.01 (0.031) [0.786]	-0.02 (0.030) [0.513]	0.02 (0.030) [0.501]	-0.04 (0.030) [0.241]	-0.04 (0.030) [0.600]
T X High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
High Exp	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]	0.00 (.) [.]
N	2007	2007	2007	2007	2007	2007
R <sup>2</sup>	0.019	0.006	0.004	0.011	0.014	0.004
Control Mean	0.453	0.494	0.640	0.699	0.574	0.453
Heterogeneous Effect	-0.017	0.008	-0.020	0.020	-0.036	-0.017
Heterogeneous Effect SE	0.033	0.031	0.030	0.030	0.030	0.030
Heterogeneous Effect p-value	0.600	0.786	0.513	0.501	0.241	0.600

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1-5 present respectively the estimates for the Podcast effect on the likelihood of knowing someone in regional or national capital owning a home, a business, having a salaried job, able to host, or help finding a job. Column 6 present the estimates of the Podcast effect on the likelihood to have move to another district since baseline, but not living with parents. All regressions include Information, Treatment control and randomization strata controls.

Table A.92: Podcast effect on Stress and Well-Being

	Midline		Endline	
	(1) Stress Scale	(2) Well-Being	(3) Stress Scale	(4) Well-Being
Podcast	-0.11 (0.053) [0.046]	0.23 (0.090) [0.016]	-0.08 (0.058) [0.182]	0.09 (0.077) [0.224]
T X High Exp	-0.22 (0.253) [0.388]	0.21 (0.217) [0.337]	0.00 (.) [.]	0.00 (.) [.]
High Exp	0.23 (0.228) [0.309]	0.00 (0.122) [0.974]	0.00 (.) [.]	0.00 (.) [.]
N	2556	2556	2007	2007
R <sup>2</sup>	0.013	0.026	0.004	0.006
Control Mean	0.001	0.001	-0.000	0.000
Heterogeneous Effect	-0.329	0.436	-0.079	0.095
Heterogeneous Effect SE	0.251	0.217	0.058	0.077
Heterogeneous Effect p-value	0.196	0.050	0.182	0.224

Notes: Robust standard errors clustered at school level in parentheses, and p-values in brackets. Column 1 and 2 present the estimates for the Podcast effect on Perceived Stress Scale and Cantril well-being scale just after school (before exam results). Columns 3 and 4 present the same estimates a year after school (after exam results). All regressions include Informaton Treatment control and randomization strata controls.

Table A.93: Gender and Total Labor on Plots

	(1)	(2)	(3)	(4)
	Total Labor	Total Labor	Total Labor	Total Labor
Household Head is female	-2.215*** (0.305)		-1.577*** (0.371)	
Owner is female (=1)		-3.275*** (0.369)		-1.933*** (0.358)
Household size (members)			0.169*** (0.062)	0.166** (0.066)
Plot area (hectares)			0.006 (0.004)	0.006 (0.004)
Original unit (m2 or ha)			5.905*** (0.305)	5.732*** (0.325)
Constant	8.157*** (0.175)	10.914*** (0.238)	-1.157** (0.579)	-0.572 (0.631)
Observations	12955	9070	9865	9004
Male Mean	8.157	10.914	8.157	10.914
R-squared	0.002	0.003	0.014	0.014

Notes: Robust standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

Controls in cols (2) and (4): household size, plot area (ha), original area unit dummies.

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