Does lasting behavior change require knowledge change?
Evidence from savings interventions for young adults[†]

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Abstract

Is financial knowledge change necessary for lasting behavior change? Or, akin to Friedman's billiard player, can behavior persist "as if" such knowledge is held? We randomize 240 Ugandan young-adult clubs to financial education, savings account access, both, or neither. Each education arm, but not the account-only arm, increases members' financial knowledge and trust at one-year. At five-years, knowledge effects essentially disappear and trust effects weaken. However, savings, wealth and income increase for each treatment at both one and five years, suggesting multiple viable paths to statistically indistinguishable average outcomes and that textbook knowledge change is unnecessary for lasting impacts.

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Financial inclusion remains an important development goal, with most of the world's population lacking basic financial literacy and bank account access. Two prevalent financial inclusion interventions are financial education and basic savings account promotion. Financial education presumes the importance of building financial knowledge for navigating previously unfamiliar and increasingly complex formal markets. Basic savings account interventions presume the importance of facilitating formal market access.

Yet questions remain about these interventions and underlying mechanisms. Is financial knowledge change necessary for savings behavior change and outcome improvement? Or, instead, is financial knowledge for a successful saver akin to physics knowledge for Friedman's billiard player (Friedman 1953): do agents behave "as if" they have learned some underlying principles, without demonstrating gains in "textbook knowledge" as measured by traditional tests of financial literacy? And, which interventions are effective at improving downstream outcomes like income and wealth, particularly over longer horizons?

We address such questions using a four-arm randomized evaluation alongside extensive primary data collection one-year and five-years after intervention onset. We randomly assigned 240 Church of Uganda youth clubs to receive either financial education ("education-only"), group access to a bank savings account ("account-only"), both ("account+education"), or neither.

Group-based financial education delivery is common through schools, workplaces, and NGOs. Group-based savings mechanisms are also common, both traditionally, through informal institutions, and also through microfinance and other formal institutions. In 2018, for example, CARE launched a plan to scale-up informal savings groups to reach over 65 million individuals across 50 countries. Religious clubs feature prominently in Uganda and neighboring countries, with 50% or more of young adults belonging to one. Our interventions and sample are thus broadly interesting for researchers and policymakers working on financial inclusion.

Our baseline survey of 2,810 club members reveals low levels of textbook financial knowledge and formal financial bank account usage, and moderate income levels . The account intervention offered groups easy access to a basic group savings account with a local affiliate of an international microfinance institution. The financial education intervention was a 10-week, 15-hour curriculum, designed by three international and local NGOs, focusing on the formal financial system, savings costs and benefits, budgeting and planning, and communicating with others about money.

We administered two follow-up surveys to measure textbook knowledge and other decision inputs, savings, income, and other pre-registered "downstream" behaviors and outcomes. These surveys occur roughly one-year (N=2,680) and five-years (N=1,969) after random assignment, with no evidence of differential attrition rates.

We find substantial take-up and utilization of both interventions; e.g., club members attended about half of ten education sessions and about half of clubs used the savings account actively. These relatively high rates[1] are likely driven by the piggybacking of service delivery on pre-existing group meetings (versus, for example, an increase in group-based economic activity). The first-stage results provide sufficient statistical power for identifying moderately-sized treatment effects on decision inputs, behaviors, and downstream outcomes over our two follow-up horizons.

Our main decision inputs of interest are those covered by the financial education curriculum. After one year, each education arm produces large increases in financial knowledge and trust in banks (0.17 to 0.32 SD increases, SEs ~0.06). Contrarily, the account-only arm shifts neither financial knowledge, planning, agency (control over household resources), nor trust in banks (e.g., the treatment effect on a financial knowledge index is 0.01 SD, SE=0.06). After five years, the education impacts dissipate: the four point estimates are all substantially lower than their one-year counterparts, with the knowledge point estimates near zero albeit imprecisely estimated. Within-treatment arm tests that the one-year and five-year treatment effects are equal yield p-values from 0.01 to 0.14.

Next, we estimate average and quantile treatment effects on several measures of saving behavior and assets.[2] The point estimates suggest each treatment substantially and persistently increases savings activities, though the confidence intervals often include small effect size as well. There are hints that the education arms might produce larger increases in savings than the account-

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[1] Our savings account take-up rate is comparable to other studies in Sub-Saharan Africa, but with substantially higher utilization (see, e.g., Dupas et al (2018)). Around 40% of members make transactions, suggesting the club utilization rate is not hiding low usage for the average participant. For financial education, we are not aware of any systematic review of take-up or engagement rates but several papers find low participation rates (Lara Ibarra, McKenzie, and Ruiz-Ortega forthcoming; Burke et al. 2020; Bruhn, Lara Ibarra, and McKenzie 2014).

[2] We define savings to include liquid financial and durable assets, both formal and informal. We do not measure many illiquid fixed assets, in part because such assets are not likely important stores of value for youth .

only arm; increasing financial knowledge is likely valuable. But we cannot rule out equal effects from, or economically large (30% or more) savings balance increases in, the account-only arm. We also estimate treatment effects on borrowing and, finding none, infer increases in wealth, although our null effects on debt are imprecisely estimated. Financial knowledge may not be necessary to generate lasting and positive changes in financial condition, a tentative inference reinforced by our next set of findings.

We estimate average and quantile treatment effects on income, motivated by the mixed evidence from prior work on the downstream effects of savings interventions. We find large, positive, and persistent average effects on total income in each of the three treatments, though the confidence intervals also include modest increases. We do not find similar evidence from the education arms, suggesting that increasing financial knowledge or trust is neither necessary nor complementary for generating lasting improvement in financial status.

Altogether our results suggest that increasing textbook financial knowledge, and/or trust, may be valuable but not necessary for producing lasting changes in saving and earning behavior. We conclude this from three results: (1) The account-only treatment does not change measured knowledge or trust, but does increase savings and income with similar magnitude as the financial education treatment; (2) The financial education treatments increase measured knowledge and trust after one year, but after five years dissipate, with knowledge effects falling to an imprecise zero; (3) Nevertheless, the financial education treatment effects persist at five years on both savings and earnings.

Hoping to uncover which mechanisms *are* influential, we estimate treatment effects on: altruism, patience and self-control, and risk aversion; business activity and investment; other investments and spending patterns; and, various measures of formal labor market effort. We find suggestive evidence consistent with Schaner's (2018) entrepreneurship channel and Callen et al.'s (2019) labor effort channel. And although we cannot rule out that the account-"only" arm treatment provided something besides account access *per se*, its lack of treatment effects on any observable decision input—agency, attitudes/preferences, knowledge, or planning—is noteworthy.

Given the many favorable conditions in our study - relatively high intervention take-up rates, two follow-up surveys, large treatment effects on downstream outcomes, and a sample of about 2,000 - our inability to identify mechanisms is sobering. But our results remain enlightening in the

sense that they are consistent with several of these mechanisms being important. Indeed, we collected data on many decision inputs and outputs because savings interventions are posited to work through multiple mechanisms.

Based on Kaiser et al.'s (2020) meta-analysis of randomized evaluations of financial education interventions, we contribute to five gaps in that literature. First, we find evidence that textbook knowledge change is not essential for long-run improvements in financial behavior and outcomes. Second, we provide in-sample evidence on relative effectiveness of and interaction between account access and education, and find similar treatment effects on savings activity and income with little evidence of complementarity. Third, we provide evidence of education's interaction with increased account access, with little evidence of complementarity and some evidence for substitutability. Fourth, we extend impact measurement horizons with our five-year endline, finding that the initially strong positive impact on textbook financial knowledge dissipates but still generate long-run impacts on savings activities. Fifth, we provide evidence on the effects of financial education on income generation and trust.[3]

We also build on a large literature on savings encouragement interventions.[4] First, we provide evidence on whether market experience alone produces measurable changes to decision inputs like financial knowledge or trust and find no evidence that it does. (This contrasts with Bachas et al. (2020) which finds that issuing debit cards increases trust, and Dupas et al. (2018) which finds mixed evidence from fee-free savings accounts.) Second, we extend impact measurement horizons to five years, although there are at least three other studies with three- or four-year measurement horizons for savings and income (Beaman, Karlan, and Thuysbaert 2014; Schaner 2018; Field et al. 2019). Third, we add to the mixed evidence on whether improving savings access leads to lasting increase in income. Previous work finds positive effects from direct deposit and commitment (Brune et al. 2016), temporary yield incentives (Schaner 2018), deposit collection (Callen et al. 2019), fee-removal and targeting female market vendors (Dupas and Robinson 2013), and direct deposit from a public workfare program for women alongside training (Field et al. 2019). But several other studies have not found as robust a causal link (e.g., Aggarwal,

[3] More directly, see Galiani et al.'s (2020) randomized evaluation of a three-hour training session designed specifically to build trust in financial institutions..

[4] We could not find any meta-analyses of savings encouragement interventions and focus our positioning with respect to the 46 papers described in Appendix Table 1.

Brailovskaya, and Robinson 2020; Banerjee et al. 2020; Bastian et al. 2018; Beaman, Karlan, and Thuysbaert 2014; Dupas et al. 2018; Prina 2015; Somville and Vandewalle 2019).

Three papers have similar 2x2 experimental designs but are unable to focus on the primary question we are posing, whether knowledge change from financial education interventions is necessary for long-term behavior change. Abarcar et al. (2020) implements a similar design in the Philippines for transnational households with relatively high baseline rates of financial inclusion, but finds no change in financial literacy as a by-product of the financial education treatment alone (potentially because the training was relatively short[5]); it also has low take-up rates of its encouraged savings account (around 1%) and so limited power to detect any consequent effects. Abebe et al. (2018) uses savings reminders instead of a savings access treatment with Ethiopian micro-entrepreneurs with substantial financial access at baseline, but has limited power to detect downstream impacts, and also does not find improvement in financial literacy from the financial education-only treatment arm. Cole et al.'s (2011) seminal paper uses financial incentives to encourage account opening among unbanked Indonesian households but is underpowered for detecting effects on savings and does not estimate effects on financial knowledge or downstream outcomes.

I. Research Design and Implementation

Appendix Figure 1 details sample sizes, treatment assignments, and survey timing.

A. Club Sampling and Baseline Survey

We created our sample by obtaining permission from The Church of Uganda to work with its youth clubs. Clubs typically have about 40 members and engage in activities including community service and continuing education. According to 2012 Afrobarometer data, 50% of Ugandans aged 18-25 belong to a religious community group.

We identified 267 clubs that satisfied three criteria: (1) Located within a 60-minute walk of public transportation to the district capital (thus reasonably accessible to a FINCA branch); (2) Active, defined as meeting at least twice a month (thus allowing the financial education to piggyback on already-attended meetings); (3) Large enough, defined as having at least 12 members

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[5] The financial education treatment comprised a 1-day workshop lasting 6-8 hours.

over the age of 16 (to reach target sample size).[6] We randomly selected 240 of these 267 clubs to be in our study sample.

B. Club Member Sampling, Baseline Survey, and Randomization

We created a sample frame for surveying active club members by surveying club leaders to identify all members attending club meetings during both school terms and holidays. We then randomly selected 12 members and 4 alternates aged 16 and up from each club, for a baseline survey sample frame of 240*16= 3,840 members. Surveyors approached selected members at club meetings and administered the survey around the club's regular meeting. We completed 2,810 baseline surveys.

Surveyed club members average 24 (SD=7) years old, with 31% a household head, 43% female, and 38% currently attending school. Financial knowledge and trust are low; e.g., baseline survey respondents answer only two of five basic financial literacy questions correctly, and only 43% say that bank savings definitely would not be stolen. 37% of the sample owns a formal bank account, and only 29% of these owners report frequent use, so only about 11% of the sample is an active formal account user at baseline. About half the sample are classifiable as poor.

We randomly assigned clubs evenly to education-only, account-only, account+education, and control, stratifying on region and an indicator for above-median baseline savings. We find little evidence of imbalance across our four arms. Appendix Table 2 reports baseline statistics and randomization balance checks.

C. Financial Education Treatment

Innovations for Poverty Action (IPA) developed the financial education course in cooperation with the nonprofit organizations Freedom from Hunger and Straight Talk Foundation (STF). The course builds on an earlier curriculum developed by the Global Financial Education Program that targets those near the poverty line in developing countries. STF further refined the curriculum after piloting it with 176 youth in four of its youth clubs.

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[6] Appendix Figure 2 provides a map showing study areas.

The 15-hour curriculum, divided across 10 meetings, focuses on saving.[7] The program includes sections addressing myths about the formal financial sector, interest rate calculations, reasons for saving, how to develop savings plans and budgets, how to evaluate spending decisions, the pros and cons of various savings locations (such as formal accounts), and how to discuss finances with other household members. Thus, the curriculum may increase savings via increased knowledge, trust, planning, and/or agency. Handouts and homework assignments are used to reinforce each lesson. Members were informed ex-ante that attending seven or more sessions would earn a certificate of completion. The pedagogical approach uses active and customized learning, with an emphasis on role playing, mini-cases, and group activities (Kaiser and Menkhoff 2018).

IPA hired and trained instructors who led the classes and tracked attendance. Some clubs scheduled course sessions to piggyback on regular club meeting times, while others arranged for separate times. Developing and delivering the course cost about US$63 per person in 2020 dollars.[8]

Mean attendance is 4.6 sessions out of ten (SD: 3.9) with a median of five. 75% of attended at least one session, and mean attendance conditional on attending at least one meeting is 6.2.[9]

Our key takeaway from attendance data is that we have a reasonably powerful and symmetric first stage: substantial levels of course engagement, and similar treatment intensity across the education arms.

D. Savings Account Treatment

The savings accounts were offered by FINCA, a microfinance institution. IPA and FINCA designed the account to be group-based in order to minimize costs (pecuniary and otherwise) while enabling FINCA to deliver basic account services. Group delivery of *formal* accounts was novel amongst Ugandan financial institutions, but group savings is familiar to the participants because of extensive promotion of *informal* group-based savings. A recent survey with a representative sample of 3,000 Ugandan adults (age 16 and over) found that informal savings groups were the

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[7] Saving is the most frequent downstream behavior measured in the 76 RCTs analyzed in Kaiser et al.'s (2020) meta-analysis of financial education programs. Those programs have mean (median) instruction hours of 12 (7).

[8] Cost estimates are calculated for the study sample as (total cost of treatment)/(number of study participants). As the treatments were delivered to groups including additional members who were not part of the study sample, the estimates are conservatively high. Trainer and manager compensation and expenses account for about 80%.

[9] Appendix Table 3 reports session-level attendance statistics, Appendix Figure 3 illustrates participant perceptions of course content from focus group data.

most popular savings location, used by 43% (FSD Uganda 2018); and, 63% of the clubs in our sample had one or more members already participating in informal group savings.

Each club had only one FINCA account and was responsible for selecting members to serve as field agents and a treasurer for handling deposits and withdrawals. FINCA neither imposed any fees (except for account closure) nor paid interest on account balances. Clubs were required to make a deposit within thirty days of account opening and to maintain a minimum balance of 50,000 UGX,[10] below which withdrawals were prohibited.[11]

FINCA began marketing to the account arms when the financial education course were concluding.[12] FINCA marketers met with clubs to introduce the features of the account, assist interested clubs with account opening and teach members about proper use of the club account ledger book. Often these activities required multiple visits with an average of four visits to each club.[13] We estimate this intervention cost US$29 per person in 2020 dollars.[14]

FINCA data indicate 60% and 72% of clubs open accounts in the account-only and account+education arm, with 52% and 53% of clubs, having non-zero balances after one year.[15]

Our key takeaways from FINCA data are a reasonably powerful first stage that may have operated somewhat differently across the two account arms.

E. Endline Surveys and Attrition

We administered one-year endline surveys 9-12 months after the last financial education sessions, and 7-10 months after the start of account marketing. We attempted to re-survey all baseline survey respondents and obtained 2,680 completed surveys (95% retention) at one-year, and 1,969 (70%) at five-years.

We find little evidence of differential attrition rates across study arms: the biggest pairwise difference in the retention rate, across the four arms and two endlines, is two percentage points.

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[10] $1 USD = about 2,400 UGX during our sample period; inflation ranged from 5%-10%.
[11] Clubs making an initial deposit subsequently met the minimum balance requirement at 76% of our monthly snapshots in year one, with 70% of these clubs meeting the requirement in every month.
[12] FINCA required Church authorization to open the accounts, which took three months longer than expected to obtain in the Western region but marketing continued during the delay.
[13] We tracked marketing effort and find no evidence of differential marketing across the two account arms.
[14] This covers marketer and manager compensation and expenses, and equals the subsidized portion of intervention cost under the assumption that FINCA makes weakly positive profits on the margin. As with the education intervention, cost estimates are per person in the study sample and thus highly conservative.
[15] See Appendix Table 3 for additional usage statistics.

Regressing a survey completion indicator on the three treatment assignment indicators to formally test for differential rates yields p-values of 0.59 at one-year and 0.85 at five-years. We also explore changes in sample composition across study arms by testing whether the means of key baseline variables, which were balanced at baseline, remain balanced at endlines. Univariate tests indicate weak evidence of compositional changes, and multivariate tests do not reject changes at the five-year endline. Therefore, we control for an outcome's baseline value when estimating treatment effects.[16]

II. Treatment Effects and Mechanisms

A. Estimation Strategy and Table Organization

We estimate average impacts, using OLS models of the form:

$$(1)\ Y_{ijt} = \beta_{1t}EdAcct_j + \beta_{2t}EdOnly_j + \beta_{3t}AcctOnly_j + \phi Y_{ij0} + \gamma StratVars_j + \varepsilon_{ijt}$$

where Y_{ijt} is an outcome variable, for member i of club j in time period t (either the one-year or five-year endline) or 0 (baseline).[17] The treatment arm variables indicate if individual i was randomly assigned to that study arm, and all estimates are intent-to-treat (ITT). We cluster standard errors at the youth club level. $StratVars_j$ are the stratification variables described in Section I-B. Our quantile regressions take the same form, replacing Y_{ijt} with one of its deciles.

Each table covers an "outcome class": decision inputs, saving, income, and other mechanisms. We adjust for multiple hypothesis testing by reporting a false discovery rate (FDR) adjusted p-value for each ITT estimate, defining a family as either the full set of components in each table-endline or the summary measure in each table-endline.[18] One-year endline estimates are always in Panel A and five-year in Panel B. Each panel-column in Panels A and B presents results from a single regression. At the bottom of each of these panels we report p-values for tests of equality across treatment arms and for complementarity. Panel C reports p-values on the difference between the one- versus five-year effects, for each treatment arm.

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[16] Appendix Table 4 has additional details on attrition.

[17] We pre-specified primary outcomes of interest in the AEA Registry (AEARCTR-0000080) prior to the five-year endline. Pre-registration was not yet the norm at the time of the one-year endline.

[18] We calculate adjusted p-values using the two-stage procedure in Benjamini, Krieger and Yekutieli (2006).

B. Key Decision Inputs

Table 1 presents estimates of treatment effects on four decision inputs covered in the financial education curriculum: knowledge, planning, agency, and trust. These also could be affected by market experience (induced by, e.g., account access). Each outcome measure is a standardized index of several related measures of one of the four inputs.[19]

The financial knowledge index in Column 1 is a standardized score of 20 questions regarding bank regulation and basic financial concepts like budgeting, interest, and collateral. The control group mean is 9.7 correctly answered (SD= 2.8) at one-year and 10.0 at five-years.[20] At one-year, the education arms each increase knowledge, by 0.17 and 0.19 SDs (SEs of 0.06, adjusted *p*-values 0.03 and 0.01), relative to either the control arm or account-only arm (the *p*-values on the differences between the account-only arm and each education arm are each <0.01). These one-year magnitudes are similar to the mean estimated effect of 0.20 SD of financial education on financial knowledge in Kaiser et al.'s (2020) meta-analysis, where the median impact measurement horizon is about a half-year. Our clear one-year effects are no longer present at five years (the point estimates fall to 0.05 and -0.01 relative to control; 0.14 and 0.08 relative to account-only), with *p*-values on the within-arm difference between one- vs. five-year treatment effects of 0.14 and 0.01. We find no evidence that account-only affects knowledge, and the five-year confidence interval does not contain a substantial positive effect size.

The financial planning index averages across four component measures of tracking, routine and emergency planning, and plan implementation. At one-year, 64% of the control group report regularly keeping track of money, and 18% report regularly making any preparation for emergencies. There is little evidence of treatment effects on financial planning, although these nulls are imprecisely estimated.

The financial agency index averages across three component measures of financial household decision-making power. At one-year, 73% of the control group reports that others in their household would not be angry if the respondent saved alone, and 58% report always making their

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[19] Appendix Tables 5-8 report results separately for each index component.
[20] Appendix Figure 4 shows estimated financial knowledge levels for each arm at each survey. Focusing on the Control Group in Panel B, there is little evidence of strong secular increases over time.

own financial decisions. There is little evidence of treatment effects on financial agency, although we cannot rule out substantial and persistent positive effects from account+education.

The financial trust index averages two questions about the security of bank deposits. At one-year, only 44% of the control group says that bank savings definitely would not be stolen, and only 43% that savings definitely would be repaid if the bank were robbed.[21] The education arms each increase trust at the one-year follow-up, by 0.22 and 0.32 SD (SEs 0.05, adjusted p-values < 0.01) relative to either the control group or the account-only group. Panel B shows smaller point estimates in year five--0.12 and 0.20 (SEs 0.06, adjusted p-values = 0.66 and 0.05, respectively)-- but evidence for dissipation is only suggestive, with p-values of 0.13 and 0.14. The estimates for the account-only arm suggest no effect but are imprecisely estimated.

Altogether, the results suggest that financial education produces a large increase in knowledge even after one year but then dissipates by five years, and large and more lasting increases in trust in banks. We find no evidence that account access alone changes decision inputs.

C. Savings

Table 2 reports impacts on a standardized savings index (Column 1) comprising various pre-registered measures of assets and liabilities (Columns 2-7).[22] (Dis)savings is notoriously difficult to measure in surveys, as the asset and liability*institution space is large, respondents may vary in their interpretation of certain assets, liabilities, and institution types, flows require recall, stocks require valuation. Moreover, low-frequency surveys can miss important dynamics of accumulation and decumulation. We piloted extensively to create questions that, *taken together*, would proxy for overall savings behaviors and wealth accumulation. As such, we view the index as the most informative savings outcome rather than any one measure.

Thus, starting with the savings index (Column 1), each of the six point estimates across the two follow-ups are positive. Three have p-values <0.01, and two <0.10. We do not reject equality of treatment effects within-arm across the two follow-ups (Panel C). And, although the point estimates on account-only are weakly lower than those for the education arms, we do not reject

[21] Appendix Figure 3 shows estimated trust levels for each arm at each survey. Focusing on the Control Group in Panel C, there is little evidence of strong secular increases over time.

[22] We also pre-registered savings goals as an outcome and consider goal-setting and planning in the planning index in Table 1.

equality across treatment arms (the *p*-values for the pairwise comparisons between account-only and the other arms are 0.17, 0.32, 0.34, and 0.72). The six point estimates each imply at least a 0.10 SD increase; for comparison, Kaiser et al.'s (2020) meta-analytic estimate of the effect of financial education on savings is 0.10 SD.

We measure the index components by first asking respondents whether they save in each of 13 different savings "locations" ascertained through piloting to be the most likely stores of financial and key resellable durable assets (see Appendix Table 9) and then how much they currently hold in each. We take a similar approach to the liability side of the individual's balance sheet.

Total savings balances (Table 2 Column 4) is the sum of the monetary value across all savings locations. Baseline savings balances are extremely heterogeneous, with a 1% top-coded mean of 118,000 UGX and SD of 335,000 (Appendix Table 2). As such, we consider treatment effects on alternative functional forms in Appendix Table 10 Column 1-4, finding similar results: uniformly positive point estimates, some evidence that these increases are statistically significant, little evidence that any effects dissipate over time, and inconsistent evidence on whether treatment effects differ across arms. We also present quantile regression results (Figure 1, top panels). Treatment effects are weakly positive throughout the distribution, for each arm at each follow-up time horizon, and more positive towards the top of the distribution, with the strongest results from account+education and the weakest from account-only. The estimated null effects at lower deciles are not all due to a large mass of non-savers, as only 14% reports zero savings.

We find no evidence of treatment effects on borrowing, suggesting that any increases in assets are increases in wealth. But we cannot rule out increases of 0.1 SD on the extensive margin of borrowing (Table 2 Column 7; note that only about 50% of our sample has any debt). Nor do we find evidence for treatment effects on instances of borrowing or total amount borrowed in the last six months (Appendix Table 11).

Lastly, we consider treatment effects on *how* people save, subject to caveats about measurement error in categorization discussed above. First, there are positive treatment effects on the number of different locations (Table 2 Column 3), of about 0.1 to 0.2 (SEs: 0.05-0.06) locations on a base of 1.3. Two related questions are: how much of the treatment effects on savings result from FINCA group account use? And where else do people save when induced to save more by our treatments, particularly in the Education Only arm? FINCA data show active use of the account (mean=3.87 (SE: 0.60) and 4.20 (SE: 0.72) transactions conditional on opening account for the

account only and account+education arm, respectively). This is reflected in our follow-up survey, where the only evidence of treatment effects on specific savings locations are increases in group account usage for the two account arms at the one-year follow-up.[23] The FINCA data also show how much club members save (Appendix Table 3). Group-level balances average about 145,000 UGX around the time of our one-year survey. With 30 members (the median), this implies a treatment effect of about 4,800 UGX per member - an order of magnitude smaller than the survey-estimated treatment effects on total savings balances (Table 2 Column 4). Together with the lack of treatment effect persistence on group savings in the account arms (no evidence of effects at five years in Appendix Table 9), it seems likely that our treatments induced savings through a variety of means, with the location varying across people and thus difficult to pin down.

Altogether, we infer that the interventions persistently increase savings activity.

D. Income

Table 3 reports impact estimates for various pre-registered measures of income. To elicit income, the surveys start by asking whether they have recently done any activities to earn money, before asking for details on each activity, including the amount earned in the past 90 days.

Total income (Column 1) shows the sum of the sources in Columns 2-5.[24] Baseline earnings average about 110% of the individual poverty line, with substantial heterogeneity. Several patterns are evident. The point estimates are uniformly positive across all six arm-endline combinations and similar across arms within-endline. They each have *p*-values between 0.09-0.19 after multiple hypothesis adjustments. They each imply increases of about 15-20% over the control group mean, with confidence intervals including gains between 0% and 35%[25], and they are uniformly larger in levels at five-years than one-year.

Because total income is arguably our most important earnings measure, we estimate treatment effects on alternative functional forms, finding similar results (Appendix Table 10 Columns 5-8). We also present quantile regression results (Figure 1, bottom panels). As with savings, we see

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[23] ROSCA usage increases as well as formal group accounts; respondents may categorize the FINCA account as an informal.

[24] Total income also includes "other" income, which includes club-generating income (1% of total income).
[25] The control group trends considerably upward over the five years, we suspect from life-cycle patterns, inflation and other macro trends (e.g., about 25% real GDP growth over our study period).

weakly positive effects throughout the distribution, for each arm and endline, although at five-years we see more evidence of effects from account-only.

Altogether, we infer that the interventions persistently increase income, with no strong evidence that effects differ across arms. If we take the treatment effect point estimates literally, they imply annual earnings increases of roughly 1 shilling per 1 shilling of account subsidy and per 2 shillings of education subsidy.

E. Mechanisms

The results presented thus far do not clearly identify mechanisms underlying the treatment effects, in part because we see increases in income and (to a suggestive but statistically weaker extent) savings in the account-only arm, which did not experience changes in the key decision inputs (Table 1). If the increased financial knowledge and trust in the education arms are not essential for lasting behavior change and outcome improvements, what is essential? A related issue is unpacking the relationship between increases in savings balances and increases in income.

Table 4 starts by exploring the latter issue. Column 5 reports imprecise null effects on an index of expenditures and consumption (although our survey was not a full inventory of either).[26] This lack of cutback in spending, combined with the lack of an increase in borrowing (Table 2 Column 7 and Appendix Table 11), suggests the savings balance increase likely came from the increase in income à la Callen et al. (2019). We find no evidence that treated members change income source (Columns 1 and 2), and the confidence intervals rule out big changes. Increases in work effort - specifically, working more often - are a more likely candidate, in the sense that five of six point estimates in Column 3 are positive and the confidence intervals contain increases that would be sufficient to explain the treatment effects on income, but none individually is statistically significant. Another channel runs from saving to income, à la Schaner (2018): initial increases in saving might fund high-return investments that generate income before our first endline. Table 4 Column 4 (investment) and Table 3 Column 3 (business income) are consistent with this hypothesis in the sense that all point estimates are positive, albeit substantially smaller than those for total income.

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[26] Appendix Table 12 reports results for each index component

Columns 6-8 consider other decision inputs besides knowledge and trust, namely changes to preferences and/or beliefs. We were motivated to pre-register these inputs by the possibility that the financial education curriculum's focus on saving, planning and agency could indirectly affect discounting (patience and self-control), risk tolerance, and altruism.[27] Yet we find no evidence of such treatment effects.[28] Account access alone could also change these inputs, by changing motivation via increased salience of savings or through a feedback loop with behavior.

III. Conclusion

Our results suggest that increasing textbook financial knowledge may be valuable but not necessary for producing lasting changes in saving and improvements in financial condition. Returning to the Friedman billiards player analogy: we learn from the financial education treatment arms that persistent change in textbook knowledge is unnecessary for persistent behavior change. (Teaching physics or rudimentary finance may help someone improve at billiards or personal finance, but they can then forget the knowledge, at least in a "book learning" sense, and still do well.) And we learn from the account-only arm that financial knowledge change is not necessary to trigger persistent behavior change, even starting from a low base. (One can improve at billiards or personal finance without ever learning physics or finance principles.)

Our results also suggest the interventions studied here are cost-effective. They cost about an order of magnitude less than many multi-faceted grant-based programs yet produce long-run impacts on wealth and income of similar magnitude (e.g., see Bandiera et al. 2017; Banerjee et al. 2015). Moreover, the tested interventions likely have economies of scale: we estimate the marginal cost per participant of the financial education intervention if delivered at scale at US$20 per person, compared to the estimated average cost per participant of US$63 incurred for this study; for the account marketing intervention, we estimate a marginal cost of US$10 per participant if delivered at scale, compared to the estimated average cost per participant of US$29 incurred for this study. Appendix Table 18 provides more detail.

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[27] Subsequently, several financial education evaluations have estimated effects on youths' preferences; e.g., Sutter et al (2020).
[28] Appendix Tables 13-16 present treatment effect estimates for components. Appendix Table 17 reports estimates for aspects of financial knowledge and expectations not explicitly covered in the curriculum.

Although encouraging, we caution against inferring confidently that our interventions have lasting impacts, much less cost-effective ones, given the mixed evidence from prior work estimating the downstream effects of financial account access or financial education programs. Further replication and refinement of intervention design, delivery, and evaluation would sharpen inferences regarding whether, how, and where such programs can generate the magnitude of effects found here.

Further research could focus on learning more about specific mechanisms. These interventions have multiple plausible paths to impact, and so even larger samples, higher-frequency data, and/or additional identification strategies may be required to identify which, if any, decision inputs or behaviors must change for downstream outcomes to improve.

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Table 1. Treatment Effects on Knowledge and Other Inputs Covered by the Financial Education Curriculum□

	(1) Financial Knowledge Index	(2) Financial Planning Index	(3) Financial Agency Index	(4) Financial Trust Index
Number of questions in index	20	4	3	2
Results for index components in	AT5	AT6	AT7	AT8
Panel A. One-Year Endline				
Account Access Only (T1)	0.01	0.03	-0.05	-0.01
	(0.06)	(0.06)	(0.06)	(0.06)
	[0.71]	[0.63]	[0.46]	[0.71]
Education Only (T2)	0.17***	0.09	0.01	0.22***
	(0.06)	(0.06)	(0.06)	(0.05)
	[0.01]	[0.23]	[0.71]	[<0.01]
Account + Education (T3)	0.19***	-0.06	0.10*	0.32***
	(0.06)	(0.06)	(0.06)	(0.05)
	[<0.01]	[0.41]	[0.18]	[<0.01]
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	2680	2680	2680	2680
p-values: T1 = T2	<0.01	0.40	0.25	<0.01
p-values: T1 = T3	<0.01	0.17	<0.01	<0.01
p-values: T2 = T3	0.77	0.03	0.12	0.07
p-values: T1 + T2 = T3	0.96	0.04	0.10	0.16
p-values: Any Account = 0	0.72	0.21	0.68	0.30
p-values: Any Education = 0	<0.01	0.98	0.05	<0.01
Controls for Baseline Values	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline				
Account Access Only (T1)	-0.09	0.08	-0.03	0.06
	(0.07)	(0.06)	(0.07)	(0.07)
	[0.65]	[0.65]	[0.89]	[0.78]
Education Only (T2)	0.05	0.07	-0.11	0.12**
	(0.07)	(0.08)	(0.07)	(0.06)
	[0.82]	[0.72]	[0.54]	[0.31]
Account + Education (T3)	-0.01	0.02	0.08	0.20***
	(0.08)	(0.07)	(0.06)	(0.06)
	[0.89]	[0.89]	[0.65]	[0.02]
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	1969	1969	1969	1969
p-values: T1 = T2	0.05	0.92	0.26	0.39
p-values: T1 = T3	0.37	0.32	0.10	0.05
p-values: T2 = T3	0.39	0.45	<0.01	0.19
p-values: T1 + T2 = T3	0.87	0.16	0.02	0.77
p-values: Any Account = 0	0.15	0.81	0.10	0.13
p-values: Any Education = 0	0.25	0.94	0.99	<0.01
Controls for Baseline Values	Yes	Yes	Yes	Yes
Panel C: Comparisons across One-Year and Five-Year Endlines				
p-values: T1 One-year = T1 Five-year	0.24	0.52	0.82	0.37
p-values: T2 One-year = T2 Five-year	0.14	0.88	0.11	0.13
p-values: T3 One-year = T3 Five-year	0.01	0.35	0.82	0.14
p-values: Any Account One-year = Any Account Five-year	0.11	0.25	0.30	0.57
p-values: Any Education One-year = Any Education Five-year	0.07	0.94	0.18	<0.01

Notes: Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club), and FDR adjusted p-values in square brackets with a family of hypotheses defined as all treatment effects for an endline survey (i.e. 12 hypotheses per endline survey). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Item non-response rates are low and our indices average across non-missing components. The financial education curriculum covers one topic per meeting: (1) myths about the formal financial sector, (2) bank regulation by the Bank of Uganda, (3) how banks function as businesses, (4) the relative costs and benefits of saving versus borrowing, (5) targeted/goal-oriented saving, (6) budgeting and record keeping, (7) prioritizing spending decisions, (8) addressing challenges to saving, (9) making informed decisions about where and how to save, and (10) how to communicate about money.

Table 2. Treatment Effects on Savings

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Savings Index of Columns 2-7	Any Savings (1/0)	Total Number of Savings Locations	Total Savings ('000 UGX): 1% top-coded	Any Resellable Asset (1/0)	Formal Account (1/0)	No Debt (1/0)
Panel A. One-Year Endline							
Account Access Only (T1)	0.12*	0.01	0.09*	45.00	0.01	0.05**	0.04
	(0.07)	(0.02)	(0.05)	(37.33)	(0.02)	(0.02)	(0.03)
	[0.48]	[0.15]	[0.27]	[0.48]	[0.06]	[0.16]	
Education Only (T2)	0.18***	0.02	0.15**	104.37**	0.00	0.05**	0.04
	(0.07)	(0.02)	(0.06)	(41.83)	(0.02)	(0.02)	(0.03)
	[0.27]	[0.06]	[0.06]	[0.50]	[0.07]	[0.16]	
Account + Education (T3)	0.18***	0.04**	0.14**	44.30	0.00	0.09***	0.03
	(0.06)	(0.02)	(0.06)	(33.59)	(0.02)	(0.02)	(0.03)
	[0.07]	[0.06]	[0.23]	[0.50]	[<0.01]	[0.27]	
Control Group Mean	0.00	0.84	1.28	221.94	0.12	0.16	0.48
Control Group SD	1.00	0.37	0.88	606.00	0.32	0.37	0.50
N	2680	2680	2680	2678	2680	2680	2680
p-values: T1 = T2	0.34	0.51	0.29	0.14	0.83	0.75	0.92
p-values: T1 = T3	0.32	0.12	0.36	0.98	0.84	0.14	0.72
p-values: T2 = T3	0.99	0.29	0.86	0.10	0.99	0.07	0.78
p-values: T1 + T2 = T3	0.18	0.71	0.20	0.05	0.79	0.75	0.20
p-values: Any Account = 0	0.18	0.37	0.30	0.77	0.77	<0.01	0.38
p-values: Any Education = 0	<0.01	0.06	0.01	0.05	0.98	0.01	0.46
Proportion of Obs Equal Zero	0.00	0.14	0.14	0.14	0.88	0.79	0.49
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline							
Account Access Only (T1)	0.10	0.02	0.15*	99.26	-0.00	-0.00	0.04
	(0.07)	(0.02)	(0.09)	(78.88)	(0.02)	(0.03)	(0.03)
	[0.71]	[0.58]	[0.58]	[0.71]	[0.71]	[0.58]	
Education Only (T2)	0.12*	0.01	0.12	123.41	0.02	0.03	0.01
	(0.07)	(0.02)	(0.09)	(91.02)	(0.02)	(0.03)	(0.03)
	[0.71]	[0.58]	[0.58]	[0.71]	[0.58]	[0.71]	
Account + Education (T3)	0.19***	0.02	0.18**	188.15**	0.03	0.04	0.04
	(0.07)	(0.02)	(0.08)	(84.08)	(0.02)	(0.03)	(0.03)
	[0.58]	[0.31]	[0.31]	[0.58]	[0.58]	[0.58]	
Control Group Mean	0.00	0.86	1.60	552.14	0.13	0.23	0.51
Control Group SD	1.00	0.35	1.14	1202.70	0.33	0.42	0.50
N	1969	1969	1956	1960	1969	1956	1969
p-values: T1 = T2	0.72	0.83	0.77	0.79	0.38	0.19	0.32
p-values: T1 = T3	0.17	0.81	0.70	0.31	0.11	0.10	0.83
p-values: T2 = T3	0.30	0.62	0.49	0.50	0.47	0.72	0.42
p-values: T1 + T2 = T3	0.81	0.82	0.50	0.78	0.50	0.74	0.69
p-values: Any Account = 0	0.09	0.37	0.09	0.18	0.67	0.86	0.14
p-values: Any Education = 0	0.03	0.56	0.22	0.09	0.10	0.05	0.92
Proportion of Obs Equal Zero	0.00	0.13	0.13	0.13	0.87	0.75	0.47
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Panel C: Comparisons across One-Year and Five-Year Endlines							
p-values: T1 One-year = T1 Five-year	0.75	0.74	0.54	0.49	0.70	0.05	0.99
p-values: T2 One-year = T2 Five-year	0.44	0.76	0.75	0.83	0.63	0.67	0.46
p-values: T3 One-year = T3 Five-year	0.88	0.55	0.62	0.07	0.25	0.13	0.93
p-values: Any Account One-year = Any Account Five-year	0.67	0.94	0.33	0.13	0.86	0.03	0.56
p-values: Any Education One-year = Any Education Five-year	0.82	0.37	0.74	0.37	0.15	0.95	0.66

Notes: Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club), and FDR adjusted p-values in square brackets with a family of hypotheses defined as all treatment effects for an endline survey (i.e. 18 hypotheses per endline survey, excluding the savings index). We do not adjust p-values for the savings index because the index itself reduces the number of hypotheses tested. Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Our survey asks about 13 different savings locations (please see Appendix Table 8 for details). Formal account (1/0) (Column 6) is defined as the participant holding savings in a group or individual account at a formal bank. Total savings here is top-coded at the 99th percentile; please see Appendix Table 10 for results on other functional forms of savings balances.

Table 3. Treatment Effects on Income

	(1)	(2)	(3)	(4)	(5)
	Earnings ('000 UGX) last 90 days, top-coded at 99th percentile				
	Total	Formal Wage	Business	Farm	0
Panel A. One-Year Endline					
Account Access Only (T1)	31.06*	-1.39	10.29	10.13	9.13
	(16.22)	(9.07)	(7.51)	(7.56)	(5.81)
		[0.35]	[0.54]	[0.35]	[0.35]
Education Only (T2)	32.45**	15.12*	2.76	5.62	9.11
	(16.44)	(8.80)	(7.56)	(6.50)	(6.40)
		[0.35]	[0.35]	[0.44]	[0.43]
Account + Education (T3)	36.34**	16.55*	7.25	4.07	2.96
	(17.01)	(9.48)	(7.59)	(6.42)	(5.76)
		[0.35]	[0.35]	[0.43]	[0.43]
Control Group Mean	200.79	70.07	38.51	42.93	29.90
Control Group SD	337.78	217.66	120.53	103.85	100.42
N	2661	2661	2661	2661	2661
p-values: T1 = T2	0.93	0.09	0.30	0.58	1.00
p-values: T1 = T3	0.76	0.08	0.68	0.45	0.21
p-values: T2 = T3	0.83	0.89	0.55	0.83	0.27
p-values: T1 + T2 = T3	0.26	0.84	0.59	0.26	0.06
p-values: Any Account = 0	0.15	1.00	0.16	0.41	0.71
p-values: Any Education = 0	0.12	0.02	0.98	0.97	0.71
Proportion of Obs Equal Zero	0.11	0.67	0.77	0.54	0.74
Panel B. Five-Year Endline	Yes	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline					
Account Access Only (T1)	75.47*	-22.25	6.46	37.21*	34.31**
	(43.46)	(22.76)	(16.89)	(20.15)	(14.69)
		[0.19]	[0.30]	[0.63]	[0.19]
Education Only (T2)	71.70	12.06	24.32	-1.25	23.19*
	(44.41)	(25.09)	(20.32)	(16.58)	(13.95)
		[0.19]	[0.63]	[0.25]	[0.65]
Account + Education (T3)	95.13**	8.95	33.35*	-0.34	44.42***
	(43.15)	(24.74)	(18.43)	(16.89)	(14.87)
		[0.15]	[0.63]	[0.19]	[0.65]
Control Group Mean	482.02	148.29	105.38	112.03	97.27
Control Group SD	673.52	400.81	282.07	273.56	217.91
N	1963	1963	1963	1963	1963
p-values: T1 = T2	0.94	0.11	0.38	0.07	0.47
p-values: T1 = T3	0.69	0.14	0.15	0.09	0.53
p-values: T2 = T3	0.64	0.89	0.68	0.96	0.17
p-values: T1 + T2 = T3	0.43	0.56	0.93	0.19	0.54
p-values: Any Account = 0	0.13	0.43	0.57	0.16	<0.01
p-values: Any Education = 0	0.17	0.19	0.07	0.16	0.12
Proportion of Obs Equal Zero	0.09	0.78	0.67	0.59	0.62
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes
Panel C: Comparisons across One-Year and Five-Year Endlines					
p-values: T1 One-year = T1 Five-year	0.28	0.33	0.82	0.15	0.10
p-values: T2 One-year = T2 Five-year	0.34	0.90	0.30	0.67	0.30
p-values: T3 One-year = T3 Five-year	0.13	0.74	0.14	0.78	<0.01
p-values: Any Account One-year = Any Account Five-year	0.29	0.41	0.98	0.25	0.01
p-values: Any Education One-year = Any Education Five-year	0.38	0.74	0.06	0.14	0.15

Notes: Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club), and FDR adjusted p-values in square brackets for all treatment effects on earnings components for an endline survey (i.e. 12 hypotheses per endline survey). We do not adjust p-values for total earnings as it is a combination of the other columns. Each column-panel in Panels A and B report results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Please see Appendix Table 10 for results on other functional forms of income.

Table 4. Treatment Effects on Mechanisms

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Primary Income Source Changed from Baseline	Number of Income Streams in Last 90 Days	Total Days Worked (in last 90)	Business Investment in Last 12 Months	Expenditures and Consumption Index	Patience and Self-Control Index	Risk Tolerance Index	Altruism Index
Number of questions in index					3	4, 6	3	2
Results for index components in					AT12	AT13, AT14	AT15	AT16
Panel A. One-Year Endline								
Account Access Only (T1)	-0.03	0.03	3.66	19.54	0.02	0.04	0.02	-0.08
	(0.03)	(0.05)	(2.79)	(33.04)	(0.06)	(0.06)	(0.06)	(0.06)
	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]
Education Only (T2)	0.02	0.04	3.19	35.33	0.00	-0.00	-0.07	-0.05
	(0.03)	(0.05)	(2.75)	(30.82)	(0.04)	(0.06)	(0.06)	(0.06)
	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]
Account + Education (T3)	0.00	0.02	1.85	37.21	0.01	0.04	-0.07	-0.10
	(0.03)	(0.05)	(2.62)	(34.84)	(0.04)	(0.05)	(0.06)	(0.06)
	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]	[1.00]
Control Group Mean	0.52	1.41	46.70	178.59	0.00	0.00	0.00	0.00
Control Group SD	0.50	0.87	45.22	531.71	1.00	1.00	1.00	1.00
N	2013	2680	2660	2674	2680	2680	2677	2680
p-values: T1 = T2	0.22	0.91	0.88	0.61	0.79	0.50	0.18	0.70
p-values: T1 = T3	0.40	0.86	0.54	0.61	0.96	0.88	0.16	0.73
p-values: T2 = T3	0.67	0.77	0.64	0.95	0.71	0.40	0.98	0.46
p-values: T1 + T2 = T3	0.77	0.50	0.21	0.71	0.96	0.89	0.82	0.73
p-values: Any Account = 0	0.38	0.80	0.56	0.65	0.69	0.29	0.86	0.17
p-values: Any Education = 0	0.36	0.67	0.73	0.25	0.98	0.94	0.08	0.39
Proportion of Obs Equal Zero	0.49	0.11	0.11	0.52	0.00	0.00	0.00	0.00
Panel B. Five-Year Endline	No	Yes	Yes	No	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline								
Account Access Only (T1)	-0.06	0.10	4.64	29.95	0.11	-0.04	0.11	0.05
	(0.04)	(0.06)	(3.48)	(73.14)	(0.07)	(0.07)	(0.06)	(0.07)
	[0.41]	[0.41]	[0.41]	[0.73]	[0.41]	[0.73]	[0.41]	[0.73]
Education Only (T2)	-0.08**	0.03	-1.25	162.57**	0.15*	-0.01	0.04	-0.01
	(0.04)	(0.06)	(3.41)	(71.35)	(0.08)	(0.07)	(0.07)	(0.08)
	[0.41]	[0.73]	[0.73]	[0.41]	[0.41]	[0.82]	[0.73]	[0.82]
Account + Education (T3)	-0.06	0.11*	7.21*	83.69	0.07	-0.04	0.08	0.04
	(0.03)	(0.06)	(3.78)	(83.78)	(0.07)	(0.07)	(0.07)	(0.08)
	[0.41]	[0.41]	[0.41]	[0.47]	[0.44]	[0.73]	[0.41]	[0.73]
Control Group Mean	0.60	1.52	69.41	398.39	0.00	0.00	0.00	0.00
Control Group SD	0.49	0.91	57.96	1071.70	1.00	1.00	1.00	1.00
N	1504	1968	1968	1924	1962	1969	1969	2810
p-values: T1 = T2	0.66	0.25	0.08	0.11	0.63	0.70	0.30	0.42
p-values: T1 = T3	0.97	0.92	0.49	0.57	0.67	0.95	0.72	0.90
p-values: T2 = T3	0.61	0.17	0.02	0.38	0.39	0.73	0.52	0.51
p-values: T1 + T2 = T3	0.15	0.81	0.44	0.35	0.11	0.90	0.52	0.96
p-values: Any Account = 0	0.48	0.03	0.01	0.68	0.80	0.53	0.11	0.36
p-values: Any Education = 0	0.17	0.70	0.79	0.07	0.32	0.97	0.88	0.84
Proportion of Obs Equal Zero	0.45	0.08	0.08	0.38	0.00	0.00	0.00	0.00
Controls for Baseline Values	No	Yes	Yes	No	Yes	Yes	Yes	Yes
Panel C: Comparisons across One-Year and Five-Year Endlines								
p-values: T1 One-year = T1 Five-year	0.50	0.33	0.81	0.89	0.29	0.40	0.30	0.20
p-values: T2 One-year = T2 Five-year	0.03	0.84	0.29	0.08	0.06	0.93	0.23	0.70
p-values: T3 One-year = T3 Five-year	0.19	0.21	0.18	0.57	0.41	0.35	0.07	0.17
p-values: Any Account One-year = Any Account Five-year	0.92	0.09	0.07	0.54	1.00	0.21	0.26	0.12
p-values: Any Education One-year = Any Education Five-year	0.06	0.99	0.99	0.16	0.36	0.93	0.17	0.70

Notes: Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club), and FDR adjusted p-values in square brackets with a family of hypotheses defined as all treatment effects for an endline survey (i.e. 24 hypotheses per endline survey). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Item non-response rates are low and our indices average across non-missing components.

Figure 1. Quantile Treatment Effects for Savings and Income
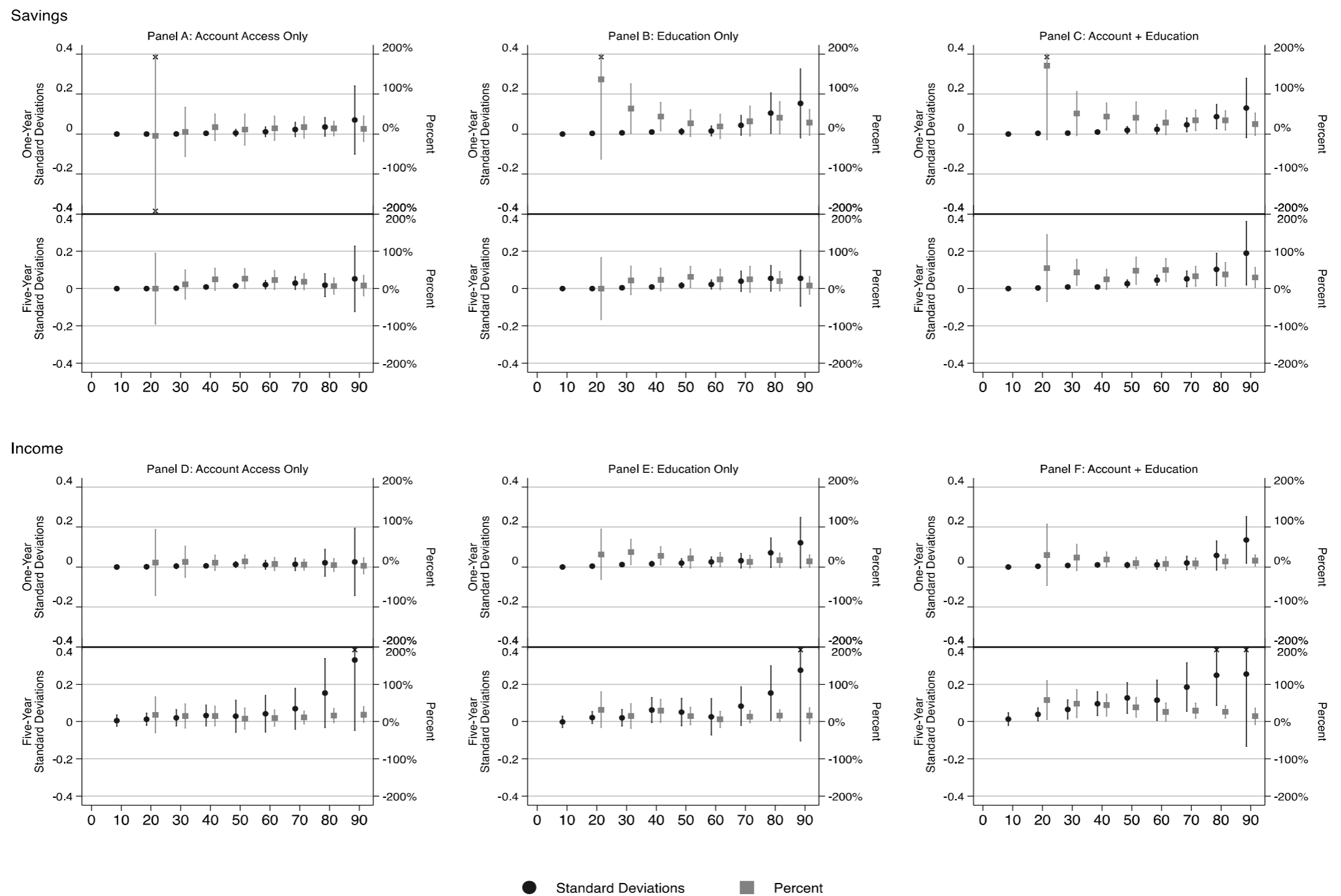
Notes: Treatment effects on the left axis in standard deviation units of the outcome variable, standardized with respect to the full control group. On the right axis we present treatment effects for the unadjusted outcome (i.e. valued in UGX) as a percentage of the relevant control group percentile. Bars represent 95% confidence intervals. We cap confidence intervals that exceed +/-0.4 standard deviations or +/-200% percent for clarity and indicate where confidence intervals have been capped with an x. Each quantile regression controls for the baseline outcome (with a dummy for missing baseline value where needed) and stratification variable with standard errors clustered at the unit of randomization (the youth club).

Appendix Figure 1. Study Design and Timeline

A	B	C

Club Survey for Sample Creation
n=267 groups
May 2010 to Jun 2010

Baseline Club Member Survey
n=2,810 members
n=240 groups
May 2010 to Jun 2010

Control
n=717 members
n=60 groups
No intervention

Financial Education Only
n=693 members
n=60 groups
Financial education sessions from Jul 2010 to Sep 2010

Account Only
n=692 members
n=60 groups
FINCA account marketing from Nov 2010 to May 2011

Financial Education + Account
n=708 members
n=60 groups
Financial education sessions from Jul 2010 to Sep 2010 and FINCA account marketing from Nov 2010 to May 2011

Endline 1
n=2,680 members
n=240 groups
Jun 2011 to Aug 2011

Focus Groups
n=52 members
n=6 groups
Dec 2011

Endline 2
n=1,969 members
n=240 groups
Feb 2015 to Jul 2015

Notes: **(A)** We identified 267 groups that satisfied three criteria: (1) Located within a 60-minute walk of public transportation to the district capital (thus reasonably accessible to a FINCA branch); (2) Active, defined as meeting at least twice a month (thus allowing the financial education to piggyback on already-attended meetings); (3) Large enough, defined as having at least 12 members over the age of 16 (to reach target sample size). **(B)** We randomly selected 240 of these 267 groups to be in our study sample. **(C)** Groups were assigned to the Control, Financial Education Only, Account Only or Financial Education + Account study arms via group-level random assignment.

Appendix Figure 2. District Map of Uganda with Study Areas Highlighted

Notes: Sampling: We chose study areas in consultation with our various implementing partner organizations, then identified 300 clubs in the vicinity of the district capitals in each study area, and then surveyed club officers in April and May 2010 to assess whether each club met the three eligibility criteria described in Section I-A. 267 clubs met the criteria and we randomly selected 240 of these for the study.

Appendix Figure 3a. Word cloud of responses to question: "What do you remember most from the financial education curriculum?"

Appendix Figure 3b. Word cloud of responses to question: "What was your favorite part of the financial education?"

Notes: Questions were asked during a series of focus groups in December 2011 (around five months after the one-year endline survey) with five groups of randomly selected members from the two education arms.

Appendix Figure 3. Financial Knowledge and Bank Trust Levels by Treatment Group across Surveys
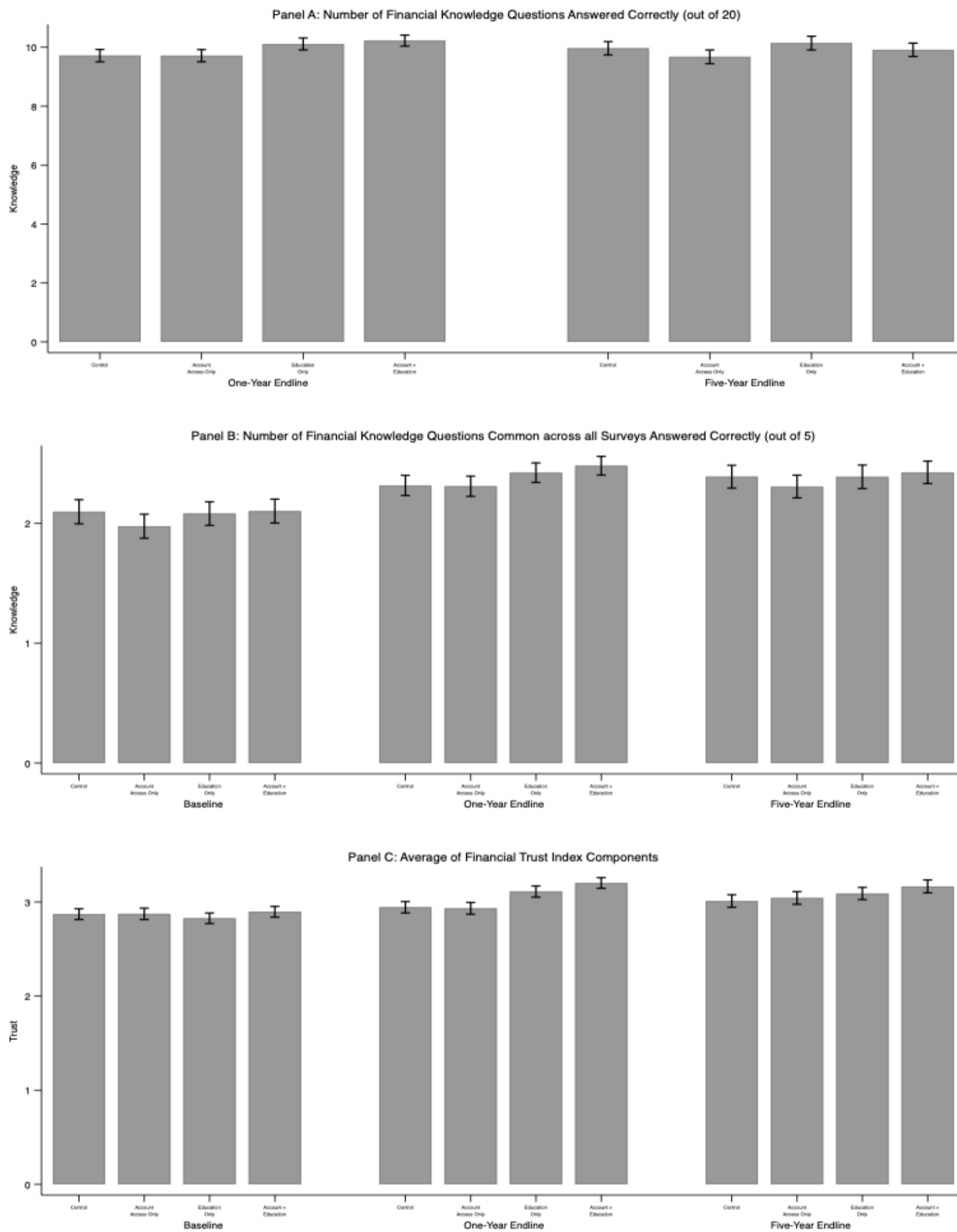
Notes: Each bar shows a mean and its 95% confidence interval. Panel A shows the number of correct responses given to 20 financial knowledge questions used to form the Financial Knowledge Index detailed in Appendix Table 4. Only five of these 20 questions were asked during the baseline survey, so Panel B shows the number of correct responses to those five in each survey round. Panel C shows the average response to the two questions used to form the Bank Trust Index detailed in Appendix Table 7, with the four possible response options for each question coded such that higher numbers indicate more trust.

Appendix Table 1. Literature review of savings encouragement RCTs in developing countries

Study	Financial Knowledge/ Literacy Impacts	Endline Measurement Horizon(s) Savings Impacts	Income Impacts	Spending/ Consumption Impacts
Abarcar et al. (2019) [1]	12	12	12	12
Abebe et al. (2018) [2]	5-7	5-7	5-7	5-7
Abraham et al. (2016) [3]		[0,2], 4		
Aggarwal et al. (2020) [4]		[0,9], 26	[0,9]	[0,9]
Aker et al. (2020) [5]		3-14	14	3-14
Ashraf et al. (2015) [6]		[0,48]		
Ashraf et al. (2006a) [7]		6, 12		
Ashraf et al. (2006b) [8]		6-15		
Atkinson et al. (2013) [9]		[0,36]		
Attanasio et al. (2019) [10]	3-29	[0,6], 10, 29		10
Avdeenko et al. (2019) [11]		2		
Banerjee et al. (2020) [12]		[0,24]	24, 36	24, 36
Bastian et al. (2018) [13]	12	[0,12]	12	
Batista and Vicente (2020) [14]		[0,23]		6
Beaman et al. (2014) [15]		36	36	36
Berry et al. (2018) [16]	8	8	8	8
Blumenstock et al. (2018) [17]		[0,25]		
Brune et al. (2016) [18]		14	14	14
Brune et al. (2017) [19]		1-2 weeks		1-2 weeks
Brune et al. (2019) [20]		[0,3]	[0,3]	1-5
Callen et al. (2019) [21]		[0,15], 21, 27	[0,15], 21, 27	[0,15], 21, 27
Carter et al. (2016) [22]		3-26		3-26
Cole et al. (2011) [23]		2, 24		
De Mel et al. (2018) [24]		7-26		
Dizon et al. (2019) [25]		7		
Dupas and Robinson (2013a) [26]		6, 12		6, 12
Dupas and Robinson (2013b) [27]		[4,7]		[4,7]
Dupas et al. (2012) [28]		[0,12]		
Dupas et al. (2018)				
Site 1: Uganda [29]		[0,24]	6-18	6-18
Site 2: Malawi [30]		[0,22]	6-18	6-18
Site 3: Chile [31]		[0,17]		
Flory (2018) [32]		24	24	24
Gertler et al. (2017) [33]		[0,18]		
Habyarimana and Jack (2018) [34]		6, 7		
Jamison et al. (2014) [35]	7-10	[0,8], 10	7-10	7-10
John (2020) [36]		3-6		6
Karlan and Linden (2014) [37]		[0,24]		
Karlan and Zinman (2018) [38]		[0,12]		
Karlan et al. (2016)				
Site 1: The Philippines [39]		3-24		
Site 2: Peru [40]		6-12		
Site 3: Bolivia [41]		10-12		
Kast and Pomeranz (2014) [42]		13-15		13-15
Kast et al. (2012)				
Study 1: Peer Groups [43]		[0,12]		
Study 2: Feedback Messages [44]		[0,3]		
Laajaj (2017) [45]		3-27	3-27	
Lipscomb and Schechter (2018) [46]		[0,13]		
Prina (2015) [47]		[0,12]		12
Salas (2015) [48]		9		
Schaner (2017) [49]		[0,36]		
Schaner (2018) [50]		[0,36]	36, 48	

Somville and Vandewalle (2019) [51]	[1,7]	[1,7]	[1,7]
Supanantaroek et al. (2017) [52]	3		

Notes:

General Notes:

Time horizons in months unless indicated otherwise.

Numbers inside brackets indicate a time horizon, in months, for which high frequency data was collected, typically a bank's administrative data on savings.

Study-specific notes:

[1] Endline conducted 12 months since researchers started giving financial incentives to take-up treatment, since take-up had been very low.

[2] Endline conducted between 5 to 7 months after intervention.

[3] Savings data from administrative bank data spanning two months and a 3-4 month endline with questions on outside savings and gambling.

[4] Data from high-frequency phone surveys taken twice a week for 9 months. Only half of the participants were surveyed in these phone surveys. Additionally, 5 and

[5] Savings and consumption outcomes from 3, 6 and 10 month phone surveys, and from a 14 month endline. Income outcomes from the 14 month endline.

[6] On top of 48 months of bank administrative data there was also a 12 month survey to measure total savings. Study is with US-based migrants, but the accounts are

[7] Savings outcomes from 6 and 12 month follow-up surveys.

[8] Savings outcomes from 6, 10 and 15 month follow-up surveys.

[9] Savings outcomes from bi-monthly administrative portfolio data spanning 3 years, and data on all movements in the accounts.

[10] For savings outcomes there are 6 months of bank administrative data, as well as data from 3 follow-up surveys (3, 10, and 29 month). Financial literacy outcomes are from the 3, 10 and 29 month follow-ups. Consumption outcomes only from 10 month follow-up.

[11] Savings outcomes from 2 month follow-up.

[12] Savings outcomes from 2 years of administrative data. Income and consumption outcomes are from 24 and 36 month follow-up surveys.

[13] Savings outcomes are from 12 months of bank administrative data on transaction and from 12 month follow-up survey. Financial literacy and income outcomes are from the 12 month follow-up. Financial literacy outcomes are financial and business practices scores. An additional 20 month follow-up was scheduled to take place at the time of writing the working paper.

[14] Savings outcomes are from 23 months of administrative data and from a 6 month follow-up survey. Consumption outcomes are from the 6 month follow-up.

[15] And endline survey was conducted at 36 months. A smaller subset of the participants got surveyed either every 2-3 weeks or every 3-4 months over 20 months, in order to examine consumption smoothing outcomes.

[16] The intervention had not ended when the 8 month endline was conducted, so these are short-term impacts.

[17] Savings outcomes from 25 months of administrative data and from a 7 month endline survey.

[18] Savings, income and consumption outcomes from a 14 month follow-up survey.

[19] Savings and consumption outcomes from 1 week and 2 week surveys.

[20] Savings outcomes from 3 months of administrative data and 1 and 3 month follow-ups. Income outcomes from 3 months of administrative data. Consumption outcomes from 1, 3 and 5 month follow-ups. There are two additional 8 and 26 month follow-up surveys on assets.

[21] For 15 months some participants were surveyed monthly and some quarterly. Additionally, both groups got long-term follow-ups at months 21 and 27.

[22] Savings and consumption outcomes from 3, 15 and 26 month follow-up surveys (months after the savings intervention, which happened after the fertilizer subsidy intervention.)

[23] Main outcome is "Opened bank account 2 months after intervention." Then there was an endline 2 years after intervention with other savings outcomes.

[24] Savings outcomes are from 4 follow-up surveys, which were conducted at different times relative to intervention depending on when the accounts were activated. First follow-up: 7-11 month survey, full sample surveyed. Second follow-up: 9-13 month survey, only a sub-sample surveyed. Third follow-up: 13-17 month survey, only a sub-sample surveyed. Fourth follow-up: 19-26 month survey, full sample surveyed.

[25] Savings outcomes from 7 month follow-up survey.

[26] Savings and consumption outcomes from 6 and 12 month follow-up surveys. The reported consumption outcome is "amount spent on preventative health

[27] Data collected in self-reported logbooks, recorded daily from 4 to 7 months after intervention.

[28] Savings outcomes from 12 months of bank administrative data.

[29] Savings outcomes from 24 months of administrative data and from 6, 12 and 18 month follow-up surveys. Income and consumption outcomes from 6, 12 and 18 month follow-ups.

[30] Savings outcomes from 22 months of administrative data and from 6, 12 and 18 month follow-up surveys. Income and consumption outcomes from 6, 12 and 18 month follow-ups.

[31] There are 17 months of administrative data on savings. Take-up of accounts was low so there were no follow-ups to measure impact. There are qualitative surveys on why participants did not open an account.

[32] Savings, income and consumption outcomes are from 24 month follow-up survey. Savings outcome is "Has formal savings" dummy. Consumption outcome is a food-access score.

[33] Savings outcomes from 18 months of administrative data.

[34] Savings outcomes from 6 and 7 month follow-up surveys.

[35] Financial literacy, savings, income, and consumptions outcomes from a follow-up survey conducted between 7 and 10 months after intervention. Additionally, there are 8 months of administrative data on savings.

[36] Consumption outcomes from a 6 month follow-up. Savings outcomes from administrative data spanning from baseline to 3-6 months after baseline.

[37] Savings outcomes from administrative data spanning 24 months.

[38]Savings outcomes from 12 months of administrative data.

[39] The client chooses a commitment period ranging between 3 and 24 months. There is bank administrative data on deposits made in that period.

[40] The client chooses a commitment period ranging between 6 and 12 months. There is bank administrative data on deposits made in that period.

[41] The commitment period has a fixed end-date. Depending on when the client signs up the period could range between 9 and 11 months. There is bank administrative data on deposits made in that period.

[42] Outcomes come from follow-up survey conducted between 13 and 15 months after intervention, as well as bank administrative data.

[43] Savings outcomes from administrative data spanning 12 months.

[44] Savings outcomes from administrative data spanning 3 months. The second study came right after the first one, with the same study participants (re-randomizing and stratifying on Study 1 assignment).

[45] Savings and income outcomes from 3, 15 and 27 month follow-up surveys.

[46] Savings outcomes from administrative data on mobile account use spanning 13 months and a 12 month follow-up survey.

[47] Savings outcomes from bank administrative data spanning 12 months. Consumption outcomes from a 12 month follow-up survey.

[48] Data from both a 9 month endline and administrative data from month 9.

[49] Savings outcomes from bank administrative data spanning 36 months and from a 36 month endline survey.

[50] Savings outcomes from administrative data spanning 36 months and from a 36 month follow-up survey. Income outcomes from 36 month and 48 month follow-

[51] Savings, income and consumption outcomes from weekly interviews conducted between months 1 and 4 and then again between months 6 and 7.

[52] Savings outcomes from 3 month follow-up survey.

Appendix Table 2. Baseline Summary Statistics and Balance

	(1)	(2)	(3)	(4)	(5)	(6)
			Mean (SD)			
	Full Sample	Control	Account Only	Education Only	Account + Education	p-value for F-test of joint significance
Female	0.43	0.44	0.41	0.42	0.43	0.66
	(0.49)	(0.50)	(0.49)	(0.49)	(0.50)	
Age	23.82	23.31	24.12	23.83	24.02	0.13
	(7.19)	(6.60)	(8.09)	(6.68)	(7.32)	
Education: Highest Level Completed	10.28	10.32	10.11	10.45	10.23	0.35
	(3.56)	(3.49)	(3.51)	(3.70)	(3.54)	
Has Any Formal Account	0.37	0.37	0.36	0.37	0.37	0.95
	(0.48)	(0.48)	(0.48)	(0.48)	(0.48)	
Household Head (1/0)	0.31	0.29	0.32	0.32	0.31	0.68
	(0.46)	(0.46)	(0.47)	(0.47)	(0.46)	
Financial Knowledge Index	-0.02	0.00	-0.09	-0.01	0.00	0.26
	(0.98)	(1.00)	(0.98)	(0.96)	(0.98)	
Financial Planning Index	-0.03	0.00	-0.01	-0.05	-0.06	0.58
	(1.01)	(1.00)	(0.98)	(1.02)	(1.02)	
Financial Agency Index	-0.02	-0.00	-0.05	-0.01	-0.03	0.77
	(0.97)	(1.00)	(0.99)	(0.97)	(0.95)	
Financial Trust Index	-0.01	0.00	-0.01	-0.07	0.02	0.33
	(1.01)	(1.00)	(1.04)	(0.98)	(1.01)	
Total Savings ('000 UGX): 1% top-coded	118.21	117.71	117.90	135.49	101.92	0.30
	(334.81)	(337.75)	(352.38)	(367.29)	(274.74)	
Total Income ('000 UGX): 1% top-coded	140.05	129.47	141.87	150.20	139.15	0.42
	(230.77)	(226.77)	(243.17)	(233.16)	(219.96)	
N	2810	717	692	693	708	

Notes: Unit of observation is the club member. We have many additional baseline variables but, for concision, limit the set here to key demographics and outcome variables. Each cell in Column 6 provides the p-value from an F-test on the joint signifiance of the three treatment variables, from an OLS regression of the row variable on the treatment assignment dummies and stratification variables.

Appendix Table 3. Account usage and financial education attendance

	(1)	(2)	(3)	(4)
		Mean or Proportion (SE)		*p*-value
	Account Only	Education Only	Account + Education	(1)=(3) or (2)=(3)
Club Opened Savings Account	0.60 (0.06)	-	0.72 (0.06)	0.13
Conditional on Opening Account:				
FINCA Savings Account Balance at Time of One-year Endline Survey ('000 UGX)	107.47 (33.14)	-	180.97 (65.56)	0.25
Non-Zero FINCA Savings Account Balance at Time of One-year Endline Survey	0.86 (0.06)	-	0.73 (0.07)	0.12
Number of FINCA Transactions from Opening through One-year Endline Survey	3.87 (0.60)	-	4.20 (0.72)	0.59
Total financial education sessions attended	-	4.58 (0.28)	4.76 (0.22)	0.56
Attended all financial education sessions	-	0.13 (0.02)	0.13 (0.02)	0.79
Attended session: Myths about the formal financial sector	-	0.50 (0.03)	0.56 (0.03)	0.16
Attended session: Bank regulation by the Bank of Uganda	-	0.45 (0.03)	0.46 (0.03)	0.80
Attended session: How banks function as businesses	-	0.46 (0.03)	0.49 (0.03)	0.34
Attended session: Costs and benefits of saving versus borrowing	-	0.48 (0.03)	0.47 (0.03)	0.90
Attended session: Targeted/goal-oriented saving	-	0.47 (0.03)	0.49 (0.03)	0.44
Attended session: Budgeting and record keeping	-	0.44 (0.03)	0.46 (0.03)	0.68
Attended session: Prioritizing spending decisions	-	0.45 (0.03)	0.46 (0.03)	0.87
Attended session: Addressing challenges to saving	-	0.45 (0.03)	0.47 (0.03)	0.61
Attended session: Decisions about where and how to save	-	0.44 (0.04)	0.45 (0.02)	0.96
Attended session: How to communicate about money	-	0.45 (0.03)	0.45 (0.03)	0.98

Notes: Unit of observation is a club member, sample is those completing endline 1. Account data from FINCA and attendance data from instuctor logs. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each p-value in Column 4 is from a single regression using our usual specification but estimated using only subjects from two arms being compared in the row. For example, in the first four rows - for the savings variables - we only include individuals from clubs assigned to account access only or to account+education.

Appendix Table 4. Attrition: Retention Rates and Sample Composition Across Arms and Endlines

	(1)	(2)	(3)	(4)	(5)	(6)
		Balance: Mean (SD)				Composition
	Control	Account Only	Education Only	Account + Education	p-value of F-test of treatment assignment dummies after regression of row variable on treatment assignment dummies	p-value of F-test of interaction terms after regression of 1=completed survey on treatment assignment dummies, row variables, and row variables interacted with treatment assignment dummies
Panel A. One-Year Endline						
Completed survey	0.95	0.96	0.96	0.95	0.59	
	(0.23)	(0.21)	(0.19)	(0.21)		
Baseline statistics for those completing survey:						
Female	0.44	0.40	0.42	0.43	0.54	
	(0.50)	(0.49)	(0.49)	(0.49)		
Age	23.39	24.16	23.85	24.12	0.16	
	(6.56)	(8.03)	(6.69)	(7.40)		
Education: Highest Level Completed	10.35	10.09	10.47	10.22	0.24	
	(3.50)	(3.52)	(3.68)	(3.56)		
Has Any Formal Account	0.37	0.36	0.37	0.36	0.91	
	(0.48)	(0.48)	(0.48)	(0.48)		
Household Head (1/0)	0.30	0.32	0.32	0.31	0.73	
	(0.46)	(0.47)	(0.47)	(0.46)		
Financial Knowledge Index	0.02	-0.09	-0.01	0.01	0.17	
	(1.00)	(0.98)	(0.96)	(0.98)		
Financial Planning Index	-0.00	-0.01	-0.04	-0.06	0.68	
	(1.00)	(0.99)	(1.02)	(1.03)		
Financial Agency Index	0.00	-0.06	0.00	-0.02	0.68	
	(0.99)	(0.99)	(0.96)	(0.95)		
Financial Trust Index	-0.00	-0.02	-0.07	0.04	0.20	
	(1.00)	(1.05)	(0.97)	(1.01)		
Total Savings ('000 UGX): 1% top-coded	121.61	120.69	132.12	93.46	0.08	
	(346.16)	(359.62)	(357.19)	(235.95)		
Total Income ('000 UGX): 1% Winsor	131.10	141.98	151.41	138.17	0.46	
	(229.95)	(242.81)	(234.08)	(217.35)		
p-value: treatments X all variables above						0.24
p-value: treatments X outcome variables only (indices, savings, income)						0.12
N	678	661	666	675	2680	2810
Panel B. Five-Year Endline						
Completed survey	0.70	0.71	0.69	0.71	0.85	
	(0.46)	(0.45)	(0.46)	(0.46)		
Baseline statistics for those completing survey:						
Female	0.42	0.40	0.43	0.40	0.62	
	(0.49)	(0.49)	(0.50)	(0.49)		
Age	24.07	24.74	24.19	24.56	0.47	
	(6.88)	(8.29)	(6.98)	(7.50)		
Education: Highest Level Completed	10.33	9.99	10.58	10.17	0.06	
	(3.65)	(3.55)	(3.58)	(3.67)		
Has Any Formal Account	0.39	0.34	0.36	0.38	0.42	
	(0.49)	(0.47)	(0.48)	(0.49)		
Household Head (1/0)	0.32	0.34	0.35	0.33	0.88	
	(0.47)	(0.47)	(0.48)	(0.47)		
Financial Knowledge Index	0.06	-0.11	-0.04	0.03	0.02	
	(0.99)	(0.97)	(0.95)	(0.99)		
Financial Planning Index	0.07	0.03	-0.06	-0.05	0.13	
	(0.98)	(0.98)	(1.03)	(1.04)		
Financial Agency Index	0.06	-0.01	-0.00	-0.03	0.51	
	(0.96)	(0.96)	(0.94)	(0.95)		
Financial Trust Index	0.03	-0.04	-0.05	0.07	0.17	
	(1.02)	(1.06)	(0.99)	(0.98)		
Total Savings ('000 UGX): 1% top-coded	134.74	128.82	145.70	105.22	0.19	
	(360.59)	(368.62)	(395.53)	(239.25)		
Total Income ('000 UGX): 1% Winsor	140.29	147.22	156.57	150.15	0.76	
	(231.24)	(248.72)	(239.74)	(231.82)		
p-value: treatments X all variables above						0.02
p-value: treatments X outcome variables only (indices, savings, income)						0.03
N	500	491	478	500	1969	2810

Notes: Unit of observation is the club member. We have many additional baseline variables but, for concision, limit the set here to key demographics and outcome variables. Regressions in Columns 5 and 6 also include stratification variables.

Appendix Table 5. Treatment Effects on Financial Knowledge Summary Measures and Index Components

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
	Summary measures		Index Components: Answered Knowledge Questions Correctly										
	Financial Knowledge Index - Same as Table 1 Col 1	Knowledge Questions Answered Correctly out of 20	Bank Regulation (10 questions)	Definition of Formal Budget (1 question)	Definition of Interest with Borrowing (1 question)	Definition of Wants as Spending Category (1 question)	Definition of Interest of Savings (1 question)	Definition of Rotating Savings (1 question)	Definition of Collateral (1 question)	Definition of Informal Budget (1 question)	Savings Interest Rate Calculation (1 question)	Interest Compounding Estimation (1 question)	Loan Interest Rate Calculation (1 question)
Panel A. One-Year Endline													
Account Access Only (T1)	0.01	0.10	0.04	0.01	0.01	0.01	-0.00	-0.12**	0.03	0.02	-0.06	-0.01	0.06
	(0.06)	(0.17)	(0.06)	(0.06)	(0.06)	(0.05)	(0.06)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	(0.06)
Education Only (T2)	0.17***	0.46***	0.11*	0.12**	0.03	0.15**	0.15**	0.10*	0.01	0.10*	-0.03	-0.06	0.01
	(0.06)	(0.17)	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)	(0.06)	(0.05)	(0.06)	(0.05)	(0.05)	(0.06)
Account + Education (T3)	0.19***	0.55***	0.16***	0.10	0.05	0.13**	0.14**	0.08	0.03	0.07	-0.05	0.02	0.04
	(0.06)	(0.16)	(0.06)	(0.06)	(0.07)	(0.06)	(0.06)	(0.06)	(0.05)	(0.06)	(0.05)	(0.05)	(0.06)
Control Group Mean	0.00	9.72	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Control Group SD	1.00	2.77	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
N	2680	2680	2680	2680	2680	2680	2680	2680	2680	2680	2677	2680	2676
p-values: Account Access Only (T1) = Education Only (T2)	<0.01	0.03	0.26	0.05	0.62	0.03	<0.01	<0.01	0.77	0.17	0.70	0.37	0.31
p-values: T1 = T3	<0.01	<0.01	0.05	0.15	0.42	0.07	0.01	<0.01	0.99	0.42	0.91	0.64	0.64
p-values: T2 = T3	0.77	0.57	0.38	0.72	0.72	0.77	0.88	0.72	0.77	0.58	0.78	0.15	0.61
p-values: T1 + T2 = T3	0.96	0.97	0.94	0.73	0.86	0.72	0.96	0.20	0.83	0.53	0.58	0.26	0.69
p-values: Any Account = 0	0.72	0.42	0.27	0.88	0.77	0.92	0.87	0.08	0.54	0.87	0.35	0.33	0.26
p-values: Any Education = 0	<0.01	<0.01	<0.01	0.01	0.34	<0.01	<0.01	<0.01	0.84	0.07	0.70	0.69	0.79
Controls for Baseline Values	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No	No	Yes	No
Panel B: Five-Year Endline													
Account Access Only (T1)	-0.09	-0.19	-0.05	-0.05	0.01	0.02	-0.03	-0.04	-0.05	-0.13**	-0.08	-0.06	0.03
	(0.07)	(0.18)	(0.07)	(0.07)	(0.07)	(0.07)	(0.07)	(0.08)	(0.07)	(0.07)	(0.06)	(0.07)	(0.07)
Education Only (T2)	0.05	0.24	0.11	0.05	0.09	0.03	0.00	-0.01	-0.05	-0.05	-0.08	-0.04	0.12*
	(0.07)	(0.19)	(0.07)	(0.07)	(0.07)	(0.06)	(0.07)	(0.08)	(0.06)	(0.07)	(0.05)	(0.07)	(0.07)
Account + Education (T3)	-0.01	-0.03	-0.00	-0.10	-0.02	0.04	-0.02	0.03	0.01	-0.07	-0.10*	0.07	0.09
	(0.08)	(0.21)	(0.07)	(0.08)	(0.07)	(0.07)	(0.07)	(0.08)	(0.06)	(0.07)	(0.05)	(0.07)	(0.07)
Control Group Mean	0.00	9.97	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Control Group SD	1.00	2.57	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
N	1969	1969	1969	1969	1969	1969	1968	1967	1969	1969	1969	1968	1968
p-values: Account Access Only (T1) = Education Only (T2)	0.05	0.02	0.04	0.13	0.26	0.85	0.69	0.74	0.99	0.21	0.98	0.83	0.19
p-values: T1 = T3	0.37	0.45	0.57	0.51	0.66	0.84	0.87	0.35	0.38	0.34	0.75	0.11	0.43
p-values: T2 = T3	0.39	0.21	0.15	0.04	0.13	0.98	0.81	0.53	0.36	0.80	0.75	0.13	0.67
p-values: T1 + T2 = T3	0.87	0.76	0.54	0.32	0.23	0.83	0.92	0.45	0.23	0.24	0.38	0.10	0.55
p-values: Any Account = 0	0.15	0.10	0.14	0.06	0.37	0.81	0.66	0.95	0.96	0.12	0.19	0.60	1.00
p-values: Any Education = 0	0.25	0.16	0.16	0.99	0.57	0.61	0.89	0.58	0.93	0.87	0.19	0.39	0.08
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 3-13 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. The bank regulation index (the components are not shown separately in this table) is the mean of non-missing standardized responses to the following 10 questions: "First, what is the name of the government institution of Uganda that regulates formal banks?", "Is Post Bank Uganda regulated by the government of Uganda?", "Is TEAM Bank regulated by the government of Uganda?", "Is FINCA Bank Uganda regulated by the government of Uganda?", "Is Centenary Bank regulated by the government of Uganda?", "Is [named local savings and credit cooperative (SACCO)] regulated by the government of Uganda?", "Is the World Bank regulated by the government of Uganda?", "Is Chase Bank regulated by the government of Uganda?", "Is PRIDE Microfinance regulated by the government of Uganda?", "Are all banks, SACCOs and microfinances in Uganda regulated by the government of Uganda?". The exact questions for Columns 3-13 following the order they presented in the table are as follows: "What is the word for a summary of estimated income and how it will be spent over a defined period of time?", "What is the word for the extra money that you have to pay if you borrow money from a bank?", "There are two general categories of things to spend money on. One is "needs", what is the other category?", "What do you call the extra money that banks give to people who have savings accounts?", "What do you call it when a group of people save together and the money they collect goes to a different member each month?", "What is the name for that thing that a person must promise to the bank in order for him to be able to get a loan?", "What do you call a plan for the money you expect to get and the money you expect to spend?", "Imagine you put 10,000 Shillings in a normal individual savings account in a regulated bank in Uganda. Guess about how much money you think would be in the account after one year.", "Imagine the following two options: Option A: You put some amount of money in a savings account that gives you 5% interest and you leave it there for 4 or 5 years. Option B: You put a LARGER amount of money in a savings account that also gives you 5% interest, but you only leave it there for 1 year. Is it possible that Option A would outgrow Option B and wind up being more money?", "Imagine you take a loan of 100,000 Shillings from a regulated bank in Uganda that you must pay back in one year. How much total do you think you will have to pay back to the bank after that year?". Standard errors in parentheses, clustered at the unit of randomization (the youth club). Unit of observation is a club member-endline. Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators.

Appendix Table 6. Treatment Effects on Financial Planning Index Components

	(1)	(2)	(3)	(4)	(5)
			Index Components		
	Financial Planning Index - Same as Table 1 Col 2	Regularly Keeps Track of Money Spent	Regularly Plans for How to Spend Expected Money	Ratio of Financial Plans Succeeded to Plans Made	Prepares for Emergencies
Panel A. One-Year Endline					
Account Access Only (T1)	0.03	-0.01	-0.02	0.03	0.08
	(0.06)	(0.06)	(0.05)	(0.05)	(0.06)
Education Only (T2)	0.09	0.05	-0.02	0.04	0.12*
	(0.06)	(0.06)	(0.06)	(0.05)	(0.07)
Account + Education (T3)	-0.06	-0.03	-0.12**	-0.05	0.06
	(0.06)	(0.06)	(0.06)	(0.05)	(0.07)
Control Group Mean	0.00	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00	1.00
N	2680	2680	2680	2680	2680
p-values: Account Access Only (T1) = Education Only (T2)	0.40	0.25	0.89	0.82	0.60
p-values: T1 = T3	0.17	0.85	0.12	0.15	0.71
p-values: T2 = T3	0.03	0.15	0.12	0.08	0.40
p-values: T1 + T2 = T3	0.04	0.43	0.33	0.10	0.12
p-values: Any Account = 0	0.21	0.26	0.12	0.41	0.74
p-values: Any Education = 0	0.98	0.61	0.18	0.63	0.29
Controls for Baseline Values	Yes	Yes	Yes	Yes	No
Panel B: Five-Year Endline					
Account Access Only (T1)	0.08	0.09	0.01	0.10*	0.01
	(0.06)	(0.06)	(0.06)	(0.06)	(0.07)
Education Only (T2)	0.07	0.01	-0.03	0.05	0.13**
	(0.08)	(0.06)	(0.08)	(0.08)	(0.07)
Account + Education (T3)	0.02	-0.00	0.04	0.04	-0.06
	(0.07)	(0.07)	(0.07)	(0.07)	(0.07)
Control Group Mean	0.00	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00	1.00
N	1969	1969	1969	1950	1969
p-values: Account Access Only (T1) = Education Only (T2)	0.92	0.23	0.62	0.50	0.06
p-values: T1 = T3	0.32	0.18	0.66	0.35	0.34
p-values: T2 = T3	0.45	0.82	0.39	0.93	<0.01
p-values: T1 + T2 = T3	0.16	0.26	0.57	0.30	0.04
p-values: Any Account = 0	0.81	0.43	0.45	0.36	0.06
p-values: Any Education = 0	0.94	0.38	0.97	0.91	0.49
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2-5 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Columns 2-5 are standardized variables with the following underlying forms: Columns 2-3: indicator variables; Column 4: count of plans succeeded divided by a count of plans made; Column 5: four-point scale (Never, Rarely, Sometimes, Often).

Appendix Table 7. Treatment Effects on Financial Agency Index Components

	(1)	(2)	(3)	(4)
			Index Components	
	Financial Agency Index - Same as Table 1 Col 3	HH/Family would not be angry if saved alone	Involved in household's financial decisions	Always make decisions about own money
Panel A. One-Year Endline				
Account Access Only (T1)	-0.05	-0.02	-0.08	-0.01
	(0.06)	(0.06)	(0.06)	(0.06)
Education Only (T2)	0.01	-0.00	-0.01	0.03
	(0.06)	(0.06)	(0.06)	(0.06)
Account + Education (T3)	0.10*	0.08	0.04	0.06
	(0.06)	(0.06)	(0.06)	(0.06)
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	2680	2680	2680	2680
p-values: Account Access Only (T1) = Education Only (T2)	0.25	0.81	0.27	0.45
p-values: T1 = T3	<0.01	0.07	0.06	0.23
p-values: T2 = T3	0.12	0.15	0.41	0.67
p-values: T1 + T2 = T3	0.10	0.23	0.13	0.69
p-values: Any Account = 0	0.68	0.43	0.73	0.86
p-values: Any Education = 0	0.05	0.25	0.22	0.21
Controls for Baseline Values	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline				
Account Access Only (T1)	-0.03	-0.01	-0.08	0.03
	(0.07)	(0.06)	(0.07)	(0.06)
Education Only (T2)	-0.11	-0.21***	-0.03	0.04
	(0.07)	(0.07)	(0.06)	(0.07)
Account + Education (T3)	0.08	-0.10	0.08	0.16**
	(0.06)	(0.07)	(0.05)	(0.07)
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	1969	1968	1969	1968
p-values: Account Access Only (T1) = Education Only (T2)	0.26	<0.01	0.52	0.96
p-values: T1 = T3	0.10	0.18	0.02	0.06
p-values: T2 = T3	<0.01	0.14	0.05	0.11
p-values: T1 + T2 = T3	0.02	0.22	0.04	0.38
p-values: Any Account = 0	0.10	0.33	0.73	0.12
p-values: Any Education = 0	0.99	<0.01	0.16	0.11
Controls for Baseline Values	Yes	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2-4 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Columns 2-4 are standardized variables with the following underlying forms: Column 2: four-point response scale (Yes definitely, Probably, Probably not, Definitely) transformed into an indicator where the first two response options are mapped to 1; Column 3: four-option response scale (makes all financial decisions, involved in all financial decisions, involved in some financial decisions, not involved in financial decisions) transformed into an indicator where the first three response options are mapped to 1; Column 4: four-point response scale (Never, Rarely, Sometimes, Always).

Appendix Table 8. Treatment Effects on Bank Trust Index Components

	(1)	(2)	(3)
		Index Components	
	Financial Trust Index - Same as Table 1 Col 4	Trust that savings in formal bank would not be stolen	Trust that savings would be repaid if bank robbed
Panel A. One-Year Endline			
Account Access Only (T1)	-0.01	-0.01	-0.01
	(0.06)	(0.06)	(0.05)
Education Only (T2)	0.22***	0.09*	0.22***
	(0.05)	(0.05)	(0.05)
Account + Education (T3)	0.32***	0.21***	0.25***
	(0.05)	(0.05)	(0.06)
Control Group Mean	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00
N	2680	2680	2680
p-values: Account Access Only (T1) = Education Only (T2)	<0.01	0.05	<0.01
p-values: T1 = T3	<0.01	<0.01	<0.01
p-values: T2 = T3	0.07	0.03	0.57
p-values: T1 + T2 = T3	0.16	0.09	0.56
p-values: Any Account = 0	0.30	0.18	0.85
p-values: Any Education = 0	<0.01	<0.01	<0.01
Controls for Baseline Values	Yes	Yes	Yes
Panel B: Five-Year Endline			
Account Access Only (T1)	0.06	0.05	0.03
	(0.07)	(0.07)	(0.07)
Education Only (T2)	0.12**	-0.00	0.16***
	(0.06)	(0.06)	(0.06)
Account + Education (T3)	0.20***	0.19***	0.10
	(0.06)	(0.07)	(0.07)
Control Group Mean	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00
N	1969	1966	1968
p-values: Account Access Only (T1) = Education Only (T2)	0.39	0.44	0.04
p-values: T1 = T3	0.05	0.05	0.33
p-values: T2 = T3	0.19	<0.01	0.35
p-values: T1 + T2 = T3	0.77	0.12	0.36
p-values: Any Account = 0	0.13	0.01	0.70
p-values: Any Education = 0	<0.01	0.15	0.02
Controls for Baseline Values	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2 and 3 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Columns 2-3 are standardized variables with a four-point scale response option (Very possible, Somewhat possible, Not very possible, Definitely not possible).

Appendix Table 9. Treatment Effects on Savings Locations

	(1) Total Number of Savings Locations	(2) Pocket (1/0)	(3) Box or Tin at Home (1/0)	(4) Hidden Place at Home (1/0)	(5) ROSCA (1/0)	(6) Savings and Credit Co-operative (SACCO) (1/0)	(7) Telecom Account (1/0)	(8) Formal Group Account (1/0)	(9) Formal Individual Account (1/0)	(10) Another Person (1/0)	(11) Resellable Assets (1/0)	(12) Business Investment (1/0)
Panel A: One-Year Endline												
Account Access Only (T1)	0.09*	0.01	-0.02	-0.01	0.04*	0.01	-0.01	0.05***	0.01	-0.01	0.01	0.00
	(0.05)	(0.01)	(0.02)	(0.02)	(0.02)	(0.02)	(0.01)	(0.01)	(0.02)	(0.02)	(0.02)	(0.01)
Education Only (T2)	0.15**	0.00	-0.00	-0.01	0.03	0.02	0.01	0.01**	0.04*	0.05**	0.00	0.00
	(0.06)	(0.01)	(0.02)	(0.02)	(0.02)	(0.02)	(0.01)	(0.01)	(0.02)	(0.02)	(0.02)	(0.01)
Account + Education (T3)	0.14**	0.00	-0.02	0.02	0.05***	0.00	0.00	0.06***	0.04	0.01	0.00	0.00
	(0.06)	(0.01)	(0.02)	(0.02)	(0.02)	(0.02)	(0.01)	(0.01)	(0.02)	(0.02)	(0.02)	(0.01)
Control Group Mean	1.28	0.04	0.19	0.21	0.10	0.14	0.03	0.01	0.16	0.16	0.12	0.04
Control Group SD	0.88	0.21	0.40	0.41	0.30	0.35	0.17	0.09	0.36	0.37	0.32	0.20
N	2680	2680	2680	2680	2680	2680	2680	2680	2680	2680	2680	2680
p-values: Account Access Only (T1) = Education Only (T2)	0.29	0.46	0.40	0.95	0.62	0.92	0.05	<0.01	0.27	0.02	0.83	0.92
p-values: T1 = T3	0.36	0.37	0.92	0.33	0.53	0.70	0.33	0.47	0.34	0.46	0.84	0.97
p-values: T2 = T3	0.86	0.88	0.49	0.33	0.23	0.62	0.31	<0.01	0.93	0.08	0.99	0.89
p-values: T1 + T2 = T3	0.20	0.35	0.86	0.33	0.68	0.45	0.76	0.82	0.59	0.35	0.79	0.77
p-values: Any Account = 0	0.30	0.46	0.24	0.65	0.03	0.94	0.24	<0.01	0.68	0.14	0.77	0.93
p-values: Any Education = 0	0.01	0.72	0.97	0.59	0.17	0.84	0.11	0.13	0.06	0.05	0.97	0.81
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline												
Account Access Only (T1)	0.15*	0.02	-0.00	-0.02	0.04	0.05	0.03	-0.01	-0.00	0.03	-0.00	0.02
	(0.09)	(0.02)	(0.03)	(0.02)	(0.03)	(0.03)	(0.03)	(0.01)	(0.03)	(0.02)	(0.02)	(0.02)
Education Only (T2)	0.12	0.01	-0.03	-0.01	0.01	0.02	0.01	0.02	0.02	-0.02	0.02	0.03
	(0.09)	(0.02)	(0.03)	(0.02)	(0.03)	(0.03)	(0.03)	(0.02)	(0.03)	(0.02)	(0.02)	(0.02)
Account + Education (T3)	0.18**	-0.00	0.01	-0.01	0.01	0.03	0.00	0.00	0.04	0.04**	0.03	0.03
	(0.08)	(0.02)	(0.03)	(0.02)	(0.03)	(0.02)	(0.03)	(0.01)	(0.03)	(0.02)	(0.02)	(0.02)
Control Group Mean	1.60	0.07	0.18	0.14	0.20	0.20	0.15	0.04	0.21	0.08	0.13	0.09
Control Group SD	1.14	0.25	0.39	0.35	0.40	0.40	0.36	0.20	0.41	0.28	0.33	0.29
N	1956	1956	1956	1956	1956	1956	1956	1956	1956	1956	1956	1956
p-values: Account Access Only (T1) = Education Only (T2)	0.77	0.58	0.44	0.58	0.19	0.45	0.43	0.06	0.44	0.05	0.36	0.57
p-values: T1 = T3	0.70	0.29	0.75	0.81	0.21	0.52	0.30	0.48	0.13	0.59	0.10	0.61
p-values: T2 = T3	0.49	0.58	0.25	0.76	0.95	0.84	0.80	0.21	0.41	<0.01	0.48	0.97
p-values: T1 + T2 = T3	0.50	0.31	0.36	0.70	0.27	0.30	0.31	0.51	0.51	0.26	0.52	0.47
p-values: Any Account = 0	0.09	0.78	0.50	0.42	0.23	0.19	0.50	0.19	0.63	<0.01	0.68	0.51
p-values: Any Education = 0	0.22	0.56	0.67	0.97	0.50	0.95	0.65	0.11	0.13	0.81	0.09	0.15
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Notes: Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. We do not include the two savings locations with very low frequencies: "other" (1.9% for the one-year endline and 1.6% at the five-year endline) and "hole in ground" (0% at both endlines).

Appendix Table 10. Treatment Effects on Savings and Income (Other Functional Forms)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Total Savings ('000 UGX)				Total Income ('000 UGX)			
	Top 1% Top-Coded	No Top-Coding	Top 5% Top-Coded	Inverse Hyperbolic Sine	Top 1% Top-Coded	No Top-Coding	Top 5% Top-Coded	Inverse Hyperbolic Sine
Panel A. One-Year Endline								
Account Access Only (T1)	45.00	45.62	23.96	0.17	31.06*	28.45	23.13*	0.09
	(37.33)	(55.67)	(16.74)	(0.16)	(16.22)	(34.60)	(13.07)	(0.11)
Education Only (T2)	104.37**	138.58**	49.21***	0.34**	32.45**	29.92	26.63**	0.26**
	(41.83)	(66.63)	(17.91)	(0.15)	(16.44)	(31.16)	(13.16)	(0.11)
Account + Education (T3)	44.30	8.51	38.80**	0.37***	36.34**	28.48	25.96**	0.18*
	(33.59)	(43.68)	(17.15)	(0.13)	(17.01)	(36.37)	(13.03)	(0.10)
Control Group Mean	221.94	247.09	162.94	3.97	200.79	233.86	180.99	4.50
Control Group SD	606.00	867.99	296.60	2.44	337.78	714.61	259.51	2.24
N	2678	2678	2678	2678	2661	2661	2661	2661
p-values: Account Access Only (T1) = Education Only (T2)	0.14	0.18	0.14	0.27	0.93	0.96	0.78	0.15
p-values: T1 = T3	0.98	0.42	0.36	0.15	0.76	1.00	0.82	0.38
p-values: T2 = T3	0.10	0.03	0.55	0.82	0.83	0.96	0.96	0.47
p-values: T1 + T2 = T3	0.05	0.03	0.16	0.48	0.26	0.52	0.19	0.28
p-values: Any Account = 0	0.77	0.30	0.58	0.32	0.15	0.56	0.22	0.95
p-values: Any Education = 0	0.05	0.22	<0.01	<0.01	0.12	0.52	0.10	0.02
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline								
Account Access Only (T1)	99.26	-33.54	47.55	0.21	75.47*	113.15*	61.22*	0.24*
	(78.88)	(122.10)	(51.95)	(0.18)	(43.46)	(62.83)	(34.22)	(0.14)
Education Only (T2)	123.41	168.82	71.54	0.19	71.70	122.65**	48.01	0.23
	(91.02)	(163.11)	(56.88)	(0.18)	(44.41)	(59.64)	(33.37)	(0.14)
Account + Education (T3)	188.15**	302.58	107.03**	0.39**	95.13**	177.40*	86.54***	0.36**
	(84.08)	(211.54)	(53.78)	(0.17)	(43.15)	(96.51)	(32.86)	(0.14)
Control Group Mean	552.14	662.66	480.80	5.09	482.02	491.36	443.27	5.61
Control Group SD	1202.70	2202.81	853.50	2.57	673.52	739.64	533.12	2.30
N	1960	1960	1960	1960	1963	1963	1963	1963
p-values: Account Access Only (T1) = Education Only (T2)	0.79	0.16	0.69	0.95	0.94	0.89	0.72	0.96
p-values: T1 = T3	0.31	0.09	0.29	0.30	0.69	0.53	0.50	0.38
p-values: T2 = T3	0.50	0.55	0.56	0.25	0.64	0.60	0.29	0.35
p-values: T1 + T2 = T3	0.78	0.51	0.88	0.98	0.43	0.63	0.65	0.59
p-values: Any Account = 0	0.18	0.70	0.30	0.11	0.13	0.17	0.05	0.06
p-values: Any Education = 0	0.09	0.05	0.11	0.13	0.17	0.11	0.14	0.08
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
thisstat36								
thisstat37								
	0.49	0.53	0.63	0.87	0.28	0.18	0.24	0.32
Panel C: Comparisons across One-Year and Five-Year Endlines	0.83	0.85	0.68	0.49	0.34	0.11	0.49	0.88
p-values: T1 One-year = T1 Five-year	0.07	0.14	0.17	0.91	0.13	0.11	0.04	0.20
p-values: T2 One-year = T2 Five-year	0.13	0.45	0.35	0.48	0.29	0.24	0.10	0.09
p-values: T3 One-year = T3 Five-year	0.37	0.10	0.38	0.57	0.38	0.17	0.35	0.98
p-values: Any Account One-year = Any Account Five-year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
p-values: Any Education One-year = Any Education Five-year	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Notes: Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators.

Appendix Table 11. Treatment Effects on Borrowing

	(1)	(2)
	Instances of Borrowing (Past 6 Months)	Total Amount Borrowed (Past 6 Months ('000 UGX))
Panel A: One-Year Endline		
Account Access Only (T1)	0.01	19.89
	(0.05)	(28.87)
Education Only (T2)	-0.03	8.60
	(0.05)	(12.89)
Account + Education (T3)	-0.01	21.23
	(0.05)	(18.42)
Control Group Mean	0.72	63.29
Control Group SD	0.90	203.44
N	2810	2680
p-values: Account Access Only (T1) = Education Only (T2)	0.39	0.71
p-values: T1 = T3	0.64	0.97
p-values: T2 = T3	0.71	0.56
p-values: T1 + T2 = T3	0.92	0.84
p-values: Any Account = 0	0.67	0.37
p-values: Any Education = 0	0.44	0.77
Controls for Baseline Values	Yes	Yes
Panel B: Five-Year Endline		
Account Access Only (T1)	-0.01	-5.85
	(0.05)	(31.62)
Education Only (T2)	-0.04	11.82
	(0.05)	(35.66)
Account + Education (T3)	-0.04	55.25
	(0.05)	(47.34)
Control Group Mean	0.52	143.81
Control Group SD	0.91	565.48
N	2810	1969
p-values: Account Access Only (T1) = Education Only (T2)	0.65	0.63
p-values: T1 = T3	0.58	0.20
p-values: T2 = T3	0.93	0.42
p-values: T1 + T2 = T3	0.90	0.43
p-values: Any Account = 0	0.81	0.55
p-values: Any Education = 0	0.39	0.20
Controls for Baseline Values	Yes	Yes

Notes: Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators.

Appendix Table 12. Treatment Effects on Expenditure and Consumption Index Components

	(1)	(2)	(3)	(4)
			Index Components	
	Expenditures and Consumption Index - Same as Table 3 Col 6	Human Capital Spending Last 12 months (UGX '000)	Total Spending Last 7 Days ('000 UGX)	Total Meals with Meat Last 7 Days
Panel A. One-Year Endline				
Account Access Only (T1)	0.02	0.03	-0.01	0.08
	(0.06)	(0.08)	(0.04)	(0.06)
Education Only (T2)	0.00	-0.01	0.01	0.09*
	(0.04)	(0.05)	(0.05)	(0.05)
Account + Education (T3)	0.01	0.01	0.00	0.10*
	(0.04)	(0.05)	(0.04)	(0.06)
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	2680	2674	2680	2679
p-values: Account Access Only (T1) = Education Only (T2)	0.79	0.53	0.60	0.78
p-values: T1 = T3	0.96	0.72	0.63	0.66
p-values: T2 = T3	0.71	0.56	0.88	0.84
p-values: T1 + T2 = T3	0.96	0.88	0.91	0.41
p-values: Any Account = 0	0.69	0.54	0.77	0.28
p-values: Any Education = 0	0.98	0.68	0.68	0.14
Controls for Baseline Values	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline				
Account Access Only (T1)	0.11	0.15**	0.04	0.10
	(0.07)	(0.07)	(0.07)	(0.08)
Education Only (T2)	0.15*	0.14*	0.11	-0.01
	(0.08)	(0.07)	(0.10)	(0.08)
Account + Education (T3)	0.07	0.06	0.06	0.12
	(0.07)	(0.08)	(0.07)	(0.08)
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	1962	1915	1956	1969
p-values: Account Access Only (T1) = Education Only (T2)	0.63	0.91	0.50	0.19
p-values: T1 = T3	0.67	0.35	0.83	0.78
p-values: T2 = T3	0.39	0.40	0.60	0.11
p-values: T1 + T2 = T3	0.11	0.05	0.42	0.79
p-values: Any Account = 0	0.80	0.51	0.93	0.04
p-values: Any Education = 0	0.32	0.64	0.30	0.88
Controls for Baseline Values	Yes	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2-4 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators.

Appendix Table 13. Treatment Effects on Patience Index Components

	(1)	(2)	(3)	(4)	(5)
			Index Components		
	Patience Index - Same as Table 4 Col 5	Chose 6K USH in 2 weeks over 2K USH now	Chose 8K USH in 2 weeks over 2K USH now	Chose 4K USH in 2 weeks over 2K USH now	Chose 6K USH in 4 weeks 2K USH in 2 weeks
Panel A. One-Year Endline					
Account Access Only (T1)	0.04	0.04	0.03	0.02	-0.01
	(0.05)	(0.05)	(0.07)	(0.09)	(0.06)
Education Only (T2)	-0.02	0.02	-0.05	-0.10	0.00
	(0.06)	(0.06)	(0.07)	(0.09)	(0.05)
Account + Education (T3)	-0.04	-0.05	0.01	0.10	-0.09
	(0.06)	(0.06)	(0.07)	(0.09)	(0.06)
Control Group Mean	0.00	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00	1.00
N	2677	2677	1676	1007	2677
p-values: Account Access Only (T1) = Education Only (T2)	0.32	0.68	0.27	0.19	0.78
p-values: T1 = T3	0.17	0.11	0.83	0.40	0.16
p-values: T2 = T3	0.67	0.28	0.36	0.04	0.07
p-values: T1 + T2 = T3	0.44	0.18	0.73	0.16	0.29
p-values: Any Account = 0	0.88	0.75	0.34	0.10	0.18
p-values: Any Education = 0	0.24	0.38	0.51	0.85	0.34
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline					
Account Access Only (T1)	0.07	0.09	0.09	0.07	-0.02
	(0.07)	(0.07)	(0.08)	(0.11)	(0.07)
Education Only (T2)	-0.09	-0.06	-0.08	0.02	-0.07
	(0.07)	(0.06)	(0.09)	(0.12)	(0.07)
Account + Education (T3)	-0.00	0.07	-0.01	-0.11	-0.05
	(0.07)	(0.07)	(0.08)	(0.11)	(0.07)
Control Group Mean	0.00	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00	1.00
N	1969	1969	1319	649	1968
p-values: Account Access Only (T1) = Education Only (T2)	0.02	0.03	0.04	0.61	0.41
p-values: T1 = T3	0.24	0.80	0.21	0.07	0.57
p-values: T2 = T3	0.24	0.04	0.39	0.28	0.78
p-values: T1 + T2 = T3	0.92	0.63	0.87	0.21	0.70
p-values: Any Account = 0	0.12	0.02	0.18	0.78	0.98
p-values: Any Education = 0	0.10	0.39	0.13	0.24	0.26
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2-5 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Columns 2-5 are standardized indicator variables.

Appendix Table 14. Treatment Effects on Self-Control Index Components

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
				Index Components			
	Self Control Index - Same as Table 4 Col 6	Future based time inconsistency (Pos. is more consistent)	Present-biased time inconsistency (Pos. is more consistent)	Plans to do things and postpones (Pos. less often)	Acts without thinking about results (Pos. less often)	Spends money received too quickly (Pos. less often)	Puts most of money in safe place to avoid spending it
Panel A. One-Year Endline							
Account Access Only (T1)	0.03	-0.06	0.02	0.02	0.11*	-0.03	
	(0.05)	(0.05)	(0.05)	(0.06)	(0.06)	(0.06)	
Education Only (T2)	0.01	-0.05	-0.02	0.01	0.09*	0.00	
	(0.05)	(0.05)	(0.05)	(0.06)	(0.06)	(0.05)	
Account + Education (T3)	0.07	-0.02	0.03	0.09	0.02	0.05	
	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	
Control Group Mean	0.00	0.00	0.00	0.00	0.00	0.00	
Control Group SD	1.00	1.00	1.00	1.00	1.00	1.00	
N	2680	2677	2677	2680	2680	2680	
p-values: Account Access Only (T1) = Education Only (T2)	0.81	0.93	0.51	0.78	0.80	0.48	
p-values: T1 = T3	0.40	0.55	0.80	0.26	0.13	0.14	
p-values: T2 = T3	0.26	0.62	0.39	0.18	0.18	0.32	
p-values: T1 + T2 = T3	0.65	0.28	0.65	0.50	0.02	0.28	
p-values: Any Account = 0	0.26	0.74	0.39	0.21	0.66	0.84	
p-values: Any Education = 0	0.44	0.83	0.91	0.39	0.95	0.25	
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	
Panel B: Five-Year Endline							
Account Access Only (T1)	-0.07	-0.09	0.07	-0.12	-0.05	-0.00	0.02
	(0.08)	(0.07)	(0.06)	(0.07)	(0.07)	(0.07)	(0.09)
Education Only (T2)	0.01	0.07	0.04	-0.04	-0.03	0.03	-0.07
	(0.08)	(0.05)	(0.07)	(0.07)	(0.07)	(0.07)	(0.09)
Account + Education (T3)	-0.03	-0.07	0.09	-0.14*	-0.03	0.06	0.02
	(0.08)	(0.06)	(0.06)	(0.08)	(0.08)	(0.07)	(0.09)
Control Group Mean	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00	1.00	1.00	1.00
N	1969	1968	1968	1967	1966	1969	1423
p-values: Account Access Only (T1) = Education Only (T2)	0.27	0.02	0.64	0.30	0.76	0.63	0.33
p-values: T1 = T3	0.62	0.78	0.77	0.73	0.73	0.39	0.95
p-values: T2 = T3	0.54	0.03	0.46	0.17	0.96	0.73	0.31
p-values: T1 + T2 = T3	0.81	0.60	0.82	0.90	0.58	0.79	0.55
p-values: Any Account = 0	0.28	0.02	0.20	0.04	0.63	0.81	0.40
p-values: Any Education = 0	0.63	0.33	0.53	0.52	0.96	0.35	0.61
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2-7 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Columns 2-7 are standardized variables with the following underlying forms: Columns 2-3: Indicator variable representing a combination of responses for two questions both with three response options (Chose Option A, Chose Option B, No preference); Column 4: four-point scale (Yes definitely, Probably, Probably not, Definitely not); Columns 5-7: four-point scale (Often, Sometimes, Rarely, Never).

Appendix Table 15. Treatment Effects on Risk Tolerance Index Components

	(1)	(2)	(3)	(4)
			Index Components	
	Risk Tolerance Index - Same as Table 4 Col 7	Less Risk Averse - 100% vs Coin	Less Risk Averse - Coin Choice	Less Risk Averse - Ambiguity
Panel A. One-Year Endline				
Account Access Only (T1)	0.02	0.02	0.04	-0.02
	(0.06)	(0.06)	(0.06)	(0.05)
Education Only (T2)	-0.07	-0.12**	-0.00	-0.00
	(0.06)	(0.05)	(0.06)	(0.06)
Account + Education (T3)	-0.07	-0.04	-0.01	-0.07
	(0.06)	(0.06)	(0.06)	(0.05)
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	2677	2677	2674	2677
p-values: Account Access Only (T1) = Education Only (T2)	0.18	0.01	0.44	0.76
p-values: T1 = T3	0.16	0.30	0.40	0.32
p-values: T2 = T3	0.98	0.16	0.92	0.21
p-values: T1 + T2 = T3	0.82	0.43	0.57	0.52
p-values: Any Account = 0	0.86	0.22	0.68	0.25
p-values: Any Education = 0	0.08	0.02	0.51	0.49
Controls for Baseline Values	Yes	Yes	Yes	Yes
Panel B: Five-Year Endline				
Account Access Only (T1)	0.11	0.02	0.05	0.15**
	(0.06)	(0.06)	(0.07)	(0.06)
Education Only (T2)	0.04	-0.01	0.06	0.03
	(0.07)	(0.06)	(0.07)	(0.06)
Account + Education (T3)	0.08	0.07	0.06	0.05
	(0.07)	(0.06)	(0.06)	(0.07)
Control Group Mean	0.00	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00	1.00
N	1969	1965	1944	1968
p-values: Account Access Only (T1) = Education Only (T2)	0.30	0.66	0.86	0.07
p-values: T1 = T3	0.72	0.42	0.93	0.15
p-values: T2 = T3	0.52	0.19	0.92	0.76
p-values: T1 + T2 = T3	0.52	0.45	0.54	0.17
p-values: Any Account = 0	0.11	0.28	0.63	0.07
p-values: Any Education = 0	0.88	0.67	0.47	0.44
Controls for Baseline Values	Yes	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2-4 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Columns 2-4 are standardized variables with the following underlying forms: Columns 2-3: Indicator variable representing a combination of responses for two questions both with three response options (Chose Option A, Chose Option B, No preference); Column 4: indicator variable.

Appendix Table 16 Treatment Effects on Altruism Index Components

	(1)	(2)	(3)
		Index Components	
	Altruism Index - Same as Table 4 Col 8	Chose More Altruistic Money Option	Willing to Make Sacrifices for People Around Them
Panel A: One-Year Endline			
Account Access Only (T1)	-0.08	-0.06	-0.05
	(0.06)	(0.06)	(0.06)
Education Only (T2)	-0.05	-0.01	-0.07
	(0.06)	(0.06)	(0.05)
Account + Education (T3)	-0.10	-0.04	-0.11*
	(0.06)	(0.06)	(0.06)
Control Group Mean	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00
N	2680	2677	2680
p-values: Account Access Only (T1) = Education Only (T2)	0.70	0.37	0.63
p-values: T1 = T3	0.73	0.70	0.35
p-values: T2 = T3	0.46	0.61	0.56
p-values: T1 + T2 = T3	0.73	0.71	0.85
p-values: Any Account = 0	0.17	0.28	0.32
p-values: Any Education = 0	0.39	0.87	0.10
Controls for Baseline Values	Yes	Yes	Yes
Panel B: Five-Year Endline			
Account Access Only (T1)	0.05	0.08	0.00
	(0.07)	(0.07)	(0.08)
Education Only (T2)	-0.01	-0.01	-0.02
	(0.08)	(0.07)	(0.08)
Account + Education (T3)	0.04	0.08	-0.01
	(0.08)	(0.07)	(0.08)
Control Group Mean	0.00	0.00	0.00
Control Group SD	1.00	1.00	1.00
N	2810	2810	2810
p-values: Account Access Only (T1) = Education Only (T2)	0.42	0.22	0.76
p-values: T1 = T3	0.90	0.99	0.84
p-values: T2 = T3	0.51	0.25	0.90
p-values: T1 + T2 = T3	0.96	0.93	0.96
p-values: Any Account = 0	0.36	0.10	0.90
p-values: Any Education = 0	0.84	0.92	0.76
Controls for Baseline Values	Yes	Yes	Yes

Notes: To calculate the index in Column 1 we take the mean of its non-missing components in Columns 2 and 3 (each of which has control group mean zero and SD 1) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Columns 2-3 are standardized variables with the following underlying forms: Column 2: indicator variable; Column 3: four-point response scale (Yes definitely, Probably, Probably not, Definitely not).

Appendix Table 17. Treatment Effects on Other Mechanisms

	(1)	(2)	(3)	(4)	(5)
	Price Awareness Index	Basic Numeracy Index	Expected Future Standing in Community	Expects Emergency in Next 6 Months	Expects Emergency in Next 3 Months
Number of questions in index	8	3			
Panel A: One-Year Endline					
Account Access Only (T1)	-0.08	-0.03	0.09	0.01	0.05*
	(0.07)	(0.06)	(0.13)	(0.03)	(0.03)
Education Only (T2)	0.08	0.02	-0.00	0.01	0.04
	(0.06)	(0.06)	(0.14)	(0.03)	(0.03)
Account + Education (T3)	0.10	0.07	0.34***	0.03	0.05*
	(0.07)	(0.05)	(0.13)	(0.03)	(0.03)
Control Group Mean	0.00	0.00	7.31	0.75	0.64
Control Group SD	1.00	1.00	2.11	0.43	0.48
N	2680	2680	2680	2680	2680
p-values: Account Access Only (T1) = Education Only (T2)	0.02	0.39	0.53	0.89	0.58
p-values: T1 = T3	0.02	0.07	0.06	0.52	0.93
p-values: T2 = T3	0.82	0.37	0.01	0.57	0.65
p-values: T1 + T2 = T3	0.34	0.31	0.18	0.94	0.33
p-values: Any Account = 0	0.52	0.81	0.03	0.53	0.11
p-values: Any Education = 0	<0.01	0.13	0.19	0.42	0.38
Controls for Baseline Values	No	Yes	Yes	No	No
Panel B: Five-Year Endline					
Account Access Only (T1)	0.01	-0.01	-0.05	0.03	-0.01
	(0.08)	(0.08)	(0.14)	(0.03)	(0.03)
Education Only (T2)	0.04	0.01	-0.07	0.01	0.01
	(0.08)	(0.07)	(0.14)	(0.03)	(0.03)
Account + Education (T3)	0.03	0.04	0.21	-0.02	0.02
	(0.09)	(0.07)	(0.13)	(0.04)	(0.03)
Control Group Mean	0.00	0.00	7.14	0.68	0.63
Control Group SD	1.00	1.00	1.93	0.47	0.48
N	1969	1969	1968	1965	1966
p-values: Account Access Only (T1) = Education Only (T2)	0.71	0.83	0.93	0.47	0.52
p-values: T1 = T3	0.78	0.52	0.07	0.14	0.22
p-values: T2 = T3	0.97	0.64	0.05	0.40	0.58
p-values: T1 + T2 = T3	0.90	0.69	0.10	0.19	0.47
p-values: Any Account = 0	0.94	0.82	0.28	0.91	0.94
p-values: Any Education = 0	0.60	0.59	0.33	0.42	0.32
Controls for Baseline Values	Yes	Yes	Yes	Yes	Yes

Notes: To calculate the indices in Columns 1 and 2 we take the mean of the index's non-missing standardized components (the components are not shown separately in this table) and then restandardize to SD=1 so that treatment effect estimates are in standard deviation units. Unit of observation is a club member-endline. Standard errors in parentheses, clustered at the unit of randomization (the youth club). Each column-panel in Panels A and B reports results for a single OLS regression of the dependent variable listed in the column heading on the treatment variables listed in the row headings (control group is the omitted category), the baseline value of the dependent variable if available (with a dummy for missing baseline value where needed), and the stratification variables for randomization: an indicator for the club's members having above median total savings at baseline and region indicators. Response options for Columns 3-5 are as follows: Column 3: 1-10 scale; Columns 4-5: indicator variables.

Appendix Table 18. Intervention Costs

	(1)	(2)	(3)	(4)
	Estimated Study Costs		Estimated Costs at Scale	
Intervention:	Financial Education	Account Access	Financial Education	Account Access
Fixed Costs				
Curriculum Development	15,000			
Variable Costs				
Training Staff Cost (for 120 clubs, 1,401 recipients)	72,618		28,672	
Marketing Staff Cost (for 120 clubs, 1,400 recipients)		40,568		13,485
Total Costs	87,618	40,568	28,672	13,485
Total Costs per Participant	63	29	20	10
Variable Costs per Participant	52	29	20	10

Notes: All costs in 2020 US dollars. Staffing costs based on price estimates provided by FINCA and IPA Uganda whereas curriculum costs are based on the actual cost of curriculum development for the financial education intervention. The estimates in Columns 1 and 2 assume that, as per the studied intervention, financial education trainers and marketers visit one club per day and five clubs per week and engage in one week of training before visiting any clubs. The estimates in Columns 3 and 4 instead assume that the financial education trainers and account marketers can visit three clubs per day and do not require a week of training. The training and marketing staff costs in all columns include travel and per diem costs as well as the cost of managers with the assumption that each of the four regions requires one manager.