- FINAL EVALUATION REPORT -

- ANNEX 9 -

IMPACT EVALUATION OF THE SECOND COMPONENT OF THE PROJECT *"RESPONSE TO INCREASED DEMAND ON GOVERNMENT SERVICE AND CREATION OF ECONOMIC OPPORTUNITIES IN UGANDA"*

Contract T05-EUTF-HOA-UG-39-01

For

THE EUROPEAN UNION, REPRESENTED BY THE EUROPEAN COMMISSION

CENTER FOR EVALUATION AND DEVELOPMENT (C4ED)

MANNHEIMER ZENTRUM FÜR EVALUATION UND ENTWICKLUNGS-FORSCHUNG (MZEEF)

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ABBREVIATIONS

ALMPs	Active Labour Market Programmes
BCP	Building & Concrete Practices
BMZ	Federal Ministry of Economic Cooperation and Development
BRS	Brief Resilience Scale
C4ED	Center for Evaluation and Development
CACE	Complier Average Causal Effect
CAPI	Computer-assisted Personal interviewing
CBR	Center for Basic Research
CEA	Cost-effectiveness Analysis
CIE	Counterfactual Impact Evaluation
DAC	Development Assistance Committee
DIT	Directorate of Industrial Training
DLG	District Local Governments
DOS	Director of Studies
EQ	Evaluation Question
EUTF	European Union Emergency and Entrepreneurial Skills
FINCA	Foundation for International Community Assistance
FLES	Financial Literacy and Entrepreneurial Skills
FGD	Focus Group Discussion
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ICT	Information and Communication Technologies
IDI	In-depth Interview
IGA	Income Generating Activity
IGWG	Interagency Gender Working Group
ILO	International Labour Organisation
ITT	Intention-to-Treat
ITC	Information and Communication Technologies
IV	Instrumental Variable
JC	Judgement Criteria
KII	Key Informant Interview
LATE	Local Average Effect
LMIC	Low- or Middle-Income Country
M&E	Monitoring and Evaluation
MDES	Minimum Detectable Effect Size
MHPSS	Mental Health and Psychosocial Support
NGO	Non-governmental organisations
NRC	Norwegian Refugee Council
OECD	Organisation for Economic Co-operation and Development
OLS	Ordinary Least Square
OPM	Office of the Prime Minister
PP	Percentage points
PTSD	Post-traumatic Stress Disorder
R1	Result Area 1
R2	Result Area 2
RCT	Randomised Control Trial
RISE	Response to Increased Demand on Government Service and Creation of Economic Opportunities in Uganda
SGBV	Sexual- and Gender-Based Violence
TGC	Tailoring & Garment Cutting

TOC	Theory of Change
TOR	Terms of Reference
TSTT	Technical Short-Term Trainings
TVET	Technical and Vocational Education Training
UGX	Ugandan Shilling
UBOS	Uganda Bureau of Statistics
UN	United Nations
VTI	Vocational Training Institution

EXECUTIVE SUMMARY

Introduction

The Centre for Evaluation and Development (C4ED) was commissioned by the European Union Emergency Trust Fund (EUTF) to evaluate the portfolio of EUTF-funded projects seeking to promote economic opportunities and employment (EUTF's Strategic Objective 1 – SO1). Of the 204 projects funded in the Sahel and Lake Chad (SLC) and the Horn of Africa (HoA), nine projects from seven countries were identified as eligible for counterfactual impact evaluations (Result Area 1 - R1). The project evaluated in this report corresponds to one component of one of these projects: the RISE project. The results of this evaluation, as well as those of the other R1 evaluations, are used to inform Result Area 2 (R2), which corresponds to the evaluation of EUTF's portfolio of projects using mixed (but not counterfactual) methods.

This report evaluates the second component of the RISE project implemented by GIZ between January 2021 and February 2023. The component evaluated consisted of a Technical Short-Term Training (TSTT) and a complementary Intense Financial Literacy and Entrepreneurial Skills (FLES) training. In this report, C4ED investigates the component's relevance, effectiveness, impact, and efficiency.

To conduct the evaluation, C4ED employed an embedded mixed-methods approach. It collected quantitative data six and 18 months after the trainings, providing a sample of 2,198 individuals. This sample principally served to measure impacts using an experimental design but also to assess their perception on the training received. In addition, C4ED collected qualitative data through In-Depth Interviews (IDIs), Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) to explore the reasons of dropouts, and to understand the (absence of) impacts and the relevance of the component for its trainees.

Country and sector background

Uganda, a landlocked country in East-Central Africa, has a population of 44.27 million, predominantly rural (76.2%). The economy is heavily reliant on agriculture, employing nearly three-quarters of the population, yet contributing to only 23% of the GDP due to low productivity. In contrast, urban areas, especially Kampala, drive economic growth with robust industrial and service sectors, growing at 7.6% and 6.2% respectively in 2019 (UNDP, 2018). Despite a GDP growth averaging 6.3% over the last 20 years, socioeconomic challenges persist. A third of Ugandans live on less than US$1.90 per day, with significant regional disparities in wealth and development (UBOS, 2018b). The labour market is characterized by a predominance of micro and small enterprises (MSEs), many operating informally and offering precarious working conditions to its workers (only 12.3% of the population in employment works in the formal sector - UBOS, 2021). The workforce is young but faces underemployment, gender disparities, and a mismatch between education and job requirements. Over half of the labour force lacks primary education, which has led the country into a deficit in soft and technical skills.

The European Union (EU) plays a crucial role in Uganda's development, particularly in employment and vocational training. The EU has upgraded Technical Vocational Education and Training (TVET) institutions, modernized curricula, and supported small and medium-sized enterprises (SMEs) to enhance job creation. Initiatives like the Employment and Skills for Development in Africa (E4D/SOGA) and the Support to Agricultural Revitalization and Transformation (START) have been pivotal. The EU's efforts extend to supporting refugees and migrants, contributing to programs aimed at improving their employability. These

initiatives are aligned with broader EU goals, such as the Global Gateway, to bolster Uganda's economy.

Findings

EQ0. Did the second component of the RISE project reach its targets?

The component evaluated exceeded its target of receiving 3,330 applications, with 5,995 eligible candidates. However, female applicants were underrepresented in traditionally male-dominated trades, and refugee applications were fewer than those from the host community (Finding 1). The component selected 3,164 candidates, surpassing the goal of 2,000, but did not meet the target of 70% female participation, achieving only 59% (Finding 3). Ultimately, only 1,410 trainees completed the TSTT, falling short of the 2,000-target (Finding 4). Overall, only 44.5% of the selected candidates finished the training. The study reports that the main contributing factors to high levels of no shows and dropouts were personal obligations, social and gender norms, high costs, competition with other projects, stigma on gendered trades, and inadequate learning resources (Finding 6).

EQ1. To what extent did the second component of the RISE project contribute to employment, job creation, and skills?

Training facilities received positive feedback for their quality and supportive environment, despite issues with the availability of materials (Finding 14). Overall, the component significantly improved employment trajectories and skills alignment, enhancing employability and resilience in Northern Uganda's refugee-hosting districts.

The training also aligned participants' skills with market needs more effectively, reducing skill mismatches (Finding 11). Beneficiaries improved their financial planning practices, but impacts on entrepreneurship were less clear (Finding 12). Participants' confidence in their employability increased, leading to more active job-seeking behaviour and higher chances of receiving job offers (Finding 13).

Overall, the component did not increase employment rates and only those selected for both the TSTT and FLES training were 36% more likely to secure stable jobs than those not selected, highlighting the effectiveness of this dual approach (Finding 7). However, the benefits were more pronounced among males and host community members than females and refugees (see EQ5). Another factor contributing to the reduced impact is that many selected candidates did not attend the training sessions, which diluted the overall measured results. (Finding 7).

The component led to a shift in job types, with more beneficiaries becoming casual workers, possibly due to a lack of start-up capital to open businesses (Finding 8). Construction trades were particularly effective at transitioning participants into stable employment, showcasing sector-specific success (Finding 10). While formal employment opportunities multiplied, these did not translate into higher hourly wages, and job hazards increased (Finding 9).

EQ2. To what extent did the second component of the RISE project change resilience and livelihoods for beneficiaries?

The component substantially increased participants' income from employment by 21%, with an average monthly income increase of 19,521 UGX, (approximately €4.8) from 92,959 UGX (€23.1) to 112,480 UGX (€27.9) (Finding 15). These positive impacts emerged 18 months post-training, highlighting the time required to secure employment and generate income. The increase resulted from a combination of beneficiaries entering the workforce and others finding better-paying jobs, primarily benefiting males and host community members.

In terms of resilience, results were less clear. Although there were indications of improved lowest monthly incomes, they could not be statistically confirmed, and no change in resilience perception could be directly attributed to the component evaluated (Finding 16). Qualitative interviews revealed that many trainees initially maintained their previous income-generating activities as they awaited job opportunities in their trained fields, leading to involuntary diversification of income source . Some beneficiaries expressed feeling better positioned to address basic needs and emergencies, reflecting the component's goals to enhance resilience through decent employment. However, challenges persisted, such as a lack of start-up capital and the scarcity of stable, decent jobs, particularly as many positions were seasonal. Participants noted the training did not provide the necessary skills or access to better job opportunities, such as office positions.

EQ3. To what extent was the second component of the RISE project efficient?

The component implemented several practices aimed at maximizing beneficiary employability. It conducted an Employment and Labour Market Assessment (ELMA) and a value chain assessment to ensure training relevance by identifying sectors with high employment potential (Finding 17). However, it is unclear if GIZ fully adapted the training content to meet the varied needs of different beneficiary segments, and the follow-up on value chain assessments was lacking.

The component used a simplified selection process with a one-page application, lowering costs on the short term but leading to issues such as inaccurate data, candidate misunderstandings of training content, and no evaluation of candidate motivation or capacity (Finding 18).

As the component did not improve overall employment rates and positive impacts mainly concentrated on males and host community members, resources allocated to train females and refugees were deemed inefficient (Finding 19).

Despite challenges such as the COVID-19 pandemic, the component demonstrated adaptability by implementing corrective measures, including obtaining a no-cost extension and modifying communication and logistical strategies (Finding 20). It also showed responsiveness by allowing trade changes for trainees and swiftly replacing an incompetent trainer to prevent dropouts (Finding 21).

Early in the component, a monitoring system was not planned, but GIZ and C4ED collaboratively developed a system to track enrolment and attendance, highlighting the component's adaptability and commitment to overcoming initial oversights (Finding 22).

EQ4. What other intended or unintended outcomes did the second component of the RISE project contribute to?

The component evaluated had additional impacts beyond those mentioned above. It effectively enhanced social integration, fostering social connectedness and solidarity within communities (Finding 23). Beneficiaries who joined saving groups experienced increased investment capacities and stronger community ties. Employment was pivotal in achieving these outcomes, as it enhanced feelings of reliance on the community during emergencies. The component also facilitated inter-community interactions, breaking down barriers between host and refugee populations through shared activities, which helped forge lasting relationships and reinforced mutual acceptance. Resource sharing and collaborative efforts further promoted trust and economic integration between these groups.

In addition, the component significantly improved entrepreneurial self-efficacy among participants (Finding 24). Trainees reported increased confidence in their work-related abilities,

attributable to the skills gained during training. Both quantitative data and qualitative feedback indicated that the training enhanced participants' soft and technical skills, equipping them for better integration into the job market and fostering a sense of preparedness for entrepreneurial ventures.

The only unintended outcome identified by the evaluation is the increased exposure of selected candidate to job hazards by promoting employment, particularly in the construction sector.

EQ 5. How did the second component of the RISE project included and promote different vulnerable groups?

The component's aim to include and promote vulnerable groups, particularly refugees and women, achieved varying outcomes. Among refugees and host community members, the component significantly benefited the latter, with improved stable and formal employment outcomes. However, refugees faced persistent barriers, such as limited resources, mobility, and language challenges (Finding 25). Both refugees and hosts improved their professional practices and entrepreneurial self-efficacy (Finding 26), yet refugees did not show significant increases in job searches or offers 18 months post-training, possibly due to persistent barriers (Finding 27). Host community members, in contrast, experienced increased income from employment (Finding 28). The component did enhance social connectedness for refugees, although their confidence in community support during emergencies did not significantly improve (Finding 29).

When examining gender, the evaluation found that male participants experienced more substantial employment benefits, particularly when engaged in both TSTT and FLES training. They were more likely to secure formal employment with better conditions (Finding 30) but faced increased professional hazards due to the nature of the jobs obtained (Finding 33). In contrast, female participants, despite positive trends in becoming regular employees and gaining entrepreneurial self-efficacy, encountered socio-cultural barriers that limited their employment opportunities (Findings 31, 32, and 34). These barriers, which include domestic responsibilities and employer biases, hindered women's access to decent jobs even with improved skills.

Additionally, although the component's design included gender-sensitive strategies, such as aiming for high female participation and providing supportive environments, only 54% of female participants completed the training (Finding 38). Deep-rooted socio-cultural factors limited the impact on women more than on men (Finding 39).

Overall, the component met many specific needs of beneficiaries, providing necessary skills and enhancing social interactions, especially among refugees. However, some participants did not receive training on their preferred trade, and the lack of start-up kits hindered business creation post-training, especially for female refugees restricted to settlements (Findings 40 and 41). Despite these challenges, the component was generally well-received and improved employability and social connections among participants.

Conclusions

Relevance: This evaluation of the second component of the RISE project assessed its relevance through multiple approaches. It found that the component effectively helped beneficiaries to change jobs (and in some cases find a job) in their chosen trades, with trained individuals being five times more likely to be employed in their selected field compared to non-beneficiaries. This success was attributed to the component's strong reputation and the relevant technical skills provided.

The component also incorporated a comprehensive gender approach that focused on enhancing female participation and wellbeing through various strategies. These included aiming to train 70% females, creating child-friendly environments, and offering gender sensitivity training. Despite these efforts, the component fell short in overcoming entrenched socio-cultural barriers that hinder female employment, indicating a need for broader, long-term policy changes.

Beneficiaries viewed the component positively, appreciating the quality of teaching, training facilities, and alignment of skills with job market needs. The training also supported refugees' social integration and community relationships. However, some challenges were noted, such as inadequate training materials and insufficient support for the employment of vulnerable profiles.

Despite conducting an ELMA that identified high-potential trades and skill gaps, the component failed to implement further initiatives to maximize its impact. There was little evidence of adaptations made to the curriculum for different beneficiary needs or the strategic use of insights gained from the value chain assessment.

Effectiveness: C4ED assessed the component's effectiveness using data from VTIs, revealing significant no-shows and dropouts, particularly among females and refugees, which hindered achieving gender and refugee participation targets. While the component successfully attracted over 3,165 eligible candidates, only 44.5% of the selected candidates completed the TSTT (1,410) and 62% completed the TSTT and the FLES training (1,002). The component met its overall beneficiary goals but fell short in female (54% vs. 70% target) and refugee (35% vs. 50% target) participation. The most common reasons for dropping out were personal obligations and costs associated to the training. The evaluation also highlights the importance of non-project related events (deaths, pregnancies…), household obligations, gendered stigmatisation, the offer of other trainings and the inadequate training resources.

Impact: Overall, the component did not improve employment rates principally because many of the selected candidates did not finish the training and because the positive impacts were concentrated among males and host community members. Despite improvements in technical and soft skills, females and refugees faced specific barriers to employment due to social norms, domestic responsibilities, and precarious conditions. For both genders, the component helped to improved working conditions by promoting formal wage-employment, leading to better job benefits but not higher hourly income or job security. It did not significantly boost self-employment, likely due to the lack of start-up support. Overall, the component did not significantly improve livelihoods, with income gains mainly for males and host community members. Finally, social integration was enhanced, especially among males and refugees, due to training interactions and community trust-building.

Efficiency: The component employed a budget-friendly selection process that utilized a simple, self-administered application form. However, it had notable drawbacks. First, the selection process was not able to identify candidates who were both available and motivated to participate to the trainings. Second, as it was self-administered, collected data had a significant number of errors. Third, it did not allow to communicate directly with the candidates on the content and goals of the trades. Additionally, although the component conducted an ELMA and a value chain assessment to identify trades with high employment potential and existing skill gaps, it did not fully leverage these insights. Despite these challenges, the component demonstrated commendable adaptability and responsiveness. For instance, it effectively navigated disruptions caused by the COVID-19 pandemic through measures such as extending deadlines, shifting to alternative communication methods, and providing remote technical support. The component also showed flexibility by allowing trainees to change trades if needed and replacing ineffective

trainers based on feedback. This proactive approach helped mitigate some issues and adapt the component to better meet the needs of its participants.

Recommendations

1. **Identify specific needs of females and refugees to find decent employment and adapt training accordingly**

- Facilitate access to financial services by linking vulnerable profiles with saving groups or with formal financial institutions. This could also be done by promoting the use of mobile money.
- Provide coaching services after the training to guide vulnerable profiles in overcoming specific barriers.
- Provide complementary trainings on foundational skills and language classes. To ensure that all participants benefit from the knowledge shared, implement such complementary trainings before the start of the standard technical training.
- To avoid having trainees benefitting from additional support in the same training, consider having specific training for each segment of the targeted population.
- Identify refugee-specific needs and proactively communicate them to training providers.
- Identify female-specific needs and proactively communicate them to training providers.
- During the proposal stage and the inception phase, make sure the component team has (i) identified specific barriers for vulnerable profiles of beneficiaries and (ii) planned concrete strategies to overcome barriers for the most vulnerable profiles.

2. **Create a more female-inclusive labour market**

- Advocate for long term policies in collaboration with female associations, District Local Governments (DLGs) and national ministries to balance household duties and break gender stereotypes.
- Empower females with easier access to capital (link with saving groups, formal financial institutions) and promote use of mobile money.
- Encourage Micro, Small, and Medium Enterprises (MSMEs) to hire females and refugees by for example, tax reductions or partial payment of wages, especially in male-dominated trades.

3. **Strengthen links with the private sector:**

- Support businesses so they can invest and offer decent employment conditions to job seekers by facilitating access to financial services and/or delivering grants.
- Support hiring, especially of vulnerable profiles (see last item in recommendation 2)
- Collaborate with firms to facilitate the matching of labour demand and supply by including internships or industrial placements as part of the training.

4. **Promote safety and health:**

- Include occupational safety and health training to mitigate job-related risks, especially in manufacturing sectors.

5. **Invest resources in and after the selection process**

- Attract diverse candidates, including females and refugees, with targeted communication.
- Interview candidates and use assessment tools to assess their motivation, capacity to undertake the training and relevance of the training to their needs.
- Use mobile reminders (and nudges) to encourage training participation.

- Provide a clear description of trade goals and allow flexibility in the program and ensure that candidates have a good understanding of the content and goals of the different trades.
- Allow for programmatic flexibility between selection and start of training for new/more trainers in the most popular trades.
- Before the training, identify potential challenges that trainees might face to assist to the trainings and plan strategies to limit no-shows and dropouts (see for example items in following recommendation).

6. **Adapt training and support services to facilitate attendance**

- Provide services to facilitate training attendance including support for transportation, accommodation, and childcare, especially if the trainees live far away from the training sites.
- Adapt the timing of trainings to accommodate participants' professional and household obligations, minimizing the risk of drop-out. Timing should also consider avoiding the most humid months of the year to facilitate access to training sites and prevent conflicts with key farming periods.
- Adapt the training content and benefits to match other projects implemented by other development actors in the same catchment area.
- Include provisions such as start-up kits.
- Ensure that adequate training material is available at the start of the project.
- Hire translators to ensure all beneficiaries understand the courses.

7. **Coordinate with other implementing partners in the same catchment areas**

- Promote "Team Europe Initiatives" to set up a clear development strategy and coordinate actions with the different European development institutions.
- Communicate goals and actions with other implementing institutions and local governments to identify synergies and avoid overlapping offers.

8. **Develop response mechanisms for dropout management and prevention**

- Set up an updated monitoring system to promptly detect signs of dropouts.
- Build a waiting list of available candidates to replace dropouts before the training starts.
- Introduce formal beneficiary feedback and response mechanisms to connect with project participants and learn from their experience. This way activities can be adjusted in a timely manner throughout the project implementation.

Lessons Learnt

Enrolment and dropouts

1. **Effective communication strategies:** Adapting communication to attract more females into non-traditional trades can challenge gender stereotypes. This approach may require substantial resources but can redefine success metrics beyond just enrolment numbers, focusing instead on sustainable impacts.
2. **Supportive application processes:** Assisting applicants by clarifying content and evaluating commitment can enhance training outcomes, despite possibly reducing the number of initial beneficiaries. This strategy encourages a focus on quality over quantity.
3. **Accessibility and timing:** Providing logistical support and aligning training schedules with beneficiaries' seasonal obligations, can reduce dropouts and improve engagement.
4. **Coordination among interventions:** Collaborating with other development actors can improve complementary of the services offered.

5. **Managing capacity through waiting lists:** Implementing a system to quickly replace dropouts ensures program efficiency and maintains full participant capacity.

Gender sensitivity

6. **Complex gender dynamics:** Beyond numbers, gender-sensitive approaches require an understanding of socio-cultural contexts and external supportive policies to foster genuine empowerment and sustainable change.

Designing and implementing successful TVET projects

7. **Comprehensive training support:** Combining technical skills with financial literacy and foundational training for vulnerable groups reduces inequalities and enhances overall employability
8. **Facilitating entrepreneurship:** Providing start-up resources like kits or grants can encourage entrepreneurship, particularly when formal job markets are limited.
9. **Safety and risk management:** Proactively assessing and mitigating occupational risks during project design ensures participant well-being and project success.
10. **Enhancing social integration:** Designing inclusive training environments fosters inter-community interactions and can improve social cohesion, especially when coupled with employment opportunities.

Project evaluation

11. **Pre-planning impact evaluations:** Embedding evaluation plans in the project design stage strengthens the measurement of outcomes and supports adaptive management.
12. **Ongoing collaboration:** Regular coordination between evaluators and implementers facilitates mutual learning and enhances project execution based on shared insights.
13. **Digital monitoring systems:** Implementing centralised systems with unique identifiers streamlines project tracking and improves data accuracy, supporting better decision-making and transparency.

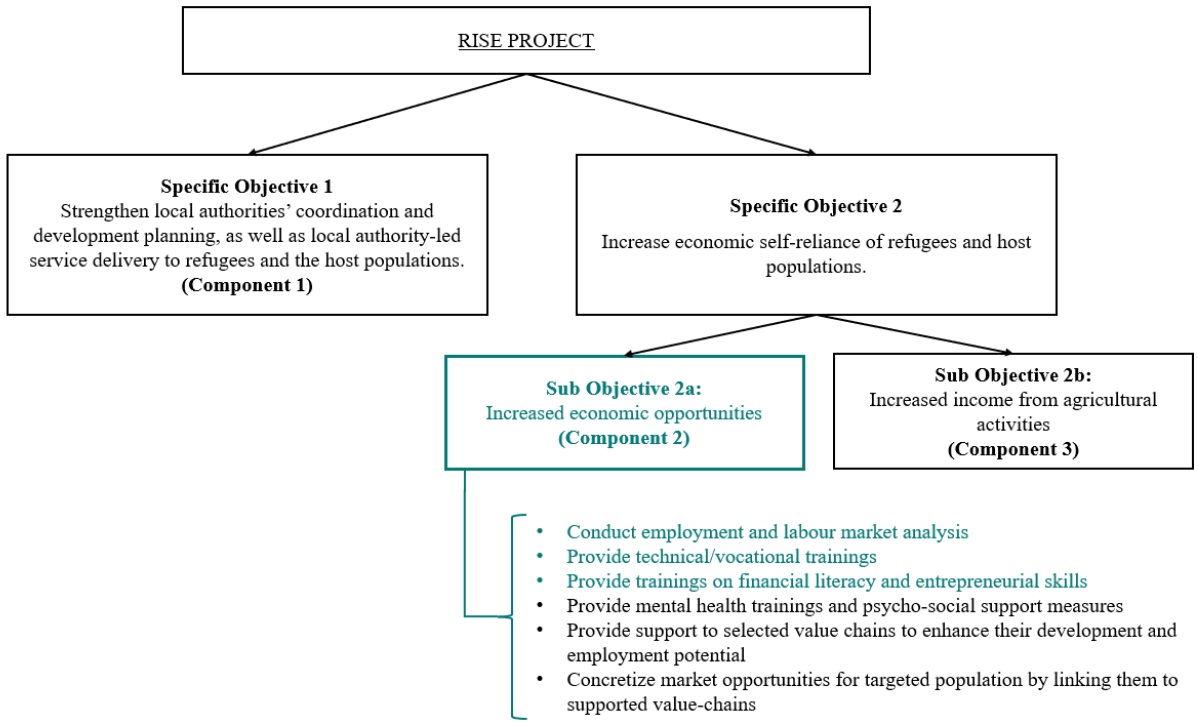
1. INTRODUCTION

The Centre for Evaluation and Development (C4ED) was commissioned by the European Union Emergency Trust Fund (EUTF) to evaluate the portfolio of EUTF-funded projects seeking to promote economic opportunities and employment (EUTF's Strategic Objective 1 – SO1). Of the 204 projects funded in the Sahel and Lake Chad (SLC) and the Horn of Africa (HoA), nine projects from seven countries were identified as eligible for counterfactual impact evaluations (CIE). These CIEs represent Result Area 1 (R1) of the evaluation of the EUTF's project portfolio. The project evaluated in this report corresponds to one of the components of one of these projects. The results of this evaluation, as well as those of the other R1 CIEs, will be used to inform Result Area 2 (R2), which corresponds to the evaluation of EUTF's portfolio of projects using mixed (but not counterfactual) methods.

1.1. DESCRIPTION OF THE RISE PROJECT AND COMPONENT EVALUATED

The RISE project undertaken by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) sought to strengthen local authorities in delivering government services to all people in the refugee-hosting districts in Northern Uganda (West Nile districts of Adjumani, Arua, Madi-Okollo, Obongi and Moyo) and to enable greater resilience and self-reliance among both refugee and host communities by creating economic opportunities. The project cost was of 20,000,000 Eur, financed by EUTF. The project and specific objectives are described in Figure 1. The CIE undertaken by C4ED focused on specific activities of Component 2 undertaken between early 2020 and early 2023, as highlighted in green.

Figure 1: Description of the RISE project and activities evaluated



Source: GIZ

The project's logical framework is presented in Appendix 5.1.1. As the evaluation focused on a subset of activities, the results in the logical framework do not always speak to the activities

under scrutiny. Hence, the activities evaluated are described below and the associated Theory of Change (ToC) is presented in Figure 8.

After identifying market-relevant trades using an Employment and Labour Market Analysis (ELMA), GIZ intended to select and train 2,000 youths (aged 18 to 35). Participants were initially expected to be trained in two cohorts; however, a third cohort was necessary to reach the objective of 2,000 trainees due to implementation issues (including the COVID-19 outbreak). Two complementary trainings were evaluated: the Technical Short-Term Training (TSTT) and the Intense Financial Literacy and Entrepreneurial Skills (FLES) training. The trainings took place in the locations illustrated in Figure 2 and described below.

Figure 2: Location of vocational training institutions (VTIs)

Source: C4ED elaboration

i. Technical Short-Term Trainings

The TSTT are technical (vocational) trainings in various trades that were delivered over three months in five different Vocational Training Institutions (VTIs) (see Table 1) by the Norwegian Refugee Council (NRC) and public institutions.[1] Each VTI offered several trades. The purpose of the TSTT was to improve the technical skills and knowledge of trainees in market-relevant trades, which would, in turn, help the programme achieve its overall objectives of assisting beneficiaries in increasing their income and increasing or generating employment. The TSTT consisted of 25% theory and 75% hands-on training. The TSTT also integrated a Mental Health and Psychosocial Support (MHPSS) component. The MHPSS was provided by trainers specifically qualified to identify individuals with mental and post-traumatic stress disorder (PTSD) and refer them to the relevant services. The MHPSS was only provided in cohorts two and three.[2]

[1] A VTI in Amelo was initially selected to undertake the TSTT but was eventually dropped.
[2] Note that the MHPSS is not evaluated by C4ED in this study.

Table 1: Trades offered by each VTIs

	VTIs				
Trades	**Ayilo**	**Inde**	**Nyumanzi**	**Ocea**	**Omugo**
Building & Concrete Practices (BCP) - Tiling and land scaping	✓	✓	✓	✓	✓
Tailoring & Garment Cutting (TGC) - Tailoring machines repair	✓	✓	✓	✓	✓
Solar Installation, Repair and Maintenance	✓	✓	✓	✓	✓
Plumbing - Repair of deep well (boreholes)					✓
Knitting and Weaving					✓
Welding and Metal Fabrication		✓			✓
Catering and Hotel Management	✓		✓	✓	✓
Carpentry & Joinery	✓	✓	✓	✓	✓
Electrical Installation	✓	✓	✓	✓	
Computer Information and Communication Technologies (ITC) Skills (Graphic design and branding)	✓		✓	✓	
TGC-fashion and Design		✓			
Motorcycle Repair		✓			
Maintenance of small scale and industrial machines	✓	✓	✓	✓	

Note: In some VTIs, trades available for the first cohort were not available for the second cohort. No further changes are expected for the third cohort.
Source: C4ED elaboration

ii. Intense Financial Literacy and Entrepreneurial Skills training

In addition to the TSTT, RISE provided an intense Financial Literacy and Entrepreneurial Skills trainings (hereafter FLES training). The FLES training was planned to be delivered for two weeks to half of the trainees (1,000) by VIDA/CREAM in the same VTIs and immediately after the completion of the TSTT. During this period, depending on where trainees lived, they were expected to receive accommodation and meals as in a boot camp. The provision of childcare services for mothers was also planned. The main objectives of this specific training were to:

- Provide a better understanding of the key steps and needs to plan and start a business.
- Improve entrepreneurial financial management skills.
- Improve entrepreneurial soft skills such as managing motivation, being persistent and dealing with fallbacks.
- Transmit the necessary skills and mind-set to start an enterprise.

The main implementation partners and their respective roles are presented in Table 2. The political partner for the RISE project was the Ministry of Local Government. All project activities were implemented within the government structures in place together with the Ministry of Local Government. Local governments and decentralised structures of other ministries (e.g. Ministry of Agriculture, Ministry of Labour, Ministry of Water and Environment) as well as the Office of the Prime Minister (OPM - specifically the Refugees Unit) were directly involved in the implementation. District Local Governments (DLG) had a decisive role in the framework of the decentralised refugee policy. They harmonised all interventions of district planning to promote integration and social cohesion. DLGs designed development plans in an integrated manner and to also include refugees' needs. Being a project targeting refugees, all activities were done in consultation with OPM and United Nations High Commissioner for Refugees (UNHCR) to ensure their protection and security. The project prepared a sustainability and exit strategy which included the handover to DLGs to continue

overseeing some of the activities after the end of the project. All assets from the project were planned to be handed over to the political partner and DLGs to support with the ongoing activities.

Table 2: Implementation partners

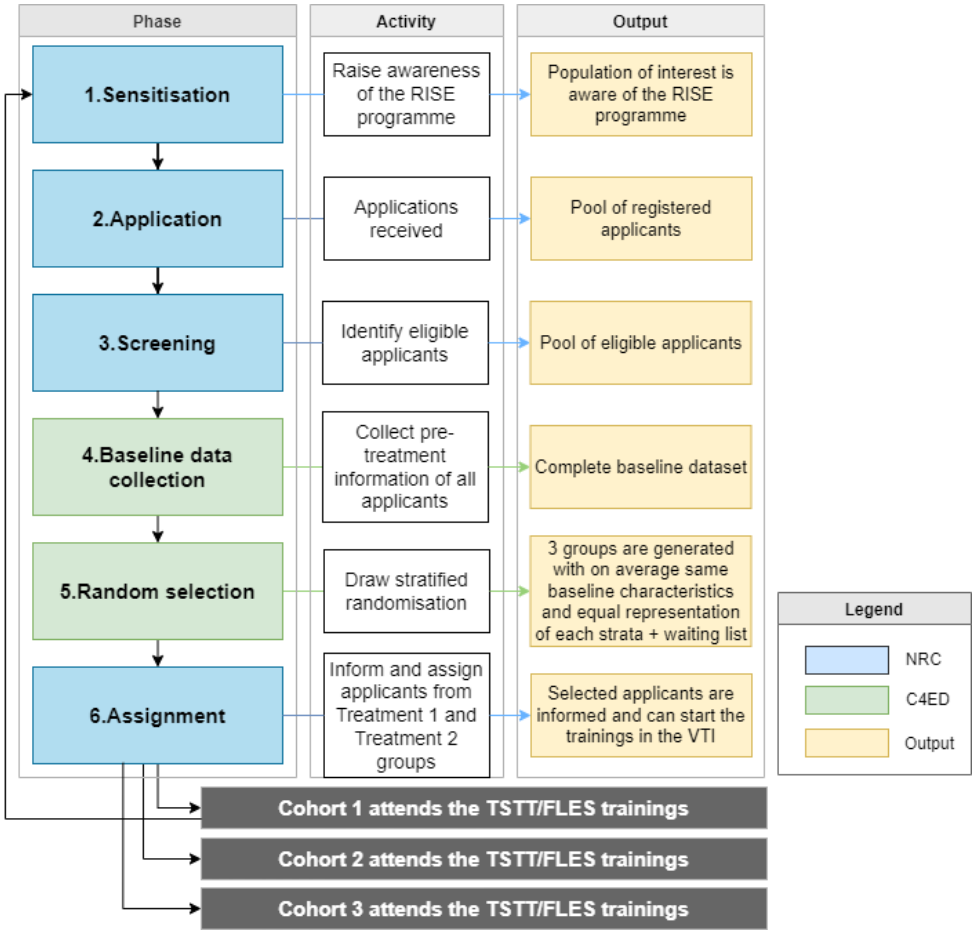
Institution	Role
Ugandan Ministry of Local Government	Implementation of national strategies on decentralised level (districts and sub-counties). Support districts in planning, implementing and monitoring local development plans.
District Local Governments	Development of intervention plans
Local governments and decentralised structures of other ministries (e.g. Ministry of Agriculture, Ministry of Labour, Ministry of Water and Environment)	Implementation of the Action
OPM Refugees Unit	Consultation for implementation of the Action
UNHCR	Consultation for implementation of the Action
NRC	Sensitisation on the trainings Communication on the outcome of the random selection Undertaking the TSTT
VIDA/CREAM	Undertaking the intense FLES training

Source: GIZ

GIZ and NRC collected application forms for cohort one in June/July 2021, and C4ED selected the applicants in August 2021. Due to the COVID-19 outbreak, the training started in December 2021 (see summary of challenges faced by the evaluation team in Section 5.2.2). The enrolment and training of cohort two in spring/summer 2022 did not face external challenges and followed the same sequence of activities, as described in Figure 3.[3] Nevertheless, the levels of no-shows and absenteeism were significant. Therefore, GIZ enrolled a third cohort to reach the objective of 2,000 beneficiaries. The training of the third cohort started in October 2022 and ended in February 2023.

[3] As recommended by C4ED, NRC and GIZ limited the timeframe between the application phase and the start of the training to reduce the number of no-shows and dropouts in cohort two.

Figure 3: Selection and assignment process for each cohort



Source: C4ED elaboration

A series of activities took place after C4ED collected the data for this evaluation, which caused some of the limitations identified in this report. These activities included:

- **Provision of Start-up Kits (2022-2024)**: the RISE project provided startup-kits between 2022 to 2024 to some of the skilled beneficiaries based on the enterprise-specific skills acquired. Depending on the enterprises, some of the skilled beneficiaries were grouped to share the start-up kits (e.g. the welding groups, carpentry groups, videography groups, solar technicians' groups), while other skilled beneficiaries specialised in enterprises like tailoring, salons, restaurants, etc were given the start-up kits individually.
- **Cash Booster Grants**: MSMEs received cash booster grants ranging from 250,000 UGX to 400,000 UGX (62€ - 100€) based on their assessed level of productivity and business needs. These grants were awarded only to skilled beneficiaries who had already started their own businesses.
- **Partnership with FINCA (2023)**: the RISE project partnered with Foundation for International Community Assistance (FINCA) in 2023 to provide refugee-tailored inclusive financial services to MSMEs supported by the RISE project in six refugee-hosting districts. Services included affordable loans and financial literacy training. As a result of this partnership, 190,600,000 UGX (about €47,284) in loans was disbursed to MSMEs, 523 beneficiaries received financial literacy training, and 353 individual savings accounts and 15 group savings accounts were opened.

1.2. DESCRIPTION OF THE EVALUATION

The overarching objective of the evaluation commissioned to C4ED by EUTF was to evaluate the extent to which EUTF-funded projects contributed to promoting economic opportunities and employment (SO1). The evaluation framework is structured into four result Areas:

- **R1:** nine projects from the entire EUTF portfolio were evaluated using (quasi-) experimental methods, including component 2 of the RISE project described above.
- **R2 (portfolio-level evaluation)**: included the EUTF portfolio in SLC and HoA using a mixed-methods approach. The results from the R1 evaluations fed into the R2 evaluation.
- **R3 (communication and visibility)**: focused on disseminating the results and insights from the evaluations through various communication channels.
- **R4 (capacity building)**: dedicated to building the capacity of stakeholders through annual training sessions.

Within this framework, the CIE reported in this document corresponds to R1. Specifically, its main objective was to inform on the impacts of the second component of the RISE project on employability, employment, livelihood and social integration of the targeted population (see evaluation matrix in Appendix 5.5).

The evaluation aligns with European Union (EU) evaluation standards by focusing on learning and accountability. It seeks to provide insights into the successes and areas for improvement of the evaluated intervention, thereby informing future interventions and ensuring that funds are used effectively to achieve desired outcomes. This adherence to EU standards ensures that the evaluation process is transparent, systematic, and conducive to both accountability and the enhancement of project quality.

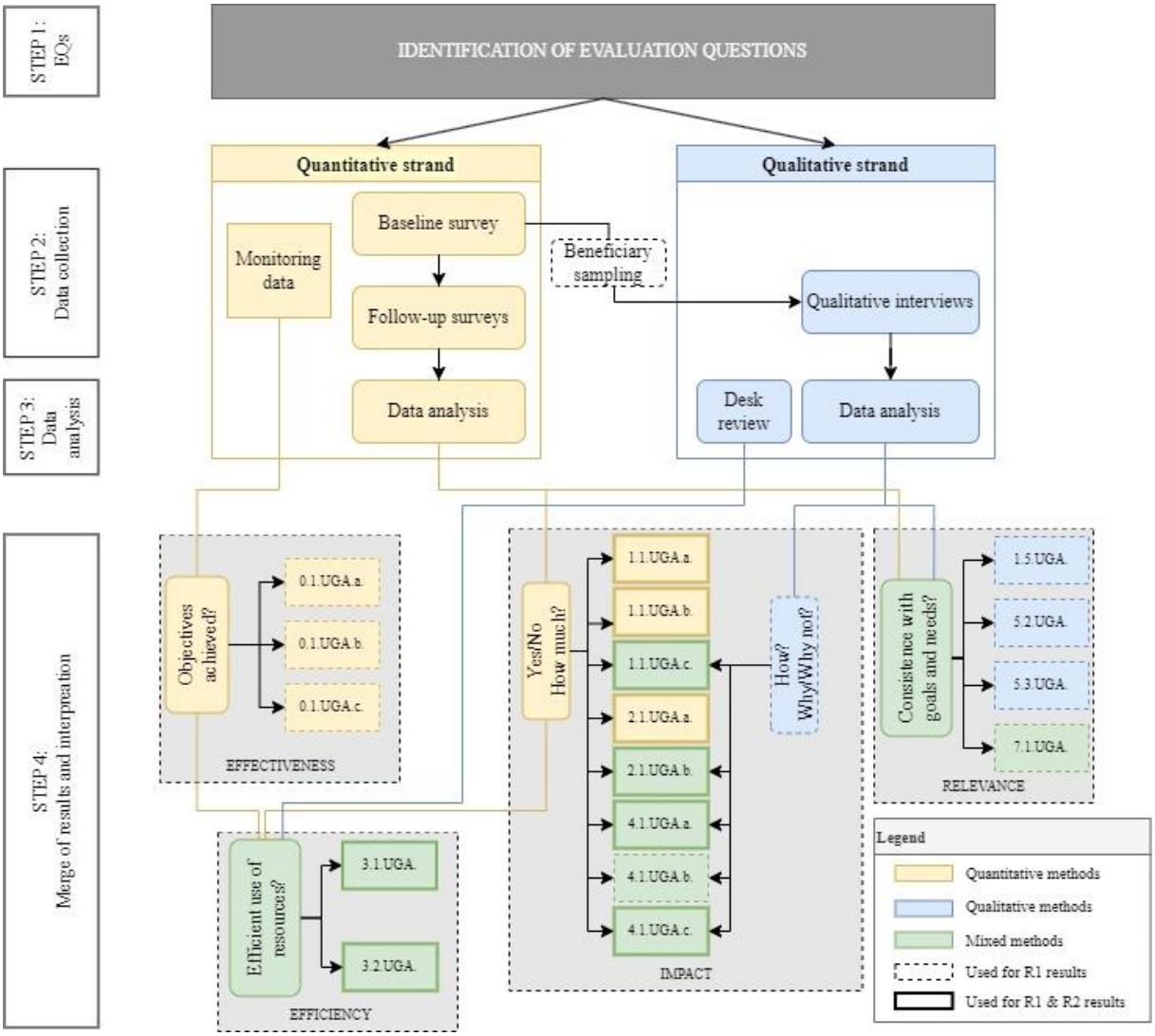
This report is relevant to various stakeholders. For the EU, it illustrates how an EU-funded project contributed to EUTF's strategic objectives. It is also relevant in terms of accountability as it provides transparency on the use of public funds. For GIZ, NRC and VIDA/CREAM (and other implementing organisations undertaking similar trainings), it is useful in terms of capacity building and promotion of good practices. For the institutional partners, the evaluation informs on how to tailor interventions seeking to promote employment in West Nile and their relevance to integrate them in development plans (DLG). It is also relevant to promote good practices for institutions seeking to implement projects themselves (local governments, Ministry of Agriculture, Ministry of Labour, Ministry of Water and Environment). Finally, for beneficiaries, this evaluation demonstrates the extent to which the component supported them and how future interventions should look like to be more efficient.

1.3. METHODOLOGY

The evaluation follows an embedded mixed-methods approach, with a strong emphasis on experimental design to measure the impacts of the component. The evaluation also covers the criteria of effectiveness, relevance, and efficiency.

Figure 4 depicts how qualitative and quantitative tools were used to investigate the different Development Assistance Committee (DAC) criteria and EQs. The qualitative data served a supportive, secondary role, with the study primarily relying on the quantitative survey data.

Figure 4: Methodological approach for the respective EQs

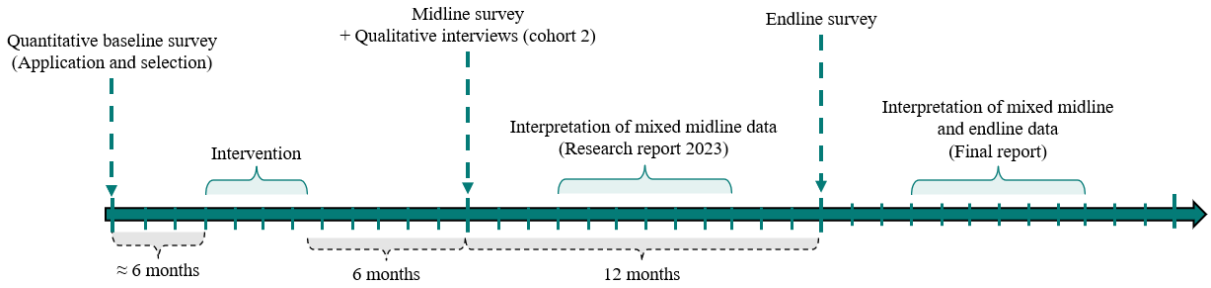


Source: C4ED elaboration

From a chronological perspective, the evaluation relied on a three-phase model in which quantitative data is collected at baseline, both quantitative and qualitative data at midline, and only quantitative data at endline. (Figure 5)

The sub-sections below elaborate on how C4ED investigated each DAC using the quantitative and qualitative data.

Figure 5: Timeline of embedded mixed methods design



Source: C4ED elaboration

1.3.1. Quantitative evaluation component

The quantitative component was essential to measure impact and effectiveness.

C4ED assessed effectiveness by comparing the indicators of interest against the component's goals (0.1UGA.a, 0.1.UGA.b, 0.1.UGA.c). For this purpose, C4ED used quantitative monitoring data on the three cohorts (secondary data collected by NRC and VIDA/CREAM trainers). Given the high levels of dropouts (see findings in Section 3.1), C4ED tailored the evaluation to better understand the challenges of attracting and training females and refugees using qualitative tools, for which the qualitative component provides rich insights (see Section 1.3.1).

To measure the effects of the component, C4ED used a randomised control trial (RCT). In a nutshell, C4ED estimated the simple difference in the outcomes of interest (such as employment and income) between individuals in three different groups: treatment one (T1 - who were offered the TSTT training), treatment two (T2 - who were offered the TSTT+FLES training) and the control group (C - individuals not selected due to the component's inability to train more people). As individuals were randomly assigned to the different groups, they were similar on average before the start of the training. Hence, all differences observed after the training can be attributed to the impact of the component. In other words, impacts were estimated by comparing the outcomes of the individuals randomly selected to follow the training, against the outcomes of those who were not selected. Additionally, differences identified before the training were factored into the analysis (see more details in Appendix 5.2.1).

In this exercise, an important factor to consider is that not all selected individuals enrolled in or finished the trainings. Based on the monitoring data received from GIZ and NRC, approximately half of the treatment group did not finalise the trainings. Hence, C4ED first estimated the so-called "*intention-to-treat effect*" (ITT) which informs on the effects of being selected and not on the effects of benefitting from the component (i.e. the full participation in the training). Given that impacts on the trainees are diluted by the individuals who were selected but did not attend the training, C4ED also uses an instrumental variable (IV) approach to estimate the so-called "*complier average causal effect*" (CACE) to check for the robustness of the results (results from the two types of estimations are displayed in Appendices 5.9.2 and 5.9.3). This report focuses on the ITT because it reflects the overall impact of offering the intervention and accounts for the fact that some selected candidates did not enrol in or complete the trainings. This mirrors real-world scenarios where not everyone fully engages with a training, therefore assessing the impact of an intervention in practice, accounting for realistic implementation challenges.

The table below lists the comparisons performed to measure the effects of the respective components of the component.

Table 3: Effects estimated and reference groups in econometric regressions

Effect estimated		Reference groups
Overall	Second component	T1+T2 versus C
	TSTT component	T1 versus C
	TSTT and FLES components	T2 versus C
	FLES component	T2 versus T1
Gender-specific	Second component among females	Females in T1+T2 versus females in C
	TSTT component among females	Females in T1 versus females in C
	TSTT and FLES components among females	Females in T2 versus females in C
	FLES component among females	Females in T2 versus females in T1
	RISE project among males	Males in T1+T2 versus males in C
	TSTT component among males	Males in T1 versus males in C
	TSTT and FLES components among males	Males in T2 versus males in C
	FLES component among males	Males in T2 versus males in T1
Refugee status-specific	Second component among refugee	Refugees in T1+T2 versus refugees in C
	TSTT component among refugees	Refugees in T1 versus refugees in C
	TSTT and FLES components among refugees	Refugees in T2 versus refugees in C
	FLES component among refugees	Refugees in T2 versus refugees in T1
	Second component among non-refugees	Non-refugees in T1+T2 versus non-refugees in C
	TSTT component among non-refugees	Non-refugees in T1 versus non-refugees in C
	TSTT and FLES components among non-refugees	Non-refugees in T2 versus non-refugees in C
	FLES component among non-refugees	Non-refugees in T2 versus non-refugees in T1

Source: C4ED elaboration

To assess the efficiency, C4ED initially planned to use cost data, outputs and the estimated impacts to inform on the average costs incurred to train one individual and the cost to increase the employment rate by 10%, following the JPAL guidelines (Dhaliwal et al., 2013). However, the project's financial reporting towards EUTF was not aligned with the needs of the agreed evaluation methodology, as it was not possible to isolate the specific costs of the activities under evaluation. Alternatively, C4ED used GIZ evaluation report (GIZ, 2023) as well as findings on other EQs to assess elements of economic efficiency, operational efficiency, timeliness and connexions with other DAC criteria (OECD, 2010). It is important to mention that by triangulating the different sources of data, C4ED cannot inform on the trade-off between the resources allocated to the different activities and the extent to which they led to minimise costs or maximise impacts.

1.3.1. Qualitative evaluation component

The qualitative component was key to explore the extent to which the intervention objectives and design respond to beneficiaries' needs in an adapted manner (1.5.UGA, 5.2.UGA, 5.3.UGA and 7.1.UGA). To investigate the relevance criterion, C4ED used the youth questionnaire to assess whether graduates exploited the skills developed during the training within their professional activity. Through KIIs, IDIs, FGDs and Life histories, the qualitative component investigated the perceptions on the quality of training facilities, and the adaptation of trainings to the needs and to specific profiles of trainees (e.g., to females or refugees).

The qualitative component also triangulated its results with findings of the quantitative component regarding effectiveness and impact. For the assessment of effectiveness (0.1UGA.a, 0.1.UGA.b, 0.1.UGA.c), it focused on explaining why the intervention did not achieve its goals of attracting and training females and refugees. For the evaluation of impacts, it investigated the *why* and *how* it:

- Improved/not improved employability (1.1.UGA.c.). The qualitative component identified opportunities and barriers for finding and maintaining (decent) wage employment and perception of employability through IDIs and FGDs with graduates of training, and KIIs with GIZ and NRC officials and trainers.
- Improved/not improved the resilience of the trainees (2.1.UGA.b.). Through IDIs and FGDs with graduates of training, the qualitative component reviewed graduates' narratives and perceptions on their ability to resist economic shocks and plan ahead, improved income levels and savings, and improved abilities to secure stable jobs.
- Helped/not helped refugees and host communities attain social integration (4.1.UGA.a). The qualitative component used life histories, IDIs and FGDs to investigate the perceptions of host communities on refugees and vice-versa. It operated under the assumption that more positive perceptions would lead to higher chances of social integration, and vice versa. It also identified instances of cooperation between the refugee and host groups as an indicator of better social integration. KIIs, especially those with trainers, elaborated further on how and why the programme achieved (or not) social integration.
- Contributed/not contributed to achieving self-efficacy of trainees (4.1.UGA.b). Through life histories, IDIs and FGDs with beneficiaries, the qualitative component assessed whether graduates expressed more confidence for personal and professional growth and capacity to bounce back after a shock..

Data analysis for the qualitative component consisted of two primary tasks. The first task involved analysing the component's monitoring data. This data, combined with results from the baseline study, facilitated the design of the qualitative tools, focusing on addressing missing and dropout participants.

The second task consisted of analysing the data collected through KIIs, IDIs, FGDs and life histories. All interviews and discussions were audio recorded, transcribed, translated into English and systematised using the MAXQDA software. C4ED adopted a deductive approach to develop thematic coding method or 'tree' first. The deductive themes encompassed resilience, social connectedness, cultural and social barriers, employment and livelihoods, missing participants and dropouts, and the quality of training. As the data collection progressed, additional inductive themes emerged, including migration intentions, life aspirations, and challenges faced by different groups (e.g., refugees vs hosts, males vs females and employers vs trainees and the implementing agents). Ultimately, most of the subthemes were generated inductively. Through the data categorised under these themes, C4ED obtained evidence of the following:

ii. socio-cultural and structural challenges and opportunities that respectively hindered or enabled programme success in terms of employment outcomes, livelihoods, business performance and social connectedness for trainees;
iii. quality of training and how trainings improved skills attainment and confidence in trainees;
iv. alignment of the trades/skills with the job market demands.

Consequently, the C4ED integrated the descriptive and interpretive data and then triangulated it with the quantitative findings to deliver a comprehensive and in-depth study report.

1.3.2. Data and tools

The evaluation uses several sources of data listed in Table 4.

Table 4: Data used for the evaluation and responsible for its collection/production

Data	Quantitative/ Qualitative	Primary/ Secondary	Responsible
Baseline data (before training)	Quantitative	Primary	Paper-based: NRC Digital data: Center for Basic Research (CBR)
Midline data (six months after the end of the training)	Quantitative	Primary	C4ED Uganda
Endline data (18 months after the end of the training)	Quantitative	Primary	C4ED Uganda
Midline data (six months after the end of the training)	Qualitative	Primary	C4ED Uganda
Monitoring data	Quantitative	Secondary	NRC
Project implementation reports	Qualitative	Secondary	GIZ

Source: C4ED Elaboration

Quantitative data

Initially, NRC and VIDA/CREAM did not have tools to monitor the enrolment, attendance and delivery of trainings. Given the importance for this evaluation, and the risks for no-shows and dropout, C4ED sought to develop a monitoring tool with Kobo toolbox, an open-source and user-friendly platform. Once approved by GIZ and NRC, C4ED trained the M&E specialists from NRC and VIDA/CREAM on the design and use of the tool so they could adopt and use it in their future projects. However, difficulties encountered by the trainers in using the tool led them to switch to an Excel file developed by C4ED. This file was used to record each individual's enrolment, attendance at training sessions, participation in the DIT assessment, and receipt of the DIT certificate.

To measure impacts, C4ED used primary data. The baseline sample was of 3,330 eligible candidates from cohort one and cohort two that were randomly assigned either to a control group or one of the treatment groups. The baseline data is extracted from a short application form developed by C4ED with the support of GIZ and NRC that applicants filled out as they applied to the training. The forms collected baseline characteristics of the beneficiary, such as age, sex, refugee status, employment status, trade preference and distance to VTI, which were used to randomly select applicants in the different groups and to check for balance between the groups.

C4ED then collected data on the baseline sample six months after the end of training (midline) as well as 18 months after (endline) using a youth questionnaire on Survey CTO.[4] Before each data collection, C4ED trained the team of supervisors and enumerators. The field team was principally composed of experienced staff that participated in both surveys. The questionnaire was developed by C4ED with support from GIZ and NRC in accordance with the EQs and key indicators. The following resources were used to develop the youth questionnaire:

- International Labour Organisation (ILO) Labour Force Surveys (Benes & Walsh, 2018a, 2018b; ILO, 2013) and additional relevant tools on Technical and Vocational Education Training (TVET) Graduate Follow-up Surveys (E. M. Field et al., 2019)
- Brief Resilience Scale from Smith et al., (2008)
- Self-perceived employability module adapted from Rothwell et al. (2008)

[4] The average length of a completed interview was 49 minutes, with limited variation across cohorts.

- Professional practices questions from McKenzie & Woodruff (2017)

In addition, C4ED included modules relating only to RISE training participants. These modules helped to gather information on the quality of the training and reasons for absenteeism.

The two surveys provided two samples:

- The midline sample is of 2,129 observations (64% of the initial sample size) from cohort 1 and cohort 2. Thirty-six per cent of the sample could not be reached,[5] 0.18% of the sample refused to take part in the survey.
- The endline sample is of 2,198 observations (66% of the initial sample size) from cohort 1, 2 and 3. C4ED included observations from cohort 3 to overcome the attrition issues and ensure that endline estimation would have the sufficient power.

In this report, C4ED focuses on the endline results on this sample and, when relevant, comments on shorter-term impacts. Results from short-term impacts are available in Appendix 5.9.5.

Qualitative data

To build the qualitative sample, the sampling procedure focused on two levels. First, the C4ED purposively selected four respondent categories: (i) training beneficiaries (trainees); (ii) officials (RISE project implementers, GIZ and NRC), (iii) training implementers (trainers); and (iv) employers. On the second level, C4ED used purposive and snowball sampling methods to select respondents from these categories for two VTI. These two levels are summarised in the table below and associated with the respective data collection methods for each group. Please see Table 15 and Table 16 under 5.7 List of persons/organisations consulted for the profiles of the respondents.

Table 5: Qualitative sample size

Tools - Targets/actual sample size	VTI Nyumanzi	VTI Omugo
IDIs Beneficiaries – 26 (24)	14 (12)	12 (12)
FGDs Beneficiaries – 4 (4)	2 (2)	2 (2)
Life histories Beneficiaries – 4 (4)	2 (2)	2 (2)
IDIs Employers – 5 (15)[6]	3 (6)	2 (6)
KIIs Trainers – 7 (6)	3 (3)	4 (3)
KIIs Officials – 4 (5)	4 (5)	
TOTAL	**50/55**	

Note: numbers in parenthesis correspond to the target
Source: C4ED elaboration

The qualitative tools consist of guidelines and question guides for KIIs, IDIs, FGDs and life histories. C4ED developed and tailored the tools to suit each respondent type, linking them to the CIE's proposed research areas of effectiveness and impact.

[5] The most common reasons respondents could not be reached were that the contact information, which served as a channel to contact and schedule survey interviews, was no longer valid or that respondents could not be found at residential addresses provided at baseline.

[6] Due to several challenges, C4ED could not reach the target of conducting 12 interviews with employers. These challenges include: Many refugees returning to South Sudan, resulting in their employers being located there; limited access to employer contacts (based in South Sudan); many beneficiaries reporting being jobless or self-employed; and some individuals approached for interviews refusing to participate.

IDI guides

The IDI guides for beneficiaries had five sections, structured as: (i) employment, livelihoods, and income levels; (ii) optimism and confidence; (iii) training quality; (iv) resilience; and (v) socio-economic hindrances and opportunities. The IDI guide for employers consisted of one main section focused on employability.

FGD guides

The FGD guides first introduced the main topic/s (social connectedness, resilience, employment and livelihoods and cultural and social barriers) which varied depending on the group composition, followed by other secondary topics.

Life history interview guide with beneficiaries

The life history guide had three main sections: 1. socio-cultural hindrances, including gender and refugee status, 2. resilience, and 3. income.

KII guides

The KII guide for GIZ and NRC staff consisted of two sections. The first section addressed the programme design and how it sought to transform underlying structural factors of gender inequalities. The second section focused on the difficulties and opportunities of implementing activities to tackle such inequalities. The KII guide for trainers had three sections: 1. assessment of their experiences and how these affected the quality of the training provided; 2. perception of the adequacy of the training facilities; 3. assessments of trainees in the first two cohorts.

The C4ED qualitative team led the development of these tools in close collaboration with GIZ and incorporated their suggestions and comments into the current versions. C4ED initially wrote tools in English and subsequently translated them into Madi, Alur and Lugbara, the most widely spoken languages in the West Nile region. Local qualitative researchers provided further feedback on the validity and context-appropriateness of the tools and the research process during the training and pilot.

1.4. LIMITATIONS AND WEAKNESSES

Though the study relies on the golden standard to measure the impacts of a component (experimental design or RCT), a series of weaknesses must be considered when interpreting the results. They are described in a nutshell in this section.

High attrition levels: At midline, only 64% of the baseline sample was found. However, the initial sample size anticipated relatively high levels of attrition as the population is particularly mobile and is located near the border with South Sudan and the Democratic Republic of the Congo (DRC), making it difficult to track those who reside outside Uganda at the time of the follow up surveys. This phenomenon can have two implications:

- First, it reduces the capacity of the estimation to detect impacts (i.e. reduces the statistical power). Based on power calculations, the sample is considered large enough to detect impacts of easy-to-measure variables such as employment. However, it raises more concerns for income and psychometric variables, which usually contain more measurement errors. The interpretation of these outcomes considers this risk.
- Another potential issue is that those who did not participate in the follow-up survey present specific characteristics, therefore altering the balance between the different groups. However, balance tests for the different groups at midline and endline confirm

that groups remained similar on average (see endline sample balance tests in Appendix 5.9.1).

Contamination: 22.6% respondents of the control group reported having benefitted in some way from a friend or relative who was part of the training. This contamination can lead to underestimating the measured impacts since trainees might have shared information with the individuals in the control group that could have enhaced their capacity to develop skills, find a job or increase their income. C4ED conducted sensitivity analyses by performing regressions without the contaminated individuals. The results are robust, meaning that the information shared was not enough to affect the study's findings.

External validity: The sample used for this evaluation presents specific characteristics that differ from the general population (Appendix 5.3). Therefore, the conclusions cannot be extrapolated to the wider Ugandan population. It is thus important to keep in mind that the results apply to this sample and similar populations in Uganda, i.e. to urban youth with a relatively high level of education.

Potential longer term impacts: the literature on TVET shows that projects such as the one evaluated in this report can have locked-in effects (Carranza & McKenzie, 2024). The locked-in effect suggests that during the training, beneficiaries temporarily suspend their regular job search efforts and focus entirely on project activities. This can result in worse employment outcomes immediately after the project, as participants may have lost momentum in seeking job opportunities. Systematic reviews suggest that projects show larger impacts when they are measured more than two years after the training (Card et al., 2018). Though C4ED measures positive impacts six and 18 months after the end of the training, it is possible that the timeframe was not long enough for trainees to get back into the labour market and that this study does not capture the larger impacts materialising on the longer term.

Quantitative indicators from the survey are self-reported and must considered as such. The enumerators insisted on the importance of providing truthful answers and the absence of incentives for participating in the survey to limit the risks of biased responses. However, several risks prevail.

- Measurement errors: indicators such as those related to income (indicator 2.1.1) or number of hours worked (indicator 1.1.5), for instance, are difficult to report accurately by the respondent in the setting of the interview.
- Biased assessment: indicators based on perceptions such as self-perceived employability (indicator 1.1.11), brief resilience scale (indicator 2.1.4), perceived trainee evaluation/feedback (indicator 1.5.1), entrepreneurial self-efficacy score (indicator 4.1.8) must also be considered with caution as they represent the perception of the respondent. A respondent's answer might be influenced by various factors that may not directly relate to, for example, an objective assessment of the quality of the training, as it can be biased by personal expectations, prior experiences or the omission of specific aspects that are relevant for other individuals. A respondent might also not be in the best position to judge the adequacy of the equipment or the opportunities in the labour market to evaluate their likelihood to find employment. C4ED tried, to the extent possible, to use subjective and objective measures to check for (in)consistencies.
- Internal consistency of composite indicators: some indicators such as self-perceived employability (indicator 1.1.11), brief resilience scale (indicator 2.1.4) and entrepreneurial self-efficacy score (indicator 4.1.8) are built from several items that cover the different facets of the respective dimension. To test whether they cover the same dimension, C4ED calculates the correlation between the different items using the Cronbach Alpha. This test provides the internal consistency of the indicator and informs

on whether the indicator is capturing other dimensions (Streiner et al., 2015). C4ED highlights in the findings when the indicator has low internal consistency as well as in the evaluation matric in Appendix 5.5.

- Social desirability: self-reported measures always present the risk that the respondent answers questions in a manner that will be viewed favourably by others. In this case, behaviour regarding job search (indicators 1.1.11, 1.1.12) and professional practices are relatively prone to this risk (indicators 1.1.8, 1.1.9 and 1.1.10).

The study did not have access to the financial reports on the specific activities under evaluation. As already mentioned, C4ED initially planned to use cost data, outputs and the estimated impacts following the JPAL guidelines (Dhaliwal et al., 2013). However, since the cost data shared by GIZ did not allow to isolate the specific costs of the activities under evaluation, C4ED could only use GIZ's own evaluation report (GIZ, 2023), as well as findings on other EQs to assess elements of economic efficiency, operational efficiency, timeliness and connexions with other DAC criteria (OECD, 2010). With this information, C4ED cannot inform on the trade-off between the resources allocated to the different activities and the extent to which they led to minimise costs or maximise impacts, as initially planned.

Qualitative interviews rely on perceptions from a small sample. These are insightful especially in complementing quantitative results on impacts and effectiveness and in investigation the relevance of the component but cannot be generalised beyond the context of West Nile.

Qualitative interviews were conducted only at midline and therefore C4ED can explain longer term changes and impacts only quantitatively.

Qualitative interviews were conducted only with participants from the treatment group hence the qualitative component did not explore narratives from non-beneficiaries that could contribute to alternative or complementary explanations or how and why programme's objectives were (or not) achieved.

2. COUNTRY AND SECTOR BACKGROUND

2.1. CONTEXTUAL BACKGROUND

Uganda is a landlocked country in East-Central Africa bordered by Kenya, South Sudan, Democratic Republic of the Congo (DRC), Rwanda and Tanzania. The country hosts a fast-growing population of 44.27 million inhabitants. As of today, the population is mainly rural (76.2%). Before the start of the component, the primary sector generated an income for almost three quarters of the population (Table 6). Nevertheless, the agricultural sector presents low levels of productivity and only generates 23% of the Gross Domestic Product (GDP). The population is increasingly migrating mainly to Kampala, the capital, and the only urban agglomeration classified as a city. Kampala concentrates one third of the urban population and the comparatively more productive and dynamic sectors: industry and services. Indeed, whilst agriculture grew at just 3.8% in 2019, while industry and services grew respectively 7.6% and 6.2%, driven by construction and mining.

Table 6 : Value Added (VA) (% of GDP) and employment (% of total employment) by sectors in 2019

	Industry		Agriculture, forestry, and fishing		Services	
	VA	Employment	VA	employment	VA	employment
Uganda	26.29	6.60	23.05	72.66	43.17	20.73

SSA	27.25	11.29	14.08	52.72	48.64	36.00

Notes: VA is estimated as percentage of GDP, employment represents the percentage of total employment estimates by International Labour Organisation (ILO) models
Source: World Bank data

In the last 20 years, Uganda's GDP grew at an average of 6.28% (against 4.35% in Sub-Saharan Africa - SSA). The general trend has contributed to a significant improvement of socioeconomic development dimensions. Life expectancy at birth has grown from 47.1 years in 1990 to 60.2 years in 2017. In the same period, the mean years of schooling shifted from 2.8 to 6.1 and GDP per capita has doubled, reaching US$962.53.[7] The Human Development Index (HDI) has also increased from 0.311 in 1990 to 0.516 in 2017 (an increase of 66%) but remains "low" and places Uganda at the 162nd place out of 189 countries (UNDP, 2018).

Despite the remarkable progress, a third of the population lives with less than US$1.90 per day and income inequality remains high across the country (UBOS, 2018b). The long-term growth trends have benefitted the central and western regions more than the northern and eastern regions, where 84 percent of the poor population and most refugee settlements are located (UBOS, 2018b). The economy also remains fragile (IMF, 2017): economic growth rates have been volatile throughout the last 20 years, with a significant slowdown in the last year due to the combination of the COVID-19 pandemic, a locust invasion and flooding caused by heavy rains.

The labour market is dependent on the private sector, which is dominated by a plethora of micro-and-small enterprises (MSEs). These businesses are usually informal and involve retail or service activities that require limited capital. Strict regulations on businesses in conjunction with a lack of entrepreneurial skills (AfDB & OECD, 2017) hinders the country's ability to expand the private formal sector and transition to a more productive economy with greater protection for workers (La Porta & Shleifer, 2014).

The availability of a young and dynamic labour force represents an opportunity to pursue a sustained growth and economic development. However, youth underemployment is a major problem in Uganda and most youth can therefore not exploit their full potential. The labour market in Uganda is also characterised by gender gaps and sector segregations. A notably greater share of females, aged between 18 and 30, are neither employed nor involved in further education or training (NEET) than males of the same age (50.5% versus 29% respectively - UBOS, 2018a). Moreover, a higher percentage of women compared to men are involved in unpaid or vulnerable employment (ILO, 2018).[8] We also find gendered sectors such as transport, storage and construction, which employ 18% of the employed men but only 0.7% of the employed women. Instead, women are overrepresented in sectors such as activities of households (as employers) and hotels as well as restaurants (UBOS, 2018a).

A large part of the work force in Uganda is underqualified. As in most sub-Saharan countries, the level of education is low despite the progress in the last decades. Only half of the labour force in Uganda has completed primary schools and 10% has not followed any formal education (UBOS, 2018a). Moreover, the increase of educational attainment has come at the cost of quality. It is estimated that 70% of Ugandans who finished second grade cannot read a single

[7] Constant 2010 US$
[8] Vulnerable employment is the percentage of contributing family workers and own account workers to the total employment. They are less likely to have formal work arrangements and are therefore more likely to lack decent working conditions, adequate social security and 'voice' through effective representation by trade unions and similar organizations. Vulnerable employment is often characterized by inadequate earnings, low productivity and difficult conditions of work that undermine workers' fundamental rights (ILO, 2013).

word (Filmer & Fox, 2014). Evidence on over qualification, however, also exists. The latest national labour force survey reports that 9.6% of youth in employment within the country were found to be overqualified for their role. Just 42.3% had an education level that matched their job (UBOS, 2018a).

Finally, in addition to lacking basic skills and technical skills, there is also a shortage of soft skills in the labour market. Soft skills, such as communication, organisation, or self-esteem, are vitally important in labour market success (Filmer & Fox, 2014; Heckman & Kautz, 2012). In the case of Uganda, considering the refugee context, the support for the development of technical and soft skills should not only be seen to reduce underemployment. The role of Technical Vocational Education and Training (TVET) should also be viewed as a tool to enhance peoples' integration, capabilities, dignity, and self-confidence as well as to promote their empowerment and self-reliance (Sen, 2001; Tukundane et al., 2015).

2.2. THE EUROPEAN UNION (EU) IN UGANDA

The EU has a significant presence in Uganda, focusing on various areas, including economic development, governance, and social sectors. One of the critical areas of intervention is employment, where the EU aims to enhance job creation and improve the livelihoods of Ugandans through various programmes and initiatives.

In the early 2010s, the EU prioritized addressing Uganda's high unemployment rates, especially among the youth, by investing in TVET. By 2015, the EU had significantly upgraded TVET institutions, modernized curricula, and enhanced instructor capacities. This initiative aimed to make vocational training more relevant and accessible, thus increasing the employability of young Ugandans.

In addition to the EUTF-funded projects, the EU had (co-)launched programmes to support small and medium-sized enterprises (SMEs), crucial for job creation such as the Employment and Skills for Development in Africa (E4D/SOGA)[9] in 2015 and the Support to Agricultural Revitalization and Transformation (START) initiative designed in 2017.[10] In a similar vein, the EU also contributed to the promotion of refugees' and migrants' employability with the Sustainable Urban Water and Sanitation (SUWAS) programme that began in 2017, or with the Skills Youth for Employment in Agribusiness (SKY) programme that started in 2016, to name a few initiatives.

In this landscape, this evaluation shares lessons learnt and recommendations that can be useful for future initiatives, including the Global Gateway seeking to create jobs and boost Uganda's economy.[11]

3. FINDINGS

Each section of the findings addresses an EQ and its respective sub-EQ (or judgement criteria - JC). The findings are supported by evidence from the indicators specified in the evaluation matrix (Appendix 5.5). C4ED also uses secondary sources from similar studies to contextualise

[9]https://static1.squarespace.com/static/60a5714c0fd0954ac36a6129/t/6155fdc235e175003c8b8591/1633025486903/E4D_SOGA_Progress_2020.pdf
[10] https://www.uncdf.org/uganda/start
[11]https://international-partnerships.ec.europa.eu/news-and-events/news/global-gateway-over-eu200-million-allocated-boost-ugandas-economy-and-create-new-jobs-2024-03-06_en#:~:text=The%20EU's%20longstanding%20partnership%20with,jobs%20and%20growth%20in%20Uganda.

and provide further insights. More detailed findings per JC and detailed evidence per indicator are available in Appendix 5.4.

3.1. EQ0. DID THE SECOND COMPONENT OF THE RISE PROJECT REACH ITS TARGETS?

The component exceeded the target of receiving more than 3,330 eligible applications and of selecting more than 2,000 candidates.

The component did not reach the target of training 2,000 individuals: of the 3,164 selected candidates only 44.5% (1,410) completed it.
The component did not reach the targeted composition of 70% females (only 54% females in trained individuals), nor 50% refugees (who represent 35% of the trained individuals).

No-shows and dropouts were due to:

- Personal obligations (pregnancies, deaths of relatives, crop harvesting and start of school (of their children).
- Social constructs and gender roles, including stigma related to gendered trades.
- Costs (accommodation, time and capacity to deal with other obligations).
- Overlap with trainings provided by TVET providers.
- Lack of or inadequate learning resources.

3.1.1. Did the second component of the RISE project receive the expected application forms from eligible candidates? (0.1.UGA.a)

Finding 1: **The component received 5,995 eligible applications, considerably exceeding the target of 3,330**. However, the component received limited applications from females in the traditionally male-dominated trades. Regarding refugees, the component received sufficient applications overall as per the target but significantly less than from members of the host community. According to GIZ, this can be because most of the refugee population are females (60%) and are therefore more likely to have domestic responsibilities limiting their capacity to apply for the training than the host community in which females represent 49%.

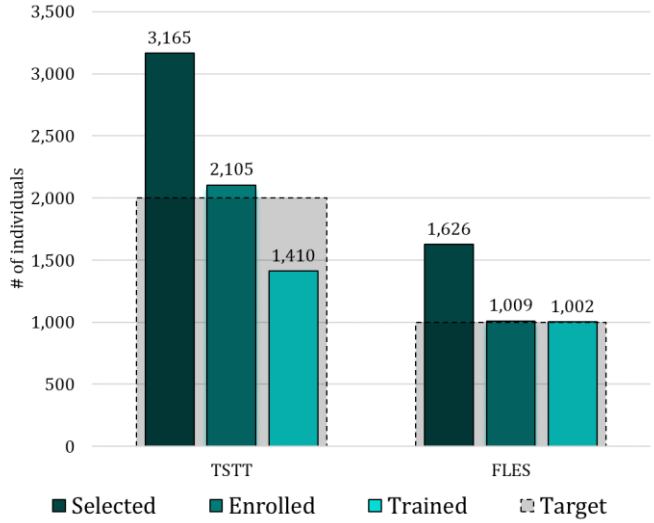
Finding 2: Trade popularity varied by gender, reflecting the strongly gendered labour market. For instance, 41% of females applied for tailoring machine repair and only 4.2% applied for plumbing, motorcycle repair and solar installation (*indicator 0.1.2*). Qualitative results show that, in some cases, males ridiculed females who intended to pursue trades socially perceived as and traditionally dominated by males. For males, the applications were less concentrated, indicating a wider spread across trades, though tiling and compound scaping each attracted, about a quarter of the applications. Trades perceived as female dominated were, however, unpopular among males, including knitting and weaving or fashion and design.

3.1.2. Did the second component of the RISE project select the intended number of applicants? (0.1.UGA.b)

Finding 3: The component selected 3,164 candidates and therefore exceeded the goal of 2,000, including the goal of selecting 1,000 for the FLES training (Figure 6 - indicator 0.2.1). However, only 59% of the selected females eventually enrolled in the training, falling short of

the component's target of 70%. Many females were not interested in the available trades, but overapplied to traditionally female trades. Regarding the goal of having a balance of refugees and host community members, despite not having a specific quota for refugees, they still accounted for 41% of the selected candidates.

Figure 6: Eligible applications received, target applicants selected, enrolled and trained*



Note: *It is considered that the individual was trained if s/he attended at least 80% of the training days.
Source: C4ED elaboration

3.1.3. Did the second component of the RISE project train the intended number of individuals? (0.1.UGA.c)

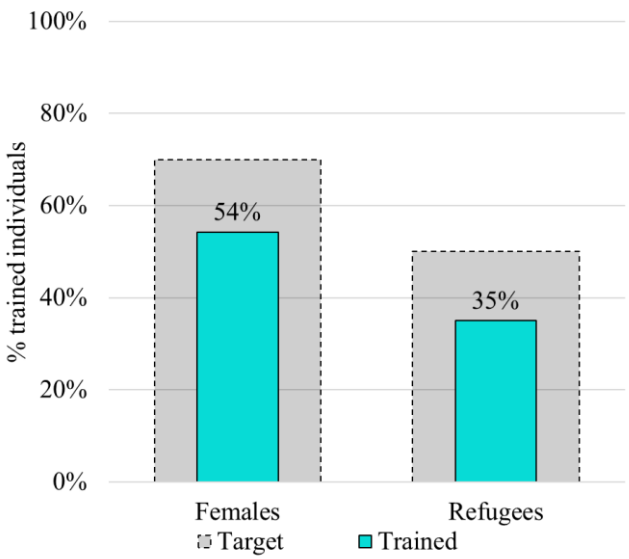
Finding 4: Based on monitoring data collected by NRC, **the component did not reach the target of training 2,000 individuals.** (Figure 6) Of the 3,164 selected candidates, 66.5% (2,105) started the training, and only 44.5% (1,410) completed it (*indicator 0.3.1*).[12]

Finding 5: Though the overall goal of trained individuals was not achieved, the number of trainees who finished the FLES training exceeded the target of 1,000 beneficiaries. In this case the share of dropouts was almost non-existent, likely due to the shorter duration of the FLES training (two weeks) as compared to the TSTT (approximately three months). Additionally, services provided during the FLES training, such as childcare, meals and accommodation for trainees deemed to live too far from the training location, likely contributed to higher retention. Furthermore, discussions with GIZ and NRC revealed that trainees at the end of the TSTT were particularly motivated to undertake FLES, further boosting participation and completion rates.

Finding 6: The component did not reach the targeted composition of 70% females (only 54% females in trained individuals), **nor 50% refugees** (who represent only 35% of the trained individuals - Figure 7).

[12] 22% of the 3,165 selected candidates are partial compliers (i.e. enrolled in the TSTT but that did not complete the TSTT. Among the latter, 80% attended to more than half of the training days suggesting that, although they did not finalise the training, they probably developed some of the skills promoted by the TSTT.

Figure 7: Share of females and refugees among trainees



Source: C4ED elaboration

Based on quantitative data (*indicator 0.3.4*), and qualitative data (*indicator 0.3.5*), the following factors may have contributed to this failure[13]:

- Personal obligations: During the three-month training, many beneficiaries (at midline) reported being confronted with events that obliged them to quit the training, such as pregnancies, deaths of relatives, crop harvesting and start of school (of their children).
- Social constructs and gender roles: Females often bear most of the household responsibilities, leading to prolonged absences from the training. Female refugees were confronted with additional barriers, including having to ask for permission from their husbands to attend the trainings, or having to leave for several days or weeks to secure food rations in the settlements.
- Stigma on gendered trades: Several qualitative testimonies revealed that, despite some females showing interest in male-dominated trades, social pressure from male classmates, husbands or family members led them to change their trade (when possible) or drop out.
- Costs: Some affected trainees lost interest in participating in the component because of high costs. These costs were mainly due to the distance between the residence and the VTI and its implications in terms of accommodation, time and capacity to deal with other obligations.
- Competition with other TVET and entrepreneurial support providers: During the RISE project, similar interventions took place in the same area. In some cases, these alternative interventions offered incentives such as start-up kits which were particularly useful to attract beneficiaries. The component appears to have suffered significantly from the absence of this feature.
- Lack of or inadequate learning resources: Trainers and trainees alike explained that the lack of adequate materials, such as books and tools, discouraged some participants from continuing the training.

[13] Note that gender did not influence dropouts, considering all other factors equal, despite females facing specific challenges. However, being a member of the host community increased by 20 percentage points the likelihood of finishing the training.

3.2. EQ1. TO WHAT EXTENT DID THE SECOND COMPONENT OF THE RISE PROJECT CONTRIBUTE TO EMPLOYMENT, JOB CREATION, AND SKILLS?

Youth selected for any of the trainings plan their finances more than non-selected youth.
The component did not significantly improve financial literacy of its selected candidates.
The component had a positive and significant impact on respondents' perception of their ability to successfully address the challenges in the labour market.

Only the combination of TSTT and FLES training improved employment (+ 20pp) and formal employment (+35pp).
Beneficiaries mainly found formal jobs as casual workers (+31pp).
Construction-related trades were particularly successful in absorbing the RISE beneficiaries.

3.2.1. What effects does the second component of the RISE project have on (decent) employment? (1.1.UGA.a)

C4ED reports the impacts of offering the training to eligible candidates 18 months after its completion, as these represent more realistic outcomes of the component, given that employment results typically take time to materialise (Card et al., 2018). When relevant, C4ED also comments on short-term (midline) impacts if they offer interesting insights.

Finding 7: On average, treated individuals were not more likely to be employed than the control group 18 months after the training (*indicators 1.1.1 and 1.1.2* - Figure 11). Only those who were selected for the TSTT+FLES training presented significantly higher chances to have a stable job (+20 percentage points – pp – or +36%), suggesting that the combination of the two components is particularly useful for acquiring employment.
The absence of significant impacts on overall employment is due to several factors:

- Non-compliance: the non-compliers have diluted the positive impacts of the component on those who followed the trainings.
- Concentration of impacts on males and host community members: impacts are concentrated among males and host community members whereas for females and refugees, impacts are more modest and uncertain (heterogeneous impacts are discussed in section 3.6.2).
- Potential longer-term impacts: Finally, as effect size increased between six and 18 months after the training, impacts might be larger in the longer term. The literature suggests that the largest impacts are visible two years after the intervention (Card et al., 2018).

Finding 8: Though the RISE component did not clearly increase the employment rate, **it did lead to changes in the occupation structure, with beneficiaries being 31pp more likely to work as casual workers** than non-beneficiaries (+339% - *indicator 1.1.3*). This is an unexpected finding, as Ugandans tend to open their own businesses to generate income,

especially with a weak private sector such as in West Nile (GIZ, 2023; UBOS, 2021). C4ED assumes that these employment trajectories may be explained by the following factors:

- By not providing start-up kits or facilitating access to capital, beneficiaries did not benefit from better conditions to start their own business. This seems to have been particularly important for sectors such as ICT, graphic design and mechanics that have higher costs in the start (GIZ, 2023).
- The component provided its beneficiaries a comparative advantage in convincing employers due to their improved technical and soft skills, as well as their capacity to signal these with a certification, compared to non-beneficiaries. However, due to the limited capacity of employers to absorb all the newly trained individuals, they could only hire workers based on fluctuating levels of activity and demand, leading to more casual employment opportunities rather than permanent positions.

Finding 9: The combination of the **TSTT and FLES training multiplied formal employment by almost eight** (+35pp).[14] As individuals obtained formal jobs, they also achieved better working conditions, such as paid maternity/paternity leave, paid sick leave, transportation compensation, end of contract compensation, overtime compensation, compensation for training and (support) for childcare (*indicator 1.1.5*). Despite these advantages, employment conditions did not improve in terms of hourly income (*indicator 1.1.7*)[15] and, in fact, led to increased exposure to job hazards (*indicator 1.1.8*). C4ED discusses later how these impacts are primarily triggered by changes experienced by males and members of the host communities, whereas they are more limited on females and refugees.

Finding 10: Construction-related trades have been particularly successful in absorbing the component's beneficiaries. Among the three categories (Construction, Fashion and Other Services), construction is the only trade that promoted formal (wage-)employment. It is unclear from the qualitative data whether this is due to particularly well-designed trainings, the male dominance in construction trades, or the presence of a greater number of vacant jobs in the sector. However, a recent study suggests that the positive impacts are likely to be due to the expansion of the construction sector in Uganda (Mutenyo et al., 2022). In contrast, the other trades did not increase employment rates and rather provoked changes in occupations, along with improved, to some extent, working conditions.

3.2.2. Is the job related to the skills learned during the second component of the RISE project? (7.1.UGA)

Finding 11: Six and 18 months after the training, selected individuals with a stable job were significantly more likely to work in the same trade they applied for compared to the control group (*indicator 7.1.1*). More specifically, the component multiplied by five the likelihood of selected candidates securing jobs in their applied trades. This finding indicates that the training contributed to developing sector-relevant skills and to reducing the mismatch of skills in the labour market. From the beneficiaries' perspective, the findings suggest that the programme contributed to finding work in the sector of their interest.

[14] Without the project, only 4.4% of the individuals would be in formal employment (4.4%). Hence, even small impacts in pp represent large increases in relative terms. In this case, an increase of 35pp translates into a change from 4.4% to 39.4% of the selected candidates in formal employment. The share is multiplied by almost eight.
[15] This indicator is moderately reliable.

3.2.3. What effects does the second component of the RISE project have on professional practices? (1.1.UGA.b)

Finding 12: Youth selected for any of the trainings plan their finances more than non-selected youth. On average, and similar to the impact's size at midline, the financial planning practices index of the treatment group increased by 10.3% in comparison to the control group (*indicator 1.1.9*). While the literature suggests a limited take up of recommended practices in entrepreneurship training (McKenzie & Woodruff, 2023), it appears that RISE beneficiaries were consistent in their adoption, even in the longer term. Impacts on business practices (*indicator 1.1.11*) are less obvious from a statistical standpoint probably because the indicator is measured only on self-employed individuals, for which the estimations have less power to detect impacts (due to the lower sample size). Impacts on financial literacy skills are also generally insignificant (*indicator 1.1.10*). In this case, the potential reasons are less straightforward. One possibility is that the indicator does not accurately reflect the skills developed during the training. Another potential explanation is that participants may not have fully understood the lessons taught during the training.

3.2.4. What effects does the second component of the RISE project have on employability? (1.1.UGA.c)

Finding 13: The component had a positive and significant impact on respondents' perception of their ability to successfully address the challenges in the labour market, irrespective of the treatment group they were assigned to (*indicator 1.1.12*). As a result of the RISE component, the average self-perceived employability score of the selected candidates increased by 8.10% to 4.2 (on a scale from one to five), whereas this score would have been 3.88 in the absence of the component. This finding resonates with qualitative data, which shows that trainees generally perceived having higher chances of getting employment than before the training due to the skills gained and the certificate earned. This improvement in the perception of employability also translated into beneficiaries being 54% more likely to actively search for a job even 18 months after the training (*indicator 1.1.13*). As one could expect, in the absence of start-up kits, beneficiaries focused on searching for wage employment, which led to receiving more job offers (*indicator 1.1.15*) and finding a (better) job.

3.2.5. To what extent are training facilities 'fit-for-purpose' in delivering skills training to RISE trainees? (1.5.UGA)

Finding 14: Overall, quantitative and qualitative data report positive feedback on the training and its facilities. Based on the midline survey, beneficiaries positively rated the quality of the teaching, the training centre, the component's usefulness for developing skills, and the complementarity between the two trainings (*indicator 1.5.1*).[16] The qualitative results echo with this positive trend. Participants agreed that the training spaces and buildings provided a good learning environment (*indicator 1.5.2*) and that the component was tailored to the needs of specific profiles by providing childcare services (particularly useful for females) and hiring translators to facilitate exchange[17] (particularly useful for refugees) (*indicator 1.5.3*). Regarding the trainers' competence (*indicator 1.5.4*), the component appears to have established a selection process in which candidates were assessed based on their level of experience and educational background. All trainers interviewed had at least two years of prior experience in

[16] It must be noted that this positive feedback on the quality of trainings can be biased even though the enumerators emphasised the independence of C4ED's evaluation.

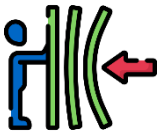
[17] The main languages spoken in West Nile region are Madi, Lugbara and Kakwa. Trainers used both English and the local languages. Refugees from Southern Sudan speak mainly Dinka and Nuer and a few speak English. Trainers ensured that leaners recieved the right translations corresponding to the languages they spoke.

similar positions and had undergone technical training in their respective fields at various technical institutions in Uganda. Some of them also took part in a short refresher training offered by the component. All trainers were confident of their skills and reported that they could easily answer all questions from the trainees in their classes. Trainees shared this impression, expressing their satisfaction with the trainers by reporting that trainers could explain the topics well for them to understand and answered their questions satisfactorily.

The principal challenge faced by the component regarding training quality was the availability and quality of training materials (*indicator 1.5.5*), an impression shared by both trainers and trainees. Materials were few compared to the number of trainees in the course and were received late in the case of some of the trades, limiting learning. The only explanation given for the delay in receipt of materials was that the bureaucratic procurement process was slow. Unfortunately, C4ED did not investigate the procurement process further. For some trades, the issue of inadequate training material was worsened by the lack of other facilities like water and power.

3.3. EQ2. TO WHAT EXTENT DID THE SECOND COMPONENT OF THE RISE PROJECT CHANGE RESILIENCE AND LIVELIHOODS FOR BENEFICIARIES?

The component positively and significantly increased the income from employment of selected candidates by 21%, that is 19,521 UGX (around 4.8 €).



Impacts of the component on the different measures of resilience are uncertain.

3.3.1. What effects does the second component of the RISE project have on livelihood, in terms of income? (2.1.UGA.a)

Finding 15: The component positively and significantly increased the income from employment of selected candidates by 21%. Specifically, there was an increase of 19,521 UGX (around 4.8 €)[18] in their average monthly income from employment, rising from 92,959 UGX (around 23.1 €) to 112,480 UGX (around 27.9 €).

However, one must consider several elements when interpretating this finding:

- First, the positive impacts were only visible on the long term (18 months after the training), which is in line with the idea that it takes time to find a job and thus to generate income from it (Rankin et al., 2015).
- Second, the positive impact was due to the combination of some beneficiaries joining the labour force after their training, while other beneficiaries found better jobs.

[18] 1 € = 4,029.57 UGX. This indicator is moderately reliable as income-related indicators are usually prone to have measurement errors (see section 1.4).

- Third, magnitude of the impacts must be taken with a grain of salt given that income-related outcomes often have measurement errors. However, the robustness checks performed confirm the positive impacts.
- Finally, the positive impacts were mainly driven by the income gains in the male and host community, who were more likely to have (better) jobs.

3.3.2. What effects does the second component of the RISE project have on resilience? (2.1.UGA.b)

Finding 16: Overall, the impacts on resilience were rather uncertain. Though there were positive trends in the lowest monthly income earned (in the year), it could not be confirmed statistically (*indicator 2.1.2*).[19] Regarding the perception of resilience (*indicator 2.1.4*), no changes could be attributed to the component.

The qualitative interviews indicate pathways through which beneficiaries improved their resilience. At midline, results showed that many trainees had not yet started their businesses or found jobs and thus continued to engage in the same income generating activity (IGA) they did before the training, maintaining a similar income level. For those who did start a new IGA, they often continued their previous activities as well, leading to a diversification of their income sources (*indicator 2.1.5*). However, this diversification appeared to be involuntary, as many were still awaiting opportunities in the fields they trained for or seeking stability in their new businesses.

Some qualitative respondents considered that their improved position in the labour market allowed them to better meet their basic needs and react to emergencies (*indicator 2.1.6*). Though these improvements could not be directly linked to the training, they illustrate how the goals of the component were relevant to improve resilience to shocks by promoting decent employment. From this perspective, the qualitative interviews also highlighted barriers related to the lack of capital and start-up kits necessary to start an IGA, as well as the scarcity of stable and decent jobs available in the labour market (*indicator 2.1.8*). Indeed, many respondents mentioned that the few available jobs were seasonal, especially in the construction, bricklaying, and solar installation occupations. Additionally, many respondents considered that the training was insufficient to equip them with the necessary skills and did not open doors to better employment opportunities such as “office jobs”.

3.4. EQ3. TO WHAT EXTENT WAS THE SECOND COMPONENT OF THE RISE PROJECT EFFICIENT?

The selection process allowed to select a large number of candidates but failed in identifying those who were most likely to attend the trainings.
Resources invested in the trainings did not allow to promote overall employment.
The component was reactive to challenges and flexible (Covid-19, adjustment of timeline, allowed change of trades, developed a monitoring system)

[19] This indicator is moderately reliable as income-related indicators are usually prone to have measurement errors (see section 1.4).

To assess the efficiency of the RISE component, C4ED initially planned to use cost data, outputs and the estimated impacts to inform on the average costs incurred to train one individual and the cost to increase the employment rate by 10%, following the JPAL guidelines (Dhaliwal et al., 2013). However, the project's financial reporting towards EUTF was not aligned with the needs of the agreed-upon evaluation methodology, as it was not possible to isolate the specific costs of the activities under evaluation. Alternatively, C4ED uses GIZ's own evaluation report (GIZ, 2023) as well as qualitative and quantitative primary data to assess elements of economic efficiency, operational efficiency, timeliness and connexions with other DAC criteria (OECD, 2010).

3.4.1. Did the component implement efficient practices? (3.1.UGA)

Finding 17: To ensure that the component maximised the employability of its beneficiaries, **the project undertook an employment and labour market assessment (ELMA) and a value chain assessment which also ensured the relevance of the trainings** (*indicator 3.1.1*). The ELMA identified the sectors and trades with the highest employment potential, as well as structural aspects of the general labour market (gaps in the areas of technical, soft and life skills, basic numeracy and financial literacy skills, and entrepreneurship skills for the overall target population). While the component provided relevant support for selected candidates to participate in the trainings (see Finding 14), C4ED could not confirm whether GIZ adapted the content of the trainings to the needs of the different segments of beneficiaries identified in their concept note to maximise their chances to find a decent job (Schmidt, 2020). Regarding the value chains assessment, GIZ aimed at identifying up to three value chains with significant development and employment potential, from the trades identified in the ELMA, but did not follow-up on this strategy (GIZ, 2023). The desk review did not provide a clear explanation on why the project did not capitalise on this exercise.

Finding 18: The component used a light selection process using a simple application form (one-pager) that candidates could retrieve, fill-in without the support of project staff and submit without any verification of the information provided. On the one hand, **this process allowed to register a large number of candidates** (*indicator 0.1.1*), identify the target population and exclude non-eligible candidates, hence helping reach the component's targets (*indicator 0.1.2*) at low costs. On the other hand, this approach presented several weaknesses:

- **A considerable amount of data was incorrect** (or inaccurate), leading to difficulties in, for example, contacting the selected candidates that did not enrol (and individuals in the waiting list). This meant that the project staff had to use alternative and more-time consuming methods to find the listed candidates.
- **Candidates did not fully understand the content of the different trades**, which led to disappointments (and therefore dropouts) and individuals training in trades that were not of their interest.
- **The selection process did not allow for an assessment of the motivation, capacity and availability of the candidates to follow the training**, which could have helped anticipate some of the reasons for the dropouts identified (*indicator 0.3.4*).
- **It did not enable an assessment of the candidate's existent skills to identity whether the training and selected trade was appropriately designed for them**.

Finding 19: The investigation of the component's impacts suggests that the trainings did not increase the overall employment rate but did improve employment conditions, principally for males and host community members (*indicator 3.1.5*). From this perspective, the **resources were not efficiently allocated to females and refugees as they did not allow them to overcome the specific barriers they faced to access better jobs**. For males, the results suggest

that resources could have been better allocated to help unemployed individuals to enter the labour market.

Finding 20: The component demonstrated reactivity and adaption to challenges (*indicator 3.1.3*). To face the COVID-19 pandemic, the component implemented several corrective measures including (i) obtaining a no-cost time extension, (ii) implementing alternative modes of communication with beneficiaries and partners, (iii) allowing mobile working, (iv) offering remote technical support to the DLGs (and on site, where possible), and (v) spreading the number of distribution points for food crops and livestock. Despite the listed measures, the COVID-19 pandemic led to a reduced number of jobs available and a reduction in the DLG officials' capacity. It also led to the closure of VTIs, and the departure of teachers, bringing about a postponement of component activities and the need to train an additional cohort to reach the component targets. It is likely that the pandemic also contributed to beneficiary no-shows as the selected applicants from cohort 1 had to wait for more than six months before starting the training (GIZ, 2023).

Finding 21: To ensure beneficiaries' satisfaction and avoid dropouts, the **component allowed trainees, when possible, to change their trades during the training,** reflecting the component's responsiveness and willingness to adjust its activities to adequately respond to the trainees' needs. It also showed proactivity by replacing a trainer that was deemed incompetent by the trainees.

Finding 22: The component also demonstrated reactivity in the inception phase. Initially, the component did not plan to monitor its activities throughout the rollout of the trainings. Without a regularly updated monitoring system the component would have not been able to swiftly react to the many no-shows and dropouts. GIZ and C4ED collaborated in developing a monitoring system based on Excel to track the enrolment and attendance of the selected candidates. Though the system was suggested and developed by C4ED (as it was essential for the RCT), it demonstrated GIZ's reactivity to relevant initiatives and willingness to monitor its activities.

3.5. EQ4. WHAT OTHER INTENDED OR UNINTENDED OUTCOMES DID THE SECOND COMPONENT OF THE RISE PROJECT CONTRIBUTE TO?

Thanks to the second component of the RISE project, selected candidates are more likely to be part of saving groups than their counterparts in the control group enhancing their potential for larger investment capacities.
By helping some individuals to integrate socially through their jobs, the component also fostered the selected candidates' belief that they could rely on their community members for support during emergencies.

Both quantitative and qualitative findings confirm that the component improved the selected candidates' confidence in overcoming professional challenges, attributed to their improved soft and technical skills.

3.5.1. What effects does the second component of the RISE project have on social integration? (4.1.UGA.a)

Finding 23: Overall, and as intended, **the RISE component had positive impacts on social connectedness** (*indicator 4.1.1*) **and intra-community solidarity** (*indicator 4.1.2*). Regarding social connectedness, the positive impacts were largely driven by beneficiaries joining saving groups to enhance their potential for larger investment capacities. The positive impact on intra-community solidarity is illustrated by beneficiaries' increased belief on their ability to rely on their community members for support during emergencies, compared to their counterparts in the control group. It is important to mention that these impacts are closely tied to individuals having a job, demonstrating the broader importance of employment beyond just generating income. Without the training's impacts on employment, it probably would not have sufficed to promote social integration.

Additionally, qualitative interviews helped to illustrate how the training helped to break boundaries between host and refugee communities by engaging the two groups in common curricular and extra-curricular activities. Beyond the training, some beneficiaries maintained these relationships, demonstrating the component's role in reinforcing mutual acceptance between the two communities (*indicator 4.1.4*) and fostering of inter-community networks (*indicator 4.1.5*). In addition, many interviews revealed that refugees and host communities collaborated in the use of resources such as firewood and water, as well as information sharing, indicating growing trust and integration in the economy (*indicators 4.1.3 and 4.1.7*).[20]

3.5.2. What effects does the second component of the RISE project have on entrepreneurial self-efficacy? (4.1.UGA.b)

Finding 24: As intended, **the RISE component had a positive and stable impact on the entrepreneurial self-efficacy** of its selected candidates (*indicator 4.1.8*). The quantitative findings are aligned with the testimonies of qualitative respondents who perceived themselves as better performers at work because of the skills gained during the training. They also reported being confident that the training improved their soft and technical skills, which paved their way into the job market (*indicator 4.1.9 and 4.1.10*).

[20] Note that these finding should be seen in the wider policy context on refugees in which Uganda's refugee policy has been praised as integral, rights-based and progressive (UNHCR, 2022).

3.6. EQ 5. HOW DID THE SECOND COMPONENT OF THE RISE PROJECT INCLUDED AND PROMOTE DIFFERENT VULNERABLE GROUPS?

Both refugees and hosts improved their professional practices and entrepreneurial self-efficacy, yet refugees did not show significant increase in job searches or offers 18 months post-training, possibly due to persistent barriers.
While the component significantly benefited host community members, with improved stable and formal employment outcomes, refugees faced barriers like limited resources, restricted mobility, and language challenges.
The component did enhance social connectedness for refugees, although their confidence in community support during emergencies did not significantly improve.

Additionally, although the component's design included gender-sensitive strategies, such as aiming for high female participation and providing supportive environments, female trainees faced gendered socio-cultural barriers that limited their employment opportunities, and therefore reduced the components' impact on this group, as compared to males. These barriers were linked to their additional domestic responsibilities and to employer biases during the hiring process.
Males faced the only unintended outcome identified in this study: they face increased professional hazards due to the nature of jobs they secured thanks to the trainings.
Overall, the component met many specific needs of beneficiaries, providing necessary skills and enhancing social interactions, especially among refugees. However, some did not receive their preferred trade training, and the lack of start-up kits hindered business creation post-training, especially for female refugees restricted to settlements (Findings 40 and 41). Despite these challenges, the component was generally well-received and improved employability and social connections among participants.

3.6.1. What are the differentiated outcomes of the interventions across refugees and host community members? (5.1.UGA.a)

Finding 25: The effects on trainees with refugee status are strikingly different from those on host community members, who experienced benefits from the component 18 months after the end of the training. Conversely, no significant changes in employment were observed among refugees (see from Table 48 to Table 61). Only host community members who participated in the TSTT+FLES training were more likely to have stable employment (+24pp - *indicator 1.1.2*). Refugees, in comparison, either did not find new jobs or transition from self-employed to casual worker as a result of the combined TSTT+FLES training (*indicator 1.1.3*). Ultimately, host community members were 2.36 times more likely to be casual workers than their counterparts in the control group (+38pp). Although the nature of casual work implies working only when the employer needs support, these changes translated into improved working conditions for host community members, including positions with a formal contract that provide access to the rights associated with formal employment.[21] More specifically, host community members are almost four times more likely to have a formal job thanks to the

[21] Such as paid sick leave, paid vacation, contribution to social security, contribution to pension scheme, paid paternity/maternity leave, end of contract compensation, overtime compensation, compensation for trainings, access to safety equipment, childcare.

component, raising the share from 7% to 34% (+27pp). From the triangulation with qualitative findings and the literature, C4ED identifies several potential explanations for these differentiated impacts:

- Refugees were more exposed to restrictions in access to capital necessary to open an IGA than host community members. However, the component has promoted wage employment, rather than self-employment, therefore access to capital does not explain why refugees were not able to seize the same opportunities as host community members.
- Refugees might suffer from limited geographic mobility and time constraints given their precarious situation. Additionally, refugees are more likely to be married and have larger households, which increases their household obligations and may limit their capacity to search for jobs.
- Refugees were probably confronted more often with language barriers and communication challenges may have discouraged employers from hiring refugees.
- The trainings provided might have not been enough to bridge the gap with host community members who had, on average, a higher level of formal education. This is a recurrent phenomenon for TVETs implemented in low- and middle- income countries that fail to consider foundational learning as a building block, including for technical or occupational purposes (World Bank et al., 2023).

Finding 26: Refugee and host groups both demonstrated similar improvements in professional practices including basic financial planning (*indicator 1.1.9*) **and business practices** (*indicator 1.1.10*). The component also improved entrepreneurial self-efficacy (indicator 4.1.8) among both sub-populations by approximately 7%.

Finding 27: **The component improved refugee and host sub-populations' perceptions regarding their ability to find a job** (*indicator 1.1.11*). However, there were important differences regarding the job search proactivity and receptions of job offers. For refugees, no significant impact was observed 18 months after training completion, as they were not more likely to search for a job (*indicator 1.1.13*). A potential explanation for this outcome is that, since there were no clear impacts on employment in the short term—when refugee beneficiaries were actively seeking jobs—they became disappointed at not securing employment sooner, which led to a gradual decrease in their proactivity in job searching over time. Conversely, host community members who participated in the component also received more job offers than their counterparts in the control group (*indicator 1.1.14*).

Finding 28: Unsurprisingly, **only host community members, but not refugees, show an increase in income from employment 18 months after the training** (*indicator 2.1.1*), in line with the impacts on employment in this sub-population. Specifically, host community members saw their monthly income from employment increase by 18% (that is, from 122,081 UGX to 144,05 UGX – an increase of approximately 5.43€) likely due to their new positions.

Finding 29: The component acted in favour of refugees' social connectedness as they were significantly more likely to be part of community groups than non-beneficiary refugees after training completion (+25% in social connectedness index – *indicator 4.1.1*). However, they were not more confident in being able to recieve support from someone in their community in the face of an emergency (*indicator 4.1.2*). Qualitative findings suggest that though the component did not improve employment outcomes, the training itself appears to have been well-designed to promote refugees' social integration. C4ED attributes the positive impact on social integration to the following factors:

- The length of the training.
- The balance achieved in the share of refugees and host community members in the VTIs.

- The organisation of the trainings in a manner that promoted interactions between refugees and host community members.

3.6.2. What are the differentiated outcomes of the interventions across gender? (5.1.UGA.b)

Finding 30: The component significantly benefitted selected males in finding employment (+21pp - *indicator 1.1.1*). Contrastingly, the impacts on employment for females were also positive but not statistically significant (See Table 34 and Table 41).

Finding 31: Thanks to the component, both genders were more likely to occupy wage-employment positions (*indicator 1.1.3*). The males' likelihood of becoming casual workers grew by 38pp raising the share from 22% to 60% (+272%). They also tend to occupy family worker positions though the effects are not statistically significant. For females, both the TSTT+FLES and the FLES training increased their likelihood of becoming regular employees (+28pp) raising the share from 12% to 40%.

Finding 32: Regarding decent employment, impacts were large and positive for males and rather uncertain for females. More specifically, selected males were 5.6 times more likely to have a formal job (+36pp - *indicator 1.1.3*) raising the share from 6% to 42%; a positive impact to which the FLES training largely contributed. The positive impacts on other proxies of decent employment (+67% on hourly productivity[22] — *indicator 1.1.6* — and +23% in the quality of employment index – *indicator 1.1.4*) illustrate improvements in males' working conditions, often associated with the FLES training. For females, positive trends were also associated with the FLES training but these could not be concluded statistically. Qualitative interviews pointed to several reasons linked to patriarchal structures limiting females from securing decent employment:

- Disproportionate domestic responsibilities hinder females from job searching compared to their male counterparts. Females are expected to take care of children and complete work at home, which means they have less time to invest in seeking employment.
- Female job seekers limited their search to local opportunities and "light jobs", which may enable them to balance work with domestic responsibilities such as childcare and cooking. Such jobs are scarce and difficult to find, or imply particularly insecure positions.
- Social norms dictate the need for permissions from males in seeking jobs.
- Perceptions by employers that males are better performers and preferred because they are not burdened by pregnancy and childcare.

Finding 33: Male participants might be more at risk of professional injuries and sicknesses (*indicator 1.1.7*) **than untrained males.** This, however, is only significant for candidates selected for the FLES training.[23] No such differences were observed between females in and outside of the RISE component. This is linked to traditionally male-dominated trades which often involve the manipulation of dangerous tools and work in hazardous environments, in comparison to the female-dominated service sector.

Finding 34: C4ED observes that female beneficiaries improved their basic financial planning (*indicator 1.1.8*)**, financial literacy** (*indicator 1.1.9*) **and business practices** (*indicator 1.1.10*)**, especially within the combined TSTT+FLES training**. For males, the component seems to only have improved their basic financial planning. In a similar vein, the

[22] Note that this indicator is moderately reliable.
[23] C4ED did not find any clear explanation for this finding.

component improved entrepreneurial self-efficacy (*indicator 4.1.8*) among both genders, by approximately 8%.

Finding 35: Both male and female beneficiaries perceived themselves as more employable (*indicator 1.1.11*) **and were more likely to search for wage employment** (*indicator 1.1.12*). However, a significant gender difference emerged: male beneficiaries were more likely to have received a job offer, whereas the difference for females was not statistically significant (*indicator 1.1.14*). This underscores the continued lack of visibility for females, the barriers they face and their attractiveness in the West Nile labour market, despite their enhanced self-efficacy and self-perceived employability.

Finding 36: For both genders, the component seemed to improve their income from employment (*indicator 2.1.1*).[24] For females, the increase was only significant for those selected for the TSTT+FLES training. In terms of magnitude, the coefficients were slightly larger for females, which contribute to reducing the gender pay gap from males earning 1.97 times more to 1.78.

Finding 37: For both genders, positive trends were observed on social integration, although the effect was not statistically significant. For females, only the combination of the TSTT+FLES training increased their likelihood to be part of community groups (*indicator 4.1.1*) whereas there were no clear signs that female beneficiaries perceived any greater chance of receiving support from their community during an emergency (*indicator 4.1.2*). Male beneficiaries were more likely to be socially integrated and to perceive that they could rely on other community members during emergencies, as compared males in the control group. This was likely due to the greater impact of the component on males' employment, which contributed to their social integration.

3.6.3. To what extent was the intervention designed and implemented in a gender-sensitive way? (5.2.UGA)

Finding 38: Based on the qualitative data collected, C4ED considers that **the training was designed and implemented in a gender-sensitive way**. The gender-sensitive design materialised through different aspects:

- Clear objective to train 70% females and encouragement of the latter to participate in training and engage in male-dominated trades. The strategy also consisted in sensitising males about the training's importance, emphasising its benefits not just for females, and assuring them that it posed no risk to their households' stability, as some feared *(indicator 5.2.3)*.
- Creation of a child-friendly environment at the VTIs by providing toys, food and babysitting support for the young children and hence mitigating the barriers often faced by females as primary caregivers in their household *(indicator 5.2.4)*.
- Supply of basic necessities for females participating in the training, including sanitary towels and washing soap *(indicator 5.2.4)*.
- Trainers were briefed and some were offered a refresher course on gender sensitivity.
- The component organised extra information dissemination sessions for trainees on Sexual- and Gender-Based Violence (SGBV), facilitated by UNHCR experts at the participating VTIs *(indicators 5.2.3 and 5.2.4)*.

Finding 39: Despite the efforts, only 54% of the selected females completed the training (whereas the goal was 70%), and overall, the component did not impact females as much as males. Based on the previous findings, this was principally due to deeply rooted socio-cultural

[24] Note that this indicator is moderately reliable.

factors and gender relations *(indicator 0.3.5)*. The gender-sensitive strategies adopted by the component were not sufficient to overcome certain underlying harmful norms, structures and practices typically biased in favour of males; norms that require long term policies and structural changes to be altered (G. Fletcher, 2015; IGWG, 2017).

3.6.4. To what extent did the intervention meet the specific needs of beneficiaries? (5.3.UGA)

Finding 40: According to the qualitative interviews with beneficiaries, **the component met the needs of the beneficiaries** (*indicator 5.3.1*). All beneficiary groups reported that the training was needed and provided them with the necessary skills to find jobs or start a business. Females and refugees, who, on average had lower levels of education, also agreed that the training helped them to develop useful skills, reduced knowledge gaps and contributed towards attaining financial stability and increased well-being. The specific trades offered, and the skills promoted were also generally perceived as relevant to improve their employability. Some beneficiaries who were not assigned to the trades of their preference were dissatisfied, leading to some dropouts. However, in some cases trainees were able to change their trades during the training, reflecting the component's responsiveness and willingness to adjust its activities to adequately respond to the trainees' needs.

Finding 41: The trainings were positively received, particularly regarding trainer qualities (*indicator 1.5.4*) **and training content** (*indicator 1.5.2*).

For refugees, the social interactions during the training were especially beneficial, aiding their social integration and relationships with host communities. Despite the language diversity, no trainees cited language barriers as a reason for dropping out, due to the use of interpreters.

Female trainees appreciated the childcare and basic needs provisions, indicating responsiveness to their needs.

The main barriers the component faced were socio-cultural structures related to gender (discussed in the subsections on gender – *indicator 5.3.2*). These barriers affected female take-up and led to some participants dropping out. The discussions above have shown that the component tried to address and transform some of these barriers, although not successfully, as some of the challenges exceeded the project's mandate.

An unaddressed challenge raised by the beneficiaries was the lack of start-up kits after the training. Female refugees argued that since their mobility was restricted to or around the settlements, starting their businesses would have been the most viable option to use the skills attained in the training. Without the start-up kits, however, they were unable to achieve this. Essentially, this limited the impacts of the training on beneficiaries' employment, livelihood, and resilience, hence capping the component's achievements.

4. CONCLUSIONS, RECOMMENDATIONS AND LESSONS LEARNT

4.1. CONCLUSIONS

The following conclusions are organised following the DAC criteria. They build on the findings detailed in Section 3 and in Appendix 5.4.

4.1.1. Relevance

The study investigated the component's relevance through different channels. First, C4ED used the experimental approach to quantify whether the employment found after the training was related to the skills learned. Second, it explored the component's gender sensitivity using qualitative tools. Finally, it used mixed methods to assess whether the training received was fit for the purpose of developing relevant market-related skills.

Conclusion 1: The second component of the RISE project helped beneficiaries to work in their trade of interest.

This conclusion is based on findings under EQ1

A beneficiary was five times more likely to find a job in the trade they applied for than a non-beneficiary 18 months after the training. C4ED assumes that beneficiaries benefitted from the reputation of the RISE component, and the development of relevant technical skills during the TVET to find a job in the same trade they applied for (Finding 11).

Conclusion 2: The second component of the RISE project offered a multifaced gender approach.

This conclusion is based on findings under EQ5

Qualitative findings indicate that the component prioritized female participation and wellbeing through various strategies. These included a clear objective to train 70% females and initiatives aimed at promoting female involvement in traditionally male-dominated trades (i), creating a child-friendly environment at the VTIs (ii), providing essential hygiene products for females (iii), offering gender sensitivity courses for trainers, and organizing information dissemination sessions for trainees on SGBV (Finding 38). However, the training did not tackle the main barriers to female employment, which are deeply rooted in socio-cultural factors and gender relations that require long-term, large-scale policy interventions (Finding 32 and Finding 39)

Conclusion 3: Beneficiaries perceived the component as relevant to promote their employment.

This conclusion is based on findings under EQ1 and EQ5

Qualitative and quantitative data showed that beneficiaries perceived the trainings positively (i) the teaching quality (including the efforts to overcome language barriers for refugees), (ii) the training centre facilities, (iii) the alignment of the skills promoted to find new jobs and (iv) the female-friendly support services (Finding 11 and 40). The training itself was also deemed useful for refugees' social integration and relationships with host communities. The

major weakness identified in qualitative interviews lies in the lack of adequate materials for some trainings (Finding 41).

Conclusion 4: An ELMA identified trades with high employment potential and general skill gaps, but the component did not invest resources in further initiatives that could have significantly enhanced its impacts.

This conclusion is based on findings under EQ3

The component undertook an ELMA and a value chain assessment. The ELMA identified the trades with the highest employment potential and structural aspects of the general skill gaps of the general population. However, there is no evidence that GIZ adapted the curricula to the needs of the different segments of beneficiaries, or that it capitalised on the value chain assessment to identify the most three value chains with most employment potential (Finding 19).

4.1.2. Effectiveness

C4ED assessed the component's effectiveness using the monitoring data collected by the VTIs through the monitoring system developed in collaboration with GIZ. Qualitative and quantitative survey data helped to understand the reasons for no-shows and dropouts.

Conclusion 5: The second component of the RISE project trained sufficient candidates but faced many no-shows and dropouts and did not reach the goals of training 70% females and 50% refugees.

This conclusion is based on findings under EQ0

The component successfully received the desired applications, including from females and refugees, and selected more than 2,000 eligible candidates (Finding 1 and 3). However, it faced challenges attracting enough female candidates, particularly in traditionally male-dominated trades (Finding 2).

Only 44% of the candidates selected for the TSTT finalised it. Of those selected for the FLES training, 62% completed it. For both trainings, there were particularly high rates of no-shows and dropouts among females and refugees. Consequently, the component ultimately trained 54% of females (while the goal was 70%) and 35% of refugees (against a target of 50%). Despite the dropouts, the component reached its goal in terms of number of beneficiaries as 2,105 youth undertook the TSTT (against a goal of 2,000) and 1,002 youth undertook the FLES training (against a goal of 1,000) (Finding 5).

Although dropouts are standard in TVET projects, the attendance rate of the selected candidates in the RISE component was relatively low in comparison to other interventions (Blattman & Ralston, 2015; Chinen et al., 2017; McKenzie & Woodruff, 2017). McKenzie & Woodruff's (2014) systematic review reports an average attendance rate among selected candidates of 65%, ranging from 39% to 88%.

In the case of the RISE component, the dropouts were attributed mainly to personal obligations, social constructs and gender roles, costs related to the training, competition with other TVET and entrepreneurial support providers, stigma on gendered trades and inadequate learning resources (Finding 6).

4.1.3. Impact

The impacts of the component are reported among the 2,198 individuals interviewed 18 months after the end of the training. They have been estimated by comparing the outcomes of the individuals randomly selected to follow the training, against the outcomes of those who were not selected. Differences identified before the training were also factored into the analysis.

Conclusion 6: Despite the component improving technical and soft skills relevant to find new jobs, females and refugees faced specific barriers to employment.

This conclusion is based on findings under EQ5

The different populations targeted (males, females, host community members and refugees) improved their employability (financial practices, self-efficacy and perception of employability) as a result of the component (Finding 26, 27, 34 and 35). However, only males and host community members were more proactive in job searches and more likely to have a job 18 months after the training (Finding 25, 27, 30 and 35).

From the qualitative interviews, C4ED deduces that females were confronted with detrimental social norms and domestic responsibilities, limiting their capacity to seek for jobs and take on full-time jobs. Additionally, employers' perception that males are better performers and less prone to long absences further hindered females' chance to be hired (Finding 32).

For refugees, the qualitative data suggest that this group suffered from limited geographic mobility and time constraints, higher household dependencies, language barriers and insufficient training to bridge the skill gap with host community members (Finding 25).

Conclusion 7: Only the combined TSTT and FLES training increased the employment rates of the RISE beneficiaries, an impact mainly driven by host community members and male beneficiaries.

This conclusion is based on findings under EQ1

Overall, selected candidates for the RISE component were not more likely to be in employment than the control group 18 months after the training. Only those who were selected for the TSTT+FLES training present significantly higher chances of having a stable job (+36%) suggesting that the combination of the two components was particularly useful to find employment. The limited impact on the overall sample was due to high dropouts (see conclusion 1), the concentration of the impacts on beneficiaries of the TSTT+FLES, especially on males and host community members (see also conclusion 3) and the potential longer-term impacts (Finding 7).

Conclusion 8: The second component of the RISE project improved working conditions by promoting formal wage-employment.

This conclusion is based on findings under EQ1

The RISE component induced changes in the beneficiaries' occupational composition, as they were more likely to be casual workers with formal contracts than non-selected candidates. This shift was mainly driven by the combined TSTT+FLES training (Findings 8 and 9). Casual workers tended to have larger, though irregular, incomes, and their new formal jobs provided access to paid maternity and paternity leave, paid sick leave, transportation compensation, end-of-contract compensation, overtime compensation, training

compensation, and childcare support. However, these new positions did not improve hourly income and even increased exposure to job hazards. These impacts were strongly gendered, dependent on refugee status, and concentrated among individuals who applied for construction-related trades (Finding 10).
Surprisingly, the component did not promote self-employment. Two possible reasons accounted for this outcome. First, the RISE component did not provide start-up kits or facilitate access to capital. Second, it primarily enabled beneficiaries to signal their improved technical and soft skills to employers. However, due to the inability of employers to fully absorb the newly trained individuals, they could only commit to mobilizing their workforce on a casual basis (Finding 8).

Conclusion 9: The second component of the RISE project did not significantly improve its beneficiaries' livelihoods.

This conclusion is based on findings under EQ2

RISE beneficiaries earned a higher monthly income from employment, on average, as a result of the component; however, this positive impact was only visible in the long term and primarily among male beneficiaries and those from host communities (Finding 15). Nonetheless, C4ED could not confirm clear positive impacts on resilience, likely due to beneficiaries securing casual jobs that did not provide a regular influx of income or complete protection against shocks (Finding 16). That said, qualitative findings illustrated that the new employment opportunities secured by beneficiaries typically did not replace their previous work, leading them to diversify their sources of income. This diversification allowed them to better meet their basic needs and respond to emergencies..

Conclusion 10: The second component of the RISE project enhanced social integration among beneficiaries, particularly males and also host community members by them to find a job, while also positively impacting refugees despite their employment status.

This conclusion is based on findings under EQ4 and EQ5

As a result of the training and its impacts on decent employment, beneficiaries were more likely to join savings groups and place greater trust in their community members in case of emergencies compared to rejected candidates. Since the component's impact on employment tended to be larger for males than for females, it was not surprising that male beneficiaries were more likely to experience social integration and feel they could rely more on other community members during emergencies than males in the control group (Finding 37).

However, for refugees, despite not being more likely to secure a job, the training itself was sufficient to improve their social integration. This improvement was likely due to the duration of the training, the balanced representation of refugees and host community members in the vocational training institutions (VTIs), and the opportunities the training provided for interaction between refugees and host community members (Finding 29).

4.1.4. Efficiency

As no financial data were available to identify the costs incurred to implement the activities evaluated, C4ED could not draw conclusions on the cost-efficiency and cost-effectiveness as

initially planned. Instead, C4ED could only use GIZ's implementation reports and its own primary data to identify potential (in)efficient practices. As the primary data was not intended to investigate efficiency, the analysis assumed levels of efficiency by comparing activities undertaken with outputs and outcomes. These conclusions summarise the main take-aways of the findings on efficiency.

Conclusion 11: The second component of the RISE project used a budget friendly selection process, with the trade-off of having to manage many no-shows and dropouts.

This conclusion is based on EQ0 and EQ3

The component used a light selection process using a simple application form to fill-out by the candidates on their own. Though this approach allowed to receive many applications at a limited cost, it also presents important drawbacks (Finding 19):

- Was not able of identifying available, capable and motivated candidates.
- Collected incorrect data from candidates.
- Did not allow to communicate the content and goals of the different trades leading to higher dropouts.

Conclusion 12: The second component of the RISE project demonstrated reactivity and adaption to challenges

This conclusion is based on findings under EQ3

The qualitative data illustrated the component's reactivity to challenges through two major examples:

- Reaction to the COVID-19 pandemic: the component implemented several corrective measures including (i) a no-cost time extension, (ii) alternative modes of communication with beneficiaries and partners, (iii) mobile working, (iv) technical support to the DLGs remotely, and where possible, on site and (v) spread the number of distribution points for food crops and livestock. Despite the listed measures, the component and its environment were significantly disrupted by delays in the implementation (Finding 20).
- Trainee and staff management: to ensure beneficiaries satisfaction and avoid dropouts, the component allowed trainees, when possible, to change their trades during the trainings reflecting responsiveness and willingness to adjust its activities to adequately respond to the trainees' needs. It also showed proactivity by replacing a trainer that was deemed incompetent by the trainees (Finding 21).

Conclusion 13: Trainees had limited access to tools and relevant infrastructures which likely affected the intended impacts.

This conclusion is based on findings under EQ1

As the component did not have an impact on employment overall, the cost effectiveness of the component regarding this outcome is particularly low. Based on the qualitative interviews the component lacked functional and sufficient training material, access to water for catering and to energy for IT trades (Finding 14).

4.2. RECOMMENDATIONS

The following recommendations are tailored to address specific findings and conclusions from the evaluation, with a focus on promoting effectiveness, impact, inclusivity, and sustainability in future vocational trainings and entrepreneurial support projects as well as their evaluations in similar contexts.

Recommendation 1: Identify specific needs of females and refugees to find decent employment and adapt training accordingly	
Priority: High	
Linked to conclusion 6 and 7	
Relevant stakeholders	*Specific recommendations*
NRC, VIDA/CREAM, GIZ, TVET and other training providers	To promote female and refugee (decent) employment (and not only of the more favoured populations), it is important to base the training on their specific needs and barriers. This implies investigating thoroughly on such needs and communicate with other relevant stakeholders such as OPM Refugees Unit and Female associations. Additional necessary support to reduce knowledge gaps, unequal access to capital and deconstruct social norms may include: - Facilitate access to financial services by linking vulnerable profiles with saving groups or with formal financial institutions such as FINCA. This can also be done by promoting the use of mobile money. - Provide coaching services after the training to guide vulnerable profiles in overcoming specific barriers. - Provide complementary trainings on foundational skills and languages classes. To ensure that all beneficiaries benefit from the knowledge shared, implementing such complementary trainings before the start of the standard technical training. To avoid having trainees benefitting from additional support in the same training, consider having specific training for each segment of the targeted population. However, this might limit the refugees' social integration.
OPM Refugees Unit and entities working with refugees.	Identify refugee-specific needs and proactively communicate them with training providers.
Female associations and representatives.	Identify female-specific needs and proactively communicate them with training providers.
EC Operational managers	During the proposal stage and the inception phase, make sure the project team has: - Identified specific barriers for vulnerable profiles of beneficiaries

	- Planned concrete strategies to overcome barriers for the most vulnerable profiles.

Recommendation 2: Support a more female-inclusive labour market	
Priority: High	
Linked to conclusion 2	
Relevant stakeholders	*Specific recommendations*
- Ugandan Ministry of Local Government - Local governments and decentralised structures of the Ministry of Labour	For a more gender-inclusive development, public institutions must actively promote policies with the following objectives: - Balance household obligations across males and females - Break down the gender stereotypes in the labour market - Empower females with easier access to capital (link with saving groups, formal financial institutions and use of mobile money). - Encourage MSMEs to hire females and refugees by, for example, tax reductions or partial payments of wages, especially in male-dominated trades.
- EC Operational managers	Identify and promote projects aiming at empowering females such as initiatives: - Supporting females in leadership positions, - Improving their decision-making power within the household - Facilitating access to capital - Helping them secure decent employment

Recommendation 3: Strengthen (the links with) the private sector	
Priority: High	
Linked to conclusion 8	
Relevant stakeholders	*Specific recommendations*
- Ugandan Ministry of Local Government - Local governments and decentralised structures of the Ministry of Labour - NRC, VIDA/CREAM, GIZ, TVET and other training providers	The private sector has a limited absorption capacity as suggested in this study and the literature. In parallel with training youth, it is important to support businesses so that they can invest and offer decent employment conditions to job seekers. Some strategies to achieve this are: - Facilitate access to financial services - Deliver grants - Support hiring, especially of vulnerable profiles (see last item in recommendation 2)

- NRC, Vida Cream, GIZ, TVET and other training providers	Collaborate with firms to facilitate the matching of labour demand and supply. This can materialise by including internships or industrial placements as part of the training. This also has the advantage of providing trainees with concrete working experience.

Recommendation 4: Promote safety and health	
Priority: Medium	
Linked to conclusion 8	
Relevant stakeholders	*Specific recommendations*
- NRC, VIDA/CREAM, GIZ, TVET and other training providers - Local governments and decentralised structures of the Ministry of Labour	Promoting male employment in the manufacturing sector increased their exposure to job injuries and sickness. Future training projects should include occupational safety and health promotion modules to promote the well-being of participants and prevent potential health risks.

Recommendation 5: Invest resources in and after the selection process	
Priority: High	
Linked to conclusion 5	
Relevant stakeholders	*Specific recommendations*
NRC, VIDA/CREAM, GIZ, TVET and other training providers	To reach the required number of trainees of a target population, it is essential to invest resources during or right after the selection process to: - Attract diverse candidates, including females and refugees, with targeted communication. - Interview candidates and use assessment tools to assess their motivation, capacity to undertake the training and relevance of the training to their needs. - Use mobile reminders (and nudges) to encourage training participation. - Provide a clear description of trade goals and allow flexibility in the program and ensure that candidates have a good understanding of the content and goals of the different trades. - Allow for programmatic flexibility between selection and start of training for new/more trainers in the most popular trades. - Before the training, identify potential challenges that trainees might face to assist to the trainings and plan strategies to limit no-shows and dropouts (see for example items in following recommendation).

	Such selection process implies direct interactions with the candidates by supporting them in the application process, conducting interviews and assessment tools.
EC Operational managers	During the proposal stage and the inception phase, make sure the project team has: - Identified potential challenges to assist to the trainings - Planned strategies to limit no-shows and dropouts (see recommendation above)

Recommendation 6: Adapt training and support services to facilitate attendance	
Priority: High	
Linked to conclusion 5	
Relevant stakeholders	*Specific recommendations*
NRC, VIDA/CREAM, GIZ, TVET and other training providers	Adapting the training to the most vulnerable populations will limit no-shows and dropouts. This implies the following: - Providing services to facilitate training attendance including support for transportation, accommodation, and childcare, especially if the trainees live far away from the training sites. - Adapt the timing of trainings to accommodate participants' professional and household obligations, minimizing the risk of drop-out. Timing should also consider avoiding the most humid months of the year to facilitate access to training sites and prevent conflicts with key farming periods. - Adapt the training content and benefits to match projects implemented by other development actors in the same catchment area. - Include provisions such as start-up kits. - Ensure adequate training material at the start of the project, preferably between the selection and start of training period, to ensure continued interest. - Hire translators to ensure all beneficiaries understand the courses.

Recommendation 7: Coordinate with other IPs in the same catchment areas	
Priority: High	
Linked to conclusion 5	
Relevant stakeholders	*Specific recommendations*

EC Operational managers	Promote "Team Europe Initiatives" to set up a clear development strategy and coordinate actions with the different European development institutions.
GIZ, NGOs and other development agencies.	It is essential that training providers communicate on their respective goals and actions plans to avoid the development of competitive strategies to attract beneficiaries in the same catchment areas. This implies exchanging on short- and long-term initiatives to identify synergies and risks of providing overlapping support services.

Recommendation 8: Develop response mechanisms for dropout management and prevention	
Priority: High	
Linked to conclusion 5 and 12	
Relevant stakeholders	*Specific recommendations*
NRC, VIDA/CREAM, GIZ, TVET and other training providers	To efficiently deal with dropouts, C4ED recommends considering three key elements: - Set up an updated monitoring system to promptly detect signs of dropouts. - Build a waiting list of available candidates to replace dropouts before the training starts. - Introducing formal beneficiary feedback and response mechanisms can further help to connect with project participants and learn from their experience. This way activities can be adjusted in a timely manner throughout the project implementation and when needed.

4.3. LESSONS LEARNT

The lessons outlined below are derived from the quantitative and qualitative findings and the evaluation itself. They are organized under broad thematic areas that should be considered in the future programmatic decision-making of active labour market projects.

4.3.1. Enrolment and dropouts

1. **Effective communication strategies:** Adapting communication to attract more females into non-traditional trades can challenge gender stereotypes. This approach may require substantial resources but can redefine success metrics beyond just enrolment numbers, focusing instead on sustainable impacts.
2. **Supportive application processes:** Assisting applicants by clarifying content and evaluating commitment can enhance training outcomes, despite possibly reducing the number of initial beneficiaries. This strategy encourages a focus on quality over quantity.
3. **Accessibility and timing:** Providing logistical support and aligning training schedules with beneficiaries' seasonal obligations, can reduce dropouts and improve engagement.

4. **Coordination among interventions:** Collaborating with other development actors can improve complementary of the services offered.
5. **Managing capacity through waiting lists:** Implementing a system to quickly replace dropouts ensures program efficiency and maintains full participant capacity.

4.3.2. Gender sensitivity

Complex gender dynamics: Beyond numbers, gender-sensitive approaches require an understanding of socio-cultural contexts and external supportive policies to foster genuine empowerment and sustainable change.

4.3.3. Designing and implementing successful TVET projects

7. **Comprehensive training support:** Combining technical skills with financial literacy and foundational training for vulnerable groups reduces inequalities and enhances overall employability
8. **Facilitating entrepreneurship:** Providing start-up resources like kits or grants can encourage entrepreneurship, particularly when formal job markets are limited.
9. **Safety and risk management:** Proactively assessing and mitigating occupational risks during project design ensures participant well-being and project success.
10. **Enhancing social integration:** Designing inclusive training environments fosters inter-community interactions and can improve social cohesion, especially when coupled with employment opportunities.

4.3.4. Project evaluation

11. **Pre-planning impact evaluations:** Embedding evaluation plans in the project design stage strengthens the measurement of outcomes and supports adaptive management.
12. **Ongoing collaboration:** Regular coordination between evaluators and implementers facilitates mutual learning and enhances project execution based on shared insights.
13. **Digital monitoring systems:** Implementing centralized systems with unique identifiers streamlines project tracking and improves data accuracy, supporting better decision-making and transparency.

5. APPENDICES

5.1. INTERVENTION LOGIC

5.1.1. Logical framework

	Intervention Logic	Indicators	Baseline (2019)	Current value (ref. date)	Targets (March 2023)	Means & sources of verification	Assumptions
Overall Objective	Strengthen local authorities in delivering basic social services to all people in the 3 refugee-hosting districts Moyo, Arua and Adjumani and to enable greater resilience and self-reliance among both refugee and host communities	District Local Government's performance assessment reports showing improvement of rating in service delivery for education, health and water / sanitation (as an indication of the created additional service delivery capacity).	2018/2019 Adj. Arua Moyo Educational 52% 25% 72% Health 72% 53% 59% Water / Sanitation 68% 60% 64% Average 64% 46% 65%		The score for each service area (education, heath, water/sanitation) shall increase by >=1% for each district. If some service areas show improvement while others deteriorate within the same district, the average score across service areas shall increase by >=1% for each district, hence: Adjumani > 64% Arua > 46% Moyo > 65%	Analysis of District Annual performance Assessment Report for each district	The Government of Uganda maintains its policies towards the refugees and asylum seekers and ensures a balanced support between refugees and host communities. The Government of Uganda will continue to support the CRRF implementation.

Specific Objective	SO1. Strengthen local authorities' coordination and development planning, as well as local authority-led service delivery to refugees and host populations	Assessment of changes in the quality of District Development Plans (Comparing DDPII & DDP III) based on a set of carefully identified criteria (Rating based on scale of 1-4) Criteria: 1. Integration of refugees (CRRF) 2. Gender and youth mainstreaming 3. Alignment with NDP III (strategic objectives/priority areas) 4. Alignment with National LED policy 5. Environment and climate change mainstreaming	Baseline = Assessment of DDPII (to be completed in Q3 2020)		An improvement of the rating score compared to the DDP II assessment	Review of District Development Plans II & III for Adjumani, Arua & Moyo using a set of identified quality criteria	The political situation remains stable and no major conflict, extreme weather event or epidemics will occur during its lifespan.
Outputs	R.1.1: Increased planning capacities of local administrations with a specific view to include refugee population within a sustainable integrated service delivery approach and developed planning for inclusive economic opportunities and infrastructure for both refugees and host communities.	Number of measures in the annual work plan (or any other LG documents such as by-laws, directives, guidelines) of the district local governments which are derived from the objectives of the National Local Economic Development Policy (NLEDP) to economically integrate refugees and local communities.	0		Target =24 2020 = 6 2021 = 18 2022 = 24	Assessment/Analysis of District Annual Plans	OPM and Line Ministries remain willing and open to cooperate with local governments.

	R.1.2: Strengthened local level authorities' capacity to provide prioritized basic social services for both refugees and host communities with emphasis on access, quality and infrastructure						
	R.1.3: Enhanced inclusiveness of local decision-making and planning procedures with regard to participation of refugees	District community officers have organized and implemented 6 dialogue measures in the 3 districts between refugees and hosting communities for the development of inclusive employment prospects	0		Target = 6 2020 = 0 of 6 2021 = 3 of 6 2022 = 6 of 6	Project/Activity report	

	R1.4: Strengthened coordination capacities of selected Local Governments for cooperation with OPM and relevant central ministries (Finance, Planning and Economic Development, as well as with the Ministry of Local Government), as well as building and strengthening links between the private	Number of measures to improve socio-economic development which stakeholders agreed on during district multi-stakeholder-dialogues. <u>Definition:</u> Multi-stakeholder-dialogue format: • Dialogue formats = PPD platforms • DLG and stakeholder(s) represented and at least 1 of the other mentioned groups (local private sector, business associations, training institutes) Measures to improve socio-economic development: • Activities, Policies, or Directives Are agreed on:	0		Target: 24 2019 = 0 of 24 2020 = 6 of 24 2021 = 18 of 24 2022 = 24 of 24	Project report/Minutes of meetings of multi stakeholder dialogues	
		• At least 2 stakeholders • Written or oral agreement • Specific action / next step has been clarified / planned					
		Measures to improve coordination between key stakeholders are implemented	0		2019=0/9 2020=3/9 2021=6/9 2022=9/9	Review of minutes of stakeholder dialogue	

			Number of refugees who accessed permits or licenses to operate livelihood-oriented activities (SO 3 – IGAD RF)	Total=990 Adj=154 Arua=201 Moyo=635		Target: Subcounties that have data available: increase in the number of trading licenses given to refugees. Subcounties that do not document trading licenses for refugees so far: Use of templates and documentation of trading licenses (disaggregated by nationality / refugee status)	Sub County and District business registration or revenue record	Refugees and host communities are willing to participate and to provide information
Specific Objective	**SO2. Increase economic self-reliance of refugees and host populations**	**Improved economic opportunities**	Number of people (refugees and host community) in the three districts, having participated in training for non-formal vocational training or business start-up, have increased their real income X by 30% after 6 months. (2000 of them women and 3200 of them youths)	0		Target=4000 2020=0 2021=2000x30% 2023=4000x30%	Assessment of skill training beneficiaries' income at baseline and tracer studies conducted 6 months after graduating	The political situation remains stable and agriculture inputs are available, and the markets are accessible.
			Number of training graduates, 2800 of them women, have 6 months after a training for non-formal vocational training or business start-up found a decent	0		Target=4000 2019=0 2020=0 2021=2000 2023=4000	Assessment of skill training beneficiaries at baseline and tracer studies conducted 6 months after graduating	

			and sustainable work or are self-employed.					
		Increased income from agricultural activities	Number of refugees & host communities have increased their real income by 30% from new agricultural production. (2000 of the 3000 are single women or female headed Households)	0		Target=3000 2019=0 2020= by 5% 2021= by 20% 2023= by 30%	Assessment of income of project participants before (Baseline) and after participating in the project (Measurement based on gross margin method)	
			Number of people (Refugees and local communities) who have participated in learning groups realized by the project, have increased their real income X from the sale of agricultural production by an average of 30%. (2.000 of 4000 women, 3.000 of the 4000 being youths)	0		Target=4000x30% 2020=by 5% 2021=by 20% 2023=by 30%	Assessment of income of project participants before (Baseline) and after participating in the project (Measurement based on gross margin method)	
Improved economic opportunities								

Outputs	R.2.1. Increased financial inclusion of refugees and host populations and linkages created to credit-based interventions to support livelihoods as well as improved financial literacy and entrepreneurial skills.	Number of beneficiaries trained in financial literacy and entrepreneurial skills. Target: 3500	0		Target=3500 2019=0 2020=0 2021=2500 2022=3500	Project/Activity report	Existing private sector actors are open towards participating in value-chains activities and absorption capacity is available.
	R.2.2. Small service providers and crafts persons supported through flexible demand and market-oriented skills trainings.	Number of trainings / niches for which programmes are developed and formalized based on local market & value chain needs. (: *All formalized courses (by the Directorate of training by the Ministry) for different trades newly developed or review & revised as non-formal VT are counted*)	0		Target=2 2020=0 2021=2 2022=2	Employment & Labour Market Assessment (ELMA) report	
		Number of market-oriented skills/courses as identified by the Employment and Labour Market Assessment (ELMA), that have been provided to small service providers and crafts persons.	0		Target=2 2020=0 2021=1 2022=2	Project Report/Monitoring report	
	R.2.3. Access to private sector jobs	Number of beneficiaries of internship	0		Target=1000 2019=0	Project Report	

supported, including through increased linkages such as internships programmes.	programmes			2020=0 2021=800 2022=1000	
R.2.4. Value chains and market linkages strengthened, involving both refugee and host communities in order to increase their livelihood opportunities. This will be built on a sound and comprehensive understanding of existing markets and market infrastructure	Number of SMEs identified and supported for value chain development	0		15	Project Report
	Number of households/beneficiaries reporting an increase in income as a result of value chain intervention after 2 years.	0		150	Assessment

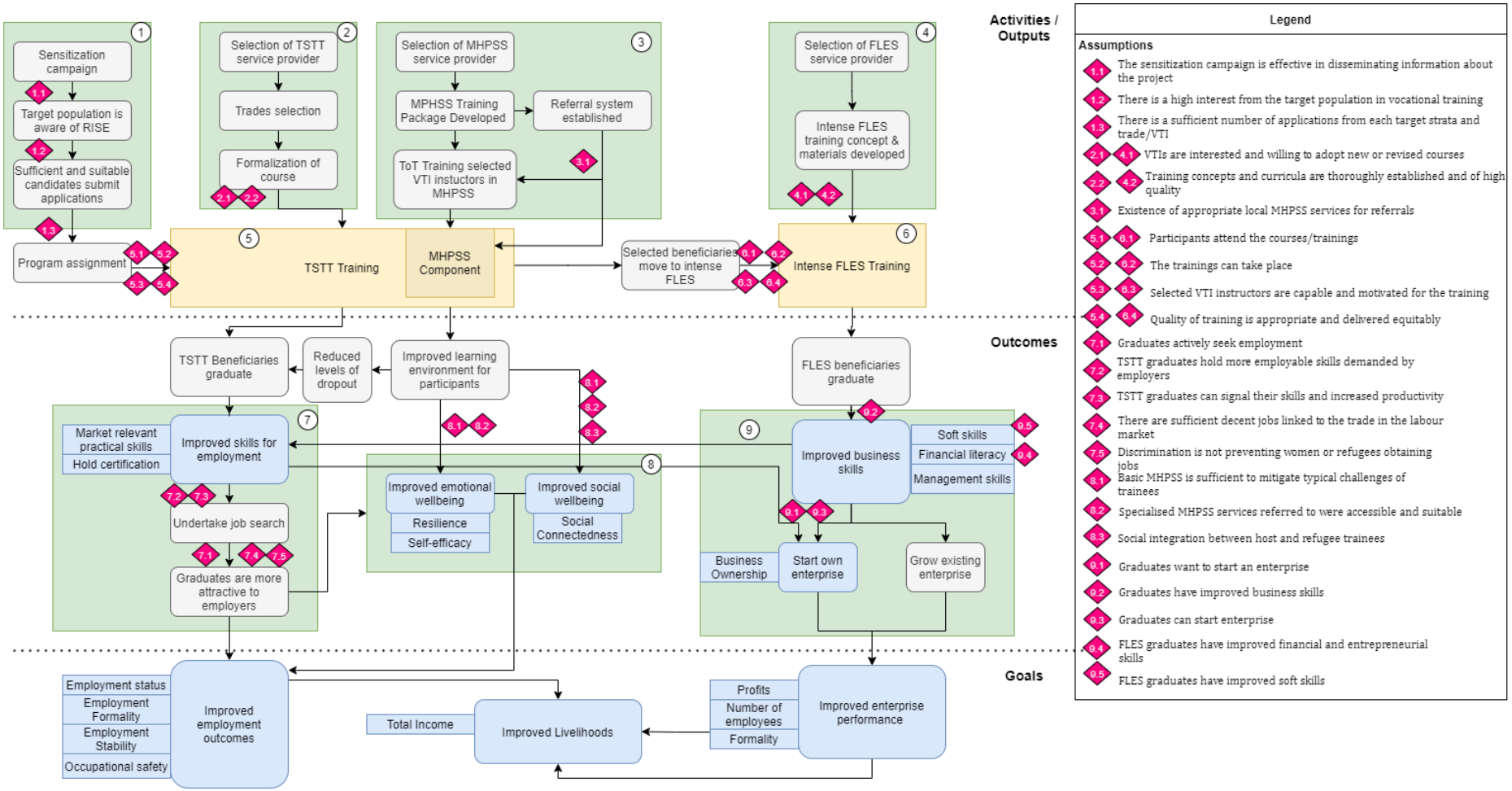
	and the private businesses.						
	Increased income from agricultural activities						
	R.2.5. Enhanced carrying capacity of allocated land for refugees: fast growing crops, such as vegetables promoted, and simple irrigation systems developed to provide year-round production	Number of households (Refugees & local population) that were engaged in farming before the measure, have increased their agricultural production Y (tons) by 30%. (1750 refugees, & 1750 host population)	0		Target=3500 2019=0% 2020=2000x5% 2021=3500x20% 2023=3500x30%	Assessment of agricultural production before (Baseline) and after participating in the project	
	R.2.6. Improved local processing of agricultural products and market access including by using Farmer Field Schools and farmer groups. Farmer groups would furthermore play an important role when it comes to linking farmers to markets	Percentage of trained beneficiaries/farmers that have added a value-adding processing step	0		Target=10% 2019=0% 2020=0% 2023=10%	Program report/Assessment of farmer groups	
		Number of farmers trained in agricultural processing and market-oriented skills.	0		Target: 3.300 2020 = 300 2021: + 2.000 = 2300 2022: + 1.000 = 3.300	Program report	
		Number of VSLA participants who can save for at least one complete saving cycle	0		Target: 3000 2020: 500 2021: + 1.800 = 2.300 2022: + 700 = 3.000	Project report	

Source: C4ED elaboration

5.1.2. Theory of Change

Based on the ToCs shared by GIZ-Uganda specific to TSTT, FLES and MHPSS, C4ED developed an overarching ToC for the second component of the RISE project with the support of GIZ HQ and GIZ-Uganda during the initial scoping mission. A key feature of the ToC model is to explicitly state the causal pathways and assumptions for the drivers of change. By outlining the causal pathway, the evaluation can move away from a 'black box' strategy (i.e., simply whether the inputs have led to an impact on the desired outcomes) and be able to test and understand how and why the intervention works or not (White, 2009).

Figure 8: Theory of Change of the second component of the RISE project



Source: C4ED elaboration

5.2. EVALUATION METHODOLOGY

5.2.1. Explanation of the methodology

Estimation of the ITT

To estimate the ITT effects on outcome y_{it} for individual i (for example: in employment, income, perceived resilience) C4ED uses an Ordinary Least Square (OLS) estimation, separately for midline (t=1) and endline (t=2);

$$y_{it} = \beta_t T_i + \gamma\theta_i + \delta y_{i0} + \varepsilon_{it}$$

The variable T_i equals one if individual i is assigned to a treatment and zero otherwise. The terms β_1 and β_2 are the coefficients of interest measuring the ITT impact of one of the training components at midline and endline, respectively. The variable θ refers to the fixed effects to control for strata fixed effects (cohort, VTI, trade, gender). Finally, y_{i0} is the outcome at baseline (if available) and ε_{it} is a disturbance term.

Estimation of the CACE

The IV technique is a statistical tool that is commonly used when the treatment is not randomly selected. Since actual participation in the training is not of 100%, the ITT only informs about being offered the training but not about the effect of participating in the training. However, in this case, candidates that participated in the training might be more motivated in learning new skills or opening a new business, differences that influence the outcomes of interest. Therefore, a comparison between those who participated in the training and those who did not can bias effect estimates. To address this bias, the IV approach with the assignment to the treatment as an instrument can be used. This IV captures an external source of variation that determines treatment status but establishes outcomes arguably only through participation in the treatment. It allows to distil out exogenous variation in the treatment and can be used to effectively estimate the causal relationship between the outcome and the treatment.

The instruments and assumptions

C4ED uses the actual participation to the training as IVs. Specifically, for T1, C4ED used the attendance to at least 80% of the training sessions and for T2, C4ED used the completion of the FLES training. These instruments respect the two key requirements of an IV:

- Exogeneity: This means that the IV should not be affected by things that one cannot measure or see and that could also be affecting the outcome. It should only be related to the assignment to the treatment. In this case, despite the relatively low take-up rates among the randomly selected applicants (and therefore not correlated to other factors), the participation to the trainings is highly correlated to assignment to the treatment groups.
- Exclusion: this assumption stipulates that the IV affects the outcome only through its impact on the endogenous variable (assignment to the treatment group) and does not have any direct effect on the outcome variable. This assumption ensures that the instrument is relevant for the endogenous variable but does not directly affect the outcome variable, except through its effect on the endogenous variable.

To estimate the CACE, C4ED uses as Two-Stage Least Squares (2SLS) procedure. The procedure follows a two-step approach, where one predicts the attendance to the training (compliance) with the random selection into the treatment in the first stage:

$$C_i = \beta_t T_i + \gamma \theta_i + \delta y_{i0} + \varepsilon_{it}$$

where C_i represents whether the individual complied with the assignment to the treatment or not. Then, the estimated compliance $\hat{C}_i$ is used to estimate the impact on the outcome of interest in the second stage equations:

$$y_{it} = \beta_t \hat{C}_i + \gamma \theta_i + \delta y_{i0} + \varepsilon_{it}$$

Sensitivity analysis

As the study suffers from contamination in the control group, C4ED performs the same regressions excluding the individuals who reported having benefitted, in some way, from friends or relatives having benefitted from the RISE component. Excluding contaminated observations does not affect either the balance of the groups or the results of the regressions.

5.2.2. Difficulties encountered

The table below summarises the difficulties encountered during the evaluation and how C4ED attempted to overcome them.

Table 7: Difficulties encountered and mitigation strategies

Area	Challenge / Risk	Year of identification	Mitigation Strategy	Output of the mitigation strategy
Project implementation	Delays in starting the trainings	2021	It does not represent a threat for the impact evaluation analysis. Delay of field activities to respect the timeframe between end of training and data collection (six and 18 months)	Solved
	Expectations on the type of trade offered	2022	Applicants could have different expectations on a trade based on the description provided in the application form. In the event that these expectations are not met (e.g., "Tailing and Compound" training mistaken for the "Tailoring") the applicant could lose the motivation to attend the training and drop out. C4ED, GIZ and NRC added a description of the trade in the application form.	Unclear
	Undersubscription of females relative to component targets / in specific trades	2022	C4ED recommended NRC to adapt communication channels to increase female applications.	Unclear
Evaluation methodology (timing,	Attrition	2022	C4ED collected tracking information at midline (i.e., telephone numbers, addresses, localisation, social network	Mitigated

design, sampling)			identification of the respondent and relatives).	
			C4ED will also checked and updated information at the end of the training.	Mitigated
			Cohort three was used as replacement to ensure a sufficient sample size.	Mitigated
	Non or partial compliance	2021	C4ED differentiates the effect of being allocated to the trainings (ITT) and the potential effects (CACE) using an instrumental variable as an exogeneous variation for effective treatment.	Mitigated
	Contamination	2021	GIZ staff informed that several other institutions are offering training in the same region. It is therefore likely that a share of the control group will take part in other trainings. C4ED collected this information in the follow-up surveys and assessed the prevalence of the phenomenon. As treated individuals may also share knowledge or resources acquired in the RISE component, C4ED performs sensitivity analysis to check for the robustness of the results.	Mitigated
Tool development	Measurement of soft skills and psychometric indicators	2021	Collecting information on soft skills and psychometric indicators is challenging despite using tested standardised modules. Experience from other projects and qualitative data helped building adapted modules.	Mitigated
Data collection	Income-related data	2021	A strong emphasis was given to the income module during the training of the enumerators to ensure a good comprehension of the outcomes of interest (difference between sales and profits, timeframe for estimation).	Mitigated
	Ebola outbreak	2022	C4ED reported the qualitative data collection to March 2023, to make sure no risk was brought to the team nor to the participants. The data collection focused on cohort two, six months after the training has ended, and includes trainers' perception of the first cohort.	Solved

Source: C4ED elaboration

5.2.3. Limitations

All limitations of the study are detailed in Section 1.4.

5.3. DESCRIPTION OF THE SAMPLE

The sample description aims to provide insights into the respondents' key characteristics and assess the comparability of the treatment groups with the control group. C4ED uses t-tests to determine if the differences in variables between groups (treatment one and two vs control,

treatment one vs control and treatment two vs control)[25] are statistically significant. If the differences between two groups are not statistically significant, the groups are considered similar or "balanced" at baseline.[26]

Overall, sample characteristics outlined in Table 8 the control group is similar to both treatment groups as expected from the randomisation (more detailed balance checks are available in Appendix H). The midline sample includes 61% of females. The treatment groups have a larger share of females due to the higher number of places reserved for them, which limits the remaining pool of female candidates to build the control group. Forty-three percent of the sample are refugees, and their distribution is balanced across the groups. Slightly more than half of the sample is Ugandan (57%), while the remaining respondents are mainly South Sudanese (41%), with a few exceptions of Sudanese, Congolese and Rwandans. On average, the applicants are 23.4 years old, with 90% below the age of 31, while age varies between 18 and 49 years. Although the component targeted youth between 18 and 35 years old, the insufficient number of applicants led to the acceptance of older candidates without compromising ethical considerations for the impact evaluation.[27] Seventy-six percent of the sample has, at most, finished primary school, which is in line with the levels of primary school attendance levels in the Northern regions (Ugandan Bureau of Statistics - UBOS, 2018b). In all treatment groups, there is a lower share of individuals who reached secondary school level than in the control group (four percentage points difference).

Table 8: Descriptive statistics of the sample

	(1) Full sample	(2) Treatment one or two (TSTT or TSTT+FLES)	(3) Control	(4) (2)-(3) (p-value)
Sociodemographic characteristics				
Female	0.61	0.63	0.57	0.06*
	(0.49)	(0.48)	(0.50)	(0.05)
Refugee	0.43	0.43	0.44	-0.01
	(0.50)	(0.49)	(0.50)	(0.54)
Age	23.4	23.4	23.4	0.0
	(4.6)	(4.6)	(4.4)	(0.96)
Ugandan	0.57	0.58	0.57	0.01
	(0.49)	(0.49)	(0.50)	(0.70)
Married	0.45	0.45	0.46	-0.02
	(0.50)	(0.50)	(0.50)	(0.48)
Education				
No formal education	0.05	0.06	0.05	0.01
	(0.23)	(0.24)	(0.21)	(0.17)
Primary	0.69	0.70	0.67	0.03
	(0.46)	(0.46)	(0.47)	(0.14)
Secondary	0.24	0.23	0.27	-0.05**
	(0.43)	(0.42)	(0.45)	(0.02)
Tertiary	0.01	0.01	0.00	0.01
	(0.09)	(0.10)	(0.07)	(0.22)
Employment				
Has a stable job	0.06	0.06	0.07	-0.01
	(0.24)	(0.23)	(0.25)	(0.36)
Motivation				

[25] Balance tables with T1 vs C and T2 vs C are displayed in Appendix H.
[26] As the baseline questionnaire was self-administered and in paper format, C4ED could not verify the completeness and readability of answers. Therefore, some baseline information is missing.
[27] Only 0.63% of the applicants are older than 35 years and 2.43% did not provide the information.

Find a job in a business	0.15	0.14	0.17	-0.03
	(0.36)	(0.35)	(0.37)	(0.20)
Start or develop a business	0.42	0.42	0.42	-0.00
	(0.49)	(0.49)	(0.49)	(0.85)
Develop skills without concrete ambitions	0.40	0.42	0.38	0.04*
	(0.49)	(0.49)	(0.49)	(0.09)
Vulnerabilities				
Household	0.28	0.29	0.25	0.04**
	(0.45)	(0.46)	(0.43)	(0.03)
Mental health	0.06	0.06	0.05	0.00
	(0.23)	(0.23)	(0.23)	(0.77)
Physical health	0.06	0.06	0.06	0.01
	(0.24)	(0.25)	(0.24)	(0.56)
Chronic disease	0.02	0.02	0.03	-0.01
	(0.15)	(0.14)	(0.16)	(0.36)
Observations	2,129	1,483	646	

Note: Columns (1), (2) and (3) present the sample means (proportions when % is shown in the variable name or the table) of selected variables for the full sample, the treatment group and the control group, respectively -standard deviations in parentheses. Column (4) presents the mean difference between the treatment and control groups. The P-value of the corresponding t-test is in parentheses.
Significance stars: * $p \leq 0.1$, ** $p \leq 0.05$, *** $p \leq 0.01$.
Source: C4ED elaboration

C4ED found that only 6% of applicants have a stable job (defined as having worked for at least one month in the past six months).[28] This share is relatively low in comparison to the latest national survey, which estimates that, based on the ILO definition, almost half of the youth are employed (UBOS, 2018a). This result suggests that either a large share of the sample has short-term and likely precarious jobs or more challenges to enter the labour market. In both cases, the RISE component appears to have attracted professionally vulnerable candidates. For those in employment during the last six months, 51% have their own business (self-employed), 17% are casual workers, 17% are contributing family workers, and 7% are employees. The large prevalence of self-employed is a stylised fact among the sub-Saharan countries and corresponds to the distribution of the Ugandan labour force in national surveys (UBOS, 2018a).

The application forms collected information on applicants' motivation to participate in the training. Although these questions are not directly linked to the EQs, they provide useful information about candidates' determination to attend the training. Not surprisingly, most of the sampled candidates desire to start or develop a business (42%), following the general trend towards self-employment. Only 15% wish to find a job in a business, while 40% did not express a concrete reason for skill development.

Finally, NRC requested the collection of information on applicants' vulnerability. Overall, 34% of the sample reported having at least one vulnerability. Almost one-third of the sample mentioned household-related vulnerabilities (e.g., head of the household orphaned under 18 years or young parents under 20 years). This is the only type of vulnerability that differentiates the control from the treatment group (specifically, treatment group two).C4ED controls for this difference when estimating the impacts.

[28]The definition used here is more restrictive than the standard definition proposed by ILO (an individual is in employment if they worked at least one hour in the seven days prior to the survey date) because the intervention seeks to promote decent and durable employment. Nonetheless, both definitions will be used in the causal analysis.

5.4. DETAILED ANSWER BY JUDGEMENT CRITERIA

5.4.1. EQ0. Did the second component of the RISE project reach its targets?

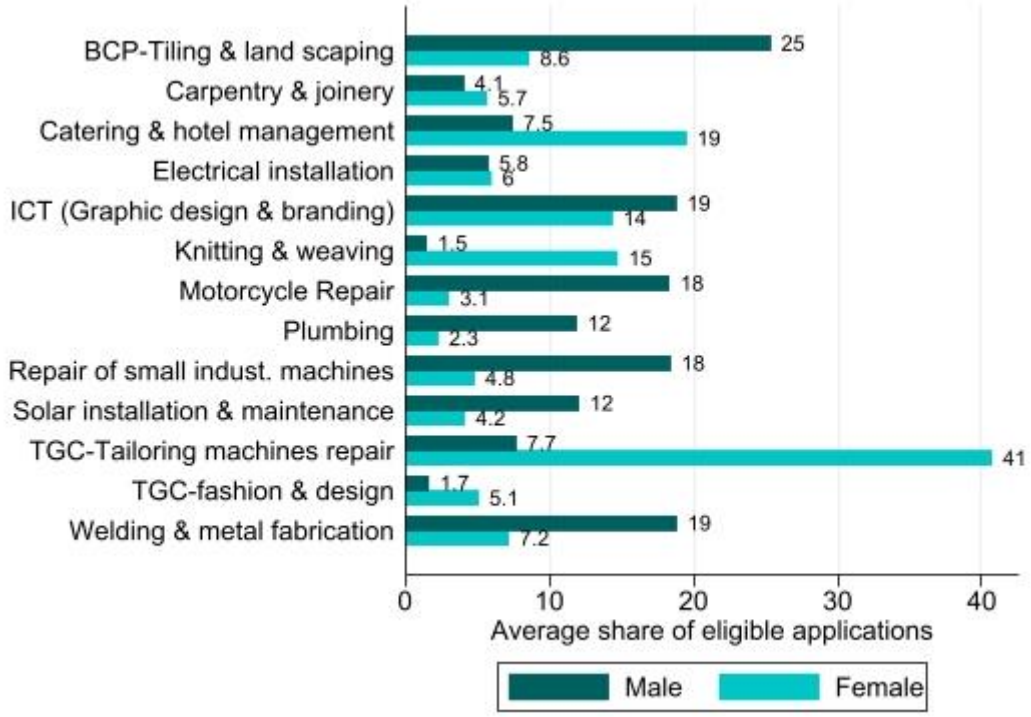
Did the second component of the RISE project receive the expected application forms from eligible candidates? (0.1.UGA.a)

NRC collected a total of 6,867 applications across the three cohorts. Among these applications, 5,995 (87.3%) were deemed eligible for randomisation (*indicator 0.1.1*). In most cases the reason for non-eligibility was that the applicant did not provide their consent (i.e. willingness to engage in the selected trades and agree to potentially be sampled for the CIE). As this was the case for 67% of the cases in cohort one, C4ED adapted the application form to increase the visibility of the consent question and advised NRC and GIZ to encourage applicants to respond to it. Despite the number of ineligible applications, the RISE component received sufficient eligible applications overall (and for the different sub-populations) to generate the required sample of 3,330 observations (Figure 6.)

Trade popularity varied considerably, especially across genders and should be considered when a project aims at enrolling a given number of males and females.[29] C4ED gauged the popularity of a trade based on the average share of applications it received when offered at the VTI (as illustrated in Table 1, not all trades were consistently available). Figure 9 presents trade popularity by gender. The figure illustrates how some trades are gender-specific, with tailoring machine repair being particularly popular among females. On average, 41% of the female applicants applied for this trade (*indicator 0.1.2*). On the other hand, less than 4.2% of female applications, on average, went to trades such as plumbing, motorcycle repair and solar installation. Qualitative results show that in some cases, males ridiculed females who intended to pursue trades socially perceived as male. For males, the applications were less concentrated, indicating a wider spread across trades, though tiling and compound scaping attracted, a quarter of the total applications. Some trades were, however, particularly unpopular among males, including knitting and weaving or fashion and design. Overall, male reluctance to engage in female-dominated trades again indicates a substantial prevalence of gender-based job segregation in the project's catchment area. This said, some trades such as Carpentry & joinery and electric installation, though rather unpopular, appear less gendered.

[29] This area was initially not part of the defined EQs but has been included as it is of particular interest to GIZ.

Figure 9: Distribution of applications across trades by gender (%)



Source: C4ED elaboration

Did the second component of the RISE project select the intended number of applicants? (0.1.UGA.b)

The component aimed to enrol and train 2,000 youth, whose distribution is depicted in (Figure 6). The component achieved the goal of selecting the intended number of applicants, including those who would undertake the intense FLES training (*indicator 0.2.1*). Considering that age was a key factor in the selection criteria, it is unsurprising that over 99% of the enrolled applicants are between 18 and 35 years old. A few exceptions were allowed to fill all the vacant places in unpopular trades. As mentioned, the component had difficulties in attracting female candidates in specific trades which translated into trades with fewer participants than expected. Females represent 59% of the enrolled applicants, 11 percentage points below the 70% target. The underrepresentation of females is due to disinterest in the available trades with vacant places (as explained above). Finally, the component was successful in reaching a refugee-host community balance; despite not having a specific quota for refugees, as was the case for males and females, refugees still made up 41% of the selected candidates.[30]

Did the second component of the RISE project train the intended number of individuals? (0.1.UGA.c)

C4ED used the monitoring data collected by NRC to assess the number of individuals trained. Despite enrolling more than 2,000 eligible candidates, the programme did not reach the intended number of trained individuals. Of the 3,165 selected candidates for TSTT, 66.5%

[30] Implementers initially planned to reserve a specific number of places within each trade for male and female refugees and male and female nationals, which would have helped to select a higher share of refugees. However, due to the limited oversubscription within each trade across the different strata, the possibility of filling all the vacant positions (and therefore reaching oversubscription) was reduced.

(2,105) started the training, and only 44.5% (1,410) finalised it (*indicator 0.3.1*).[31] Although imperfect compliance is standard in TVET projects, the attendance rate of the selected candidates in the RISE component is relatively low in comparison to other interventions (Blattman & Ralston, 2015; Chinen et al., 2017; McKenzie & Woodruff, 2017). In McKenzie & Woodruff's (2014) systematic review, the studies report an average attendance rate among selected candidates of 65% across 18 studies, ranging from 39% to 88%.

Conversely, the FLES training achieved its goals overall. Among those selected to undertake it, approximately 62% started (1,009) and finalised it (1,002). The differences in dropouts between enrolment and finalisation of training compared to the TSTT might be due to the TSTT's length (approximately three months for TSTT versus two weeks for FLES) as suggested by McKenzie & Woodruff (2014) and the additional services provided during the FLES training (childcare, meals and accommodation for trainees deemed to live too far from the training location). Also, it is safe to assume that the remaining trainees at the end of the TSTT are more motivated to undertake FLES.

The tables below illustrate how no-shows and dropouts are distributed across gender and refugee status. Table 9 suggests that females were slightly less likely to enrol if they were selected whereas there is no clear difference between refugees and host community members.

Table 10, show again a small difference between males and females with females being slightly more likely to dropout. Interestingly, refugees show a significantly larger share of dropouts after enrolling.

Table 9: No-shows (in % of initially selected)

	No-show	Enrolled in TSTT	Total
Male	45.33	54.67	100
Female	47.32	52,68	100
Refugee	46.48	53.52	100
Host	46.53	53.47	100
Total	46.51	53.49	100

Source: C4ED elaboration

Table 10: Dropouts (in % of enrolled)

	Dropout	Finalised TSTT	Total
Male	32.42	67.58	100
Female	33.57	66.43	100
Refugee	41.66	58.34	100
Host	27.29	72.71	100
Total	33.05	66.95	100

Source: C4ED elaboration

C4ED used several means to investigate the reasons for the no-shows and dropouts including the midline questionnaire (*indicator 0.3.4*), KIIs with GIZ and NRC as well as FDGs and IDIs with beneficiaries (*indicator 0.3.5*).

GIZ and NRC feedback after cohort one started the training suggested two main explanations. Some beneficiaries in cohort one reported being disappointed with the training content

[31] 22% of the 3,165 selected candidates are partial compliers (i.e. enrolled in the TSTT but that did not complete the training. Among the latter, 80% attended to more than half of the training days suggesting that, although they did not finalise the training, they probably developed some of the skills promoted by the TSTT.

compared to their expectations. Implementers also considered that many beneficiaries in cohort one did not show-up due to the six months between the submission of the application and the start of the training because of the Covid-19 outbreak. Therefore, the timeframe between the application and the start of the training was reduced to less than two months and short informative descriptions of the trades in the application forms were added in the following cohorts. However, as no-shows and dropouts did not reduce in cohorts two and three, these factors may not be important determinants of the attendance. The following structural constraints were reported in the different interviews:

Similar projects implemented in the same catchment area

Other NGOs and institutions were also providing similar training programmes in the Northern districts of Uganda and, in some cases, included appealing additional features not offered by the component, such as "start-up kits" to start an income-generating activity.

Social constructs and gender roles

Both males and females expressed that the primary responsibilities of females lie at home, and these should be prioritised over training. Hence in cases of sicknesses at home, childcare or other household responsibilities, the burden fell on the females. This resulted in many of them taking a prolonged absence from training. This was elaborated in the female FGDs in Omugo and Nyumanzi but also highlighted by trainers., as shown in the quotes below:

> *It is us women and girls who do domestic work at home. I missed my exams because my child was sick. It is women who cook and fetch water at home. When you come to NRC [when you attend the training], no one will do housework. This causes problems between you and your husband. At night he may insult you, insisting that your daily attendance of the training is what prevents you from tending to housework. This [such situations] has caused a lot of problems in society. Once we get married, we cannot continue with our training.* (FGD with female beneficiaries, Nyumanzi)

> *Women have also remained behind [stayed at home] because of responsibilities. Currently family responsibilities are on the women. The family is left to you… If you come for the training, then the family is destroyed. The children will suffer. How does one care for them! A man cannot manage staying at home* (FGD with female beneficiaries, Omugo)

This constraint seemed to be more enshrined in the refugee community. Refugee females reported that they sought their husband's permission to attend the training or to continue it. The trainers from different trades seemed to have a similar impression as expressed by one below:

> *It is hard to find hosts missing anyhow but for refugees, the reason is not really clear. There are some who are married and once married, you are supposed to stay home for at least 2 months cooking for people, like this third cohort, we had 3 who dropped out just because of that, we had to explain to them, first wait we are left for 3 weeks to finish, they were like, no my marriage is there and it is already fixed* (KII with female trainer, Nyumanzi)

Younger females, both among hosts and refugee communities, share a common challenge of balancing project participation with family responsibilities, as opposed to older females. This was highlighted in the IDIs and FGDs as well as in KIIs with trainers.

> *Such cases [dropouts] were there, especially among newly married. If you are newly married, your husband will not allow you [to] move anywhere. We had cases like that*

> *in our department, then somewhere those who were operating from home stopped coming…* (KII with male trainer, Omugo)

Still related to gender roles but particularly to refugee females, trainers, hosts and refugee females and males reported that refugee females went missing for days or weeks when food rations were supplied in the settlements. If the family missed the ration, they would have to wait another month for it, a risk none of the refugees was willing to take. Trainers reported that some refugees attending their classes did not return during such periods.

> *Absenteeism, there was a time they went and took a very long time, almost one month out because of the issue of ration [food ration]… then later on, they came back. Most of them missed [classes] because of that long time at home* (KII with female trainer, Omugo)

> *Another thing is the time for food distribution, if you are not there for your food ration and you are the family, you will have to go back to the camp and receive your food. They don't allow the children to receive food* (FGD with female beneficiaries, Omugo)

Lastly, socio-cultural views and expectations of females contributed to the stigmatisation of female (and male) participants in specific courses. Trainers and female FGDs highlighted this issue. Some females mentioned that, despite their interest in male-dominated trades (e.g., mechanics, BCP, plumbing), they were ridiculed by their male classmates or discouraged by their husbands. The decisions made by men were found to determine the opportunities of the females regarding which courses they should pursue. Eventually, some females either changed the trade they applied for or dropped out.

> *Okay in my department, the female feared working with the male. They feared that the men would laugh at them in case they made mistakes. The men in the groups believed women did shoddy work and were incapable of quality work. They had it in mind that women are not supposed to build; that they are supposed to do other courses like tailoring, catering, weaving, but not building…. So females feared working together with them. I kept guiding them [men] and giving them examples of how female are working out there. Unfortunately, the men were persistent. It made the ladies feel out of place and start thinking: "should I shift to another trade?" Two ladies left our department, we kept marking them absent and we didn't realise [the reasons why] because they left early before we knew the students well. We came to realise when it was late. For the ladies who remained with us, we counselled them. They were able to gain confidence* (KII with male trainer, Omugo)

> *Now of the tradition, there are home people who will compare you [judge you] including your parents. If you are a wife, your husband will first compare you [to the boys] – [he will contemplate] "if I send this one for mechanics, will she manage it?" Even though you want to apply for mechanic, they say you go and do catering* (FGD with female host and refugee beneficiaries, Nyumanzi)

There seemed to be some regulations regarding a trainee changing from one training course to another. VTIs allowed trainees to change courses, provided there was a justification and space in the course a trainee wanted to change to:

> *As I joined the course, my name was first on BCP list. As I had an accident and I couldn't do heavy things like BCP, so I requested my name to be crossed to ICT* (IDI with male beneficiary, Nyumanzi)

However, some trainees changed in what seemed to be haphazard way – they simply abandoned the course in which there were admitted and started to participate in a course they wanted to change to as one of the trainers reported:

> *People [trainees from other courses] were coming daily [to my course], … I went to the DOS' [Director of Studies'] office, the DOS was like "aaaaaaah, how did it reach this number? Tailoring is not supposed to reach such a number! How many are they?" And when they [the administration] realized that the numbers were too high, they started a serious follow up. They told the students, "you have left you department where you were admitted. That is where you are supposed to go, where you are supposed to be" So, they [administration] came in and helped me contain the number of learners (*KIIs_with female trainer, Omugo).

Costs

Some trainees lost interest in participating in the component because of high costs, especially for trainees from host communities. These were mainly travel costs, costs of rent and costs of feeding. The VTIs in Nyumanzi and Omugo were located in the vicinities of the refugee camps making them easily accessible to refugees. However, some hosts travelled long distances to access the VTIs which made the daily costs of travel expensive. A solution to reduce daily travel costs was to rent accommodation near the VTI.

> *We have been complaining and highlighting a problem - the learners who came thought they are going to be given accommodation. When they arrived, we told them accommodation is on their own budget so that one also discouraged majority. But we talked to them that maybe they can get one house and share costs, here the rent is like 30,000 Uganda shillings, so if you are three, you can pay 10,000* (KIIs_with female trainer, Nyumanzi).

Further investigations with trainers and beneficiaries revealed that accommodation costs eventually became cumulatively unaffordable to some of the trainees which led them to eventually opt out of the training. Moreover, renting came with additional feeding costs. While lunch was provided during the training, trainees had to take care of their supper which piled on the costs.

Lack of or inadequate learning resources

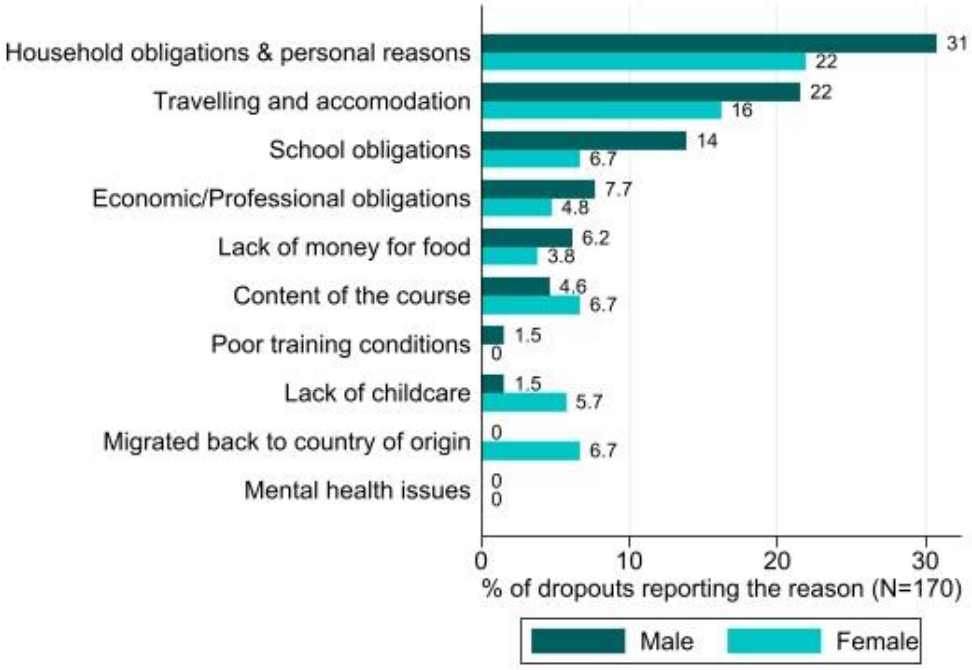
Finally, trainers and trainees alike explained that the lack of adequate materials to meet the training needs of participants discouraged some from continuing the training.

> *I don't think the facility made them drop, maybe only materials because you find that people stay almost 3 weeks or a month without the training materials arriving at the training centre and somebody will be coming to the centre every day just get theories, eat food and go home, that is a big challenge for them* (KII with male trainer, Nyumanzi)

The quantitative findings resonate with the qualitative findings presented above. Among the beneficiaries found at midline, 15.6% reported to have dropped out, with, in this case, similar ratios across gender and refugee status (*indicator 0.3.4*). Beneficiaries' answers for dropping out are depicted in Figure 10. The most common reasons reported are household obligations and personal reasons (e.g., death of relative, pregnancy), travelling and accommodation for the training (e.g., VTIs located too far away, no support for accommodation) and formal school

obligations (returning to school). Females seemingly confronted more issues than males related to childcare and the need to migrate back to their country of origin. No trainee reported dropping out due to mental health issues at midline.[32] From a different perspective, only 6.5% reported that they dropped out due to training-specific factors (content of the course and training conditions) pointing out that contextual and personal factors are the main reasons.

Figure 10: Reasons for dropouts



Source: C4ED elaboration

5.4.2. EQ1. To what extent did the second component of the RISE project contribute to employment, job creation, and skills?

C4ED principally reports impacts of offering the training to eligible candidates 18 months after the end of the training (long term ITT). This is because longer term impacts of the training offer more relevant insights into the component impacts in view of the challenges with dropouts, reduced project support and facilitation, and that employment outcomes need time to materialise (Card et al., 2018). Short-term impacts (six months after the end of the training) are commented when they offer interesting insights. The principal results are illustrated in figures and expressed in percentage changes to ease interpretation. Box 1 provides information for interpreting the results presented in the figures. More detailed results are available in Table 20 and Table 21.

[32] Considering the stigma often associated with mental health issues and the potential lack of awareness among respondents, there is a risk that these issues have been underreported.

Box 1: Interpretation of the component's impact

Quantitative results on the programme's impact are illustrated in charts that represent the scale of the programme's estimated effects, expressed in percentage changes and their confidence level. The percentage changes are obtained by dividing the coefficients of the programme's impact by the mean in the control group, i.e., the level of outcome that would have been obtained in the absence of the component.

*The horizontal axis refers to the size of the impact, while the vertical axis lists the indicators of interest. Each horizontal bar and respective numbers result from separate estimations of the impact. The number associated with each bar indicates the size of the programme's impact in percentages. The bar corresponds to the confidence interval of the estimated impact. The confidence in the reported impact size is indicated by stars (*), where it can be considered statistically significant (at *10%, ** 5%, and *** 1% levels). In the absence of stars, the impact is not statistically significant, i.e. C4ED cannot reject the hypothesis that the programme had no effect on this indicator (at the 90% confidence level). The impact displayed in the charts corresponds to the average impact of being selected into the treatment group, technically, the ITT effect.*

Source: C4ED elaboration

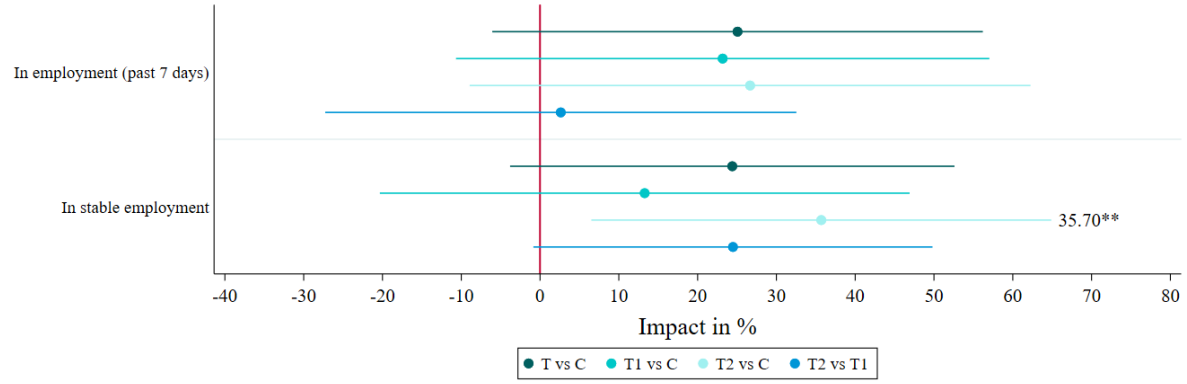
What effects does the second component of the RISE project have on (decent) employment? (1.1.UGA.a)

1.1.UGA.a. What effects does the second component of the RISE project have on (decent) employment?

The main objective of the RISE component evaluated was to foster employment opportunities for the youth. The impact on employment was measured through two outcomes: i) whether the youth worked at least one hour in the past seven days (following ILO's definition), ii) whether the youth are in stable employment (have worked for at least one month in the past six months). The different dimensions of decent employment were further investigated through formal employment (*indicator 1.1.4*), a composite quality of employment index (*indicator 1.1.5*), number of hours worked (*indicator 1.1.6*), hourly productivity (*indicator 1.1.7*),) and, exposure to professional injury/sickness (*indicator 1.1.8*).

Overall, the component did not have any impact on employment 18 months after the training (Figure 11 – *indicators 1.1.1 and 1.1.2*). Only beneficiaries in the treatment 2 have higher rates of stable employment (+20pp - +36%) raising the share from 57% to 77%. This suggests that the TSTT+FLES combination was particularly useful to find employment in the long term. The absence of significant impacts is due to several factors. First, the non-compliers diluted the positive impacts of the component on those who followed the trainings, as suggested by the CACE estimations. Then, impacts are concentrated among males and host community members whereas for females and refugees, impacts are more modest and uncertain (heterogeneous impacts are discussed in section 5.4.6). Finally, as impacts increased between six and 18 months after the training, it is likely that impacts might be larger in the longer term, as suggested by the literature.

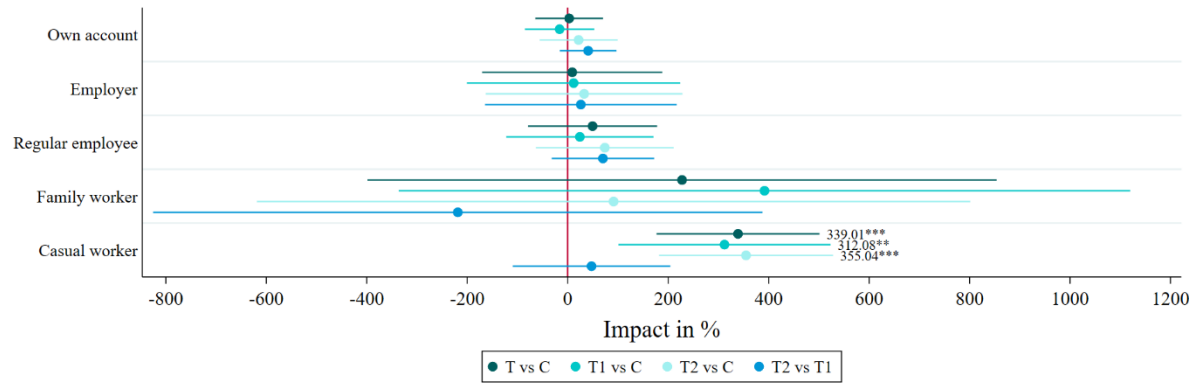
Figure 11: Impact of the RISE component on employment rates



Source: C4ED elaboration

Despite not increasing the chances of beneficiaries of being employed, the component modified the status that beneficiaries have in the labour market. The component led to a 31pp increase in casual employment of the beneficiaries (+ 339% - *indicator 1.1.3*), as illustrated in Figure 12. The high impact in percentage change on casual employment can be partially explained by the particularly low control mean, with only 9% of the non-beneficiary sample being a casual which raised to 40% thanks to the component (Table 20). Another reason the component might have provoked unexpected employment trajectories is the weak private sector in Uganda (UBOS, 2021): the component provided a comparative advantage to its beneficiaries to convince employers, probably thanks to their improved technical and soft skills as well as their capacity to signal it with a certification. However, employers could afford to employ workers on a regular basis and therefore recruit casual workers in times of high activity. The absence of impacts on self-employment was probably due to the project not providing start-up kits or facilitate access to capital; services that, based on discussions with GIZ and NRC, other projects in the same catchment area provided.

Figure 12: Impact of the RISE component on employment status

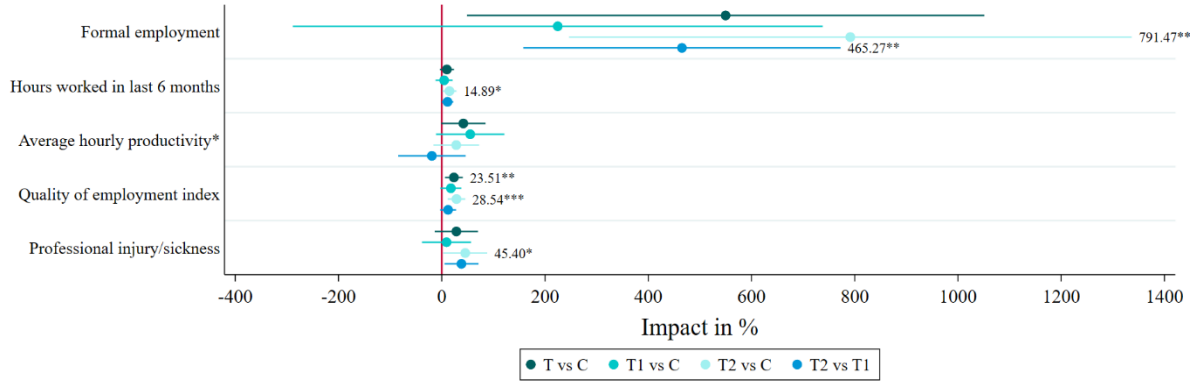


Source: C4ED elaboration

Regarding dimensions of decent employment, the component multiplied formal employment by almost eight times, a positive impact mainly due to the FLES training as illustrated in Figure 13 (*indicator 1.1.4*). The strong impact was largely driven by the very low formal employment rate in the absence of the RISE component (4.3%), where the rate was of 24% in the treatment group. The findings also suggest that this increase was primarily due to the treatment two beneficiaries being more capable to access jobs with better working conditions whereas for

treatment one beneficiaries, the TSTT alone did not suffice. This result underlines the relevance of financial and literacy skills for formal wage employment positions. The positive impacts on the quality of employment index (23.5% improvement) demonstrates that formal employment was often accompanied by an improvement in working conditions (*indicator 1.1.5*).[33] Nevertheless, the positive impacts on employment conditions did not affect the income received for each hour worked (*indicator 1.1.7*) and even increased the exposure to job hazards (*indicator 1.1.8*). For the latter, treatment group reported 45% higher likelihood of work-related injury/sickness. This was mainly triggered by males finding jobs in the construction sector, which tends to expose workers to more risks.

Figure 13: Impact of the RISE component on decent employment

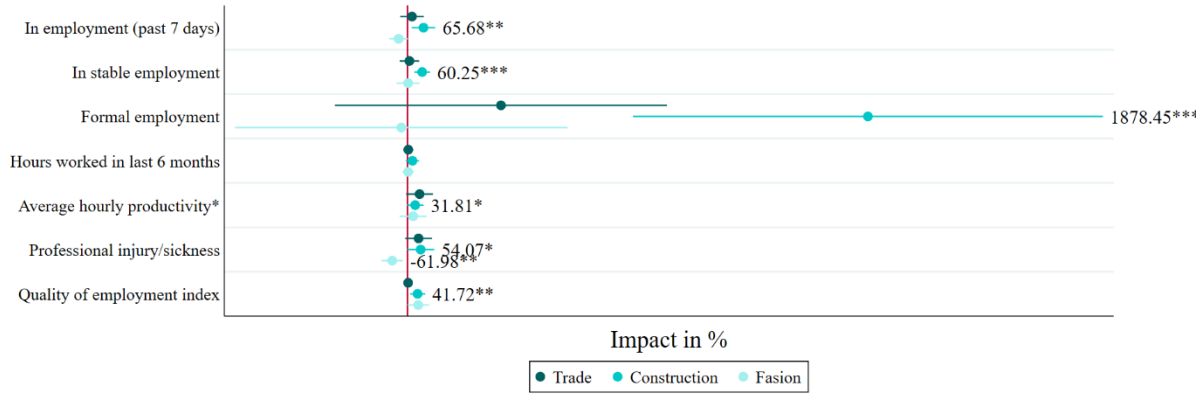


Source: C4ED elaboration

C4ED explored whether the impacts were different based on the trade the candidate applied to. To do so, C4ED grouped the trades into three groups (Construction, Fashion and Other Services) and performed independent regressions for each group. Regressions suggest that construction-related trainings have been particularly impactful (Figure 14). Among the three categories of trades, it is the only one where formal (wage-)employment was significantly higher. It is however unclear why. This could have been due to the sector largely dominated by males, particularly well-designed trainings or because there is a relatively high demand for workers in the construction sector. The other trades, in line with the overall results, did not increase employment rates and rather provoked changes in occupations and improved, though not significantly, working conditions.

[33] The index represents the sum of the following binary variables: paid sick leave, paid vacation, contribution to social security, contribution to pension scheme, paid paternity/maternity leave, end of contract compensation, overtime compensation, compensation for trainings, access to safety equipment, childcare. Each variable equals 1 if the respondent answered "yes", zero if not.

Figure 14: Impact of the RISE component on key employment outcomes across trades



Source: C4ED elaboration

C4ED also explored potential differences across trades to test the assumption that some trades might be saturated. To do so, it differentiates the traditional trades on the one hand (tailing and compound scaping, repair of machines & fashion design, plumbing - repair of deep well, knitting and weaving, welding and metal fabrication, catering and hotel management carpentry & joinery) and modern trades on the other hand (Solar Installation, Repair and Maintenance, Maintenance of small scale and industrial plants, Electrical installation, Computer ICT skills, Motorcycle Repair).[34] This distinction is principally based on the dependence of the trade to new technologies. The impacts for those who applied for modern and traditional trades follow very similar trends suggesting that neither of the two types of trades was saturated.

Is the job related to the skills learned during the RISE component? (7.1.UGA)

C4ED assessed whether the RISE component contributed to finding a job in the sector the applicant wanted to develop skills for (i.e., in the trade they applied to – *indicator 7.1.1*). The results show that 18 months after the training, the treatment individuals were significantly more likely to find employment in the same trade they applied for, compared to the control group. More specifically, the component multiplied their likelihood of having a job in the trade they applied for by five. This finding indicates that the training contributed to developing the required sector-specific skills and that the impact on employment was not only due to the project's reputation. From the beneficiaries' perspective, findings suggest the component contributed to finding work in the sector of their interest.

What effects does the second component of the RISE project have on professional practices? (1.1.UGA.b)

The RISE component also aimed to enhance youths' financial literacy, financial planning and business practices, principally to improve their business management capacity. C4ED reports the component's impact on basic financial planning (*indicator 1.1.8*)[35] skills and financial

[34] The aggregation of trades is essential to reach sufficient observations in the sub-samples an obtain sufficient power in the estimations. Results of the estimations are available upon request.

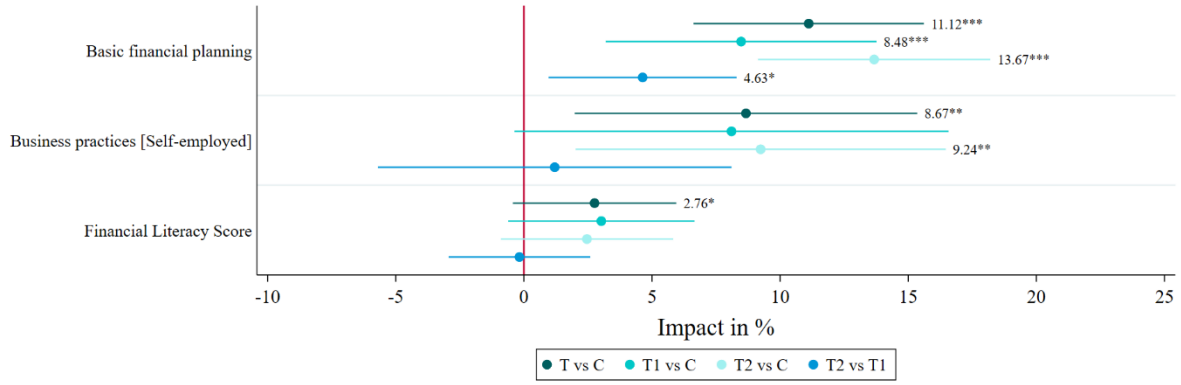
[35] Composite indicator of the following dummy variables*: „Keeps written financial records (simple or detailed notes)", „Has a concrete goal for next year", „Anticipates investments of the coming year", „Checks whether targets have been achieved".*

literacy (*indicator 1.1.9*)[36] for all beneficiaries, and on business practices for self-employed youth (*indicator 1.1.10*).[37]

On average, the youth selected for any of the training had better financial planning skills, compared to non-beneficiary youth, despite the numerous no-shows and dropouts. On average, and similar to the size of the impact at midline, the financial planning skills of the treatment group increased by 10.3%, leading to a mean score of 3.16 (on a scale of 0 to 4), as opposed to 2.86 in the absence of the component (Figure 15 – *indicator 1.1.8*). While the literature suggests a limited take up of practices taught in entrepreneurship training (McKenzie & Woodruff, 2023), it appears that RISE beneficiaries have been consistent in their adoption, even in the longer term.

Impacts on business practices are less obvious from a statistical standpoint, because the indicator was measured only on self-employed individuals. Therefore, the effect is dependent on the component having impacted self-employment (which it does not). Simultaneously the estimations have a smaller sample (and less power) to detect impacts. Impacts on financial literacy skills were also generally insignificant. In this case, the potential reasons are less straightforward, but one can assume that the indicator does not reflect the skills developed during the training.

Figure 15: Impact of the RISE component on professional practices and skills



Source: C4ED elaboration

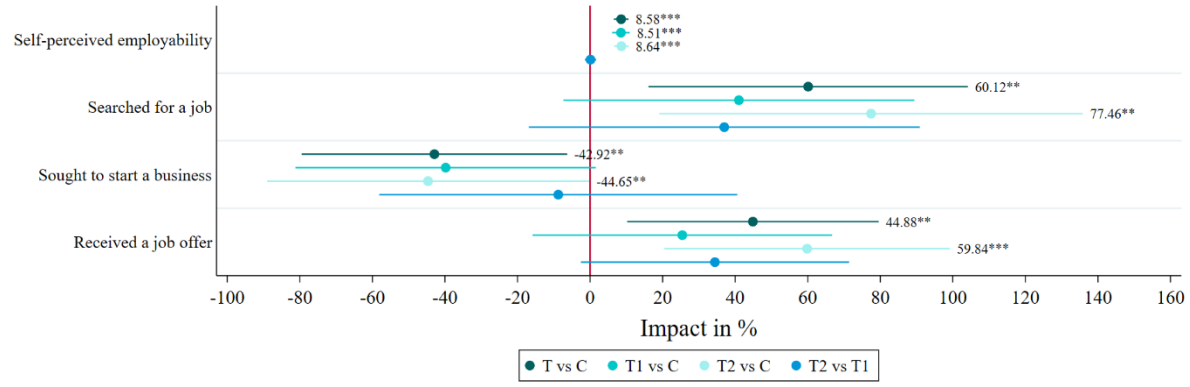
[36] Composite indicator based on the correct answer to the following questions: *„Imagine that five brothers are given a gift of 1,000 UgShs, If the brothers have to share the money equally, how much does each one get?“*, Imagine that the brothers have to wait for one year to get their share of the 1,000 UgShs. In one year's time will they be able to buy…“, „*You lend 25 UgShs to a friend one evening and he gives you back 25 UgShs the next day. How much interest has he paid on this loan?“* and „*Suppose you put 100 UgShs into a savings account with guaranteed interest rate of 2% per year. You don't make any further payments into this account and you don't withdraw any money. How much would be in the account at the end of the first year, once the interest payment is made“*.

[37] Composite indicator of the following dummy variables: „Separates professional and personal cash“, *„Visited competitor's business in the past 6 months“, „Adapted supply according to competitors in the past 6 months“, „Discussed with a client how to answer needs in the past 6 months“, „Asked supplier about products selling well in the past 6 months“, „Has advertised his business/goods/services in the past 6 months“, „Know which goods/services make the most profit“, „Uses records to analyse performances of products“.*

What effects does the second component of the RISE project have on employability? (1.1.UGA.c)

The RISE component aimed to increase the employability of beneficiaries. To explore this dimension, C4ED investigated whether the component had an impact on individuals' likelihood of finding a job in the future. To measure employability, C4ED used four indicators: the self-perceived employability score (*indicator 1.1.11*)[38], whether the respondent searched for a wage employment (*indicator 1.1.12*), sought to start a business (*indicator 1.1.13*), or received a job offer in the past four weeks (*indicator 1.1.14*). Figure 16 shows the impacts of the RISE component on these employability indicators.

Figure 16: Impact of the RISE component on employability



Source: C4ED elaboration

The results show that the component had a positive and significant impact on respondents' self-perception of their ability to successfully address the challenges of the labour market, irrespective of the treatment group they were assigned to. As a result of the RISE component, the average self-perceived employability score of the selected candidates increased by 8.10% to 4.2 (on a scale from one to five), whereas this score would have been 3.88 in the absence of the component (*indicator 1.1.11*).

To complement the quantitative results, the qualitative component assessed the opportunities and barriers for finding/maintaining decent (wage) employment (*indicator 1.1.15*), the perception of the influence of the RISE component in helping graduates find jobs (*indicator 1.1.16*) and the support perceived as the most useful for professional growth (*indicator 1.1.17*). Quantitative findings on employability resonate with qualitative data, which shows that trainees generally perceived having higher chances of getting employed (*indicator 1.1.15*) than before

[38] Perceived employability is measured as the average score ranging from one if strongly disagreeing to five if strongly agreeing with ten statements related to the respondent's employability. These statements include "1. My training/educational background is a significant asset to me in job seeking", "2. Employers specifically target individuals with my educational/training background to recruit individuals from my economic sector(s)", "3. There is a lot of competition for places on training courses I want to attend and many people are not able to enroll", "4. People in the career I am aiming for are in high demand in the labour market", "5. My educational/training background is seen as leading to a specific career that others would perceive as highly desirable, "6. There are plenty of job vacancies in my geographical area", "7. I can easily find out about opportunities in my chosen field", "8. The skills and abilities that I possess are what employers are looking for", "9. I'm generally confident of success in job Interviews and selection", "10. I feel I could get any job as long as my skills and experience are reasonably relevant".

the training, thanks to the skills gained (*indicator 1.1.16)* and the certificate earned (*indicator 1.1.17*).

> *I have the opportunity to get jobs in future because in the current generation, one has to know computer. And nowadays, everything is being designed by computers. Therefore, if I add only a few more skills, it will be much easier for me to get jobs. I can even get jobs with big companies* (IDI with male beneficiary, Nyumanzi)

> *The training has helped me. If jobs become available, I don't feel I will suffer. I feel I will survive because I have the skills. […] I am thankful to those in NRC that trained me for giving me the skills. Once a job is available, I will go for it* (IDI with male beneficiary Nyumanzi)

Refugee trainees felt their higher chances of finding a job could best be realised by returning to their home countries. Nevertheless, they were optimistic that they would get jobs in Uganda.

> *I am actually already using the skills to work for myself. I think it will be easier for me to get a job because of the certificate I received after the training. It will help me get a job in [South] Sudan. Interviewers will ask, "Have you done a training on weaving and knitting?" and I will say "yes". In such cases when the interviewers ask what shows that you have done the training, by showing them the certificate, you will be selected more easily compared to the one without a certificate* (IDI with female beneficiary, Omugo)

> *Now that I have gotten the training, if I struggle, I know that I will survive because I have the skills. It is very difficult for one to get work without training. I know when I go back to South Sudan, I will get work to do* (IDI with male beneficiary, Omugo)

While the youths' self-perceived employability score is a subjective measure, C4ED also investigated their actual job search behaviours. Figure 16 shows that the RISE component had a significant impact on the likelihood of searching for a job 18 months after the training (+54% - *indicator 1.1.12*), but had a negative impact on trying to start an IGA (*indicator 1.1.13*). The latter could be explained by the fact that most trainees reported not seeking to start a business because they lacked start-up-kits, leading them to focus their search on wage-employment.

> *Personally, I have not started working in regards to the training. I need start-up capital. I have tried to look for a job, but I've failed to get one because there are no jobs at the moment* (FGD with female beneficiaries in Omugo)

> *After finishing the course, I became jobless because I don't have any start-up capital and machines. It became a big challenge but of course we are still helpful that we will get capital and start our own businesses* (FGD with female beneficiaries in Omugo)

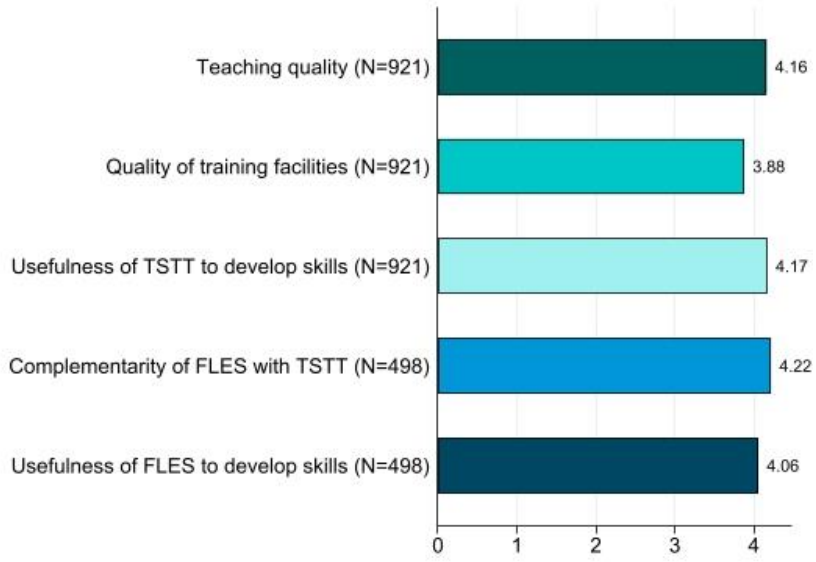
These results align with the previously presented positive impacts of the component on employment, suggesting that the RISE component encouraged beneficiaries to search for wage-employment, and their newly acquired skills helped them to received job offers (*indicator 1.1.14*). By not providing start-up kits or access to capital, it is likely that the component tailored how beneficiaries entered the labour market.

To what extent are training facilities 'fit-for-purpose' in delivering skills training to the component trainees? (1.5.UGA)

To assess whether the component was adequate for delivering the training and adapted to its purpose, C4ED collected information on the beneficiaries' perceptions of the support received. Those participants whose involvement in the component C4ED confirmed have positively rated

the quality of the teaching, the training centre, the component's usefulness for developing skills, and the complementarity between the two trainings (Figure 11). For all dimensions of the project under scrutiny, most beneficiaries considered them "good" or "excellent", with limited variation among the items that compose the different indicators.[39]

Figure 17: Beneficiaries' assessment of the trainings



Note: All variables are (composite) measures ranging from one (Very Bad) to five (Excellent). Teaching quality is the average of three variables: teaching methods, teachers' ability to handle training equipment, and teachers' ability to engage students. The quality of facilities is not a composite variable. Improvement of skills is the average of 4 variables: usefulness of training to develop technical skills, to improve teamwork skills, independent working skills and expression skills. The complementarity of FLES is not a composite indicator. The usefulness of FLES is the average of two variables: useful tips and tools to start a business and useful tips and tools to develop a business.
Source: C4ED elaboration

To assess whether training facilities were "fit-for-purpose" for providing skills training to RISE trainees, the qualitative component examined trainees' perception regarding the quality of the training facilities (*indicator 1.5.2*), whether the training was adapted to beneficiaries' needs, wishes and specific profiles (*indicator 1.5.3*), trainers' competences (*indicator 1.5.4*) and the availability and quality of training material (*indicator 1.5.5*) The results in this regard were positive.

Regarding the quality of the training facilities, the responses echoe the quantitative findings, with participants agreeing that the training spaces and buildings provided a good learning environment (*indicator 1.5.2*). The quotes below from IDIs from Omugo and Nyumanzi illustrate and reflect the general perceptions of beneficiaries interviewed.

> *The facility is very good, it is good. There is even a hall, there is a workshop constructed in concrete so that when it rains, we attend our trainings inside the house* (IDI with male beneficiary, Omugo)
>
> *The training room was good. It provided good learning* (IDI with male beneficiary, Nyumanzi)

[39] It must be noted that this positive feedback on the quality of trainings can be biased even though the enumerators emphasised the independence of C4ED's evaluation.

C4ED further traced the component's adaptability by analysing the trainees' responses to their diverse needs (*indicator 1.5.3)*. Because of the cultural barriers affecting females, the component could have lost more female trainees if not for the provision of childcare services. Childcare enabled female trainees who were mothers of infants and toddlers to attend the training, which they might have otherwise missed, as shown by the first quote below. Moreover, trainers acknowledged the language barriers in the classes, as not all trainees spoke a common language, by hiring translators and encouraging interactions to facilitate exchange. Trainees appreciated this endeavour, especially those from refugee communities who did not speak English or the major local language/s. The second quote below illustrates this.

> *It was easy to go. Easy, because when they realised we were about seventy something, we were divided into two. And so, those of us with babies were assigned to learn in the afternoon because moving with babies in cold would affect the babies and issues of malaria so we were able to prepare porridge for babies before going. I saw it became easy for mothers with babies. And when in school, we were provided with baby seaters. This was why I said it was easy* (IDI with female beneficiary, Palemo)

> *Even those ones who don't understand English, the teacher will just go to their people to call someone who can speak their language to translate for them* (IDI with female beneficiary, Palemo)

To evaluate the trainers' competence (*indicator 1.5.4*), C4ED looked at the recruitment process, trainers' qualifications, their ability to answer trainees' questions and their self-perception and confidence. Trainers underwent a recruitment process that checked their level of experience and educational background. All trainers interviewed had at least two years of prior experience in similar positions and had undergone technical training in their respective fields at various technical institutions in Uganda. Some of them also took part in a short refresher training offered by the component. All trainers were confident of their skills and reported that they could easily answer all questions from the trainees in their classes. Trainees shared this impression, expressing their satisfaction with the trainers. Trainees reported that trainers could explain the topics well for them to understand and answered their questions satisfactorily. There was only one case where trainees reported that a trainer was not competent (the trainer did not explain well the topics, nor answer questions to the trainees' satisfaction). In this case, the trainees brought up the issue with the VTI administration and, with support from NRC, had the trainer replaced with a reportedly more competent one, according to the trainees' perception and experience. Beyond this case, all participants agreed that the trainers adequately delivered the skills training. Also, the case of the trainer's replacement further reflects the training's adaptability and flexibility to trainees' needs and wishes.

Regarding the availability and quality of training materials (*indicator 1.5.5*), both trainers and trainees recognised that the biggest challenge was inadequate materials. Materials were few compared to the number of trainees in the course and were received late for the case of some of the trades, limiting learning. For some trades, the issue of inadequate training material was worsened by the lack of other facilities like water and power. These points are illustrated in the quotes below:

> *Regarding learning, we shared computers. Since some trainees dropped out, we had 19 computers for 27 trainees in the end. The bigger challenge was power shortage. Sometimes, we did not have power for 3 weeks. In this time, we did not do anything with the computers. Solar was installed but the output of the solar was inadequate to run the computers. The teacher was forced to use one computer to teach all 27 of us. The projector cannot be used. So, all 27 persons gather around a single computer. These were the challenges we faced with learning* (IDI with male beneficiary, Nyumanzi)

> *The supply of water was irregular. If it is supplied today, it may be supplied again after another day which affected us because different departments like those for catering depended upon the use of water.* (IDI with male beneficiary, Nyumanzi)

> *The [tailoring] machines were many, but the machines were mostly broken. We could be like 7 or 5 students sitting around one machine. Other materials like sewing threads were not enough*. (IDI with female beneficiary, Omugo)

Nevertheless, all trainees, agreed that the training facilities were fit for purpose and that they could adequately learn in the training facilities provided.

5.4.3. EQ2. To what extent did the second component of the RISE project change resilience and livelihoods for beneficiaries?

What effects does the second component of the RISE project have on livelihood, in terms of income? (2.1.UGA.a)

To investigate the impacts on income, C4ED used two indicators: the average monthly income from stable employment, which was measured by taking the average monthly income earned from different types of employment over the past six months, and the annualised monthly income, which was measured by considering the average income earned during best months, worst months, and normal months over the past twelve months. Both indicators contain overlapping information, but the first indicator focuses on the average income from stable jobs from the last six months and was collected in a relatively detailed manner. However, it does not account for income variation across the year or income from jobs other than stable jobs.[40] Therefore, annualised monthly income from employment provides a broader perspective on respondents' income. After checking for the reliability of the two indicators,[41] C4ED discusses results based on the annualised monthly income from employment (*indicator 2.1.1*).[42]

Overall, selected candidates earned on average 21% more than non-selected candidates 18 months after the training. The impacts are closely related to the changes in male and host community beneficiaries who were more likely to have (better) jobs. Specifically, there was an increase of 19,521 UGX (around 4.8 €),[43] with their average monthly income from employment rising from 92,959 UGX (around 23.1 €) to 112,480 UGX (around 27.9 €) thanks to their participation in the component.

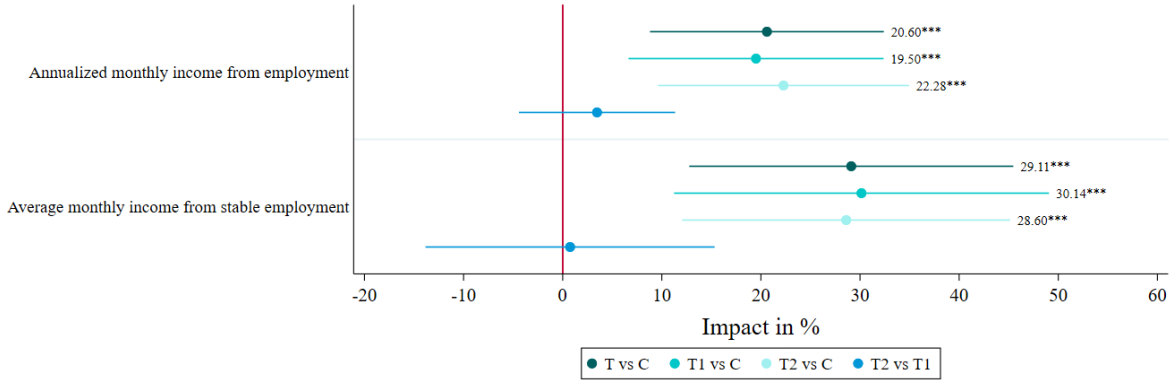
[40] Consider that income data is often difficult to retrieve due to various factors such as remote no bookkeeping, high variation, and confidentiality concerns. These challenges are not specific to this survey and C4ED is continuously implementing adjustments to optimise data quality. The income of individuals who are not in stable employment is replaced by zero.

[41] Checks on reliability implied comparing levels at midline and endline, shape of the distribution, comparisons to national levels and challenges reported during data collection. The decision is also supported by the literature which suggests that asking for overall income in a period of time is less noisy than asking respondents for more detailed financial reports (de Mel et al., 2009).

[42] For income-related indicators, C4ED winsorised the top 5% to limit the potential bias from outliers. Also, given the non-trivial number of observations with no income from employment and the skewed distribution, C4ED has applied a poisson regression.

[43] 1 € = 4,029.57 UGX

Figure 18: Impacts of the RISE component on income



Source: C4ED elaboration

What effects does the second component of the RISE project have on resilience? (2.1.UGA.b)

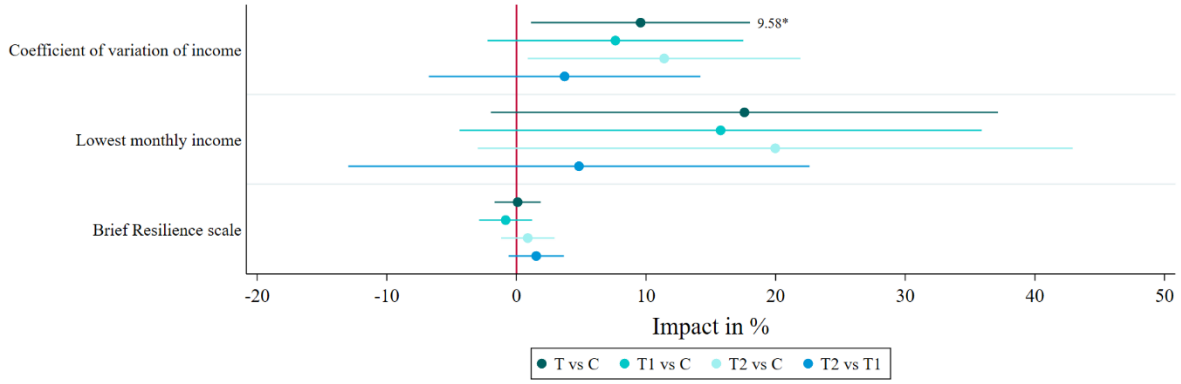
To measure the impact of the RISE component on resilience, C4ED used the following three measures: the lowest level of income in the six months preceding the survey (*indicator 2.1.1*), and annual income variation (indicator 2.1.2) and self-perceived resilience (*indicator 2.1.3*).[44]

C4ED estimated annual income variation by asking respondents about their lowest, highest and what they would consider as their normal monthly income over the previous twelve months. Each of these income categories were compared to the annualised monthly income. Specifically, C4ED computed squared differences, weighted by the number of months during which the respondent received each of these income categories. Then, the annual income variation was defined as a coefficient of variation, corresponding to the ratio between the standard deviation of the annualised income (i.e., the square root of income variance) and the annualised income itself. A higher income variation can come from a higher income in best months or a lower income in worst months. Income variation is zero for youths who were not in stable employment or for youths whose income remained the same throughout the year.

The estimated impact of the RISE component on the three resilience indicators are displayed in Figure 19. Generally, the impacts tend to be positive though in most cases, insignificant. Only the coefficient of variation have increased significantly by 9.6%. Though an increase in income variation is usually associated with vulnerability, in this case, it was due to an income increase in some months without an income decrease in the worst months, therefore increasing variation and overall income from employment (see section above).

[44] Due to issues in the programming of the questionnaire, two indicators ("ability to recover from shocks" and „expected duraction of employment") initially planned to assess resilience cannot be used for the analyis.

Figure 19: Impacts of the RISE component on resilience



Source: C4ED elaboration

The qualitative component expanded the understanding of the effect of the RISE component on resilience by investigating training beneficiaries' diversification of livelihoods (*indicator 2.1.5*), their ability to resist economic shocks (*indicator 2.1.6)*, their ability to plan ahead (*indicator 2.1.7)* and their perceptions on access to stable jobs (*indicator 2.1.8*). Results show that many trainees had not yet started their businesses or found jobs and continued to engage in the income-generating activities they did before the training. Also, those who started businesses did not stop doing what they did before, so they have diversified their sources of income *(indicator 2.1.5*). However, this diversification appeared to be involuntary, as many were still awaiting opportunities related to the fields for which they had been trained or seeking stability in their new businesses. Nevertheless, the diversification provided some financial security as illustrated by the quote below:

> *Currently I dig (I farm for subsistence). Now that I gained some skills in the training, I can repair phones and design receipts. On one side some people need receipts, I design for them. Those are the little things I do that earn me some money* (IDI with male beneficiary, Nyumanzi)

Regarding beneficiaries' resilience to shocks (*indicator 2.1.6*), interviewers asked how beneficiaries deal with shocks and whether the training has helped them manage food security and disaster preparedness. A few respondents felt confident in their ability to resist economic shocks, attributing this to the training. Increased earnings and diversified income sources linked to the training improved their ability to handle emergencies. As the quote below illustrates:

> *In case of floods, and my crops have been washed away. That would not be my end. I have training in mechanics so I can get money; I am able to go to the garage. That means I have more ways of getting money, not only farming... (*Life history with male beneficiary, Nyumanzi)

Additionally, respondents mentioned that the training taught them business skills and the importance of saving money for emergencies, and they were actively practicing these lessons.

However, most respondents mentioned that they lacked the ability to resist economic shocks. They believed, however, that this would improve if they had access to jobs, equipment, or capital to start businesses.

> *I know this training will help me in the near future to pay school fees of my children, buy food for my family, even issues of sicknesses, I know this training will help me in the future* (IDI with beneficiary, Omugo).

Regarding perceptions on access to job stability after the training (*indicator 2.1.8*), The findings show that still very few of the beneficiaries were formally employed and these were mostly reported to do vehicle repairs and work in construction companies. The majority of the beneficiaries were either doing casual work or self-employed (engaged in tailoring and other small businesses like selling foodstuffs in the market, baking and selling snacks) - jobs they considered unstable.

> *...Let me say .... in Nyumanzi where I live, there are only a few permanent or semi-permanent buildings. And we are many who have been trained in electrical and solar installation. People don't instal solar on grass-thatched buildings. Therefore, opportunities to get jobs are very narrow* (IDI with male beneficiary, Nyumanzi)

For more stable jobs, some trainees felt that the training was limited in scope and therefore not enough to secure advanced or office jobs. They reported further that most employers often required several years of experience which they struggled to meet. Given these difficulties, beneficiaries were sceptical that they would find a stable job, unless they got a start-up capital for their business.

Regarding the ability to plan ahead (*indicator 2.1.7*), C4ED cannot draw strong conclusions as beneficiaries referred mostly to their short-term plans – starting a business after getting capital and no longer-term plans. Nevertheless, this could be seen as a shortcoming of the training which skills the most vulnerable groups without providing them with a start-up capital to get the ball rolling. Beneficiaries therefore saw no need to make longer-term plans in the face of uncertainties.

5.4.4. EQ3. To what extent was the second component of the RISE project efficient?

Did the component implement efficient practices? (3.1. UGA)

To assess the efficiency of the RISE component, C4ED initially planned to use cost data, outputs and the estimated impacts to inform on the average costs incurred to train one individual and the cost to increase the employment rate by 10%, following the JPAL guidelines (Dhaliwal et al., 2013). However, the project's financial reporting towards EUTF was not aligned with the needs of the agreed-upon evaluation methodology, as it was not possible to isolate the specific costs of the activities under evaluation. Alternatively, C4ED used GIZ's own evaluation report (GIZ, 2023) as well as qualitative and quantitative primary data to assess elements of economic efficiency, operational efficiency, timeliness and connexions with other DAC criteria (OECD, 2010). It is important to mention that the following statements cannot inform on the trade-off between the resources allocated to the different activities and the extent to which they led to minimise costs or maximise impacts.

Economic efficiency

C4ED first assessed the absence of waste and the conversion of inputs into results in the most cost-efficient way possible. This also includes the extent to which appropriate choices were made and trade-offs addressed in the design stage and during implementation.

To ensure that the component maximised the employability of its beneficiaries the component undertook an ELMA and a value chain assessment which also ensured relevance of the trainings (*indicator 3.1.1*). The ELMA identified the sectors and trades with the highest employment

potential as well as structural aspects of the general labour market, which the component should consider when training beneficiaries. Specifically, it identified skills gaps in the areas of technical, soft and life skills, basic numeracy and financial literacy skills, and entrepreneurship skills for the overall target population. Nevertheless, GIZ was also informed that the different segments of the target population (unemployed, self-employed, skilled versus unskilled, etc.) have different needs (Schmidt, 2020). Despite understanding the different needs, C4ED did not identify strategies implemented by GIZ seeking to deal with this reality during the evaluation period and to ensure that resources are used efficiently to promote employment among the different segments of beneficiaries. Regarding the value chains assessment, GIZ aimed at identifying up to three value chains with significant development and employment potential from the trades identified in the ELMA (Schmidt, 2020). However, C4ED did not find references to the latter in the final evaluation report suggesting that GIZ did not follow-up on the second strategy to select the most relevant trades (GIZ, 2023).

The concept note of the project highlighted the importance of the selection process to identify the beneficiaries' skills-set, professional goals and the situation on the labour market and ensure that the given trainings are likely to be effective (Schmidt, 2020) (*indicator 3.1.2*). In practice, the component used a light selection process using a simple application form (one-pager) that candidates could retrieved, fill-in without the support of project staff and submit without any verification of the information provided. This application form mainly collected contact information, key sociodemographic data, employment status, types of vulnerability and information on their preferred trade. On the one hand, this process allowed to register a large number of candidates (*indicator 0.1.1*) and identify non-eligible candidates based on simple criteria such as age and manage the share of female and males to reach the targets of the component (*indicator 0.1.2*), at low costs. On the other hand, this approach presents several weaknesses that are worth considering for assessing to what extent the selection process was efficient. First, significant data was incorrect (or inaccurate) leading to difficulties to, for example, contact the selected candidates that did not enrol. This also raised difficulties to contact individuals in the waiting list leading the project staff to use alternative and more-time consuming methods to find the listed candidates. Second, it also posed issues as some candidates did not fully understand the content of the different trades leading to disappointments (and therefore dropouts) and having individuals trained in trades that are not of their interest. Third, the selection process did not allow to assess the motivation, capacity and availability of the candidates to follow the training, which could have anticipated some of the reasons for the dropouts identified (*indicator 0.3.4*). Finally, as already mentioned, it did not enable to assess whether the training and trade applied for is well designed to develop the skills needed by the candidate.

The investigation of the component's impacts suggests that the format of the trainings did not increase the overall employment rate and rather improved employment conditions principally for males and host community members (*indicator 3.1.5*). From this perspective, the resources have not been efficiently allocated to females and refugees as they did not allow to overcome the barriers these vulnerable populations face to access better jobs. For males, the results suggest that resources could have been better allocated to help individuals not employment to enter the labour market.

Operational efficiency and timeliness

C4ED assessed how well resources were used during implementation mainly through the component's adaption to challenges (*indicator 3.1.3*). The Covid-19 pandemic has been identified as an important challenge by the project staff and the project documentation as it

limited movement and gatherings from March 2020 to January 2021. The component implemented the following corrective activities to respond to the identified risks:

- No-cost time extension was agreed to achieve component targets
- Application of alternative modes of communication with beneficiaries and partners
- Implemented mobile working mode
- Providing technical support to the DLGs remotely and where possible on site
- Increasing the distribution points and thus number of distributions for food crops and livestock.

Despite the listed measures, the Covid-19 pandemic led to a reduced the number of jobs available, reduced the DLG officials' capacity, the closure of VTIs and departure of teachers and postponement of component activities. It is likely that it also contributed to beneficiary no-shows as the selected applicants from cohort 1 had to wait more than six months before starting the training though C4ED cannot assess to what extent (GIZ, 2023). While other EUTF-funded projects managed to implement distance learning, such format was deemed unfeasible in the West Nile context and the nature of the training (limited access to smartphones and Internet, 75% hands-on training…), the RISE component evaluated had no choice than postponing the activities.

As already mentioned, some beneficiaries were dissatisfied of the trade which they were assigned to. To avoid additional dropouts, the component allowed trainees to change their trades during the training reflecting the project's responsiveness and willingness to adjust its activities to adequately respond to the trainees' needs.

The project's proactive adaptation can also be illustrated by the replacement of a trainer that was deemed incompetent by the trainees (the trainer did not explain well the topics, nor answer questions to the trainees' satisfaction). In this case, the trainees brought up the issue with the VTI administration and, with support from NRC, had the trainer replaced with a reportedly more competent one, according to the trainees' perception and experience.

GIZ and C4ED collaborated in developing a monitoring system based on Excel to track enrolment and attendance of the selected candidates. Though the system suggested and developed by C4ED (as it was essential for the RCT), it demonstrated GIZ's reactivity to relevant initiatives and willingness to monitor its activities.

5.4.5. EQ4. What other intended or unintended outcomes did the second component of the RISE project contribute to?

What effects does the second component of the RISE project have on social integration? (4.1.UGA.a)

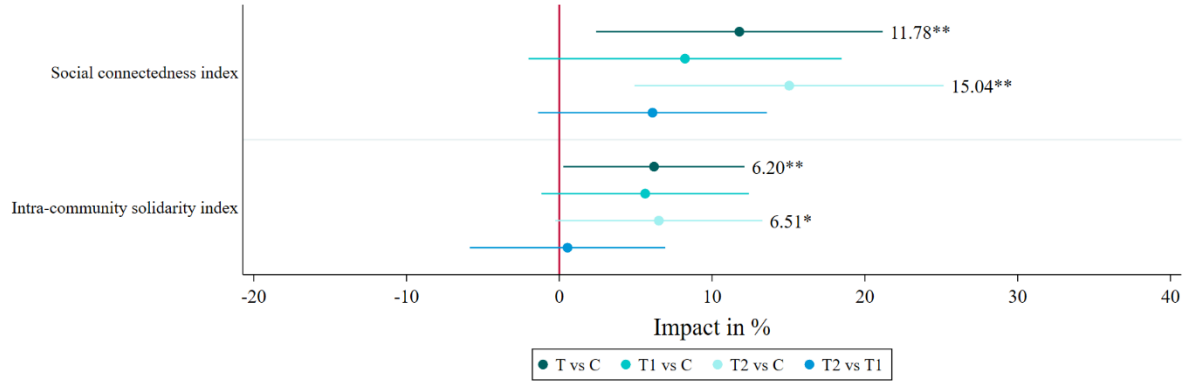
By jointly training members of the host communities and refugees, the RISE component intended to improve their integration, particularly through the TSTT, during which trainees learn and practice together for approximately three months. To measure potential impacts on social integration, C4ED first used a social connectedness index inspired by Horn (2013 - *indicator 4.1.1*). The index represents the respondent's level of involvement in community groups, including professional groups, savings and loan groups, art and leisure groups, non-profit organisations, local community groups, political groups, and religious groups.[45] C4ED also investigated whether the component improved the perception of the intra-community solidarity using another composite index of three variables (*indicator 4.1.2*). The respondents

[45] For each group, 0 indicates no involvement, 1 indicates membership in the groups, and 2 indicates leadership in groups. The social connectedness score ranges between 0 and 14.

were prompted to imagine a scenario where their house was destroyed by a fire and asked to assess their confidence in finding someone who would provide shelter (i), lend money for clothing (ii) and help raise funds to feed their family (iii).

Overall, the RISE component had positive impacts on the different indices of social integration (Figure 20Figure 41). Regarding social connectedness (*indicator 4.1.1*), the results show an increase in the likelihood of being part of groups, mainly due to beneficiaries joining saving groups. The results from the regressions also show positive and significant impacts on beneficiaries' confidence that they could find help in the community in case of an emergency thanks to the TSTT+FLES training (*indicator 4.1.2*). To better understand whether these impacts were driven by participating in the long-term training or whether they are a consequence of beneficiaries finding new jobs, C4ED performed independent regression with only individuals in employment and with only individuals without employment.[46] Impacts from these regressions are only significant for individuals in employment suggesting three key points. First, that having a job is key for social integration (i). Second, as social integration depends on having a job, it also requires time (ii). Third, the training itself without its impact on employment did not suffice to promote social integration of the overall sample (iii).

Figure 20: Impacts of the RISE component on social integration



Source: C4ED elaboration

The qualitative component investigated further dimensions of social integration by assessing the perception of host communities on refugees' contributions (indicator 4.1.3), perception of refugees on their acceptance by host communities (indicator 4.1.4), quality of social network between host community and refugees (indicator 4.1.5), quality of ties developed within the host community/ with the refugees (indicator 4.1.6) and level of trust between host community and refugees (particularly regarding employment) (indicator 4.1.7).

Interviews suggest that the format and length of the trainings were important to promote social integration. The qualitative component sought the impressions of the trainers and refugees regarding their acceptance by the host communities (*indicators 4.1.3, 4.1.4 and 4.1.6*). Results show that the training helped to break boundaries between host and refugee communities by engaging the two groups in common curricular and extra-curricular activities. This was facilitated by the trainers, as highlighted below:

> *At first, the nationals [host] and refugees sat separately. Then now what we do when you are giving them a module, you combine them. You bring one host and one refugee together to complete tasks in class. That is when they started relating well. It was not*

[46] Outputs from the regressions are available upon request.

> *easy when they just joined until we mixed them together. Now, they became used to each other. They are now friends* (KII with female trainer, Nyumanzi)

> *We counselled them, especially those in the second cohort, … At first, the Dinkas [refugees] did not interact with the Madis[hosts]. They disagreed a lot until we came in. We [all the instructors] started talking to them and counselling them. On Fridays we have games and sports, so we mix them up. We organise and have traditional dances. They make drums: the Madis make theirs, the Dinkas also make theirs. We mix them to learn from one another. That one also encourages them like... They play sports, …we make them compete, so those games make them understand that it is very important to stay together* (KII with female trainer, Nyumanzi)

Some of these relationships were reportedly kept beyond the training. The quotes below reflect theses perceptions.

> *With the nationals [hosts], things like the trainings we attend together with them. Also like from the neighbourhood here, things like firewood, you go and ask them in a good faith, they will give you… Even here when things like death occurs, at their places, the refugees contribute food like maize, "small small" [however small] and take there. We also go and join them. Also, if it happens with us in the camp here, they usually support us too and come to join us here* (IDI with beneficiary, Omugo)

> *I have hope. You know Uganda is not like other countries. There are other trainees who go and read at night at homes of people who have solar. If it was other places [other countries], they would not allow you. I did electrical installation when I was in Kenya but we normally didn't walk out of UN camps. They didn't give us jobs* (IDI with beneficiary, Nyumanzi)

The descriptions above and from many other interviews indicate that refugees and host communities collaborate in the use of resources like firewood and water as well as information sharing. Refugees particularly mentioned that they seek information from the hosts on how to live in Uganda. This, however, should not mask the fact that there are conflicts as well. Both refugees and hosts shared instances of conflicts, although these were not only between refugees and hosts but amongst hosts as well.

The qualitative study shows that the trainings have facilitated social integration between refugees and hosts. However, these finding should be seen in the wider policy context on refugees in Uganda. For instance, Uganda's refugee policy has been praised as integral, rights-based and progressive. The policy supports communities and seeks to identify, prevent and mitigate potential social tensions and risks of conflict arising in refugee-hosting areas (UNHCR, 2022). Hence, the positive social integration outcomes observed among the beneficiaries could have been enabled by such policy frameworks as well.

What effects does the RISE component have on entrepreneurial self-efficacy? (4.1.UGA.b)

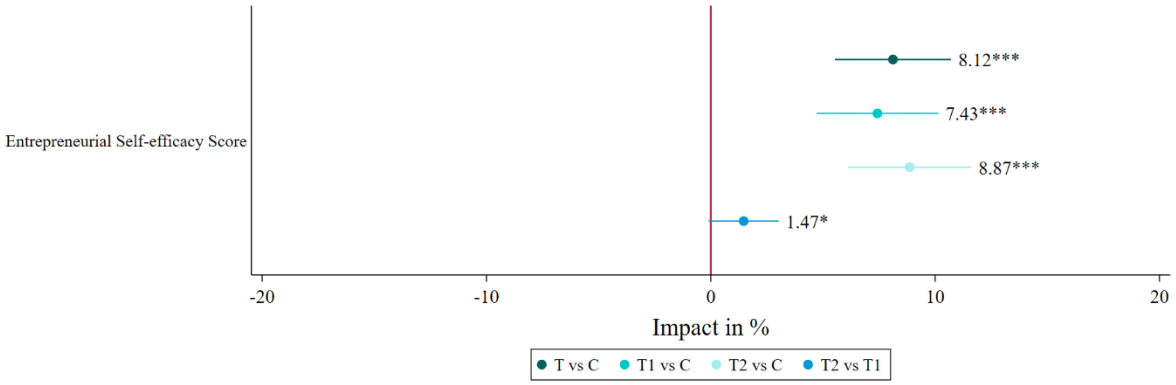
To measure how the component impacted entrepreneurial self-efficacy, C4ED measured individuals' self-perceptions of their entrepreneurial skills and abilities (*indicator 4.1.8*). Entrepreneurial self-efficacy is calculated based on respondents' perception of their skills and abilities compared to their peers in six areas (1 "much worse" to 5" much better"). [47] The entrepreneurial self-efficacy score was computed by taking the sum across the six areas. It has

[47] These are i) problem identification and business development, ii) making sound decisions, iii) planning and controlling business finances, iv) finding novel ways to start a business/enterprise, v) convincing people and finally, v) leading a business, managing, and training employees.

a scale between six and 30, where six implies "much worse" perceived skills in all six areas and 30 means "much better" perceived skills in all six areas (Wilson et al., 2007).

The results show that the RISE component had a statistically significant effect on the entrepreneurial self-efficacy of the different treatment groups (Figure 21). These impacts appear to be stable six and 18 months after the training. Overall, as a result of the component, the average entrepreneurial self-efficacy score increased by 8% to 25.3, whereas this score would have been 23.4 in the absence of the component. While only the FLES training was expected to have an impact, it appears that the TSTT also had a positive effect of 7%.

Figure 21: Impact of the RISE component on entrepreneurial self-efficacy



Source: C4ED elaboration

Qualitative component investigated confidence for personal and professional development in the future (*indicator 4.1.9*) and confidence in self-capacity to bounce back after a shock (*indicator 4.1.10*). Quantitative results are echoed by respondents in the qualitative sample, who perceived themselves as better at work because of the skills they gained during the training. They were also confident that the training improved their people and technical skills and that their new skills would pave the way for them into the job market.

> *Actually, I have received knowledge that has been given by our instructors and they have built confidence for me. In case of any job, I can handle it well and will satisfy the customer. With that I can say I have the skills which I received* (IDI with male beneficiary, Nyumanzi)

> *In case of floods and when my plants have been washed away, I can get money, I am able to go to the garage. That means I have more ways of getting money, not only farming. I can get it from the garage and get it by other means* (Life history with male beneficiary, Nyumanzi)

> *I have the knowledge and I also have the energy to do the job because I was trained. I am confident that I can get employed and do a good job* (IDI with male beneficiary, Nyumanzi)

> *I started my business after the training in business skills and entrepreneurship. In the training, there were questions such as, "what skills do you have in business", "what do you need for a business to be successful", and also "which life do you want"? After the training, a friend lent me 20,000 shillings. I started buying things at retail and reselling them. At first, my profit was only 500 shillings. I continued with my business anyways. The profits started increasing to 1000 shillings and 2000 shillings. My business has stabilized now and I buy in larger quantities. I buy in bulk. At least I have reached*

> *certain level where all my challenges have reduced. This is all because of the training. It strengthened me. I have now the skills, and I have the morale to do things like business (*IDI with male beneficiary, Omugo*)*

However, regarding the confidence to bounce back after a shock (indicator 4.1.10), only a few beneficiaries were explicit about this. Many of the respondents stated that once their business started, they would be in a better economic situation and were confident to resist or recover from shocks.

What effects does the RISE component have on psychological well-being? (4.1.UGA.c.)

To understand the effect of the component evaluated on psychological well-being, the qualitative component investigated the impact of training on self-perception *(indicator 4.1.11),* confidence in verbalizing challenges and expectations *(indicator 4.1.13)* and self-capacity to set up goals and reach them *(indicator 4.1.14).*

Data from the interviews shows that the training positively impacted the self-perception of many trainees. The trainees expressed increased confidence in their abilities and skills to get and excel in jobs or start businesses related to their training *(previously discussed in section on employability).* Additionally, the improved self-perception is evidenced by several mentions of the positive life outlook with most of the beneficiaries seeing the training as the turning point that would positively impact their future in terms of the ability to support themselves and their families.

The component incorporated psycho-social support activities to provide counselling and support to those with psycho-social challenges, and help them improve their confidence, and create a sense of belonging. Trainers were trained in mental health discipline, enabling them to identify trainees experiencing mental challenges and offer assistance, such as, one-on-one counselling or referrals for external support, as a trainer from Nyumanzi attests below.

> *We have received training on mental health. We identify learners with mental problems…we try to establish the cause of the mental health disorder – we follow the learner and ask what the problem is. We engage in one-on-one conversations to try and find a solution. Sometimes it means making a referral to a specialist, or following the trainee home to the address the problem if the cause is from their homes/households. The training was so good, and it has helped many learners* (KII with female trainer, Nyumanzi)

While all of the trainers who received the additional training on mental health and support appreciated its usefulness, they mentioned that the training was short (5 days-2 weeks) and would have liked it to last longer. Nevertheless, they agreed that the mental health and support skills they acquired were sufficient to support the trainees, especially in improving their confidence to speak out, and make plans. For instance, trainers engaged trainees in activities like debates and cultural entertainment to improve their confidence and sense of belonging. One of these activities was "Tutapona" which is Swahili for "we will heal".

> *Tutapona helps makes people to forget the stress they are undergoing. It makes them to be open and express themselves freely. We have observed trainees who were hesitant to continue with their training. But after introducing them to Tutapona where they participated in psychosocial support activities like singing, other forms of entertainment, they opened up and also improved in their training. The shy ones also*

> *participate. Others are good in debate and others are good in entertainment (*KII with official, Nyumanzi)

Hence, regarding confidence in verbalizing challenges and expectations, the majority of the trainees interviewed were able to clearly articulate the challenges they faced during and after the training. A few of the respondents mentioned that because of the training, they were now able to speak in public, as voiced by one of them:

> *After the training, right now even when in public I am able to speak [nods head] this means besides the training I followed in tailoring, I learnt public speaking and leadership (*IDI with female beneficiary, Nyumanzi).

Qualitative data also shows that a few of the beneficiaries were now able to set goals for the future due to the training received. The goals commonly mentioned included saving up money to purchase tools for work or start businesses, as well as pursuing further studies to improve on the skills they had acquired.

> *I don't want to remain with a certificate because the field of mechanic is too large. I have to go at least for advanced level not to remain with certificate (*FGD with refugees and hosts, Nyumanzi).

Whether the trainees were able to mention the set goals, C4ED was not able to confirm such claim from qualitative interviews.

5.4.6. EQ5. How did the second component of the RISE project include and promote different vulnerable groups?

What are the differentiated outcomes of the interventions across refugees and host communities? (5.1.UGA.a)

When comparing impacts for refugees and host community members, it is important to account for the differences between the two populations before participating in the trainings, as they could be responsible for potential differences between the two groups after, affecting potential impacts differently. Differences between these groups were important in most aspects, including sociodemographic characteristics, education and motivations. Treatment refugees were more likely to be female (73% versus 56%) and 1.1 years older than treatment host community members, and accordingly, they were also more likely to be married. Also, expectedly, a large majority (97%) of the refugees were not Ugandan nationals, whereas host community members of the treatment group mostly were. The share of females among the host community beneficiaries (56%) was significantly lower than among refugee beneficiaries (73%) and host community beneficiaries were less likely to be married (34% versus 55%). This is probably related to the fact that treatment host community members have a better educational level prior to the RISE project compared to their refugee counterparts. Finally, it appears that refugees applied to the RISE project with the specific goal of finding employment, whereas host community members were more likely to submit an application without concrete professional aspirations. The interpretation of the component's impacts across genders took these differences into consideration.

Table 11: Baseline beneficiaries' characteristics between refuges and host communities

	(1) Full sample	(2) Treatment Refugees	(3) Treatment Host Community Members	(4) (2)-(3) (p-value)
Sociodemographic characteristics				
Female	0.63	0.73	0.56	0.16***
	(0.48)	(0.45)	(0.50)	(0.00)
Age	23.5	24.1	23.0	1.1***
	(4.6)	(5.1)	(4.2)	(0.00)
Ugandan	0.58	0.04	0.97	-0.93***
	(0.49)	(0.21)	(0.16)	(0.00)
Married	0.45	0.55	0.37	0.19***
	(0.50)	(0.50)	(0.48)	(0.00)
Education				
No formal education	0.06	0.12	0.01	0.11***
	(0.24)	(0.33)	(0.12)	(0.00)
Primary	0.71	0.67	0.74	-0.07***
	(0.45)	(0.47)	(0.44)	(0.00)
Secondary	0.22	0.20	0.24	-0.03
	(0.41)	(0.40)	(0.43)	(0.13)
Tertiary	0.01	0.01	0.01	-0.00
	(0.10)	(0.09)	(0.11)	(0.44)
Employment				
Has a stable job	0.06	0.06	0.06	-0.00
	(0.23)	(0.23)	(0.24)	(0.89)
Motivation				
Find a job in a business	0.14	0.16	0.12	0.04**
	(0.35)	(0.37)	(0.33)	(0.04)
Start or develop a business	0.42	0.49	0.36	0.13***
	(0.49)	(0.50)	(0.48)	(0.00)
Develop skills without concrete ambitions	0.42	0.32	0.49	-0.16***
	(0.49)	(0.47)	(0.50)	(0.00)
Observations	1,484	631	827	

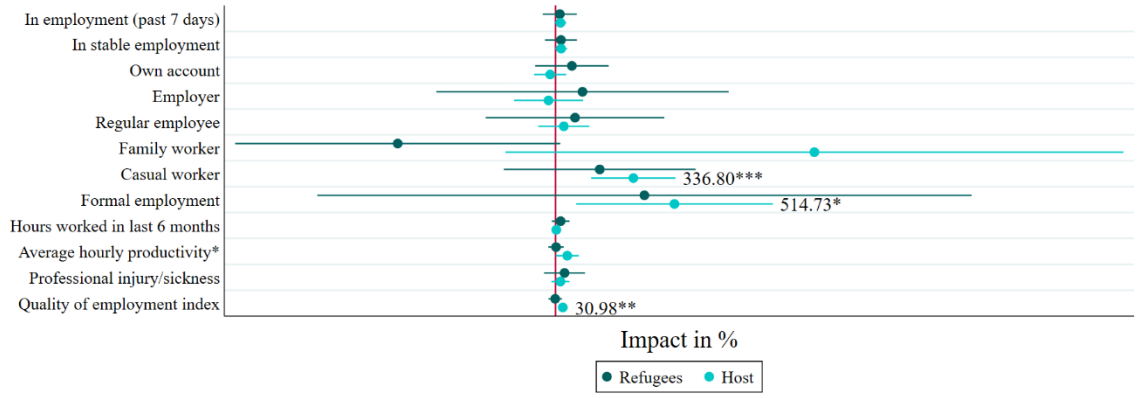
Note: Columns (1), (2) and (3) present the sample means of selected variables for the refugees and host community members from the treatment groups, respectively- standard deviations in parentheses. Column (4) presents the mean difference between the two groups. A p-value of the corresponding t-test is in parentheses. Column (4) presents the mean difference between the treatment and comparison groups. A p-value of the corresponding t-test in parentheses.
Significance stars: * $p \leq 0.1$, ** $p \leq 0.05$, *** $p \leq 0.01$.
Source: C4ED elaboration

Impacts on employment

The effects across refugee status were strikingly different with host community members benefiting from the component whereas no significant changes can be observed among refugees 18 months after the end of the training (Figure 22 Table 48 and Table 55).[48]

[48] Note that the Figure 2222 does not display the effects of the different treatment groups.

Figure 22: Overall impacts of the RISE component on employment across refugee status



Source: C4ED elaboration

Regarding promotion of employment, there were no clear impacts on neither of the sub-populations except for host community members selected for the TSTT+FLES training who were more likely to have a stable employment (*indicator 1.1.2* – see Table 48). This is not particularly surprising as the main impact of the component on the population is on the occupational status and decent employment.

Regarding the employment status, there were no significant impacts on refugees (*indicator 1.1.3*). The impacts observed on the overall sample were only due to host community members who either found a new job as – or transitioned from self-employed to – casual worker, thanks to the combined TSTT+FLES training. Ultimately, host community members were 2.36 times more likely to be a casual worker than their counterparts in the control group (+38pp).

Turning towards decent employment the effects were also only visible among host community members indicating that the component had neither impact on refugees' employment rates, occupations nor on their employment conditions. Only host community members have been able to capitalise on the training provided in the RISE component to improve their working conditions by occupying a position with a formal contract and therefore having access to rights that come along with formal employment.[49] More specifically, host community members were almost four times more likely to have a formal job thanks to the component (+27pp), raising the share from 7% to 34%.

There are several potential explanations to the absence of impact on employment on refugees on this population. A general challenge was the limited access to capital to open an IGA to which refugees tend to be more exposed to than host community members. However, the component has rather promoted wage-employment and one could therefore question why the refugees were not able to seize the same opportunities as host community members. A first explanation is the limited mobility that refugees might face given their precarious situation and their household. As they tend to have larger households and were more likely to be married, they were also more likely to have more household obligations limiting their capacity to search for jobs. Another potential explanation lies on language barriers since being employee often implies communicating with the employer and colleagues. Such communication challenge can discourage employers from hiring refugees. Another explanation could have been that the training provided by the RISE project was not enough to bridge the gap with host community members who had, on average, a better level of basic education; a recurrent phenomenon for

[49] Such as paid sick leave, paid vacation, contribution to social security, contribution to pension scheme, paid paternity/maternity leave, end of contract compensation, overtime compensation, compensation for trainings, access to safety equipment, childcare.

TVETs implemented in low- and middle- income countries who do not consider that foundational learning is a building block, including for technical or occupational purposes (World Bank et al., 2023). Qualitative interviews did not find that legal or social barriers would have prevented refugees from opening their own businesses.

Impacts on professional practices

Interestingly, the component had similar impacts on financial practices on both sub-populations. The component increased the basic financial planning by 11.6% and 9.6% respectively for host community members and refugees, principally thanks to the combined TSTT+FLES training (*indicator 1.1.8*). Regarding business practices (*indicator 1.1.10*), the impacts were larger and more significant for refugees (+22%) than for host community members (6%). Finally, no group had benefitted of the trainings to improve their financial literary score (*indicator 1.1.9*). When contrasting with the positive impacts of the component only on host community members, C4ED assumes that despite learning new skills, refugees might have been confronted to barriers impeding them from seeking and/or finding employers.

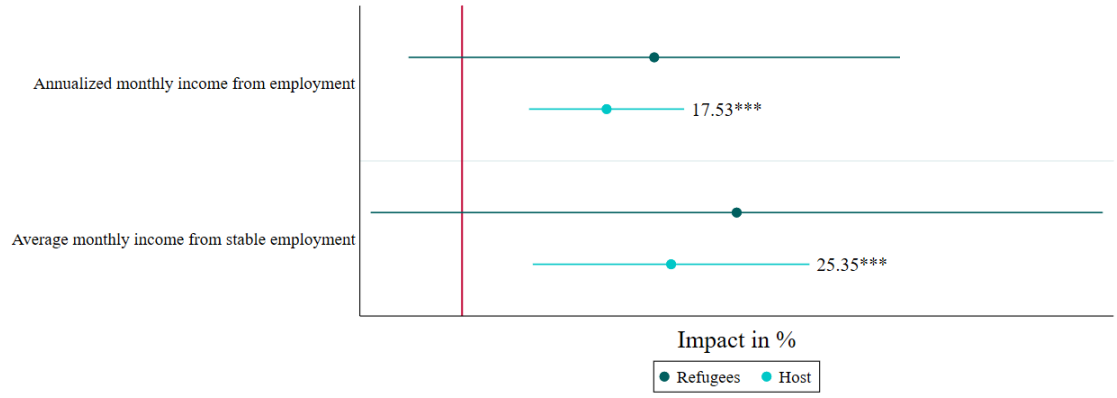
Impacts on employability

The estimations on the employability outcomes suggest that the component improved both sub-populations' perceptions that they can find a job (*indicator 1.1.11*). However, there are important difference regarding the job search proactivity and receptions of job offers. For refugees, there was no significant impacts meaning that 18 months after the end of the training they were not more likely to search for a job (*indicator 1.1.13*). As there were no clear impacts on employment in the short term, when refugee beneficiaries were more proactively seeking for jobs, one can assume that this finding is due to refugees' disappointment in not finding employment earlier. Unsurprisingly, only host community members who benefitted from the component have received more job offers than their counterparts in the control group (*indicator 1.1.14*).

Impacts on income and resilience

Only host community members showed an increase income from employment thanks to the component 18 months after the training (*indicator 2.1.1*) in line with the impacts on employment concentrating on this sub-population. Specifically, host community members had seen their monthly income from employment increase by 18% (that is, from 122,081 UGX to 144,05 UGX – an increase of approximately 5.43€) likely thanks to their new positions occupied (Figure 23).

Figure 23: Impacts of the RISE component on income across refugee status



Source: C4ED elaboration

Impacts on social integration

The results indicate that the component operated in favour of the refugees' social connectedness as they were significantly more likely to be part of community groups than non-beneficiary refugees (+25% in social connectedness index – *indicator 4.1.1*). However, they were not more confident to be able to attract support from someone in their community in case they faced an emergency (*indicator 4.1.2*). Given that C4ED's exploration stresses the importance of having a job for social integration, one can assume that the impacts would have been larger if the component would have promoted refugees' employment. Regarding host community members, as expected, there were no impacts as they were already more integrated into their communities prior the trainings. This said, the component seems to have improved their trust in their community in case the face an emergency (*indicator 4.1.2*).

Though the component did not improve employment outcomes, the training itself appears to have been well-designed to promote refugees' social integration. C4ED attributes the positive impact to several factors, including the length of the training, the balance achieved in the share of refugees and host community members in the VTIs and the organisation of the trainings to promote the interactions between refugees and host community members. Indeed, KIIs with trainers and project implementers and FGDs and IDIs with beneficiaries elucidate the how interactions between refugees and hosts were promoted:

> *...when issued materials in group to be cut, they [trainers] mix us. We were not allowed to be in groups of Ugandans or Sudanese only. Where there are 2 Ugandans, because their number was few, 1 Sudanese must be added. Yes, that was how they mixed us. That's why there was no segregation amongst us. We were mixed, we shared things* (IDI with female beneficiary, Nyumanzi)

> *... it was not easy for us [trainers] in the beginning. You find the nationals [hosts] would sit separate from the refugees. We started to mix them when we gave them classroom exercises – that's when they started relating well. They became friends* (KIIs with female trainer, Nyumanzi)

> *The relationship between the hosts and refugees - in departments, when we are grouping the trainees, we make sure to mix them up (refugees and hosts) so that they also become friends. So the relationship was not bad it was good* (KII with trainer, Omugo)

Impacts on entrepreneurial self-efficacy

The component improved entrepreneurial self-efficacy (*indicator 4.1.8*) among both sub-populations by approximately 7% in the treatment groups compared to the respective control groups.

What are the differentiated outcomes of the interventions across gender? (5.1.UGA.b)

The impacts of the RISE component may differ for selected females and males because of the existing differences between these two groups. Table 12 displays their differences before their selection into the training. Though the selected females and males had similar ages (23 years old on average), more than half of the females in the treatment group were married, while the share was of 28% among males. The table also shows that selected treatment males were less likely to be refugees (32%) than selected females, who count 50% as refugees. C4ED also observed significant gender differences in educational status since selected females were less educated compared to their male counterparts. Given these significant gender differences in baseline characteristics, in the following, C4ED explored whether the impacts of the RISE component differ for male and female.

Table 12: Baseline beneficiaries' characteristics by gender

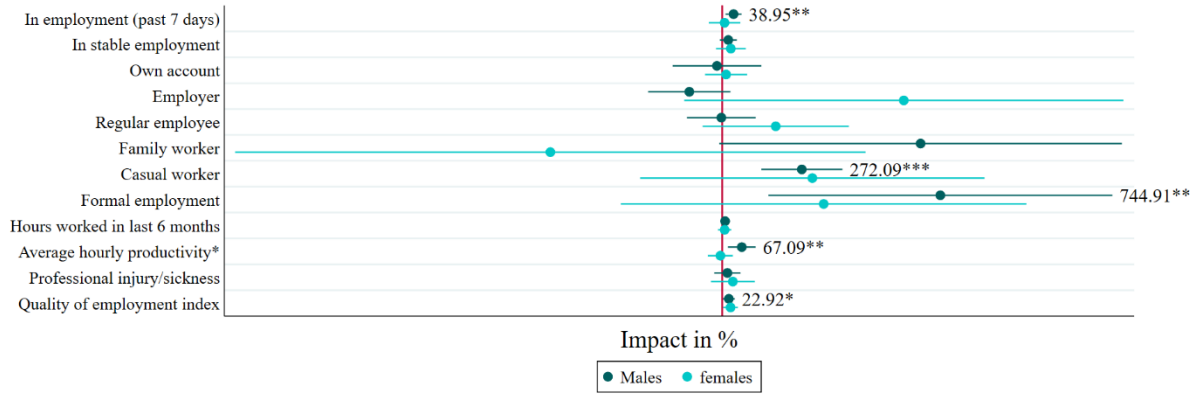
	(1) Full sample	(2) Treatment Male	(3) Treatment Females	(4) (2)-(3) (p-value)
Sociodemographic characteristics				
Refugee	0.43	0.32	0.50	-0.17***
	(0.50)	(0.47)	(0.50)	(0.00)
Age	23.5	23.4	23.5	-0.2
	(4.6)	(4.3)	(4.8)	(0.47)
Ugandan	0.58	0.68	0.51	0.17***
	(0.49)	(0.47)	(0.50)	(0.00)
Married	0.45	0.28	0.54	-0.26***
	(0.50)	(0.45)	(0.50)	(0.00)
Education				
No formal education	0.06	0.02	0.08	-0.07***
	(0.24)	(0.13)	(0.28)	(0.00)
Primary	0.71	0.67	0.73	-0.06**
	(0.45)	(0.47)	(0.44)	(0.01)
Secondary	0.22	0.30	0.18	0.12***
	(0.41)	(0.46)	(0.38)	(0.00)
Tertiary	0.01	0.02	0.01	0.01
	(0.10)	(0.13)	(0.09)	(0.12)
Employment				
Has a stable job	0.06	0.06	0.05	0.01
	(0.23)	(0.25)	(0.23)	(0.40)
Motivation				
Find a job in a business	0.14	0.15	0.14	0.01
	(0.35)	(0.35)	(0.34)	(0.61)
Start or develop a business	0.42	0.38	0.44	-0.06**
	(0.49)	(0.49)	(0.50)	(0.03)
Develop skills without concrete ambitions	0.42	0.44	0.40	0.04
	(0.49)	(0.50)	(0.49)	(0.16)
Observations	1,484	550	934	

Note: Columns (1), (2) and (3) present the sample means of selected variables for the females and males from the treatment groups, respectively - standard deviations in parentheses. Column (4) presents the mean difference between the treatment and control groups. A p-value of the corresponding t-test is in parentheses. Column (4) presents the mean difference between the treatment and comparison groups. P-value of the corresponding t-test in parentheses.
Significance stars: * $p \leq 0.1$, ** $p \leq 0.05$, *** $p \leq 0.01$.
Source: C4ED elaboration

Impacts on employment

The RISE component's differential impacts on employment outcomes by gender are displayed from Table 34 to Table 47 and in Figure 24. The results show that thanks to the component mainly benefitted selected males by helping them to find employment (+39% or 21pp- *indicator 1.1.1*) raising the share from 53% to 74% (though it did not contribute to significantly increase stable employment – *indicator 1.1.2*). This effect was only significant for beneficiaries of the TSTT+FLES training suggesting that to increase male employment rates, the combination of the two trainings was key (Table 41). For females, though the trends were also positive, one cannot confirm statistically that the component increased their likelihood of finding employment.

Figure 24: Overall impacts of the RISE component on employment across gender



Source: C4ED elaboration

Impacts regarding the status occupied in the labour market also evolved in the same direction both genders as they find occupations in wage-employment (*indicator 1.1.3*). The males' likelihood of becoming casual workers grew by 272% thanks to the component (+38pp). They also tend to occupy family worker positions though the effects are not statistically significant. For females, one can only conclude that the TSTT+FLES (+343% or +29pp) or FLES alone (+319% or +28pp) increased their likelihood of becoming regular employees although they also tend to occupy (insignificantly) more positions as employers and casual workers. These results imply that the TSTT was enough for males whereas for females, the FLES was key to induce changes in their employment status.

Regarding decent employment, impacts were large and positive for males and rather uncertain for females. More specifically, selected males were 8.45 more likely to have a formal job (*indicator 1.1.3*), a positive impact to which the FLES training largely contributed to. The positive impacts on other proxies of decent employment (+67% on hourly productivity[50] - *indicator 1.1.6* - and +23% in the quality of employment index – *indicator 1.1.4*) illustrate improvements in males' working conditions often associated with the FLES training. For females, positive trends are also associated with the FLES trainings but C4ED can only conclude that the TSTT+FLES improved the quality of employment index while other outcomes had not improved significantly.

The only outcome on which C4ED found potentially undesired impacts is on the likelihood of males facing professional injuries and sicknesses (*indicator 1.1.7*). This is however only significant for candidates selected for the FLES. Also, it is not a surprising finding since males usually occupy jobs in the primary and secondary sector and therefore manipulate dangerous tools and operate in hazardous environments in comparison to females working largely in the service sector.

In a nutshell, the quantitative findings point to strong and positive impacts (mainly thanks to the combination of the TSTT and the FLES training) for males while they are nuanced and uncertain for females. The qualitative component of the evaluation identified several reasons rooted in patriarchal structures limiting females from seeking decent employment.

As discussed above, domestic responsibilities hinder females from job searching compared to their male counterparts. Females are expected to take care of children and complete work at home, which means they have less time to invest in seeking employment. Moreover, job seekers limit their search to local opportunities, which may enable them to balance work with domestic

[50] Note that this indicator is moderately reliable.

responsibilities such as childcare and cooking. Females in the FGDs also highlighted that they tend to go for "light jobs" as also demonstrated by Fletcher et al. (2017) – meaning petty trades, because they are exploited (paid less) in the more decent jobs. Additionally, some males expect to grant them permission to work and, in some cases, have stopped their wives from working. The reasons are multiple but rooted in societal norms about a woman's role and capabilities. On the other hand, even though many males and females indicated that gender does not matter when it comes to work performance, males are still perceived as better performers and preferred by employers because they are not burdened by pregnancy and childcare. These views were expressed across the interviews, exemplified by the examples below:

> *I see that it is not so easy for women to get jobs because here your family wants you, children need care. Makes it difficult for women to get jobs. Even when they get jobs, they tend to think a lot about their children. They worry about who will take care of them. This becomes a problem for the women. And in our department, you will find out that men create such difficulties for their wife. For example, if a woman does a construction work, the husband may prevent her from the job and ask her to take care of children which creates problems for the women* (IDI with male beneficiary, Nyumanzi)

> *Sometimes women have a lot of domestic works, taking care of children. When the children wake up, you have to prepare them to go to school and also, cook for them. At times, you combine this with a lot of garden work, fetching water and so many other chores. Because of this, you end up telling yourself that that would better to stay home to take care of my children. In the end, you will not have time to go out and work* (IDI with female beneficiary, Omugo)

> *I think it's hard for women and easier for men. When a woman is looking for a job, and a man also comes, they will consider the man because they will assume the woman's is someone's wife and she is supposed to be at home managing other home issues like cooking and caring for the family - not to look for jobs* (IDI with female beneficiary, Arua)

This problem seems to be amplified among refugee females, who face stricter domestic work constraints and fewer employment opportunities available within the settlements. Unlike their male counterparts, who reportedly enjoy unrestricted mobility in Uganda, these women do not have the option to search for a decent job.

> *It is not easy because most of the people here are supposed to be with children. You cannot go very far [away from the settlement to search for jobs]. There are no offices here in the settlement. If any, there might be only one. This cannot employ all of us* (IDI with female beneficiary, Nyumanzi)

> *But for the Dinkas [refugees], when you ask them why they are not working, they tell you I am at home married. They tell you marriage more important than the course they did. Compared to the hosts, there are very few refugees who are really applying what they have learnt* (KII with female trainer, Nyumanzi)

C4ED investigated whether the more limited access to formal jobs for females might be due to a saturation of the trades traditionally dominated by females. To do so, C4ED performed specific regressions by gender excluding the most female-dominated trades (TGC-Repair of Machine and Catering and Hotel Management) and hence reducing their potential influence on the estimations. As results do not differ significantly, C4ED concludes that the differential impacts are not due to the trades to which females and males tend to work in but rather to the non-professional reasons explained above.

Impacts on professional practices

Results show that female beneficiaries had improved their basic financial planning (*indicator 1.1.8*), financial literacy (*indicator 1.1.9*) and business practices (*indicator 1.1.10*) thanks to the component and especially to the combined TSTT+FLES training. For males, the component seems to only have improved the basic financial planning. When contrasting these results with those on employment described above, it points out again that despite females improving their skills, they were confronted to non-professional obstacles impeding them to find employment.

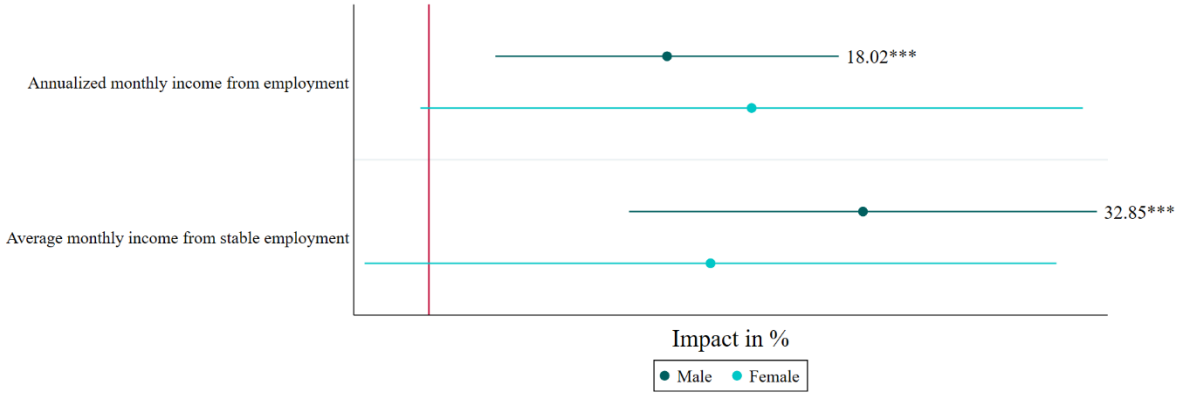
Impacts on employability

Regarding employability, findings are in line with the results described above. Both male and female beneficiaries perceived themselves more employable (*indicator 1.1.11*) and were more likely to search for wage employment (*indicator 1.1.12*) than the control group thanks to the component. Results also suggest that the component reduced males' interest in starting a business (*indicator 1.1.13*) than their counterparts in the control group. The important different across gender is that male beneficiaries were more likely to have received a job offer whereas for females, this was not the case at significant levels (*indicator 1.1.14*), demonstrating once again, the lack of female visibility, barriers and attractiveness in the West Nile labour market. Qualitative interviews confirm this, as discussed in the "impacts on employment" section above. Therefore, despite their enhanced self-efficacy and self-perceived employability, females tend to withdraw to domestic responsibilities or search for jobs locally while their male counterparts expand their job search to a broader geographical area.

Impacts on income

For both genders, the component seems to have improved their income from employment (*indicator 2.1.1*) though, for females the increase was only significant for those selected for the TSTT+FLES training which is line with the finding that the impacts on females' employment is more uncertain than for males. In terms of magnitude, the coefficients tend to be slightly larger for females which contributed to reduce the gender pay gap from males earning 1.97 times more to 1,78.[51]

Figure 25: Impacts of the RISE component on income across gender



Source: C4ED elaboration

Impacts on social integration

Once again, C4ED found positive trends on social integration among both genders of the component's beneficiaries but not systematically significant effects. For females, only the

[51] Note that this indicator is moderately reliable.

combination of the TSTT+FLES training increased their likelihood to be part of community groups (*indicator 4.1.1*). There are no clear signs that female beneficiaries perceived their community as more solidary in case they faced an emergency than their counterparts in the control group (*indicator 4.1.2*). This is in line with C4ED's assumption that social integration is conditional on having a job. In this case, the treatment two group was the only group who promoted female employment and is also the only group that showed improvements in social connectedness. In a similar vein, as the impacts on employment tend to be larger on males thanks to the TSTT+FLES training, it is not surprising that male beneficiaries are more likely to be socially integrated and feel that they can rely more on other community members in case of emergency than males in the control group.

Impacts on entrepreneurial self-efficacy

Impacts on selected candidates - The component improved entrepreneurial self-efficacy (*indicator 4.1.8*) among both genders by approximately 8% in the treatment groups compared to the respective control groups. There are no further clear gender differences to comment.

To what extent was the intervention designed and implemented in a gender-sensitive way? (5.2.UGA)

Gender, seen by the component as being male or female, was central in the design and implementation of the training activities *(indicator 5.2.1)*. To understand whether and to what extent the component followed a gender-sensitive approach, C4ED examined whether the component paid attention to gender sensitivity in its design and whether there is evidence that this design was largely followed. This included reviewing whether the conditions of the training paid attention to the interests and needs of females. The conclusion is that the training was designed and implemented in a gender-sensitive way. Nevertheless, socio-cultural barriers remained and hindered the desired outcomes of reaching the target of 70% female trainees and limited the component's impact on females finding decent jobs.

To promote and empower females and youth with economic stability, the RISE component recruited and trained more females and in diversified trades. KIIs with staff from GIZ and NRC revealed that the people who designed and were central in implementing the project reflected on the challenges females face, which might affect the realisation of this goal. These challenges were mainly socio-cultural and related to gender roles that prevented females from participating in the component or limit the component's employment and employability outcomes. Hence, they formulated gender transformative strategies to mitigate these risks. Gender transforming projects, according to the Interagency Gender Working Group (IGWG, 2017), seek to address underlying causes of gender inequalities and attempt to promote gender equality.

Thus, the component sensitised males about the training's importance, emphasising its benefits not just for females and assuring them that it posed no risk to their households' stability, as some feared. This was to reduce the risk that males prevent females in their families from attending the training. Secondly, the component set out to sensitise and encourage females who wanted to pursue male-dominated trades, which, in some cases, were more marketable and would increase the impact of the training on females. The sensitisation also targeted males to reduce the stigma that would be associated with females pursuing trainings perceived to be in the males' domain. The component also used female mentors and trainers for the sensitisation *(indicator 5.2.3)*. These efforts indicate that the component design made attempts to be gender transformative.

C4ED investigated the extent to which these design strategies were implemented at the VTIs. GIZ selected and reviewed NRC's proposal to be aligned with a gender-sensitive approach to project implementation. NRC, in turn, monitored the component implementation and ensured

that gender sensitivity was at the centre of the implementation of activities. They facilitated a child-friendly environment at the VTIs, including providing toys, food and babysitting support for the young children of female trainees. They further provided basic necessities for the females participating in the training, including sanitary towels and washing soap. Together with the VTIs, NRC ensured that the timing of the training favoured females' needs – not starting too early to allow females to complete morning domestic tasks and not too late to enable them to attend to their afternoon chores. Trainers were briefed and some were offered a refresher course on gender sensitivity, including going through MHPSS training to equip trainers in dealing with distressed participants and offering appropriate counselling. Finally, the component organised extra information dissemination sessions for trainees on Sexual- and Gender-Based Violence (SGBV), facilitated by UNHCR experts at the participating VTIs *(indicators 5.2.3 and 5.2.4)*. The component, therefore, adopted proactive measures to transform norms and values leading to gender inequality.

Lastly, to the question of whether the desired gender-related project outcomes were reached (training 70% of females and increasing their chances of finding decent jobs), only 54% of women completed the training, and overall, the component did not impact females as much as males. Because gender is a cross-cutting theme, the reasons for these differentiated results have been discussed in the sections above. Principally, they are rooted in socio-cultural factors and gender relations that acted as barriers to female participation in the training and reduced component impacts. Moreover, the transformative strategies adopted by the component did not dismantle certain underlying harmful norms, structures and practices typically biased in favour of males *(indicator 5.2.5)*. C4ED, however, agrees with Fletcher (2015) and IGWG (2017) that gender transformative activities require a long time and policy-level structural changes need to be effective. These were beyond the mandate of the component and its implementing partners. Nonetheless, C4ED concludes that the component followed a gender-sensitive approach.

To what extent did the intervention meet the specific needs of beneficiaries? (5.3.UGA)

To find out whether the intervention met the specific needs of beneficiaries first requires assessing their needs and priorities. Taking "need" to mean the gap in results where full or partial satisfaction is required to achieve another result, C4ED started from the premise that the intervention, like many EUTF interventions, had identified the needs within its intervention areas, and training was one of them. C4ED, therefore, did not set out to ascertain the various needs and priorities of the beneficiary groups and measure the extent to which they were fulfilled but to confirm whether training was one of the needs of the various groups and why. Given that training was a gap identified, and bridging this gap would help attain the goals of females' employment, youths, and refugees to improve their economic well-being and associated outcomes, C4ED investigated the training needs of beneficiaries related to the trades offered, the conditions of training and the resources needed by trainees during and after the training. C4ED explored the beneficiaries' perception of how the component adapted to their needs. Where the needs of the beneficiaries were not met, C4ED examined the internal and external barriers encountered by the component to meet the training goals. Overall, the component met the specific needs of the beneficiaries (*indicator 5.3.1*). These are discussed further below.

Did refugees, youth and females perceive that the component had responded and adapted to their training needs? All beneficiary groups said that the training was needed as this provided them with the necessary skills to find jobs or start a business. Females expressed the aspiration to be independent or financially support their families as a result of self-perceived employability or the useful skills attained during the training. Females and refugees, who, on average, were less educated than males from the host communities, saw the training as a means to attain

financial stability and improve their lives, which were marginalised by conflicts, lack of resources and social and cultural barriers. Indeed, some participants from the refugee communities encouraged their relatives from South Sudan to come to Uganda and use the training opportunities to gain skills that could improve their lives back in South Sudan. Lastly, given that many trainees were young (between 18 and 35 years old), their self-perception of employability gave them hope that they could support themselves and their families because the training would help them get jobs or start their businesses. In this sense, the training was perceived as a need to help participants achieve economic independence.

Similarly, beneficiaries of the training saw the trades offered as relevant to attaining their training needs. The skills within these trades were perceived as useful and necessary to improve their employability. Nevertheless, there were cases where beneficiaries who were not assigned to the trades of their preference were dissatisfied, and some dropped out of the training. However, there were also cases where trainees could change their trades during the training. This reflects the component's responsiveness and willingness to adjust its activities to adequately respond to the trainees' needs.

The trainers' qualities and the training contents have been perceived as positive (see section 5.4.2, Figure 17). Social interactions in the training were positively perceived, especially by refugees, who saw this as supporting their social integration and improving their relationships with the host communities (though quantitative findings suggest that proving jobs is also necessary for promoting social integration). Provisions for childcare and other basic needs for female trainees were praised, which shows that the training responded to the needs of females. Given the language diversity of trainees, there was a risk that some trainees who did not speak English, Madi and Lugabra would get discouraged. However, no one indicated language challenges as a cause of dropout, thanks to the trainers' use of interpreters. This again reflects the component's ability to adjust to meet the trainees' emerging needs. The main challenge identified by trainers and trainees was the lack of adequate materials, which affected some trainees and led to them dropping out. Overall, however, the component responded to and met the needs of the trainees.

The main barriers the component faced were socio-cultural structures related to gender (discussed in the subsections on gender – *indicator 5.3.2*). These barriers affected female participation in the component and led to some participants dropping out. The discussions above have shown that the component tried to address and transform some of these barriers. In this sense, the component failed to meet the needs of females who wished to complete the training but could not because of these barriers. The component attempted to mitigate them, but some of the challenges faced exceeded the component's mandate.

An unaddressed challenge that could have been tackled was the provision of start-up kits post-training. Beneficiaries indicated that start-up kits were their main need after completing the training but were not provided. Female refugees argued that since their mobility was restricted to or around the settlements, starting their businesses would have been the most viable option to use the skills attained in the training. Without the start-up kits, however, they were unable to achieve this. Essentially, this limits the impacts of the training on beneficiaries' employment, livelihood, and resilience, hence capping the component's achievements.

In summary, most of the beneficiaries' needs were met, which might explain some of the component's positive impacts on the beneficiaries.

5.5. EVALUATION MATRIX

Table 13: Evaluation matrix

Main EQ No.	Judgement criteria	Evaluation method	Indicators	Source of information	DAC criteria
EQ0. Did the second component of the RISE project reach its targets?					
	0.1.UGA.a. Did the second component of the RISE project receive the expected applications forms from eligible candidates?	Quant.	0.1.1. Number of complete application forms received from eligible candidates 0.1.2. **Trade popularity**	Monitoring data	Effectiveness
	0.1.UGA.b. Did the second component of the RISE project select the intended number of applicants?	Quant.	0.2.1. Number of applicants selected	Monitoring data	Effectiveness
	0.1.UGA.c. Did the second component of the RISE project train the intended number of individuals?	Quant.	0.3.1. Number of individuals trained 0.3.2. Number of females trained 0.3.3. Number of refugees trained **0.3.4. Reasons for dropouts**	Monitoring data	Effectiveness
		Qual.	**0.3.5. Constraints to undertake the trainings**	IDI KII FGD	Effectiveness
EQ1. To what extent did EUTF interventions contribute to employment, job creation, and skills? *To what extent did the RISE project contribute to employment, job creation, and skills?*					
1.1. What effects do trainings have on employability of beneficiaries and access to (decent) employment?	1.1.UGA.a. What effects does the second component of the RISE project have on (decent) employment?	Quant.	1.1.1. Employment (worked one hour in the past seven days) 1.1.2. Employment (worked for more than one month in the past six months) 1.1.3. Employment status (is self-employed, regular employee, apprentice, family worker, casual worker) 1.1.4. Formality of employment **1.1.5. Quality of employment index** **1.1.6. Number of hours worked** 1.1.7. Hourly productivity	Youth questionnaire	Impact

			1.1.8. Exposure to job hazards ~~Formality of enterprise~~		
	1.1.UGA.b. What effects does the second component of the RISE project have on professional practices?	Quant.	1.1.9. Basic financial planning index 1.1.10. Professional practices index 1.1.11. Business practices index	Youth questionnaire	Impact
	1.1.UGA.c. What effects does the second component of the RISE project have on employability?	Quant.	1.1.12. Self-perceived employability score 1.1.13. Searched for wage employment 1.1.14. Sought to open an IGA 1.1.15. Received a job offer	Youth questionnaire	Impact
		Qual.	1.1.16. Opportunities and barriers for finding/maintaining (decent) wage employment 1.1.17. Influence (perception of) of the programme for finding employment 1.1.18. Support perceived as the most useful for professional development	IDI KII FGD Life stories	Impact
1.5 To what extent are training facilities 'fit-for-purpose' in delivering skills training to final beneficiaries?	1.5.UGA. To what extent are training facilities 'fit-for-purpose' in delivering skills training to RISE trainees?	**Quant.**	**1.5.1. Perceived trainee evaluation/feedback**		
		Qual.	1.5.2. Perception of quality of the training facilities and wishes 1.5.3. Adaptation of training to specific profiles **1.5.4. Trainers' competence** **1.5.5. Availability and quality of training material** ~~Training is adapted to beneficiaries' needs~~	IDI KII FGD	Relevance
EQ 2. To what extent did EUTF interventions change resilience and livelihoods for beneficiaries? *To what extent did the second component of the RISE project change resilience and livelihoods for beneficiaries*					
2.1 What effects do trainings have on livelihoods and resilience?	2.1.UGA.a. What effects does the second component of the RISE project have on livelihood, in terms of income?	Quant.	2.1.1. Annualised average monthly income ~~Average monthly income in the past six months~~	Youth questionnaire	Impact
	2.1.UGA.b. What effects does the second component of the RISE project have on resilience?	Quant.	2.1.2. Lowest level of income 2.1.3. Annual income variation (coefficient of variation) 2.1.4. Brief Resilience Scale	Youth questionnaire	Impact

			~~Ability to recover from shocks index~~ ~~Expected duration of employment~~		
		Qual.	**2.1.5. Income diversification** 2.1.6. Ability to resist economic shocks 2.1.7. Ability to plan ahead 2.1.8. Perception on access to job stability after the training	Life stories IDI	Impact
EQ 3. Which were the most cost-effective EUTF support options to enhance employability? *What was the cost-effectiveness of each intervention among the two activities evaluated?*					
3.1 What were the cost per beneficiaries of the EUTF interventions?	~~3.1.UGA. What were the costs of implementing the RISE trainings per beneficiary?~~	~~Quant.~~	~~Cost of implementation/number of beneficiaries~~	~~Youth questionnaire and M&E data~~	~~Efficiency~~
3.2 What are the impacts of the EUTF interventions (on employment) in terms of their costs?	~~3.2.UGA. What effects do the RISE trainings have in relation to its costs?~~	~~Quant.~~	~~Effect on employment / Costs of implementation~~ ~~Effect on income / Costs of implementation~~	~~Youth questionnaire and M&E data~~	~~Efficiency~~
	3.1.UGA. Did the component implement efficient practices?	**Qual.**	**3.1.1. Curricula development process** **3.1.2. Selection process** **3.1.3. Adaptation to challenges** **3.1.4. Efficiency assessment** **3.1.5. Cost-effectiveness of training approach**	Desk Review	Efficiency
EQ 4. What other intended and unintended outcomes (e.g., mobility, migration, migration intentions, employment policies and reforms) did EUTF interventions contribute to? *What other intended or unintended outcomes did the second component of the RISE project contribute to?*					
4.1 Which intended and unintended, positive and negative outcomes did EUTF interventions contribute to, for whom and how?	4.1.UGA.a. What effects does the second component of the RISE project have on social integration?	Quant.	4.1.1. Social connectedness score **4.1.2. Perception of the intra-community solidarity index**	Youth questionnaire	Impact
		Qual.	4.1.3. Perception of host communities on refugees' contributions 4.1.3. Perception of refugees on their contribution to the economic tissue with host communities 4.1.4. Perception of refugees on their acceptance by host communities 4.1.5. Quality of social network between host community and refugees 4.1.6. Quality of ties developed within the host community/ with the refugees	IDI FGD Life stories	Impact

			4.1.7. Level of trust between host community and refugees (particularly regarding employment)		
	4.1.UGA.b. What effects does the second component of the RISE project have on self-efficacy?	Quant.	4.1.8. Entrepreneurial self-efficacy score	Youth questionnaire	Impact
		Qual.	4.1.9. Confidence for personal and professional development in the future 4.1.10. Confidence in self-capacity to bounce back after a shock	Life stories IDI FGD	Impact
	4.1.UGA.c. What effects does the second component of the RISE project have on psychological well-being?	Quant.	~~WHO well-being index~~	Youth questionnaire	Impact
		Qual.	4.1.11. Impact of training on self-perception 4.1.12. Confidence for personal and professional development in the future 4.1.13. Confidence in verbalising challenges and expectations 4.1.14. Confidence in self-capacity to set up goals and reach them	KII IDI FGD Life stories	Impact
EQ 5. How did EUTF interventions include and promote different vulnerable groups such as youths, women, refugees, IDPs, migrants and host communities alike through its activities? *How did the RISE project included and promote different vulnerable groups?*					
5.1 What are the (differentiated) effects of EUTF interventions by youths, women, refugees, IDPs, returning migrants and host communities in terms of job creation, employability, and skills attainment?	5.1.UGA.a. What are the differentiated outcomes of the interventions across refugees and host community members?	Quant.	See indicators for respective EQs (1.1.UGA.a., 1.1.UGA.b., 1.1.UGA.c., 2.1.UGA.a., 2.1.UGA.b., 4.1.UGA.a., 4.1.UGA.b., 4.1.UGA.c.)	Youth questionnaire	Impact
		Qual.	Results of EQ1, EQ2, EQ4 disaggregated for refugees and host community members	Life stories KII FGD	Impact
	5.1.UGA.b. What are the differentiated outcomes of the interventions across gender?	Quant.	See indicators for respective EQs (1.1.UGA.a., 1.1.UGA.b., 1.1.UGA.c., 2.1.UGA.a., 2.1.UGA.b., 4.1.UGA.a., 4.1.UGA.b., 4.1.UGA.c.)	Youth questionnaire	Impact
		Qual.	Results of EQ1, EQ2, EQ4 disaggregated for males and females	Life stories KII FGD	Impact
5.2 To what extent did EUTF interventions mostly follow a gender-sensitive approach?	5.2.UGA. To what extent was the intervention designed and	Qual.	5.2.1. Definition of gender on which the training is based	IDI FGD KII	Relevance

	implemented in a gender-sensitive way?		5.2.2. Changes observed by beneficiaries about opportunities and challenges related to gender 5.2.3. Presence of policies at design and evidence that the gender policies were largely followed 5.2.4. Training conducted with gender sensibility		
5.3 To what extent did the services of EUTF interventions meet the specific needs of youths, women, refugees, IDPs, returning migrants and host communities in terms of job creation, employability, and skills attainment?	5.3.UGA To what extent did the intervention meet the specific needs of beneficiaries?	Qual.	5.3.1. Perception of the beneficiaries on the project's adaptation to their specific needs 5.3.2. Internal and external barriers met by the programme to enrol enough participants	FGD IDI	Relevance
Additional project-specific EQs					
7.1.UGA. Do trainees find work that matches the skills they learned during the training?	7.1.UGA. Is the job related to the skills learned during the second component of the RISE project?	Quant.	1.1.1. Is job in a branch related to trade applied for	Youth questionnaire	Relevance

Note: indicators crossed demonstrated that they did not provide additional relevant information. Hence results on the latter are not displayed in this report. Indicators in bold have been added to provide further insights. indicators in green are deemed highly reliable. Indicators in orange are considered moderately reliable. C4ED tested the reliability of psychometric and composite indicators by estimating the Conbrach Alpha (see Table 14).
Source: C4ED elaboration

Table 14: Psychometric indicators and internal consistency

Indicator	Cronbach Alpha	Internal consistency
Self-perceived employability (1.1.11)	0.808	Acceptable
Brief resilience scale (2.1.4)	0.438	Low internal consistency
Entrepreneurial self-efficacy score (4.1.8)	0.872	Acceptable

Note: To be considered with an acceptable internal consistency, a Cronbach's alpha must range between 0.70 and 0.90 (Streiner et al., 2015).

Source: C4ED elaboration

5.6. RELEVANT GEOGRAPHIC MAP(S) WHERE THE INTERVENTION TOOK PLACE

N/A

5.7. LIST OF PERSONS/ORGANISATIONS CONSULTED

Table 15: Key implementers consulted or interviewed

Methods	Name of organization	Stakeholder role	Name of position	Gender	Place
Consultative meetings	GIZ	Implementing Partner	Deputy Head of Project, RISE Project	Female	Online
	GIZ	Implementing Partner	M&E Specialist	Male	Online
	GIZ	Implementing Partner	Market Sector Advisor and Coordinator Skills Development and Employment Promotion	Male	Online
	GIZ	Implementing Partner	Data Manager	Male	Online
	GIZ	Implementing Partner	FLES Training Manager	Female	Online
	GIZ	Sub-contractor to project implementer	Independent Impact Evaluation Specialist	Female	Online
	NRC	Sub-contractor to project implementer	NRC Area Manager for RISE	Male	Online
	NRC	Sub-contractor to project implementer	Skills Development Coordinator-West Nile Uganda	Female	Online
	NRC	Sub-contractor to project implementer	M&E Manager	Male	Online
	NRC	Sub-contractor to project implementer	M&E coordinator (Arua Yumbe and Adjumani)	Male	Online
KII	GIZ	Implementing Partner	Deputy Head of Project, RISE Project	Female	Kampala
	GIZ	Implementing Partner	Data Manager, RISE Project	Male	Kampala
	GIZ	Implementing Partner	Market Sector Advisor and Coordinator Skills Development and Employment Promotion	Male	Arua
	NRC	Sub-contractor to project implementer	Education officer at NRC	Male	Arua
	Omugo VTI	VTI	Trainer	Male	Omugo
	Omugo VTI	VTI	Trainer	Female	Omugo
	Omugo VTI	VTI	Trainer	Male	Omugo
	Omugo VTI	VTI	Trainer	Male	Omugo
	Nyumanzi VTI	VTI	Trainer	Female	Myumanzi
	Nyumanzi VTI	VTI	Trainer	Female	Nyumanzi

	Nyumanzi VTI	VTI	Trainer	Male	Nyumanzi

Source: C4ED elaboration

Table 16: Beneficiaries and employers consulted

Methods	Interviewees	Status	Trade	Gender	Place
IDI	**Beneficiaries**				
	Refugees	Refugee	ICT	Male	Nyumanzi
		Refugee	BCP	Male	Nyumanzi
		Refugee	Solar installation	Male	Nyumanzi
		Refugee	Solar installation	Male	Nyumanzi
		Refugee	Plumbing	Male	Omugo
		Refugee	BCP	Male	Omugo
		Refugee	Plumbing	Male	Omugo
		Refugee	Catering & Hotel Management	Female	Nyumanzi
		Refugee	Tailoring	Female	Nyumanzi
		Refugee	ICT	Female	Nyumanzi
		Refugee	Knitting & Weaving	Female	Omugo
		Refugee	Knitting & weaving	Female	Omugo
		Refugee	Knitting & Weaving	Female	Omugo
	Hosts	Host	Solar Installation	Male	Nyumanzi
		Host	BCP	Male	Nyumanzi
		Host	Plumbing	Male	Omugo
		Host	Welding and Metal Fabrication	Male	Arua
		Host	Tailoring	Male	Omugo
		Host	Catering and Hotel Management	Female	Nyumanzi
		Host	Tailoring	Female	Nyumanzi
		Host	Catering and Hotel Management	Female	Nyumanzi
		Host	Tailoring	Female	Nyumanzi
		Host	Tailoring	Female	Nyumanzi
		Host	Tailoring	Female	Arua
		Host	Catering & Hotel Management	Female	Arua
		Host	Tailoring	Female	Arua
	Employers/name of business				
	Jamo Construction	Manager		Male	Moyo
	Motor Vehicle Mechanic Workshop	Owner and Mechanic	Vehicle Mechanic Workshop	Male	Adjumani
	Golden Star Country Resort	Manager	Restaurant, Bar, and Lodging	Male	Adjumani
	Golf View Hotel	Manager	Hotel	Male	Arua
	Homeowner	Female Household Head	Household Work	Female	Arua
Life history	**Beneficiaries**				
	Refugee	Refugee	Tailoring	Female	Omugo
		Refugee	Catering & Hotel Management	Female	Nyumanzi
		Refugee	Plumbing	Male	Omugo
	Host	Host	Maintenance of small scale and industrial machines	Male	Adjumani

Methods	Interviewees	Status	Trade	Gender	Place
FGDs	**Beneficiaries**				
	Hosts only (mixed gender)	Hosts	PCG	Male	Omugo
		Host	Plumbing	Male	Omugo
		Host	Solar installation	Male	Omugo
		Host	Catering and Hotel Management	Female	Omugo
		Host	Knitting & Weaving	Female	Omugo
		Host	Knitting & Weaving	Female	Omugo
	Refugees & Hosts (mixed gender)	Refugee	ICT	Female	Nyumanzi
		Refugee	Mechanics	Female	Nyumanzi
		Refugee	ICT	Female	Nyumanzi
		Refugee	ICT	Male	Nyumanzi
		Host	BCP	Male	Nyumanzi
		Host	Tailoring	Female	Nyumanzi
		Host	Maintenance of small scale and industrial maschines	Male	Nyumanzi
		Host	Maintenance of small scale and industrial maschines	Male	Nyumanzi
	Refugees & Hosts (female only)	Host	Tailoring	Female	Omugo
		Host	Catering & Hotel Management	Female	Omugo
		Host	Catering & Hotel management	Female	Omugo
		Refugee	Tailoring	Female	Omugo
		Refugee	Tailoring	Female	Omugo
		Refugee	Knitting & Weaving	Female	Omugo
	Refugees (female and male)	Refugee	ICT	Male	Nyumanzi
		Refugee	ICT	Female	Nyumanzi
		Refugee	Catering & Hotel Management	Female	Nyumanzi
		Refugee	Tailoring	Female	Nyumanzi
		Refugee	Tailoring	Female	Nyumanzi

Source: C4ED elaboration

5.8. LITERATURE AND DOCUMENTATION CONSULTED

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5.9. OTHER TECHNICAL ANNEXES

5.9.1. Balance tests

Table 17: Baseline characteristics (Treatment one vs Comparison)

	(1) Full sample	(2) Treatment 1	(3) Control	(4) (2)-(3) (p-value)
Sociodemographic characteristics				
Female	0.57	0.61	0.52	0.09***
	(0.50)	(0.49)	(0.50)	(0.00)
Refugee	0.41	0.41	0.42	-0.02
	(0.49)	(0.49)	(0.49)	(0.52)
Age	23.4	23.4	23.4	0.0
	(4.5)	(4.6)	(4.5)	(0.95)
Ugandan	0.59	0.60	0.58	0.02
	(0.49)	(0.49)	(0.49)	(0.56)
Married	0.44	0.44	0.45	-0.01
	(0.50)	(0.50)	(0.50)	(0.69)
Education				
-96.0000	0.00	0.00	0.00	-0.00
	(0.07)	(0.06)	(0.07)	(0.85)
No formal education	0.05	0.05	0.05	0.00
	(0.21)	(0.22)	(0.21)	(0.72)
Primary	0.62	0.62	0.62	-0.00
	(0.49)	(0.49)	(0.49)	(0.98)
Secondary	0.32	0.32	0.32	-0.00
	(0.47)	(0.47)	(0.47)	(0.91)
Employment				
Has a stable job	0.05	0.05	0.06	-0.00
	(0.23)	(0.22)	(0.23)	(0.73)
Motivation				
Find a job in a business	0.13	0.12	0.14	-0.02
	(0.34)	(0.32)	(0.35)	(0.17)
Start or develop a business	0.37	0.38	0.37	0.01
	(0.48)	(0.48)	(0.48)	(0.72)
Develop skills without concrete ambitions	0.36	0.36	0.35	0.01
	(0.48)	(0.48)	(0.48)	(0.82)
Vulnerabilities				
Household	0.28	0.29	0.26	0.03
	(0.45)	(0.45)	(0.44)	(0.26)
Mental health	0.06	0.05	0.07	-0.01
	(0.24)	(0.23)	(0.25)	(0.38)
Physical health	0.07	0.07	0.06	0.01
	(0.25)	(0.26)	(0.24)	(0.55)
Chronic desease	0.02	0.01	0.03	-0.01*
	(0.14)	(0.11)	(0.16)	(0.07)
Observations	1,387	748	639	

Note: Columns (1), (2) and (3) present the sample means (proportions when % is shown in the variable name or in the table) of selected variables for the full sample, the treatment group and the control group, respectively. Standard deviations in parentheses. Column (4) presents the mean difference between the treatment and control groups. P-value of the corresponding t-test in parentheses.
Significance stars: * $p \leq 0.1$, ** $p \leq 0.05$, *** $p \leq 0.01$.
Source: C4ED elaboration

Table 18: Baseline characteristics (Treatment two vs Comparison)

	(1) Full sample	(2) Treatment 2	(3) Control	(4) (2)-(3) (p-value)
Sociodemographic characteristics				
Female	0.56	0.60	0.52	0.08***
	(0.50)	(0.49)	(0.50)	(0.00)
Refugee	0.41	0.40	0.42	-0.02
	(0.49)	(0.49)	(0.49)	(0.36)
Age	23.3	23.2	23.4	-0.1
	(4.5)	(4.5)	(4.5)	(0.58)
Ugandan	0.59	0.60	0.58	0.02
	(0.49)	(0.49)	(0.49)	(0.51)
Married	0.44	0.43	0.45	-0.02
	(0.50)	(0.49)	(0.50)	(0.39)
Education				
-96.0000	0.00	0.00	0.00	0.00
	(0.07)	(0.07)	(0.07)	(0.95)
No formal education	0.04	0.04	0.05	-0.00
	(0.21)	(0.21)	(0.21)	(0.93)
Primary	0.62	0.63	0.62	0.01
	(0.48)	(0.48)	(0.49)	(0.79)
Secondary	0.32	0.31	0.32	-0.01
	(0.47)	(0.46)	(0.47)	(0.75)
Employment				
Has a stable job	0.05	0.04	0.06	-0.01
	(0.22)	(0.21)	(0.23)	(0.30)
Motivation				
Find a job in a business	0.13	0.13	0.14	-0.01
	(0.34)	(0.33)	(0.35)	(0.43)
Start or develop a business	0.38	0.39	0.37	0.02
	(0.49)	(0.49)	(0.48)	(0.41)
Develop skills without concrete ambitions	0.35	0.35	0.35	-0.01
	(0.48)	(0.48)	(0.48)	(0.78)
Vulnerabilities				
Household	0.28	0.30	0.26	0.03
	(0.45)	(0.46)	(0.44)	(0.17)
Mental health	0.07	0.07	0.07	0.01
	(0.26)	(0.26)	(0.25)	(0.62)
Physical health	0.06	0.06	0.06	-0.00
	(0.24)	(0.23)	(0.24)	(0.75)
Chronic desease	0.02	0.02	0.03	-0.00
	(0.16)	(0.15)	(0.16)	(0.76)
Observations	1,450	811	639	

Note: Columns (1), (2) and (3) present the sample means (proportions when % is shown in the variable name or in the table) of selected variables for the full sample, the treatment group and the control group, respectively. Standard deviations in parentheses. Column (4) presents the mean difference between the treatment and control groups. P-value of the corresponding t-test in parentheses.
Significance stars: * $p \leq 0.1$, ** $p \leq 0.05$, *** $p \leq 0.01$.
Source: C4ED elaboration

Table 19: Baseline characteristics (Treatment two vs Treatment one)

	(1) Full sample	(2) Treatment 2	(3) Treatment 1	(4) (2)-(3) (p-value)
Sociodemographic characteristics				
Female	0.61	0.60	0.61	-0.02
	(0.49)	(0.49)	(0.49)	(0.49)
Refugee	0.40	0.40	0.41	-0.01
	(0.49)	(0.49)	(0.49)	(0.78)
Age	23.3	23.2	23.4	-0.1
	(4.5)	(4.5)	(4.6)	(0.53)
Ugandan	0.60	0.60	0.60	0.00
	(0.49)	(0.49)	(0.49)	(0.95)
Married	0.43	0.43	0.44	-0.01
	(0.50)	(0.49)	(0.50)	(0.64)
Education				
-96.0000	0.00	0.00	0.00	0.00
	(0.07)	(0.07)	(0.06)	(0.79)
No formal education	0.05	0.04	0.05	-0.01
	(0.21)	(0.21)	(0.22)	(0.64)
Primary	0.62	0.63	0.62	0.01
	(0.48)	(0.48)	(0.49)	(0.76)
Secondary	0.32	0.31	0.32	-0.01
	(0.47)	(0.46)	(0.47)	(0.83)
Employment				
Has a stable job	0.05	0.04	0.05	-0.01
	(0.21)	(0.21)	(0.22)	(0.48)
Motivation				
Find a job in a business	0.12	0.13	0.12	0.01
	(0.33)	(0.33)	(0.32)	(0.53)
Start or develop a business	0.38	0.39	0.38	0.01
	(0.49)	(0.49)	(0.48)	(0.64)
Develop skills without concrete ambitions	0.35	0.35	0.36	-0.01
	(0.48)	(0.48)	(0.48)	(0.59)
Vulnerabilities				
Household	0.29	0.30	0.29	0.01
	(0.46)	(0.46)	(0.45)	(0.80)
Mental health	0.06	0.07	0.05	0.02
	(0.25)	(0.26)	(0.23)	(0.15)
Physical health	0.06	0.06	0.07	-0.01
	(0.24)	(0.23)	(0.26)	(0.33)
Chronic desease	0.02	0.02	0.01	0.01
	(0.13)	(0.15)	(0.11)	(0.11)
Observations	1,559	811	748	

Note: Columns (1), (2) and (3) present the sample means (proportions when % is shown in the variable name or in the table) of selected variables for the full sample, the treatment group and the control group, respectively. Standard deviations in parentheses. Column (4) presents the mean difference between the treatment and control groups. P-value of the corresponding t-test in parentheses.
Significance stars: * $p \leq 0.1$, ** $p \leq 0.05$, *** $p \leq 0.01$.
Source: C4ED elaboration

5.9.2. Endline results from the OLS estimations

Complete sample

Table 20: Impacts on employment (OLS estimations 18 months after the training – complete endline sample)

	T vs C			T1 vs C			T2 vs C			T2 vs T1			
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT		Control Mean
Employment													
In employment (past 7 days)	2,198	0.12		1,387	0.11		1,450	0.12		1,559	0.01		0.47
		(0.07)			(0.08)			(0.08)			(0.08)		
In stable employment	2,198	0.14		1,387	0.08		1,450	0.20	**	1,559	0.14		0.57
		(0.08)			(0.10)			(0.08)			(0.07)		
Own account	2,198	0.01		1,387	-0.04		1,450	0.05		1,559	0.10		0.24
		(0.08)			(0.09)			(0.10)			(0.07)		
Employer	2,198	0.01		1,387	0.01		1,450	0.03		1,559	0.03		0.10
		(0.10)			(0.11)			(0.10)			(0.09)		
Regular employee	2,198	0.06		1,387	0.03		1,450	0.09		1,559	0.09		0.12
		(0.08)			(0.09)			(0.09)			(0.06)		
Regular family worker in stable job	2,087	0.08		1,312	0.13		1,378	0.03		1,484	-0.09		0.03
		(0.11)			(0.12)			(0.12)			(0.12)		
Casual worker	2,198	0.31	***	1,387	0.28	**	1,450	0.32	***	1,559	0.06		0.09
		(0.08)			(0.10)			(0.08)			(0.10)		
Hours worked in last 6 months	2,196	1.10		1,386	1.05		1,449	1.16	*	1,557	1.12		541.13
		(0.08)			(0.09)			(0.08)			(0.06)		
Formal employment	2,198	0.24		1,387	0.10		1,450	0.35	**	1,559	0.24	**	0.04
		(0.11)			(0.11)			(0.12)			(0.08)		
Average hourly productivity*	1,249	1.52		766	1.74		826	1.32		906	0.83		969.42
		(0.33)			(0.59)			(0.30)			(0.28)		
Professional injury/sickness	2,198	0.10		1,387	0.03		1,450	0.16	*	1,559	0.13		0.35
		(0.07)			(0.08)			(0.08)			(0.06)		
Job matches trade applied	1,312	0.91	***	796	0.88	***	878	0.92	***	950	0.06		0.06
		(0.12)			(0.14)			(0.12)			(0.07)		
Quality of employment index	2,198	0.30	**	1,387	0.23		1,450	0.37	***	1,559	0.17		1.29
		(0.11)			(0.13)			(0.11)			(0.11)		

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 21: Impacts on employment (OLS estimations 6 months after the training – complete sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Employment									
In employment (past 7 days)	2,129	0.10	1,334	0.05	1,441	0.14	1,483	0.07	0.45
		(0.06)		(0.07)		(0.07)		(0.06)	
In stable employment	2,129	0.12	1,334	0.09	1,441	0.14	1,483	0.05	0.48
		(0.06)		(0.08)		(0.07)		(0.06)	
Own account	2,129	-0.02	1,334	-0.07	1,441	0.03	1,483	0.10	0.16
		(0.07)		(0.08)		(0.07)		(0.08)	
Employer	2,129	0.20	1,334	0.18	1,441	0.22	1,483	0.02	0.10
		(0.09)		(0.11)		(0.11)		(0.10)	
Regular employee	2,129	0.13	1,334	0.09	1,441	0.17	1,483	0.09	0.14
		(0.09)		(0.12)		(0.09)		(0.09)	
Family worker	2,129	-0.07	1,334	-0.05	1,441	-0.09	1,483	-0.06	0.03
		(0.11)		(0.14)		(0.11)		(0.12)	
Casual worker	2,129	-0.02	1,334	0.11	1,441	-0.14	1,483	-0.21	0.10
		(0.09)		(0.11)		(0.11)		(0.11)	
Hours worked in last 6 months	2,123	1.04	1,332	1.04	1,437	1.05	1,477	1.01	459.31
		(0.07)		(0.09)		(0.07)		(0.08)	
Formal employment	2,129	-0.01	1,334	-0.03	1,441	0.01	1,483	0.02	0.07
		(0.08)		(0.11)		(0.08)		(0.09)	
Average hourly productivity*	1,027	0.93	627	0.90	695	0.96	732	1.09	1,001
		(0.08)		(0.11)		(0.09)		(0.10)	
Professional injury/sickness	2,129	0.05	1,334	-0.01	1,441	0.09	1,483	0.10	0.25
		(0.06)		(0.07)		(0.07)		(0.06)	
Job matches trade applied	1,029	0.55 ***	628	0.57 ***	696	0.56 ***	734	0.03	0.19
		(0.13)		(0.13)		(0.14)		(0.11)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 22: Impacts on practices (OLS estimations 18 months after the training – complete endline sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Practices									
Basic financial planning	2,198	0.30 ***	1,387	0.23 ***	1,450	0.36 ***	1,559	0.13 *	2.86
		(0.06)		(0.07)		(0.06)		(0.05)	
Business practices [Self-employed]	709	0.41 **	425	0.38	483	0.43 **	510	0.06	4.86
		(0.16)		(0.20)		(0.17)		(0.17)	
Financial Literacy Score	2,198	0.07 *	1,387	0.07	1,450	0.06	1,559	0.00	2.52
		(0.04)		(0.05)		(0.04)		(0.04)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 23: Impacts on practices (OLS estimations 6 months after the training – complete endline sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Practices									
Basic financial planning	2,129	0.27 ***	1,334	0.24 ***	1,441	0.30 ***	1,483	0.05	2.85
		(0.06)		(0.07)		(0.07)		(0.06)	
Business practices [Self-employed]	477	0.06	291	-0.01	321	0.11	342	0.09	5.24
		(0.30)		(0.34)		(0.31)		(0.24)	
Financial Literacy Score	2,129	0.08	1,334	0.09	1,441	0.07	1,483	-0.03	2.66
		(0.05)		(0.06)		(0.05)		(0.05)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 24: Impacts on employability (OLS estimations 18 months after the training – complete sample)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Employability												
Self-perceived employability	2,198	0.31	***	1,387	0.31	***	1,450	0.31	***	1,559	0.00	3.88
		(0.04)			(0.04)			(0.04)			(0.03)	
Searched for a job	2,198	0.17	**	1,387	0.12		1,450	0.22	**	1,559	0.11	0.33
		(0.06)			(0.07)			(0.08)			(0.08)	
Sought to start a business	2,198	-0.12	**	1,387	-0.11		1,450	-0.13	**	1,559	-0.02	0.26
		(0.05)			(0.06)			(0.06)			(0.07)	
Received a job offer	2,198	0.16	**	1,387	0.09		1,450	0.21	***	1,559	0.13	0.40
		(0.06)			(0.08)			(0.07)			(0.07)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 25: Impacts on employability (OLS estimations six months after the training - complete sample)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Employability												
Self-perceived employability	2,129	0.20	***	1,334	0.22	***	1,441	0.19	***	1,483	-0.03	3.92
		(0.04)			(0.04)			(0.04)			(0.03)	
Searched for a job	2,129	0.14	**	1,334	0.10		1,441	0.17	***	1,483	0.07	0.35
		(0.05)			(0.07)			(0.06)			(0.06)	
Sought to start a business	2,129	0.02		1,334	0.02		1,441	0.02		1,483	0.00	0.27
		(0.07)			(0.09)			(0.06)			(0.07)	
Received a job offer	2,129	0.07		1,334	0.09		1,441	0.05		1,483	-0.04	0.38
		(0.06)			(0.07)			(0.06)			(0.06)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 26: Impacts on income (OLS estimations 18 months after the training - complete sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Income									
Annualized monthly income from employment	2,198	1.23 ***	1,387	1.22 ***	1,450	1.25 ***	1,559	1.04	106.33
		(0.07)		(0.08)		(0.08)		(0.04)	
Average monthly income from stable employment	2,198	1.34 ***	1,387	1.35 ***	1,450	1.33 ***	1,559	1.01	70.07
		(0.11)		(0.13)		(0.11)		(0.07)	

Note: Results from poisson regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 27:Impacts on income (OLS estimations six months after the training - complete sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Income									
Annualized monthly income from employment	2,129	1.09	1,334	1.05	1,441	1.13	1,483	1.09	96.31
		(0.06)		(0.07)		(0.07)		(0.08)	
Average monthly income from stable employment	2,129	1.01	1,334	0.97	1,441	1.05	1,483	1.09	46.29
		(0.09)		(0.11)		(0.09)		(0.10)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 28: Impacts on resilience (OLS estimations 18 months after the training - complete sample)

	T vs C			T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT		Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Resilience										
Coefficient of variation of income	2,198	0.02	*	1,387	0.02	1,450	0.03	1,559	0.01	0.27
		(0.01)			(0.01)		(0.01)		(0.01)	
Lowest monthly income	2,198	1.19		1,387	1.17	1,450	1.22	1,559	1.05	57.23
		(0.12)			(0.12)		(0.14)		(0.10)	
Brief Resilience scale	2,198	0.00		1,387	-0.03	1,450	0.03	1,559	0.05	3.20
		(0.03)			(0.03)		(0.03)		(0.03)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 29: Impacts on resilience (OLS estimations 6 months after the training - complete sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Resilience									
Coefficient of variation of income	2,129	0.01	1,334	0.00	1,441	0.03	1,483	0.02	0.21
		(0.01)		(0.01)		(0.01)		(0.01)	
Lowest monthly income	2,128	0.98	1,333	0.95	1,440	1.01	1,483	1.06	57.27
		(0.07)		(0.09)		(0.09)		(0.11)	
Brief Resilience scale	2,129	0.00	1,334	-0.01	1,441	0.01	1,483	0.02	3.10
		(0.03)		(0.03)		(0.03)		(0.03)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 30: Impacts on social integration (OLS estimations 18 months after the training - complete sample)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Integration												
Social connectedness index	2,198	0.19	**	1,387	0.13		1,450	0.24	**	1,559	0.10	1.61
		(0.08)			(0.08)			(0.08)			(0.06)	
Intra-community solidarity index	2,198	0.22	**	1,387	0.20		1,450	0.23	*	1,559	0.02	3.52
		(0.11)			(0.12)			(0.12)			(0.12)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 31: Impacts on social integration (OLS estimations 6 months after the training - complete sample)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Integration												
Social connectedness index	2,129	0.14		1,334	0.14		1,441	0.14		1,483	0.01	1.82
		(0.10)			(0.11)			(0.11)			(0.08)	
Intra-community solidarity index	2,129	0.22		1,334	0.26	*	1,441	0.18		1,483	-0.09	3.74
		(0.12)			(0.12)			(0.13)			(0.11)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 32: Impacts on self-efficacy (OLS estimations 18 months after the training - complete sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Efficacy									
Entrepreneurial Self-efficacy Score	2,198	1.90 ***	1,387	1.74 ***	1,450	2.07 ***	1,559	0.37 *	23.38
		(0.31)		(0.32)		(0.33)		(0.20)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 33: Impacts on self-efficacy (OLS estimations 6 months after the training - complete sample)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Efficacy									
Entrepreneurial Self-efficacy Score	2,129	1.69 ***	1,334	1.51 ***	1,441	1.86 ***	1,483	0.40 **	24.38
		(0.32)		(0.34)		(0.33)		(0.19)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Females

Table 34: Impacts on employment (OLS estimations 18 months after the training - females)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Employment_f									
In employment (past 7 days)	1,270	0.03	787	0.04	815	0.02	938	-0.02	0.43
		(0.11)		(0.11)		(0.12)		(0.09)	
In stable employment	1,270	0.15	787	0.05	815	0.24	938	0.21 *	0.53
		(0.13)		(0.14)		(0.14)		(0.09)	
Own account	1,270	0.04	787	0.02	815	0.07	938	0.07	0.31
		(0.11)		(0.12)		(0.13)		(0.08)	
Employer	1,255	0.29	776	0.27	803	0.32	931	0.05	0.08
		(0.18)		(0.21)		(0.16)		(0.13)	
Regular employee	1,270	0.15	787	0.00	815	0.29 *	938	0.28 **	0.09
		(0.11)		(0.12)		(0.11)		(0.09)	
Family worker	1,197	-0.17	742	-0.11	762	-0.30	890	-0.16	0.02
		(0.16)		(0.18)		(0.23)		(0.21)	
Casual worker	1,255	0.14	742	0.11	803	0.16	931	0.07	0.06
		(0.14)		(0.14)		(0.16)		(0.14)	
Hours worked in last 6 months	1,268	1.09	786	0.99	814	1.17	936	1.19 *	437.20
		(0.13)		(0.13)		(0.13)		(0.10)	
Formal employment	1,255	0.14	742	0.04	803	0.21	931	0.18	0.04
		(0.14)		(0.16)		(0.15)		(0.12)	
Average hourly productivity*	657	0.94	391	0.85	423	1.03	500	1.11	706.67
		(0.20)		(0.19)		(0.23)		(0.22)	
Professional injury/sickness	1,270	0.11	787	0.07	815	0.15	938	0.08	0.32
		(0.11)		(0.13)		(0.12)		(0.08)	
Job matches trade applied	695	0.95 ***	407	0.84 ***	455	1.07 ***	528	0.22 *	0.16
		(0.20)		(0.22)		(0.19)		(0.11)	
Quality of employment index	1,270	0.22	787	0.07	815	0.35 **	938	0.28 *	0.88
		(0.10)		(0.11)		(0.11)		(0.11)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 35: Impacts on practices (OLS estimations 18 months after the training – females)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Practices_f												
Basic financial planning	1,270	0.28	***	787	0.21	**	815	0.36	***	938	0.15	2.76
		(0.08)			(0.08)			(0.10)			(0.07)	
Business practices [Self-employed]	447	0.47	*	261	0.35		291	0.55	*	342	0.25	4.81
		(0.26)			(0.30)			(0.28)			(0.22)	
Financial Literacy Score	1,270	0.13	**	787	0.11	*	815	0.15	***	938	0.05	2.50
		(0.05)			(0.06)			(0.05)			(0.04)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 36: Impacts on employability (OLS estimations 18 months after the training - females)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Employability_f												
Self-perceived employability	1,270	0.31	***	787	0.33	***	815	0.28	***	938	-0.04	3.86
		(0.05)			(0.06)			(0.05)			(0.04)	
Searched for a job	1,270	0.17	*	787	0.11		815	0.24	*	938	0.14	0.23
		(0.09)			(0.08)			(0.12)			(0.11)	
Sought to start a business	1,270	-0.08		787	-0.08		815	-0.08		938	0.01	0.29
		(0.08)			(0.08)			(0.10)			(0.09)	
Received a job offer	1,270	0.04		787	-0.05		815	0.11		938	0.17	** 0.29
		(0.09)			(0.10)			(0.10)			(0.07)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 37: Impacts on income (OLS estimations 18 months after the training - females)

	T vs C		T1 vs C		T2 vs C			T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT		Obs	ITT	Control Mean
Income_f										
Annualized monthly income from employment	1,270	1.28	787	1.24	815	1.32	**	938	1.07	79.47
		(0.16)		(0.17)		(0.18)			(0.08)	
Average monthly income from stable employment	1,270	1.24	787	1.17	815	1.31	**	938	1.12	41.13
		(0.17)		(0.18)		(0.18)			(0.12)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 38: Impacts on resilience (OLS estimations 18 months after the training - females)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Resilience_f									
Coefficient of variation of income	1,270	0.02	787	0.02	815	0.02			0.22
		(0.02)		(0.02)		(0.02)			
Lowest monthly income	1,270	1.25	787	1.22	815	1.29			33.36
		(0.19)		(0.20)		(0.21)			
Brief Resilience scale	1,270	-0.03	787	-0.05	815	0.00			3.20
		(0.03)		(0.04)		(0.04)			

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 39: Impacts on social integration (OLS estimations 18 months after the training - females)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Integration_f									
Social connectedness index	1,270	0.18	787	0.15	815	0.21 *	938	0.06	1.51
		(0.09)		(0.10)		(0.09)		(0.08)	
Intra-community solidarity index	1,270	0.08	787	0.09	815	0.07	938	-0.02	3.39
		(0.14)		(0.15)		(0.16)		(0.15)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 40: Impacts on self-efficacy (OLS estimations 18 months after the training - females)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Efficacy_f									
Entrepreneurial Self-efficacy Score	1,270	1.98 ***	787	1.88 ***	815	2.12 ***	938	0.25	25.08
		(0.38)		(0.38)		(0.40)		(0.21)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Males

Table 41: Impacts on employment (OLS estimations 18 months after the training - males)

	T vs C			T1 vs C			T2 vs C			T2 vs T1			
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT		Control Mean
Employment_m													
In employment (past 7 days)	928	0.21	**	600	0.18		635	0.25	***	621	0.09		0.60
		(0.07)			(0.10)			(0.08)			(0.11)		
In stable employment	928	0.13		600	0.12		635	0.16		621	0.07		0.66
		(0.09)			(0.13)			(0.10)			(0.10)		
Own account	928	-0.03		600	-0.13		635	0.06		621	0.19		0.14
		(0.13)			(0.14)			(0.15)			(0.13)		
Employer	928	-0.19		583	-0.22		635	-0.19		621	-0.01		0.13
		(0.12)			(0.14)			(0.14)			(0.13)		
Regular employee	928	0.00		600	0.07		635	-0.07		621	-0.11		0.18
		(0.10)			(0.12)			(0.11)			(0.11)		
Family worker	855	0.27		545	0.35		591	0.24		574	-0.05		0.07
		(0.14)			(0.17)			(0.14)			(0.16)		
Casual worker	928	0.38	***	600	0.38	*	635	0.39	***	607	0.06		0.22
		(0.10)			(0.14)			(0.10)			(0.13)		
Apprentice	855	-0.22		545	-0.02		367	-0.38		169	-0.42		0.03
		(0.28)			(0.36)			(0.34)			(0.59)		
Hours worked in last 6 months	928	1.10		600	1.08		635	1.14		621	1.07		700.75
		(0.09)			(0.11)			(0.10)			(0.07)		
Formal employment	928	0.36	**	600	0.17		620	0.48	***	621	0.31	**	0.06
		(0.15)			(0.15)			(0.16)			(0.10)		
Average hourly productivity*	592	1.96	**	375	2.46		403	1.59		406	0.69		2,362
		(0.47)			(1.07)			(0.43)			(0.34)		
Professional injury/sickness	928	0.07		600	-0.03		635	0.16		621	0.21	**	0.39
		(0.09)			(0.10)			(0.10)			(0.07)		
Job matches trade applied	617	0.89	***	389	0.93	***	423	0.86	***	399	-0.10		0.33
		(0.19)			(0.21)			(0.18)			(0.12)		
Quality of employment index	928	0.43	*	600	0.48		635	0.40	*	621	0.00		2.17
		(0.19)			(0.25)			(0.18)			(0.22)		

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 42: Impacts on practices (OLS estimations 18 months after the training - males)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Practices_m												
Basic financial planning	928	0.29	***	600	0.21		635	0.36	***	621	0.12	3.01
		(0.09)			(0.10)			(0.09)			(0.08)	
Business practices [Self-employed]	262	0.29		164	0.41		192	0.20		168	-0.36	4.97
		(0.25)			(0.30)			(0.30)			(0.28)	
Financial Literacy Score	928	-0.01		600	0.02		635	-0.05		621	-0.09	2.55
		(0.06)			(0.07)			(0.06)			(0.06)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 43: Impacts on employability (OLS estimations 18 months after the training - males)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Employability_m												
Self-perceived employability	928	0.30	***	600	0.26	***	635	0.33	***	621	0.07	3.90
		(0.04)			(0.05)			(0.05)			(0.04)	
Searched for a job	928	0.16	*	600	0.11		635	0.20	**	621	0.07	0.43
		(0.08)			(0.11)			(0.09)			(0.11)	
Sought to start a business	928	-0.16	*	600	-0.12		635	-0.19	*	621	-0.08	0.23
		(0.09)			(0.11)			(0.10)			(0.13)	
Received a job offer	928	0.28	***	600	0.23		635	0.33	***	607	0.12	0.53
		(0.09)			(0.13)			(0.10)			(0.14)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 44: Impacts on income (OLS estimations 18 months after the training - males)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Income_m												
Annualized monthly income from employment	928	1.20	***	600	1.19	**	635	1.21	**	621	1.01	148.02
		(0.08)			(0.08)			(0.09)			(0.05)	
Average monthly income from stable employment	928	1.39	***	600	1.45	***	635	1.34	***	621	0.94	115.00
		(0.13)			(0.15)			(0.14)			(0.09)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 45: Impacts on resilience (OLS estimations 18 months after the training - males)

	T vs C			T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT		Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Resilience_m										
Coefficient of variation of income	928	0.03	*	600	0.02	635	0.04	621	0.02	0.30
		(0.01)			(0.01)		(0.02)		(0.02)	
Lowest monthly income	928	1.15		600	1.13	635	1.17	621	1.05	82.59
		(0.14)			(0.14)		(0.18)		(0.14)	
Brief Resilience scale	928	0.04		600	0.01	635	0.07	621	0.06	3.27
		(0.04)			(0.06)		(0.05)		(0.07)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 46: Impacts on social integration (OLS estimations 18 months after the training - males)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Integration_m												
Social connectedness index	928	0.20		600	0.08		635	0.28	**	621	0.19	1.98
		(0.12)			(0.14)			(0.14)			(0.13)	
Intra-community solidarity index	928	0.40	**	600	0.35		635	0.44	**	621	0.12	4.02
		(0.16)			(0.19)			(0.19)			(0.19)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 47: Impacts on self-efficacy (OLS estimations 18 months after the training - males)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Efficacy_m												
Entrepreneurial Self-efficacy Score	928	1.79	***	600	1.55	***	635	2.07	***	621	0.63	* 24.97
		(0.42)			(0.47)			(0.44)			(0.35)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Host community members

Table 48: Impacts on employment (OLS estimations 18 months after the training – host community members)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Employment_h												
In employment (past 7 days)	1,300	0.12		813	0.14		856	0.12		931	-0.02	0.63
		(0.08)			(0.08)			(0.09)			(0.08)	
In stable employment	1,300	0.17		813	0.10		856	0.24	**	931	0.15	0.72
		(0.09)			(0.12)			(0.09)			(0.09)	
Own account	1,300	-0.07		813	-0.12		856	-0.02		931	0.11	0.27
		(0.10)			(0.12)			(0.11)			(0.09)	
Employer	1,300	-0.04		813	-0.02		856	-0.04		931	0.00	0.12
		(0.11)			(0.12)			(0.12)			(0.11)	
Regular employee	1,300	0.06		813	0.01		856	0.09		931	0.09	0.16
		(0.09)			(0.12)			(0.09)			(0.09)	
Family worker	1,234	0.29		767	0.39		815	0.17		886	-0.22	0.06
		(0.18)			(0.18)			(0.19)			(0.14)	
Casual worker	1,300	0.38	***	813	0.36	*	856	0.39	***	931	0.05	0.16
		(0.11)			(0.14)			(0.10)			(0.13)	
Hours worked in last 6 months	1,299	1.03		812	0.99		856	1.08		930	1.09	694.07
		(0.06)			(0.07)			(0.06)			(0.07)	
Formal employment	1,300	0.27	*	813	0.14		856	0.37	***	931	0.22	0.07
		(0.11)			(0.13)			(0.12)			(0.10)	
Average hourly productivity*	923	1.65		567	2.02		607	1.40		672	0.79	1,691
		(0.42)			(0.87)			(0.37)			(0.33)	
Professional injury/sickness	1,300	0.09		813	0.05		856	0.13		931	0.09	0.45
		(0.09)			(0.10)			(0.09)			(0.08)	
Job matches trade applied	950	1.02	***	577	0.99	***	631	1.04	***	692	0.08	0.26
		(0.15)			(0.15)			(0.16)			(0.09)	
Quality of employment index	1,300	0.48	**	813	0.41		856	0.52	***	931	0.12	1.83
		(0.17)			(0.22)			(0.16)			(0.18)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 49: Impacts on employability (OLS estimations 18 months after the training – host community members)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Practices_h												
Basic financial planning	1,300	0.32	***	813	0.26	**	856	0.38	***	931	0.12	3.00
		(0.09)			(0.10)			(0.09)			(0.07)	
Business practices [Self-employed]	501	0.31	*	305	0.37		343	0.28		354	-0.06	5.04
		(0.16)			(0.22)			(0.19)			(0.22)	
Financial Literacy Score	1,300	0.05		813	0.07		856	0.04		931	-0.02	2.42
		(0.05)			(0.05)			(0.05)			(0.04)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 50: Impacts on employability (OLS estimations 18 months after the training – host community members)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Employability_h												
Self-perceived employability	1,300	0.33	***	813	0.32	***	856	0.33	***	931	0.02	3.94
		(0.05)			(0.05)			(0.05)			(0.04)	
Searched for a job	1,300	0.17	***	813	0.09		856	0.23	***	931	0.15	0.38
		(0.06)			(0.08)			(0.07)			(0.09)	
Sought to start a business	1,300	-0.13	*	813	-0.14		856	-0.11		931	0.01	0.30
		(0.07)			(0.09)			(0.08)			(0.09)	
Received a job offer	1,300	0.24	***	813	0.15		856	0.31	***	931	0.15	0.49
		(0.07)			(0.09)			(0.07)			(0.09)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 51: Impacts on income (OLS estimations 18 months after the training – host community members)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Income_h												
Annualized monthly income from employment	1,300	1.19	***	813	1.17	***	856	1.21	***	931	1.04	135.61
		(0.06)			(0.06)			(0.06)			(0.04)	
Average monthly income from stable employment	1,300	1.29	***	813	1.31	***	856	1.27	***	931	0.98	98.34
		(0.11)			(0.13)			(0.11)			(0.08)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 52: Impacts on resilience (OLS estimations 18 months after the training – host community members)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Resilience_h									
Coefficient of variation of income	1,300	0.03	813	0.02	856	0.03	931	0.01	0.32
		(0.01)		(0.02)		(0.02)		(0.02)	
Lowest monthly income	1,300	1.18	813	1.14	856	1.22	931	1.08	74.02
		(0.12)		(0.11)		(0.16)		(0.12)	
Brief Resilience scale	1,300	0.00	813	-0.04	856	0.03	931	0.06	3.24
		(0.04)		(0.05)		(0.05)		(0.04)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 53: Impacts on social integration (OLS estimations 18 months after the training - – host community members)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Integration_h												
Social connectedness index	1,300	0.09		813	0.06		856	0.12		931	0.06	1.99
		(0.10)			(0.12)			(0.11)			(0.10)	
Intra-community solidarity index	1,300	0.34	**	813	0.29	*	856	0.37	**	931	0.07	4.20
		(0.12)			(0.14)			(0.14)			(0.12)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 54: Impacts on self-efficacy (OLS estimations 18 months after the training - – host community members)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Efficacy_h												
Entrepreneurial Self-efficacy Score	1,300	1.98	***	813	1.72	***	856	2.22	***	931	0.59	**	25.09
		(0.39)			(0.41)			(0.43)			(0.29)		

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Refugees

Table 55: Impacts on employment (OLS estimations 18 months after the training – refugees)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Employment_r									
In employment (past 7 days)	896	0.05	573	0.02	593	0.09	626	0.07	0.30
		(0.11)		(0.13)		(0.12)		(0.11)	
In stable employment	896	0.09	573	0.01	593	0.18	626	0.18	0.38
		(0.14)		(0.16)		(0.14)		(0.12)	
Own account	896	0.12	573	0.08	593	0.16	626	0.10	0.20
		(0.14)		(0.14)		(0.16)		(0.11)	
Employer	896	0.06	573	0.00	593	0.14	626	0.12	0.06
		(0.18)		(0.23)		(0.17)		(0.16)	
Regular employee	896	0.07	573	0.04	593	0.13	626	0.11	0.07
		(0.15)		(0.15)		(0.19)		(0.16)	
Family worker	851	-0.30	544	-0.58	562	-0.17	596	0.29	0.01
		(0.16)		(0.27)		(0.18)		(0.31)	
Casual worker	896	0.11	573	0.13	562	0.12	626	0.06	0.06
		(0.13)		(0.15)		(0.16)		(0.17)	
Hours worked in last 6 months	895	1.24	573	1.14	592	1.34	625	1.22	311.74
		(0.24)		(0.26)		(0.26)		(0.19)	
Formal employment	896	0.13	573	-0.07	593	0.28	533	0.30	0.04
		(0.24)		(0.20)		(0.30)		(0.23)	
Average hourly productivity*	325	1.02	198	1.12	219	0.96	233	0.99	725.12
		(0.18)		(0.17)		(0.23)		(0.16)	
Professional injury/sickness	896	0.09	573	-0.02	593	0.20	626	0.23	0.20
		(0.10)		(0.15)		(0.10)		(0.11)	
Job matches trade applied	360	0.47	211	0.46	246	0.52	256	0.09	0.12
		(0.21)		(0.22)		(0.24)		(0.20)	
Quality of employment index	896	-0.02	573	-0.10	593	0.11	626	0.22	0.73
		(0.14)		(0.14)		(0.18)		(0.18)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 56: Impacts on practices (OLS estimations 18 months after the training – refugees)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Practices_r												
Basic financial planning	896	0.24	**	573	0.17		593	0.32	***	626	0.14	2.66
		(0.09)			(0.10)			(0.09)			(0.08)	
Business practices [Self-employed]	207	0.88	**	119	0.72		140	0.95	**	155	0.28	4.51
		(0.32)			(0.36)			(0.35)			(0.35)	
Financial Literacy Score	896	0.10		573	0.10		593	0.11		626	0.02	2.67
		(0.06)			(0.07)			(0.07)			(0.07)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 57: Impacts on employability (OLS estimations 18 months after the training – refugees)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Employability_r												
Self-perceived employability	896	0.27	***	573	0.29	***	593	0.27	***	626	-0.02	3.79
		(0.05)			(0.06)			(0.05)			(0.05)	
Searched for a job	896	0.16		573	0.16		593	0.18		626	0.04	0.20
		(0.13)			(0.12)			(0.16)			(0.13)	
Sought to start a business	896	-0.12		573	-0.05		593	-0.19		626	-0.09	0.21
		(0.08)			(0.09)			(0.11)			(0.11)	
Received a job offer	896	-0.01		573	-0.02		593	0.02		626	0.07	0.21
		(0.10)			(0.13)			(0.13)			(0.14)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 58: Impacts on income (OLS estimations 18 months after the training – refugees)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Income_r									
Annualized monthly income from employment	896	1.26	573	1.30	593	1.25	626	1.00	62.71
		(0.19)		(0.26)		(0.17)		(0.11)	
Average monthly income from stable employment	896	1.40	573	1.36	593	1.51	626	1.16	28.21
		(0.32)		(0.38)		(0.39)		(0.33)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 59: Impacts on resilience (OLS estimations 18 months after the training – refugees)

	T vs C		T1 vs C		T2 vs C		T2 vs T1		
	Obs	ITT	Obs	ITT	Obs	ITT	Obs	ITT	Control Mean
Resilience_r									
Coefficient of variation of income	896	0.01	573	0.01	593	0.01	626	0.00	0.18
		(0.02)		(0.02)		(0.02)		(0.02)	
Lowest monthly income	896	1.12	573	1.21	593	1.08	626	0.93	31.90
		(0.22)		(0.33)		(0.16)		(0.18)	
Brief Resilience scale	896	0.00	573	-0.02	593	0.02	626	0.04	3.14
		(0.03)		(0.04)		(0.03)		(0.04)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 60: Impacts on social integration (OLS estimations 18 months after the training – refugees)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Integration_r												
Social connectedness index	896	0.27	**	573	0.20	*	593	0.34	**	626	0.14	1.26
		(0.09)			(0.10)			(0.12)			(0.11)	
Intra-community solidarity index	896	-0.02		573	0.01		593	-0.06		626	-0.09	2.82
		(0.17)			(0.19)			(0.18)			(0.15)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

Table 61: Impacts on self-efficacy (OLS estimations 18 months after the training – refugees)

	T vs C			T1 vs C			T2 vs C			T2 vs T1		
	Obs	ITT		Obs	ITT		Obs	ITT		Obs	ITT	Control Mean
Efficacy_r												
Entrepreneurial Self-efficacy Score	896	1.77	***	573	1.76	***	593	1.82	***	626	0.08	24.98
		(0.38)			(0.44)			(0.37)			(0.29)	

Note: Results from OLS regressions. Regressions include baseline covariates and strata fixed effects. As some strata can perfectly predict the outcome, observations have been excluded in the respective regressions. Standard errors are clustered at the class level

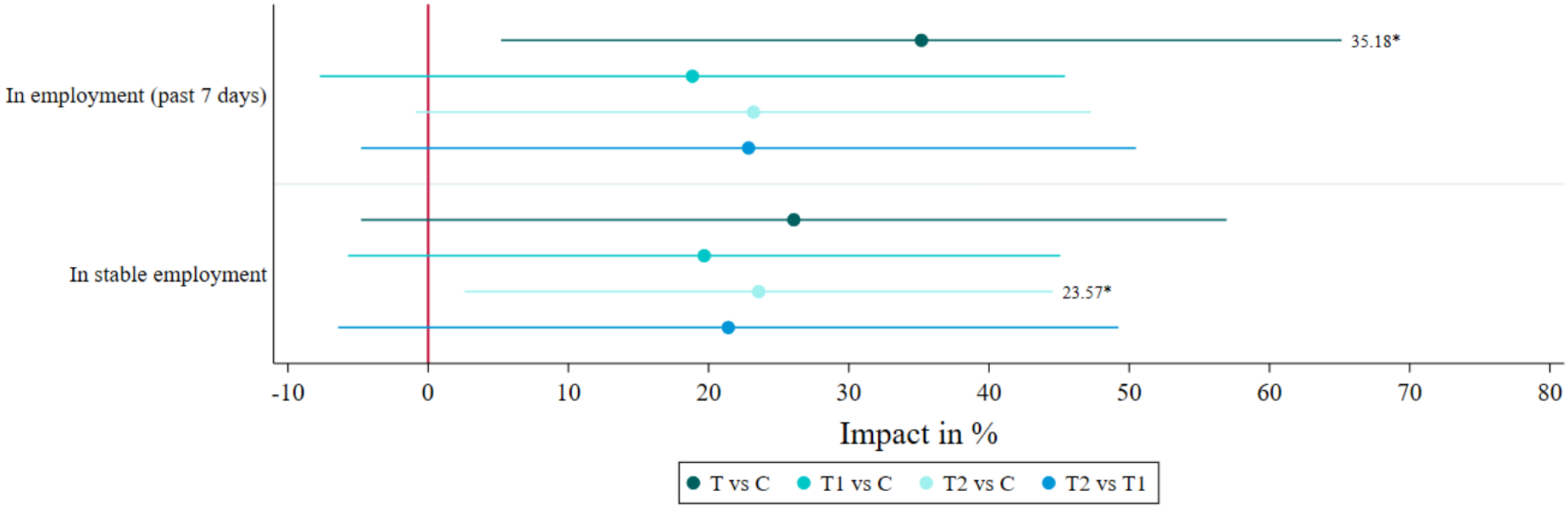
ITT is the intention to treat effect. For binary outcomes, the control mean corresponds to a share.

*, **, & *** represent statistical significance of the Anderson's sharpened q-values at the 10%, 5%, & 1% level, respectively.

Source: C4ED elaboration

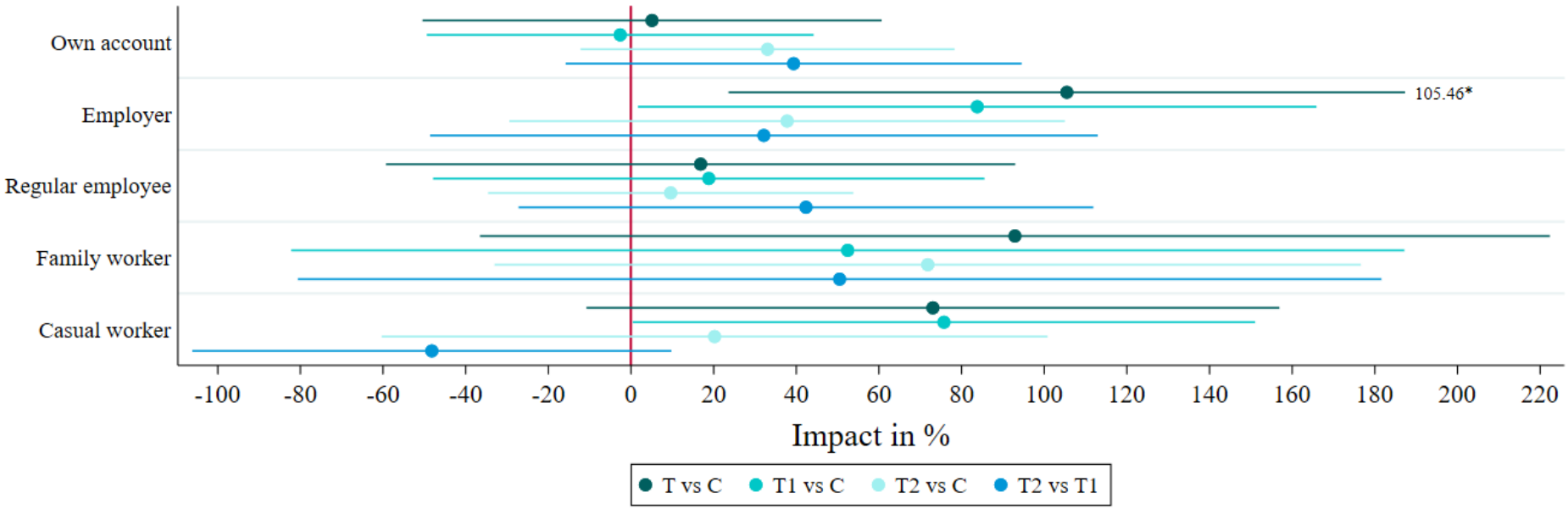
5.9.3. Endline results from the 2SLS estimations

Figure 26: Impact of the RISE component on employment rates (CACE results from 2SLS regressions – complete endline sample)



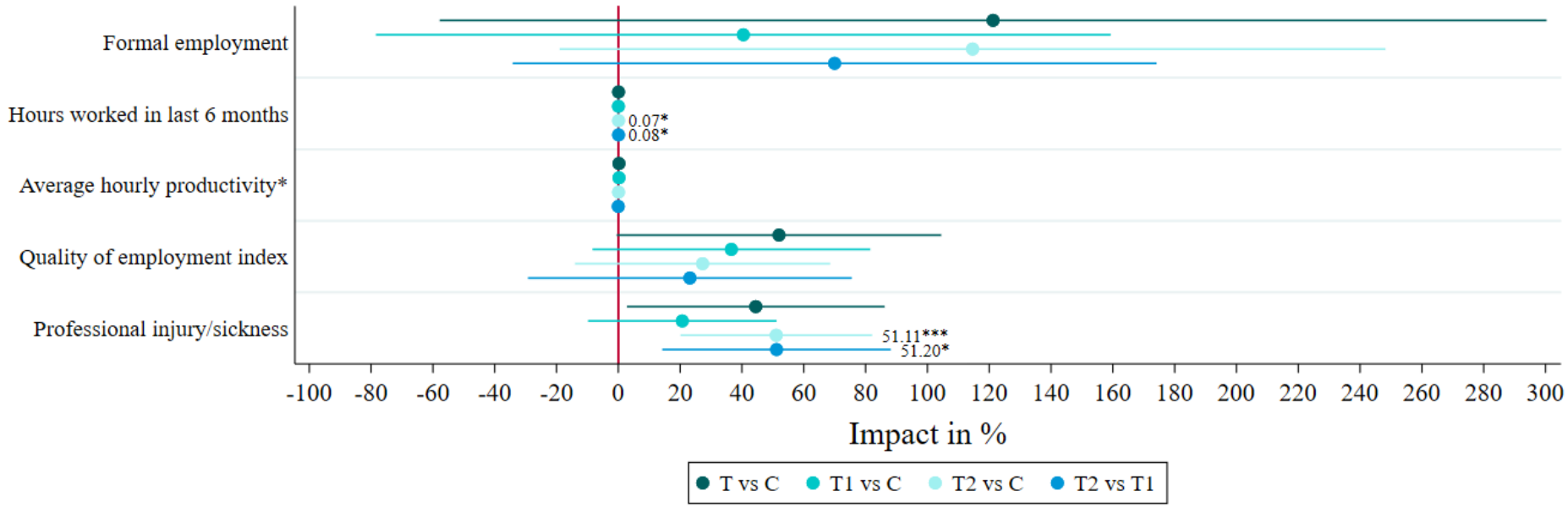
Source: C4ED elaboration

Figure 27: Impact of the RISE component on employment status (CACE results from 2SLS regressions – complete endline sample)



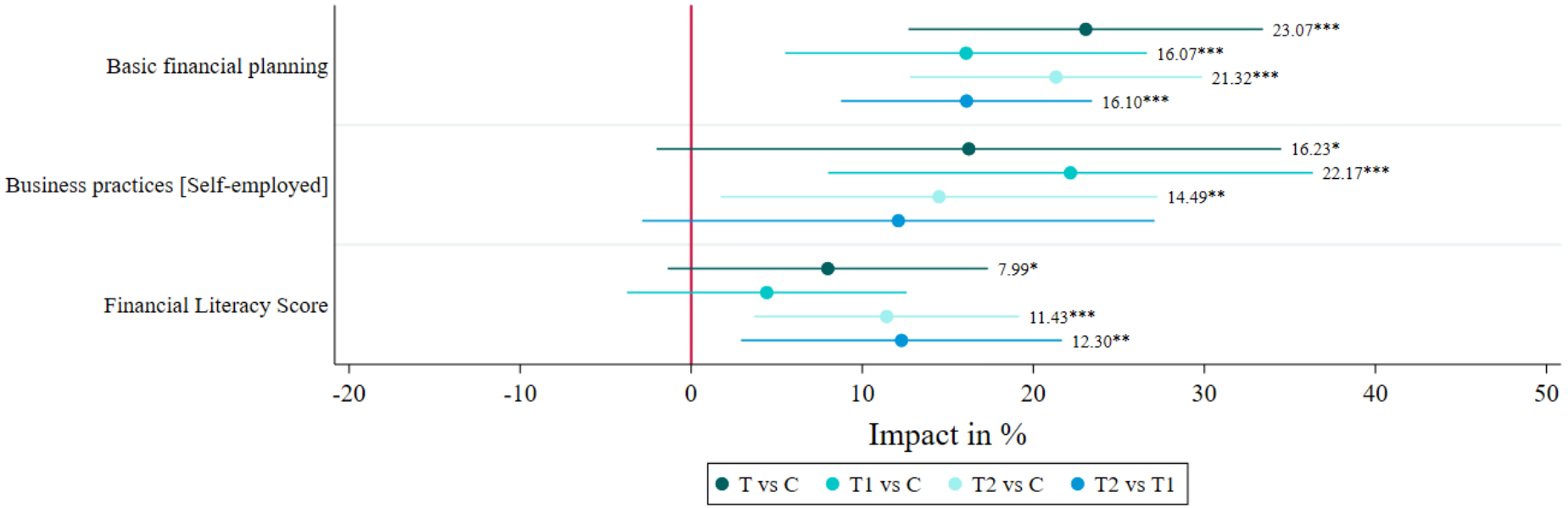
Source: C4ED elaboration

Figure 28: Impact of the RISE component on decent employment (CACE results from 2SLS regressions – complete endline sample)



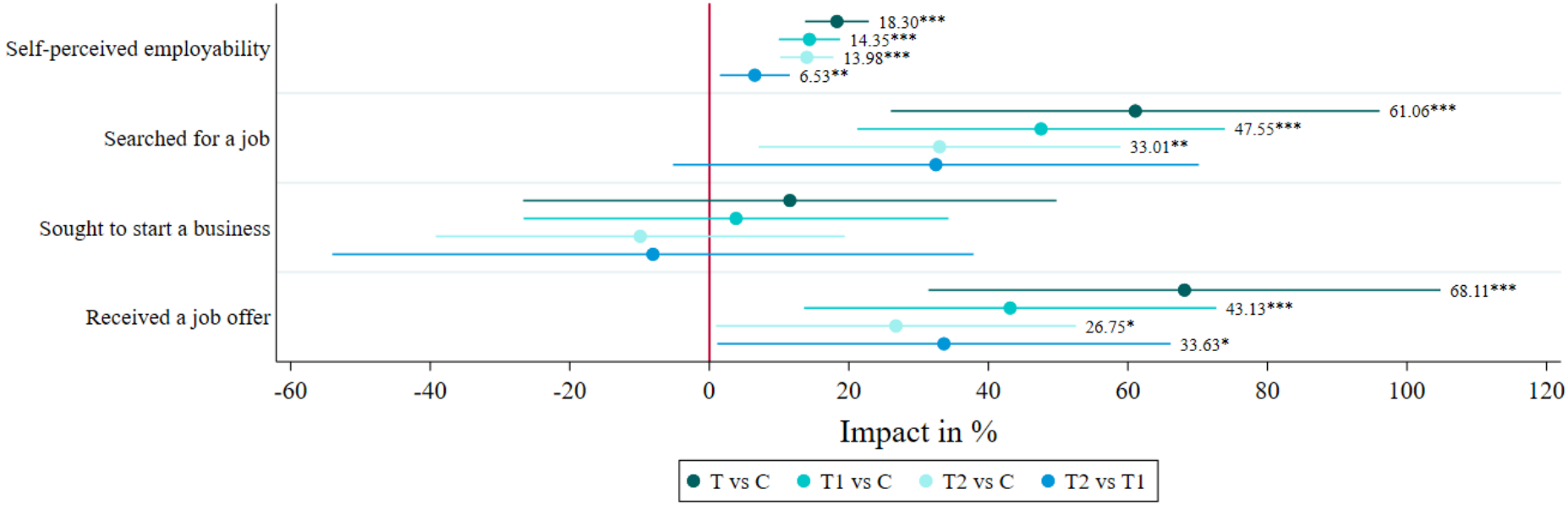
Source: C4ED elaboration

Figure 29: Impact of the RISE component on professional practices (CACE results from 2SLS regressions – complete endline sample)



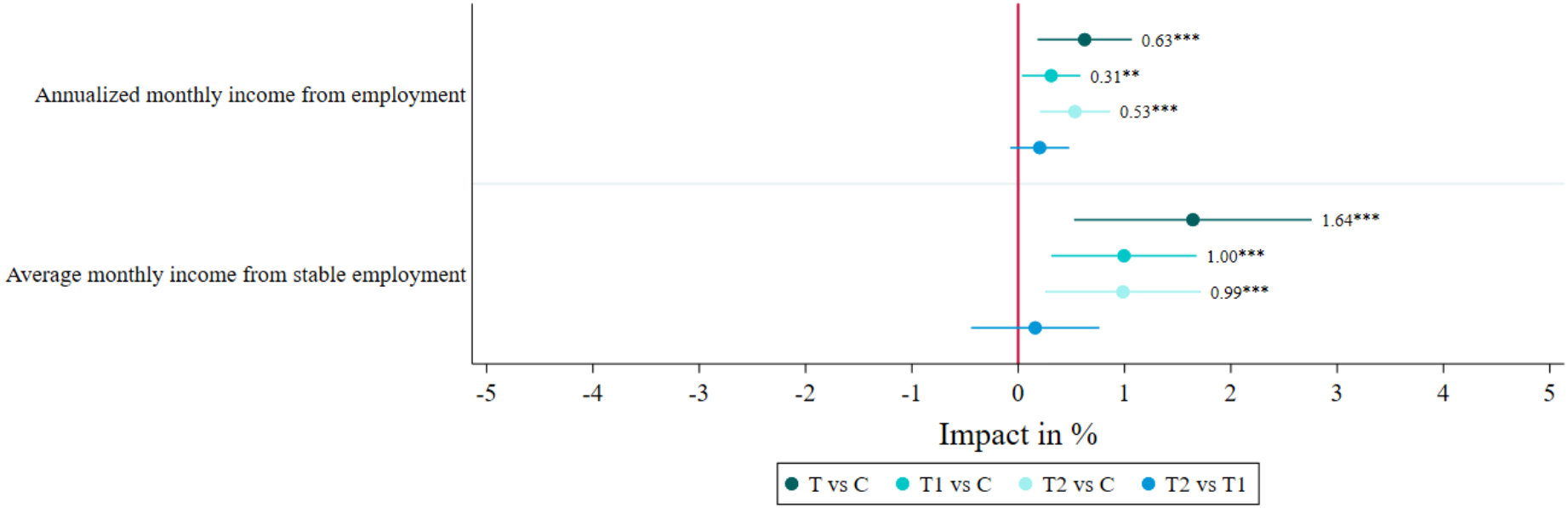
Source: C4ED elaboration

Figure 30: Impact of the RISE component on employability (CACE results from 2SLS regressions – complete endline sample)



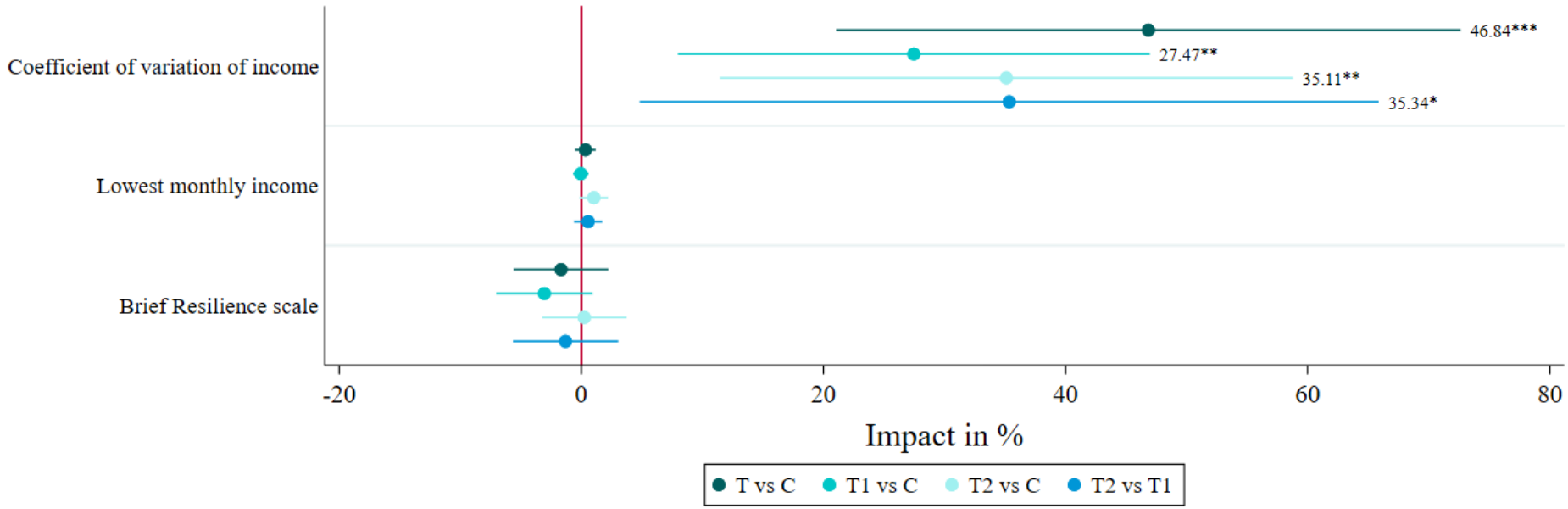
Source: C4ED elaboration

Figure 31: Impact of the RISE component on income (CACE results from 2SLS regressions – complete endline sample)



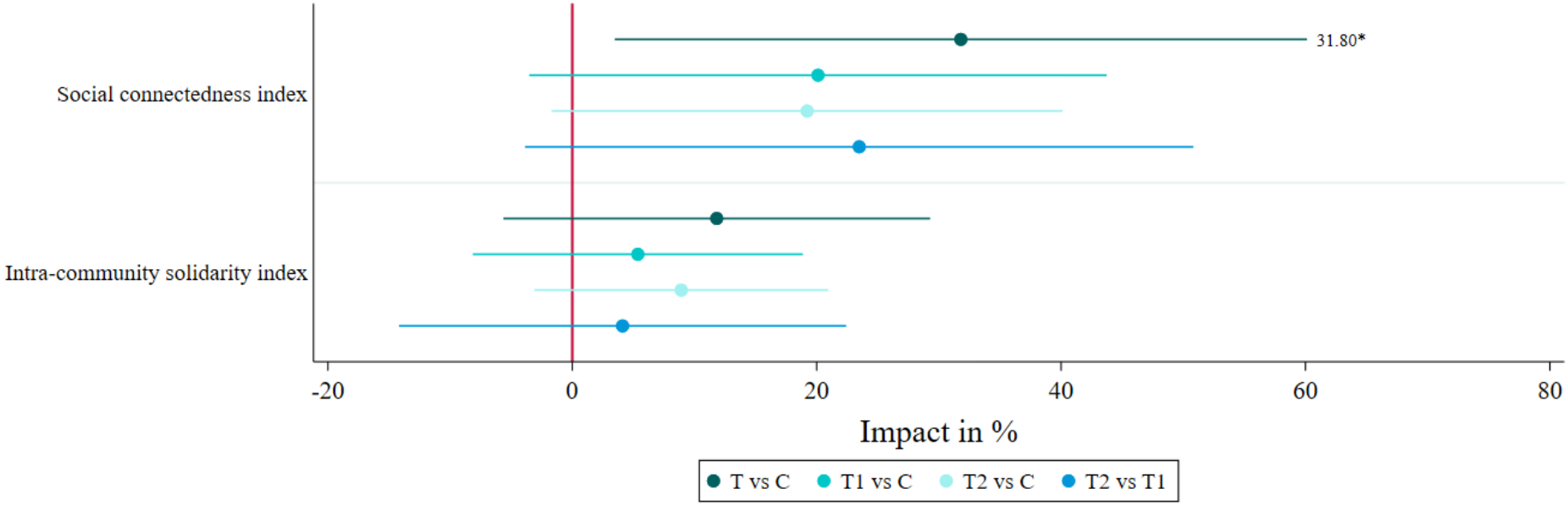
Source: C4ED elaboration

Figure 32: Impact of the RISE component on resilience (CACE results from 2SLS regressions – complete endline sample)



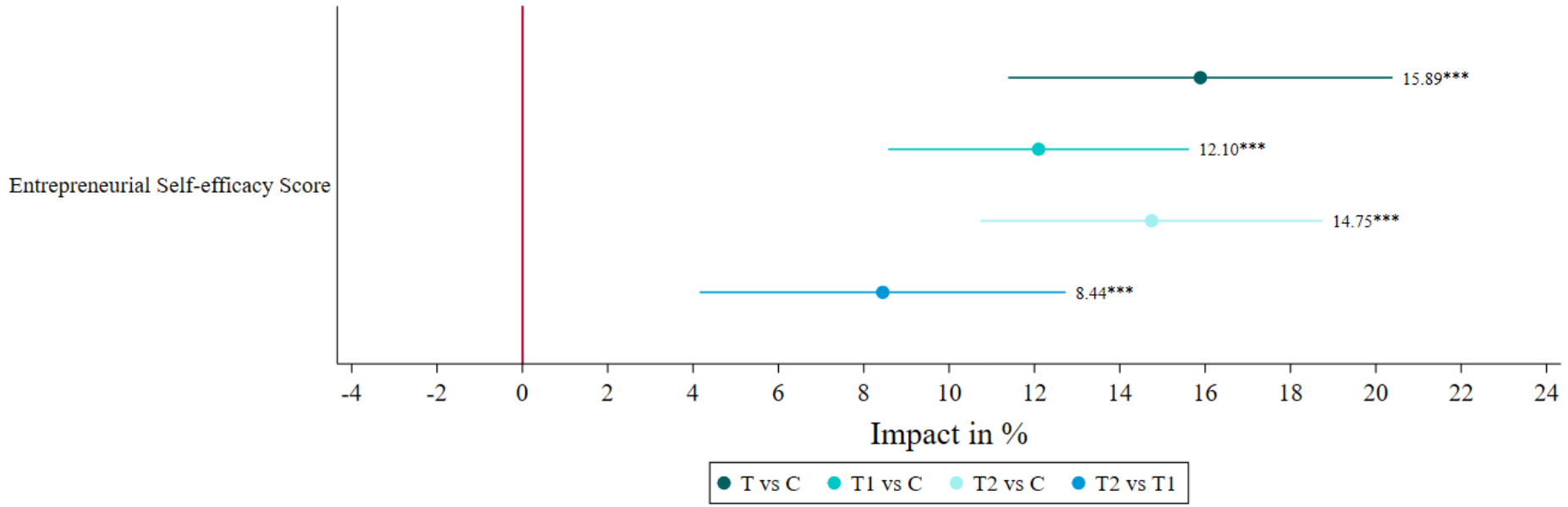
Source: C4ED elaboration

Figure 33: Impact of the RISE component on social integration (CACE results from 2SLS regressions – complete endline sample)



Source: C4ED elaboration

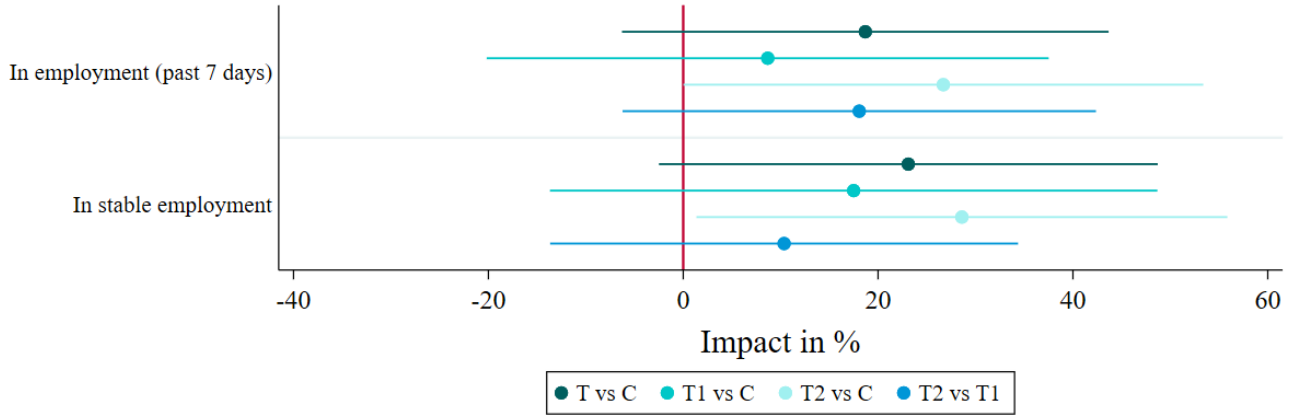
Figure 34: Impact of the RISE component on self-efficacy (CACE results from 2SLS regressions – complete endline sample)



Source: C4ED elaboration

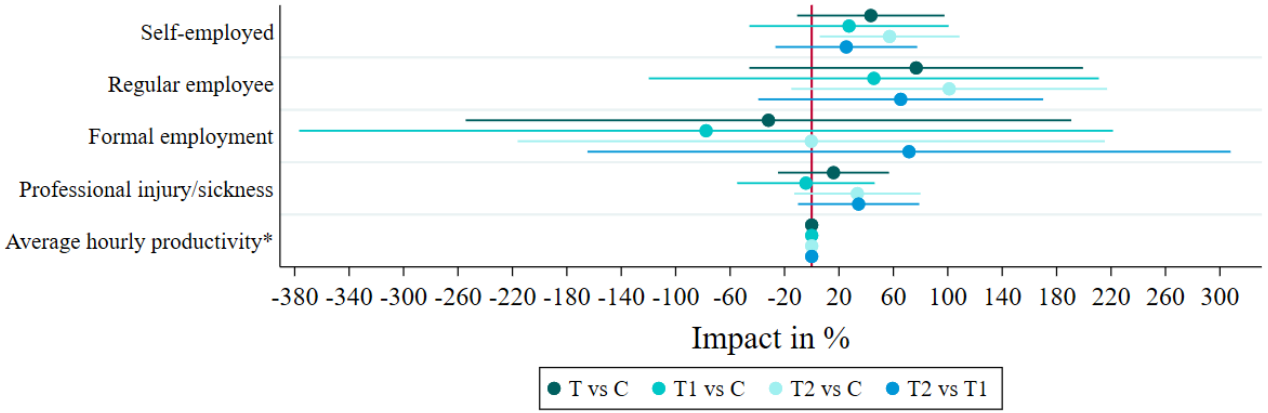
5.9.5. Midline results from the OLS estimations

Figure 35: Impact of the RISE component on employment rates



Source: C4ED elaboration

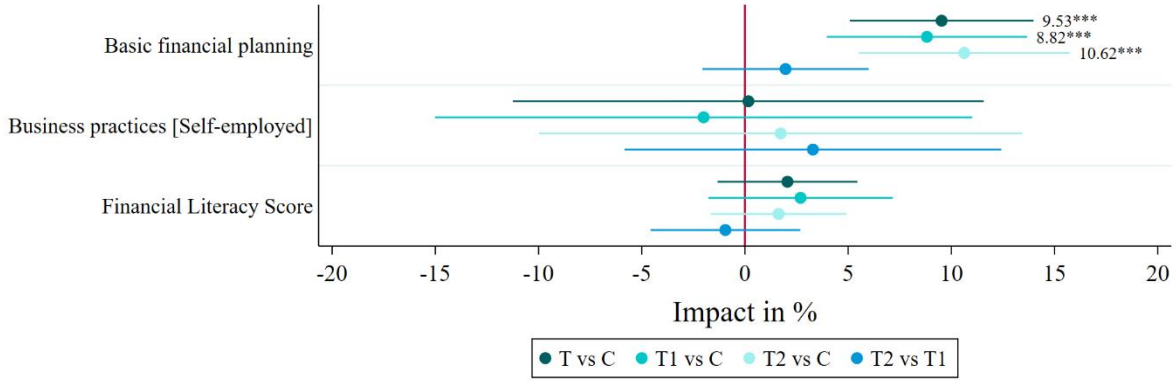
Figure 36: Impact of the RISE component on employment characteristics



Note: *estimation performed only on observations in employment.

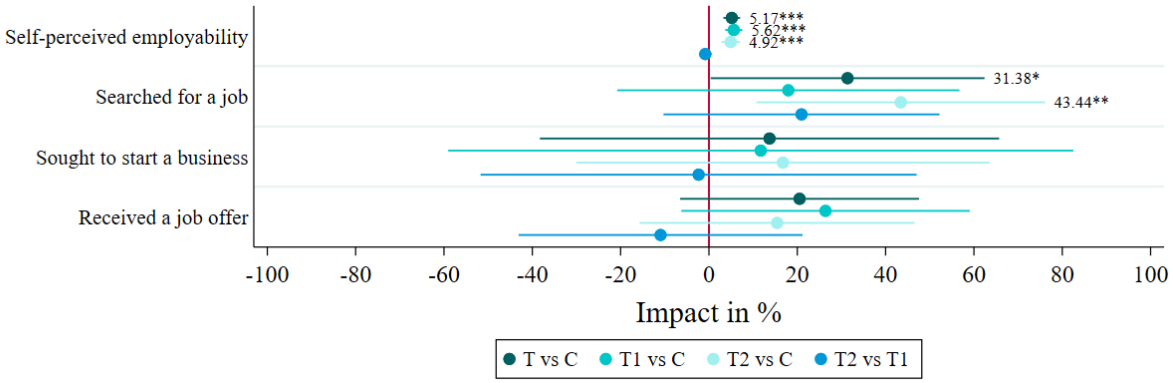
Source: C4ED elaboration

Figure 37: Impact of the RISE component on professional practices and skills



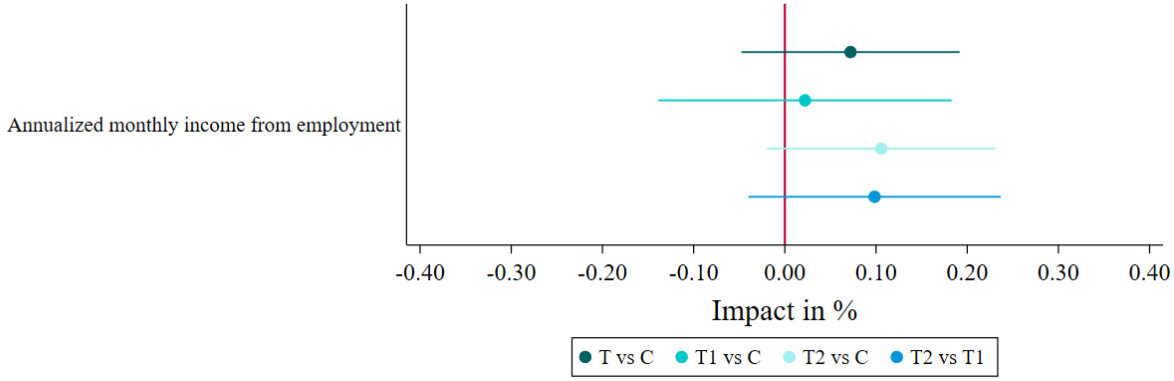
Source: C4ED elaboration

Figure 38: Impact of the RISE component on employability



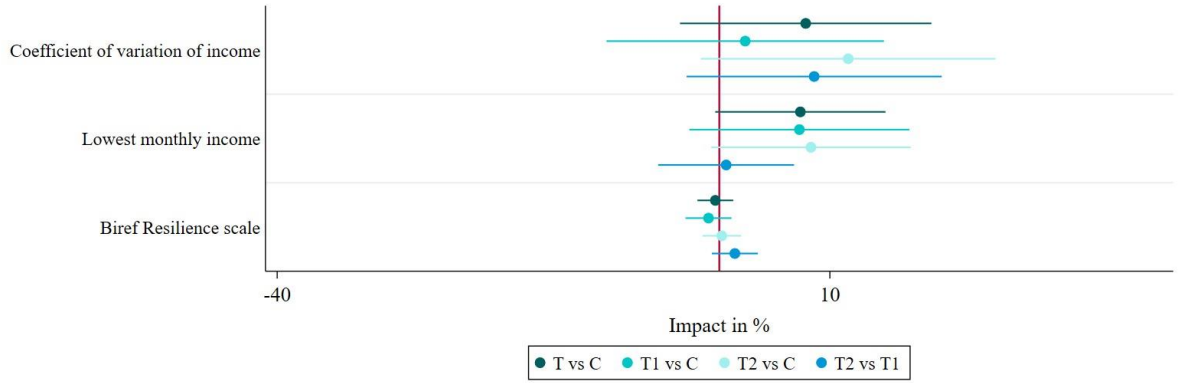
Source: C4ED elaboration

Figure 39: Impacts of the RISE component on income



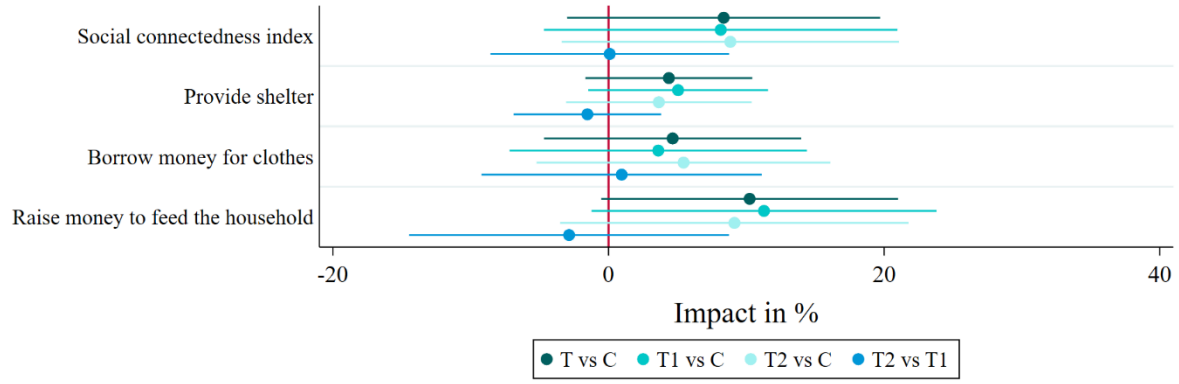
Source: C4ED elaboration

Figure 40: Impacts of the RISE component on resilience



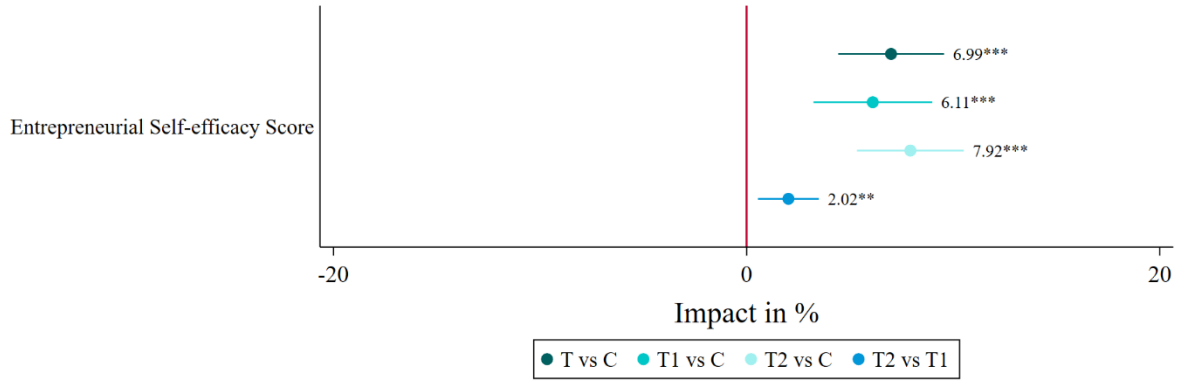
Source: C4ED elaboration

Figure 41: Impact of the RISE component on social integration



Source: C4ED elaboration

Figure 42: Impact of the RISE component on entrepreneurial self-efficacy



Source: C4ED elaboration

5.10. CONTRIBUTING EVALUATORS

Justine Abenaitwe is a Junior Qualitative Research and Evaluation Manager at C4ED. She holds a M.Sc. in Public Health/Health Promotion and a postgraduate Diploma in Development Studies. She has more than 10 years of experience in project implementation, research, and evaluation, with extensive experience in qualitative research methods. Prior to her role at C4ED, her work was primarily in Public Health, particularly in areas of sexual and reproductive health, Gender, Adolescent Girls and Young Women, Health systems strengthening, HIV prevention and treatment, key and vulnerable populations, and Immunization. At C4ED, she has been involved in data collection through desk reviews and key informant interviews, as well as analysing qualitative data for various evaluations, including the second component of the RISE project (T05-EUTF-HOA-UG-39-01).

Mr Elikplim Atsiatorme is a Quantitative Research Manager at C4ED. He has extensive experience working in impact assessments in Ghana, The Gambia, Uganda, Ethiopia and Bangladesh and Nepal. He has extensive field-experience working as a data collector, and in the design of surveys for monitoring and evaluation and environmental and social impact assessments in Ghana. Some of these assessments include household surveys, assessing alternative sources of livelihoods and microfinance schemes for the Ghana Wildlife Society in the Western and Volta Regions of Ghana. He was also part of a survey to collect baseline data for an EU Forest Law Enforcement Governance Program ("FLEGT") Pilot Project in the Western Region of Ghana. Mr Atsiatorme holds a Master's degree from the Freie Universität Berlin in Sociology, where his research focused on a quantitative analysis of precarious employment and its political consequences. He also has a second Master's degree from the University of Cape Coast, Ghana, in Peace and Development Studies. He used mixed methods (surveys, interviews and FGDs) in evaluating conflicts in the execution of community-based Natural Resource Management projects. At C4ED, he is currently involved in other projects involving the collection of data under the themes of maternal and child health and nutrition and WASH.

Mr Atsiatorme has been involved in EUTF projects leading data collections on the impact evaluations of the Tekki Fii Project by GIZ (T05-EUTF-SAH-GM-03-01) in The Gambia, the impact evaluation of the RISE project in Uganda (T05-EUTF-HOA-UG-39-01) implemented by GIZ while also assisting data collections in the STEDE project implemented by Mercy Corps (T05-EUTF-HOA-ET-40-02) in Ethiopia. In these evaluations, Mr Atsiatorme has successfully managed several rounds of baseline, midline and endline surveys involving phone surveys and face-to-face surveys. Mr Atsiatorme has been the focal coordinator for the R4 component which involves several rounds of capacity building sessions on impact evaluation.

Dr. Thomas Eekhout is an M&E Specialist at C4ED. Dr. Eekhout has seven years of relevant experience leading and managing impact evaluations that build on the complementarity of mixed methods. More specifically, he has developed expertise in topics related to labour economics, education, and the environment, with field experience in Sub-Saharan Africa and Latin America. Before joining C4ED, he investigated the barriers to the development of MSMEs in developing countries with a particular focus on the urban West African informal sector (Burkina Faso and Senegal). His research, in partnership with the telecommunication operator Orange, has also led him to explore the effects of new (mobile) technologies, social networks, and (formal and informal) financial services on economic performance. He personally designed, developed, and monitored mixed surveys to collect hard-to-measure indicators such as economic performances (sales, profits, wages, capital and soft skills. Since 2021, he has led numerous impacts evaluations for C4ED. He is responsible for the evaluation of the impacts of field farm schools in Ecuador implemented by UNDP and in Lesotho implemented by GIZ on deforestation, production, and productivity. He is also leading an impact evaluation financed by Deval of the SME Loop in Benin implemented by GIZ. Since 2023, Dr. Eekhout is diversifying his technical expertise by conducting monitoring evaluations of a WASH multi-country project implemented by UNICEF.

Since the start of the collaboration between C4ED and EUTF, Dr. Eekhout has been the focal point and coordinator of the R1 evaluations. In addition to the impact evaluation of the second component of the

RISE project implemented by GIZ (T05-EUTF-HOA-UG-39-01), he also has led the impact evaluations of the second component of the Tekki Fii project in The Gambia implemented by GIZ (T05-EUTF-SAH-GM-03-01), the INTEGRA component implemented by ITC (T05-EUTF-SAH-GN-01-01) as well as the component implemented by GIZ (T05-EUTF-SAH-GN-01-03).

Patrick Kaiser is a Data Analyst/Quantitative Research Manager at C4ED. Patrick holds an M.Sc. in Statistics in Economic and Social Sciences from the University of Munich. He has 5 years of continuous experience in quantitative research focusing on applying state-of-the-art methodologies in data collection, analysis, modelling and dissemination. Before joining C4ED, he worked as a Statistical consultant in various fields relevant to public policies with different research institutes, such as e.g. the University of Oxford. At C4ED, he served several months as a focal point in offices around Sub-Saharan Africa, such as in Uganda and Ethiopia, supervising data collection and ensuring high quality throughout all technical steps, from collecting and cleaning the data to analysis and visualization, including the EUTF Rise project in Uganda.

Dr. Innocent Mwaka works as Qualitative Research and Evaluation Manager (QREM) at C4ED. Dr. Mwaka has five years experience managing mixed-methods impact evaluations and qualitative studies. He has employed various qualitative designs and data collection approaches including process evaluation, outcome harvesting, stories of change, life history, discourse analysis, and archival research, among many examples. His projects cover East and Horn of Africa (Tanzania, Kenya, Uganda, Sudan, South Sudan and Ethiopia), West Africa (Nigeria, Niger, Burkina Faso, Senegal and Ivory Coast) and Central Asia (Kyrgyzstan). His main research topics encompass agricultural development, markets and value chain development, land governance, youth employment, refugees and displaced peoples and community mobilisation networks. For example, Dr. Mwaka did long-term field study of livelihood change and localized adaptions among Pokot pastoral communities in northern Kenya. In Tanzania, Dr. Mwaka examined agricultural development in the Southern Agricultural Growth Corridor of Tanzania (SAGCOT) by assessing how different policies enhanced or hindered agricultural production and productivity. In this project, he carried out extensive archival research, numerous interviews with government officials at the local, regional, and national levels, workshops with civil society organizations, and in-depth and focus group interviews with youth groups, women groups, farmers, and traders. In Uganda, Dr. Mwaka was involved in a study that collaborated with the Ministry of Lands, Housing and Urban Development in Uganda to examine ways in which the delivery of land-related services can be done in the most effective and efficient way. Under this project, he carried out a process evaluation of the Ministerial Zonal Offices which are government institutions located at sub-regional levels to bring land-related services closer to landowners. In Kyrgyzstan, Dr. Mwaka was involved in a project which assessed outcomes/impacts of the IFAD-funded Livestock and Market Development Programme while in Nigeria, he was involved in a project that examined the outcomes/impacts of the UNICEF-funded Volunteer Community Mobilizers network in the northern states of Nigeria.

Under the impact evaluation of the second component of the RISE project (T05-EUTF-HOA-UG-39-01) implemented by GIZ, Dr. Mwaka has overseen the qualitative component of the evaluation, working closely with the quantitative team to design the evaluation and contribute to writing the reports. Dr. Mwaka has been a focal point in the EUTF Portfolio evaluation coordinating the activities in this evaluation (R2).

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