

Session 6: Counterfactual impact evaluation of the second component of the RISE- GIZ programme in Uganda

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- The RISE component under evaluation
- Evaluation questions
- Impact Evaluation design
- Preliminary findings
- Conclusions & lessons learned

The RISE component under evaluation

Implementing partner: Deutsche Gesellschaft für Internationale Zusammenarbeit

Overall Objective: improving beneficiaries' employment opportunities and non-agricultural income.

Targeted population:

- $\geq 2,000$ youth (aged 18 to 35 years old)
- Including 70% females and 50% refugees

Implementation period: April 2021 to February 2023 – 3 cohorts



- Technical Short-Term Training (TSTT)



- Intense Financial Literacy and Entrepreneurial Skills (FLES)



• Technical Short-Term Training (TSTT)

- Random selection of 2,000 eligible candidates
- ≈3 months
- Selection of specific trades to develop market-relevant skills
- 25% theory and 75% hands-on training
- Integration of a Mental Health and Psychosocial Support (MHPSS) component (in cohorts 2 & 3)

TRADES

Tiling and land scaping
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
ICT Skills (Graphic design and branding)
Fashion and Design
Motorcycle Repair

Maintenance of small scale and industrial machines



- Technical Short-Term Training (TSTT)



- Intense Financial Literacy and Entrepreneurial Skills (FLES)
 - Random selection of 50% (1,000) TSTT selected candidates
 - training for 50% of TSTT trainees (3 weeks)
 - Development of skills for:
 - Starting/developing an income generating activity
 - Motivation management, persistence and dealing with fallbacks

Location of the vocational training institutions (VTIs):



Location of the vocational training institutions (VTIs):



Evaluation questions

- **Performance on KPIs (effectiveness)**
- **EQ 1: Contribution to employment and skills (impact)**
- **EQ 2: Contribution to resilience and livelihoods (impact)**
- EQ 3: Cost-effectiveness analysis (efficiency)
- EQ 4: Contribution to intended & unintended outcomes (impact)
- **EQ 5: Inclusion of vulnerable groups (impact)**
- EQ 6: Coherence and EU added value (Coherence)

Impact evaluation design

Mixed methods approach

**Principal quantitative
component**

+

**Secondary qualitative
component**

Mixed methods approach

**Principal quantitative
component**

+

**Secondary qualitative
component**



To assess **impact & effectiveness**

Mixed methods approach

**Principal quantitative
component** +

**Secondary qualitative
component**

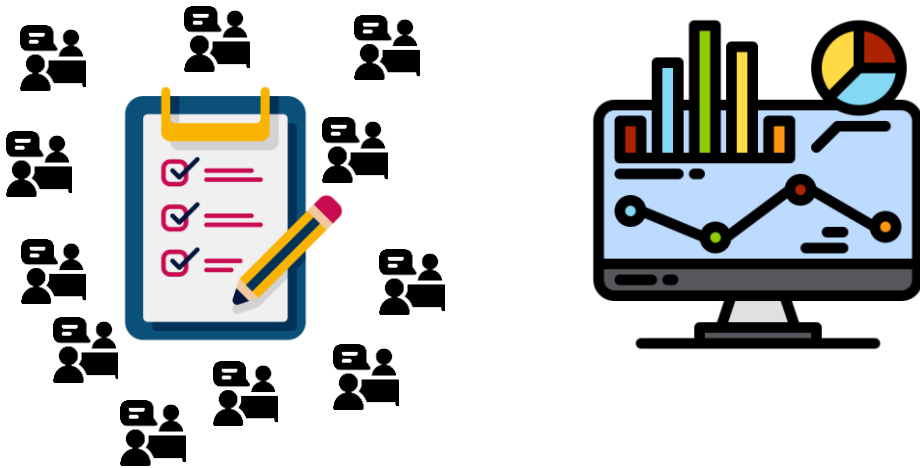


To assess **impact & effectiveness**

Mixed methods approach

**Principal quantitative
component** +

**Secondary qualitative
component**



To assess **impact & effectiveness**

Mixed methods approach

**Principal quantitative
component**



To assess impact & effectiveness

+

**Secondary qualitative
component**



to assess relevance and understand
effectiveness and impacts

Mixed methods approach

**Principal quantitative
component**



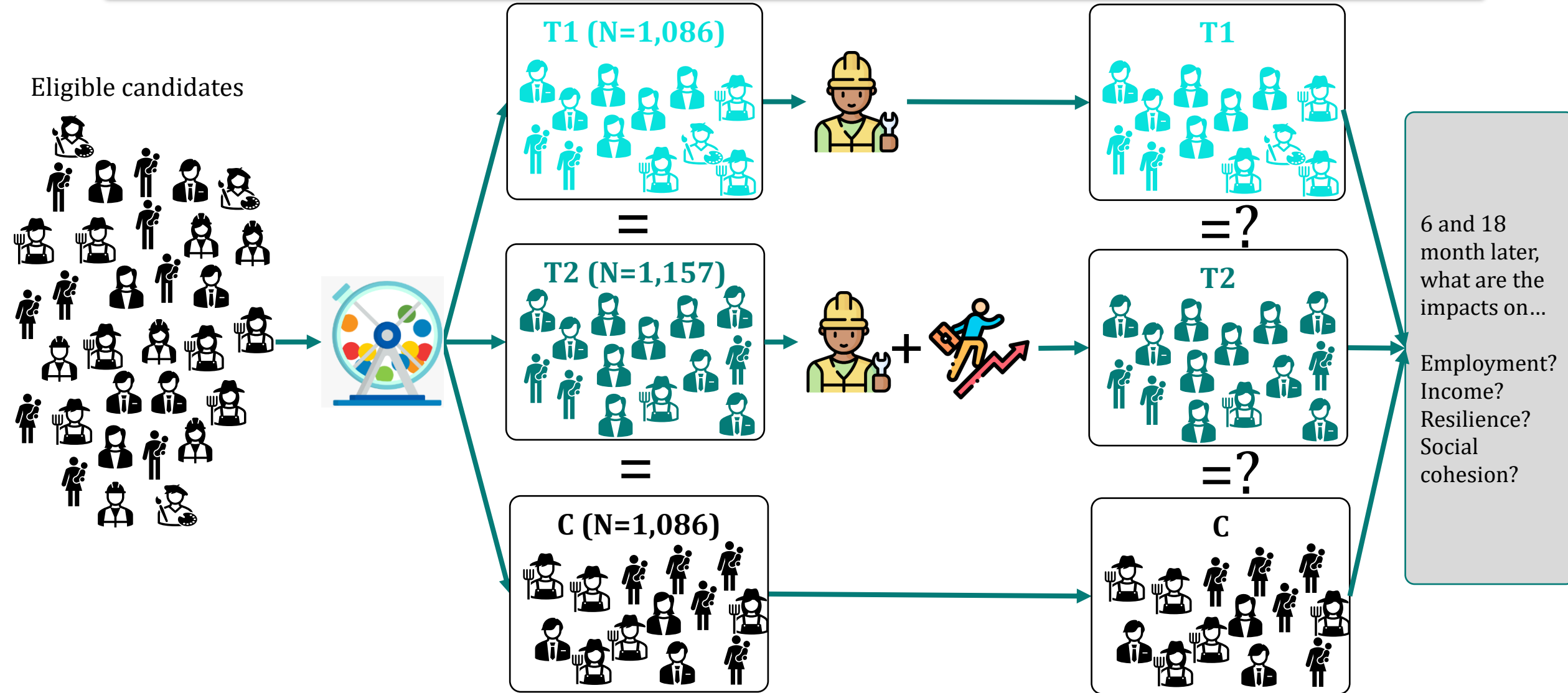
To assess impact & effectiveness

+

**Secondary qualitative
component**

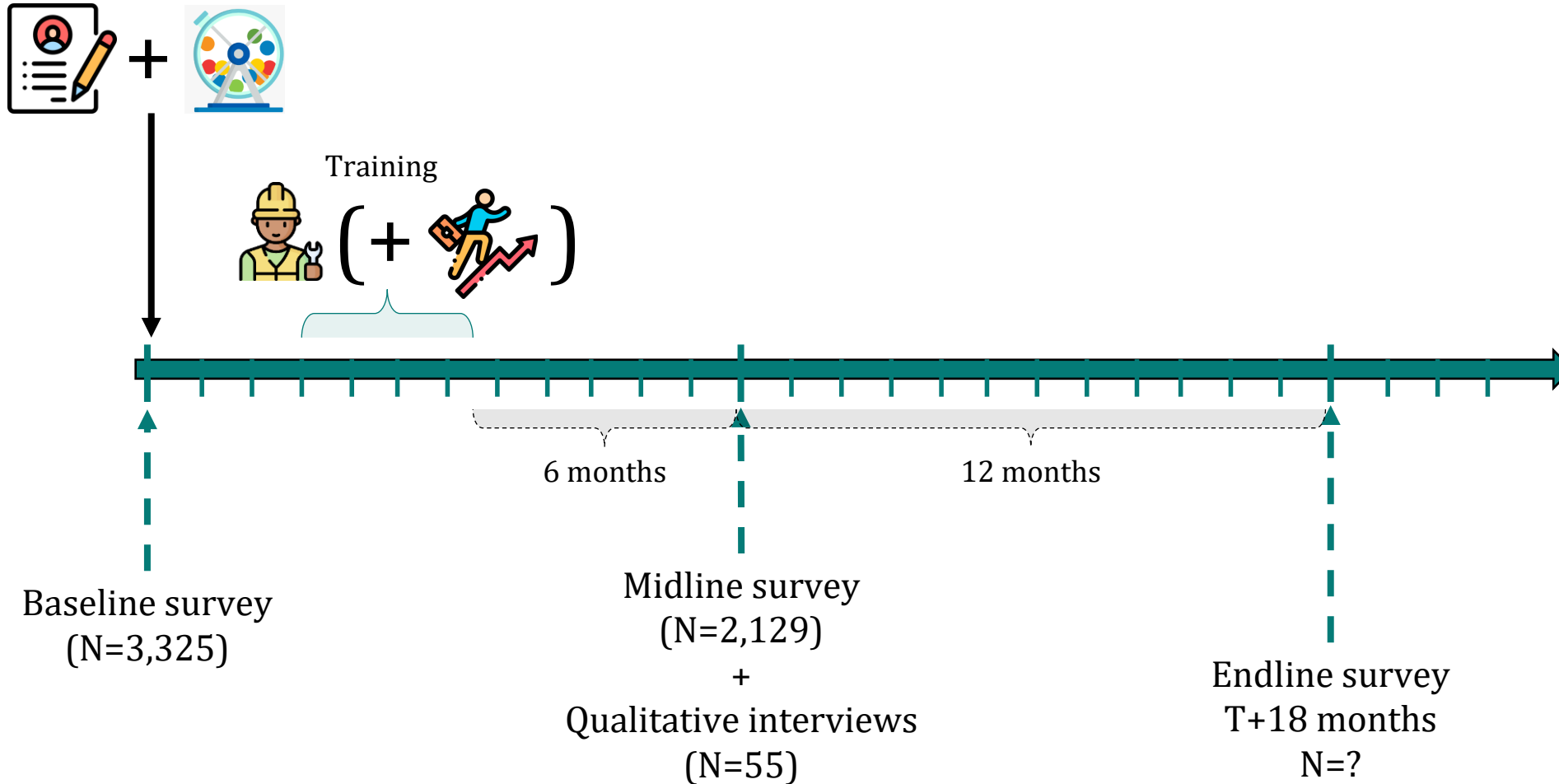


to assess relevance and understand
effectiveness and impacts



Impact evaluation design: Timeline of evaluation activities

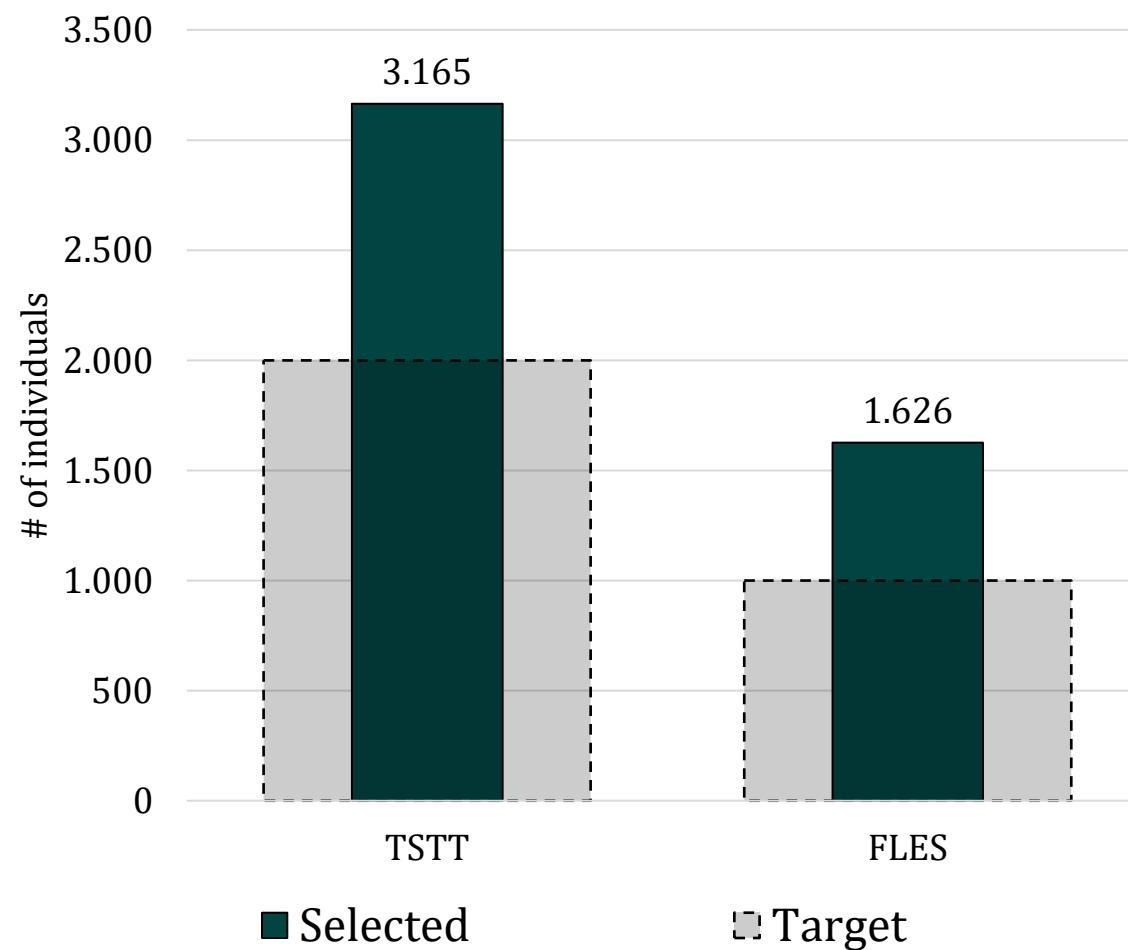
Application & selection



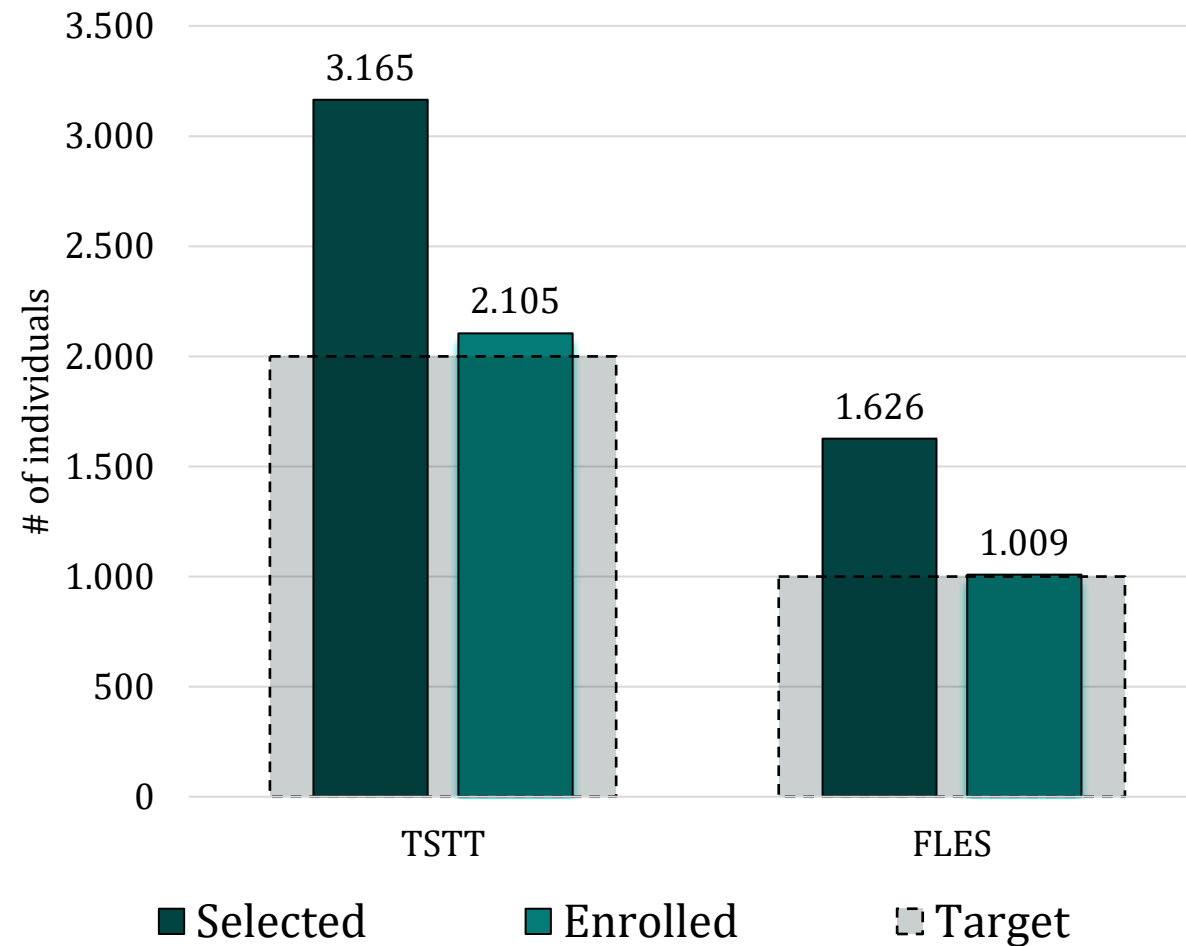
1. Planning the impact evaluation of the programme before activities start improves the quality of the results.
2. Regular coordination meetings between C4ED, GIZ and NRC contributed to creating synergies.
3. Adopting a centralised digital monitoring system is essential to monitor programme activities and training attendance.

Findings & lessons learned

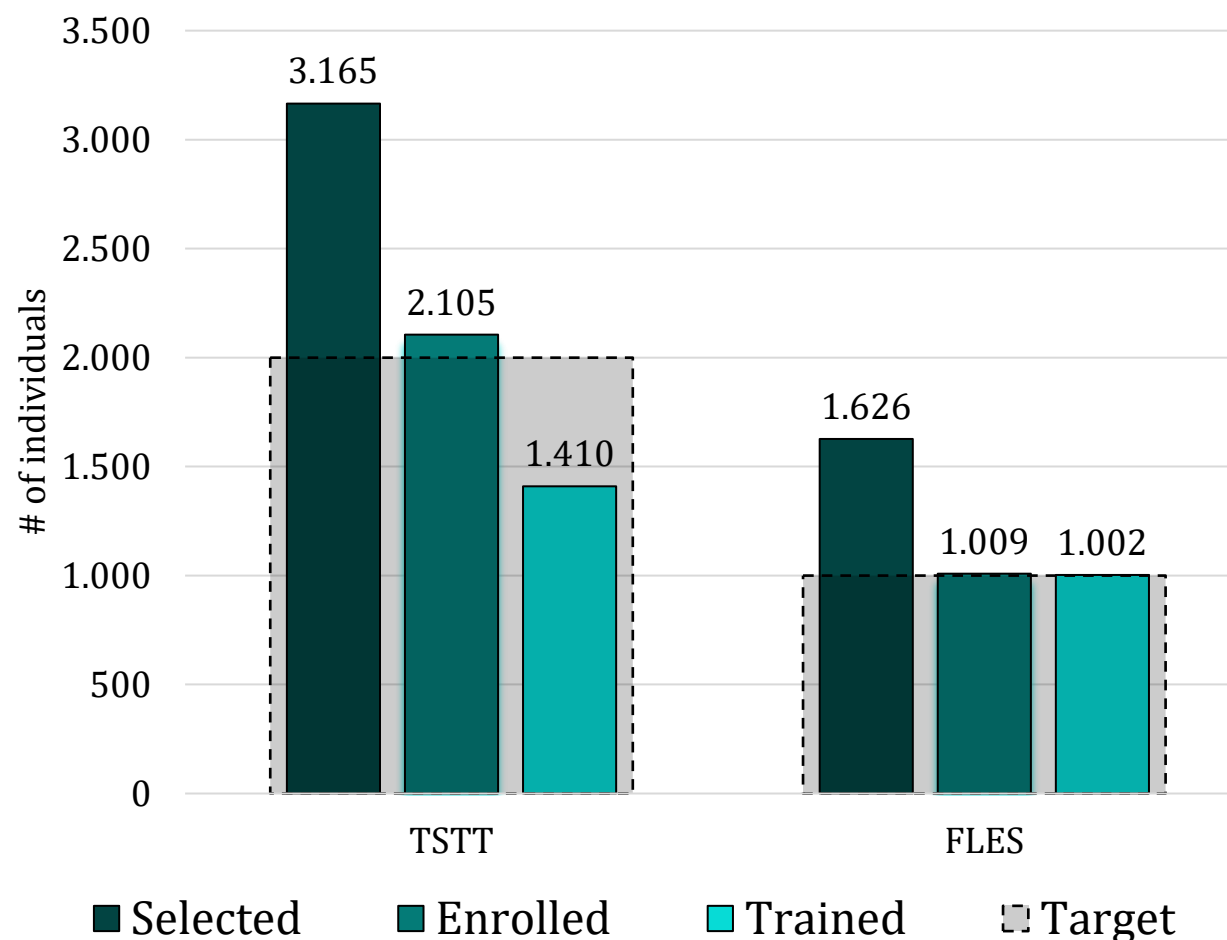
Target applicants selected, enrolled and trained



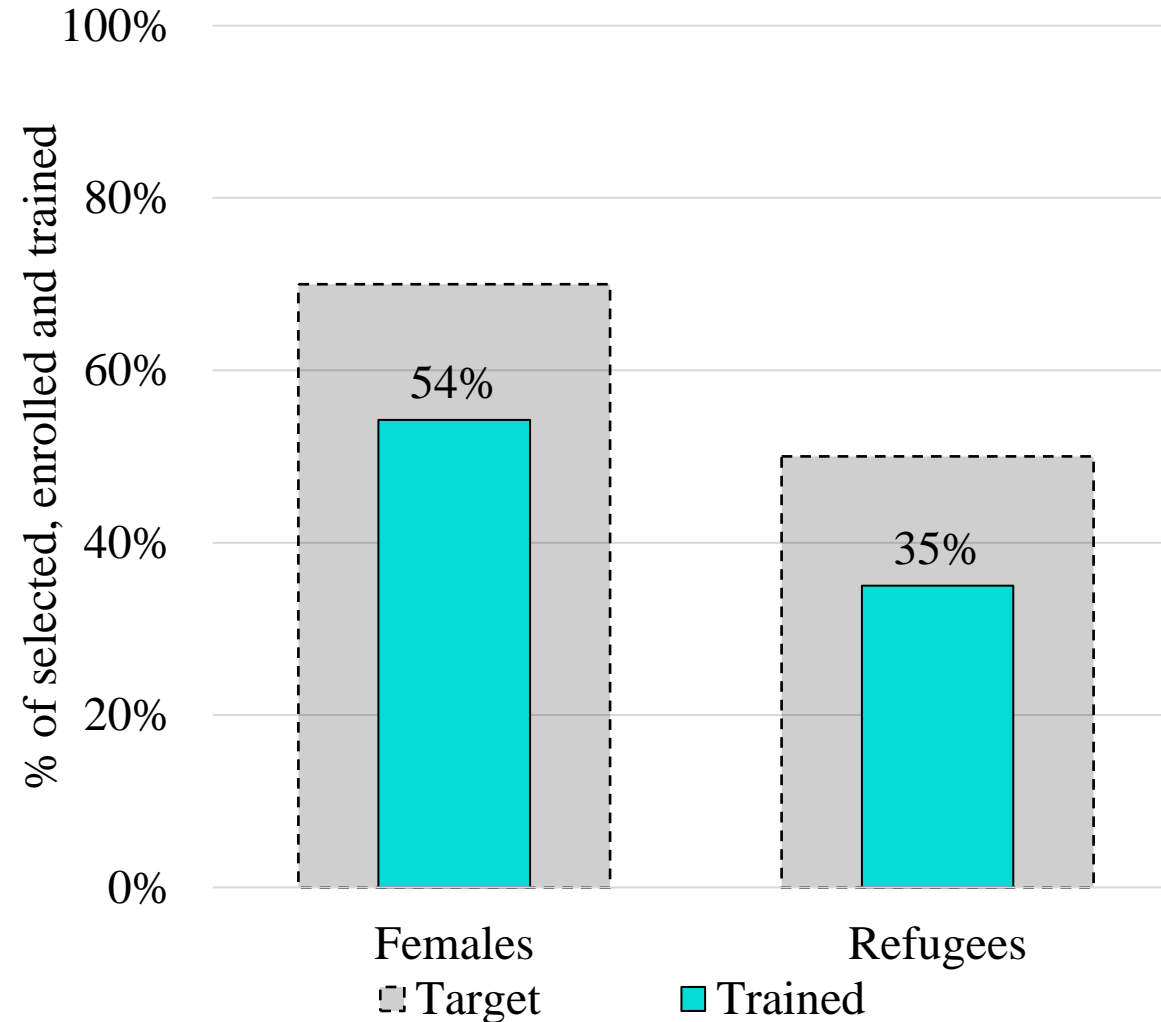
Target applicants selected, enrolled and trained



Target applicants selected, enrolled and trained



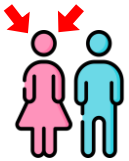
Selection, enrolment and training: KPIs



Reasons for no-shows & dropouts:



Time between application and start of training?



Social constructs and gender roles



Other NGOs and development agencies



Quality and relevance of training



Costs



Adapt the communication strategy to attract more females.



Assist and communicate with applicants during the application process.



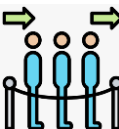
Provide services to facilitate training attendance.



Adapt timing of training to facilitate attendance.



Adapt the training to other programmes implemented in the same catchment area.



Build a waiting list of eligible candidates to deal with no-shows and dropouts.

1. *To what extent should/can a project invest to limit dropouts?*
2. *Dilemma?*
 - *Large number of selected individuals with light touch selection process BUT high risk of dropouts (**output-oriented strategy**)*

versus




 - *Lower number of selected individuals with heavier selection process AND lower risk of dropouts (**impact-oriented strategy**)*

(≈15 min)




Results from midline survey → short-term impacts.

Data from endline survey will provide more robust information on the longer-term impacts of the RISE programme.

Preliminary findings: Impacts of the programme

Dimension		Females		Males	
		TSTT	TSTT+FLES	TSTT	TSTT+FLES
	Financial practices	+	++	+	++
	Perceived employability	+	+	+	++
	Perceived self-efficacy	+	++	+	++
	Job search				

Preliminary findings: Impacts of the programme

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	Financial practices	+	+++	+	+++
	Perceived employability	+	+	+	+++
	Perceived self-efficacy	+	+++	+	+++
	Job search				+

Preliminary findings: Impacts of the programme

Dimension

Females

Males

TSTT

TSTT+FLES







TSTT

TSTT+FLES

Stable employment






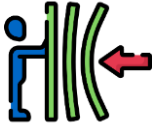


Preliminary findings: Impacts of the programme

Dimension	Females		Males	
	TSTT	TSTT+FLES	TSTT	TSTT+FLES
 Stable employment				
 Formal employment				
 Injuries & sickness				
 Job of interest	+	+	+	+
 Income				
 Resilience				

Preliminary findings:

Impacts based on beneficiaries finishing the training

Dimension	Females		Males	
	TSTT	TSTT+FLES	TSTT	TSTT+FLES
 Stable employment	+			+
 Formal employment				+
 Injuries & sickness				+
 Job of interest	+	+	+	+
 Income	+	+		+
 Resilience	+			

Preliminary findings:

Impacts based on beneficiaries finishing the training



Positive impacts on refugees' social integration:

- Integration in community groups
- Feel more confident to be able to attract support from someone in their community in case they face an emergency.

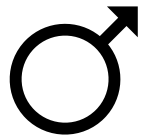
• Positive impacts due to:

- Balance of refugees and host community members in VTIs
- Length of the training
- Organisation of the trainings to promote the interactions

Though **positive impacts on financial and soft skills**, no clear impacts of the programme on employment due to two key factors:

1. Limited take-up
2. Limited time-frame between end of training and follow-up survey
→ Endline data will confirm this assumption

„If the candidates would have finished the trainings...”



+ Male TSTT+BD trainees are more likely to have a job and with better working conditions (stability, income, formality, productivity) by opening new IGAs.

- Males trainees are more exposed to job hazards



+ Female TSTT trainees are more likely to find a stable job and therefore have higher income.

However, females do not reach better working conditions as they face difficulties in opening an IGA

Females face barriers to enter the labour market:

- Household obligations
- Limited geographic mobility
- Limited financial resources to open an IGA

1. **Better working conditions are reached by opening IGAs.**
2. **To promote decent employment of males**, need to develop technical & entrepreneurial skills.
3. **To promote employment of vulnerable populations (females and refugees)**, the development of technical skills suffices to find a job.
4. **However, to promote decent employment of vulnerable populations:**
 - Need of follow-up initiatives and ongoing support (up skilling?)...
 - Or/and financial and technical assistance...
 - ... to reduce the “decent employment gap” or break the “glass ceiling”.

Preliminary conclusions & lessons learned

- 1. To prevent potential health risks, need to include health promotion modules in TVET programmes.**
- 2. To promote social integration of refugees, long-term trainings that promote interaction between groups are effective on the short term.**

Thank you

Q & A

	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	✓	✓	✓	✓	