

FINAL EVALUATION REPORT OF THE EUTF PORTFOLIO

- ANNEX 10 –

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DEVELOPMENT
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ABBREVIATIONS

ABLIG	The Area Based Livelihoods Initiative – Garissa
ACF	Acción contra el Hambre
ACLED	Armed Conflict Location and Event Data Project
ADA	Austrian Development Agency
AFD	Agence française de développement
AfDB	African Development Bank Group
AfCFTA	African Continental Free Trade Area
AGAPAIR	Pilotage du Plan d'Actions à Impact Economique Rapide dans la Région d'Agadez
AICS	Agenzia Italiana Per La Cooperazione allo Sviluppo, Italian Agency for Development Cooperation
ALMP	Active Labour Market Programme
ASAL	Arid and Semi-Arid Lands
ATT	Average Treatment Effects on the Treated
BTC	Belgian Technical Cooperation
BTJET	Business, Technical, Vocational Education and Training
C4ED	Center for Evaluation and Development
CAR	Central African Republic
CEA	Cost-Effectiveness Analysis
CfW	Cash-for-Work
CIE	Counterfactual Impact Evaluation
CISP	Comitato internazionale per lo sviluppo dei popoli
COOPI	Cooperazione Internazionale
COSPE	Cooperation for the Development of Emerging Countries
CSO	Civil Society Organisation
DAC	Development Assistance Committee
D.E.S.E.R.T.	Durabilité de l'Environnement et Stabilisation Economique sur la Route de Transit
DGCS	Direzione Generale per la cooperazione allo sviluppo
DiD	Difference in Difference
DIT	Depository Institution Testing
DRC	Danish Refugee Council
EC	European Commission
EEDK-RDDP	Employment and entrepreneurship development for migrant youth, refugees, asylum seeker and host communities in Khartoum State
EPKS	Employment Promotion in Khartoum State
EPPA	Projet d'intégration économique et sociale des jeunes : Emploi pour le patrimoine d'Agadez
EQ	Evaluation Question
ERI	Enabling Rural Innovation
EU	European Union
EUD	EU Delegation
EUTF	EU Emergency Trust Fund for Africa
FAO	Food and Agriculture Organisation
FDI	Foreign Direct Investment
FGD	Focus Group Discussion

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FLES	Financial Literacy and Entrepreneurial Skills training
FTC	Farmer Training Centers
FY	Financial Year
GDP	Gross Domestic Product
GoK	Government of Kenya
GrEEn	Boosting Green Employment and Enterprise Opportunities in Ghana
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GTP II	Growth and Transformation Plan II
HACP	Haute Autorité pour la Consolidation de la Paix
HoA	Horn of Africa
IDI	In-Depth Interview
IDP	Internally Displaced Person
IFC	International Finance Cooperation
IGA	income-generating activity
IGAD	Intergovernmental Authority on Development
IGWG	Interagency Gender Working Group
ILO	International Labour Organisation
IMVF	Instituto Marques de Valle Flor
IOM	International Organization for Migration
INTEGRA	Programme d'appui à l'intégration socio-économique des jeunes
INTPA	International Partnership
IP	Implementing Partner
IPM	Integrated Pest Management
IRC	International Rescue Committee
IS Sahel	Islamic State Sahel Province
ITC	International Trade Centre
ITT	Intention To Treat
JCTD	Jobs Creation and Trade Development Project
JEEN	Les Jeunes s'Emploient et Entreprennent au Niger
JNIM	Jama'at Nusrat al-Islam wal-Muslimin
J-PAL	Abdul Latif Jameel Poverty Action Lab
JRC	Joint Research Centre
KII	Key Informant Interview
KPI	Key Performance Indicator
LIDI	Leather Industry Development Institute
LISEC	Leather Initiative for Sustainable Employment Creation
LMIC	Low or Middle-Income Countries
LUXDEV	Luxembourg Development Agency
MAECI	Ministero degli Affari Esteri e della Cooperazione Internazionale
MEAL	Monitoring, Evaluation, Accountability and Learning
MEL	Monitoring, Evaluation, and Learning
M&E	Monitoring and Evaluation
MHPSS	Mental Health and Psychosocial Support
MINUSMA	United Nations Multidimensional Integrated Stabilization Mission in Mali
MLC	Modjo Leather City
MLS	Monitoring and Learning System
MoESTS	Ministry of Education, Science, Technology and Sports

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MoT	Ministry of Trade
MSME	Micro, Small, and Medium Enterprise
MSRE	Micro and Small Rural Enterprise
M&E	Monitoring and Evaluation
NEET	Not in Education, Employment, or Training
NGO	Non-Governmental Organisation
NoA	North Africa
NRC	Norwegian Refugee Council
OECD	Organisation for Economic Co-operation and Development
OH	Outcome Harvesting
OYE	Opportunities for Youth Employment
PAFAM	Projet d'Appui à la Filière de l'Anacarde au Mali
PAIERA	Projet d'intégration écono-mique et sociale des jeunes : Em-ploi pour le patrimoine d'Agadez
PARERBA	Projet d'Appui à la Réduction de l'Emigration rurale et à la Réintégration dans le Bassin Arachidier
PARSE	Projet d'Appui à la Résilience Socio-Économique des Jeunes Vulnérables (Extrême-Nord, Nord et Adamaoua)
PASP	Projet d'Appui à la Stabilité socioéconomique et à la Paix dans la région d'Agadez
PASPED	Programme de contraste à la migration illégale à travers l'ap-pui au Secteur Privé et à la création d'emplois au Sénégal
PASREP	Pilotage du projet d'Appui à la Stabilisation et Renforcement Socio-Economique des popula-tions affectées par la migra-tion irrégulière dans les zones de transit au Niger
PASSERAZ	Projet d'Appui à la Stabilité Socioéconomique dans la Ré-gion d'Agadez
PECOBAT	Projet Eco-Construction Bâtiment
PIESSE	Projet d'appui à l'inclusion économique et sociale pour la sta-bilité et l'emploi des jeunes en Mauritanie
PIN	People in Need
PMS	Project Manager Survey
PM	Project Manager
pp	percentage points
PVP	Préparation à la Vie Professionnelle
R1	Result Area 1
R2	Result Area 2
RDPP	Regional Development and Protection Programme
RIEC	Rural Infrastructure for Em-ployment Creation in The Gam-bia
RISE	Response to increased demand on Government Service and creation of Economic opportunities in Uganda
RVO	Rijksdienst voor Ondernemend Nederland
ROM	Results Oriented Monitoring
SDC	Savings and Development Cluster
SDG	Sustainable Development Goal
SLC	Sahel and Lake Chad
SE	Standard Errors
SME	Small and Medium-sized Enterprise
SNV	Netherlands Development Organisation
SO	Strategic Objective

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SoC	Stories of Change
SoPE	State of Public Emergency
SPRS-NU	Support Programme to the Refugee Settlements and Host Communities in Northern Uganda
SPS	Sanitary and Phytosanitary
STEDE	Strengthening Socio-Economic Development and Better Employment Opportunities
SUPREME	Strengthening, Protection and Economic Empowerment in Uganda
TBT	Technical Barrier to Trade
ToT	Training of Trainer
TSTT	Technical Short-Term Trainings
TVET	Technical and Vocational Education and Training
UMA	Uganda Manufacturers Association
UN	United Nations
UNCDF	United Nations Capital Development Fund
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
UNIDO	United Nations Industrial Development Organization
USSIA	Uganda Small Scale Industries Association
VDP	Volunteers for the Defense of the Homeland
VTI	Vocational Training Institute
VSLA	Village Savings and Loans Associations
VSME	Very Small and Medium-sized Enterprises
WFP	World Food Programme
YEIB	Youth Entrepreneurship Investment Bank
YEP	Youth Empowerment Project
YES	Youth, Employment, Skills

EXECUTIVE SUMMARY

Introduction

The Center for Evaluation and Development (C4ED) was commissioned by the European Union Emergency Trust Fund for Africa (EUTF) to conduct Counterfactual Impact Evaluations (CIEs) in the Sahel and Lake Chad (SLC) and the Horn of Africa (HoA) regions. The evaluation covers a four-year period, from January 2021 to December 2024, and aims to assess the overall impact of the EUTF's interventions focused on creating economic and employment opportunities (EUTF's Strategic Objective 1 – SO1). The evaluation covers two result areas (Result Area 1 or R1, and Result Area 2 or R2). R1 comprises nine micro- or project-level rigorous evaluations, seven of which apply CIE methods and two rigorous qualitative analyses. R2, which is a macro-level analysis, comprises 85 projects, including those under R1. 10 of the 85 projects (which are not part of R1) are analysed further as case studies. The 85 contracts sampled for this evaluation account for a total budget of EUR 799 million, with an average project duration of 44 months (approximately 3.67 years). This report seeks to enhance the understanding of the EUTF's scope and the quality of its implementation. Ultimately, the report provides conclusions, actionable policy recommendations for the EUTF and its partners, and lessons learned.

The evaluation uses a mixed-methods approach, which involves combining both qualitative and quantitative data collection, and analysis methods. This is done at two levels: At the higher level (R2), it uses data collected to evaluate the portfolio of EUTF-funded projects. Under R2, the evaluation is heavily dependent on qualitative tools, primarily Outcome Harvesting (OH), case studies, interviews with project managers (PM) and EU delegates. The only quantitative tool in R2 is the Project Manager Survey (PMS) which captures PMs' perceptions on relevant themes. At the lower level (R1), the evaluation uses the findings from nine comprehensive evaluations to rigorously measure the impacts of the projects. This report triangulates the findings from R1 and R2.

Findings

EQ1. To what extent did EUTF interventions contribute to employment, job creation, and skills?

Training initiatives across EUTF projects have played a crucial role in enhancing beneficiaries' employability by developing technical skills in promising trades as well as financial and soft skills (Finding 1). However, the effectiveness of these training programmes often hinges on the quality of the curriculum and the preparation of trainers.

The majority of beneficiaries indicated improved perceptions of their ability to secure jobs or start their own businesses after participating in training (Finding 2). Despite these positive perceptions, the job search process was hampered by societal norms and market saturation, which particularly affected women and refugees who faced unique barriers.

EUTF projects have promoted the development of micro-, small and medium-sized enterprises (MSMEs), encouraging self-employment and enhancing existing business opportunities (Finding 4). Many beneficiaries reported acquiring richer skill sets, leading to optimistic views on their entrepreneurial prospects. The EUTF-funded projects positively impacted stable employment. On average, thanks to the EUTF-funded projects, beneficiaries are 2.7 percentage points (pp) more likely to have a stable job than individuals that did not benefit from it (Finding 6). However, this estimate is sensitive to how it is measured. When not considering that some evaluations provide more accurate estimations, the average impact is of +9.2pp, showing that the average impact should be considered with caution. While these impacts seem modest in

absolute terms, they are similar to the levels found in other similar evaluated projects not financed by EUTF.

The evaluations identified barriers to employment, such as the limited capacity of the private sector to hire trained individuals and restricted access to capital for starting businesses (Finding 9). The tendency of beneficiaries to resort to self-employment was attributed to insufficient job opportunities in the formal labour market, underscoring the urgent need for targeted support in entrepreneurial ventures.

Overall, EUTF projects generally succeeded in establishing fit-for-purpose training facilities and hiring competent trainers (Finding 19). However, opportunities for improvement were identified in several areas, including the consistent provision of safety equipment, addressing logistical issues with training materials, improving accessibility to training locations, and ensuring training content aligns with current industry demands (Findings 15, 21, 22 and 23).

EQ2. To what extent did EUTF interventions change resilience and livelihoods for beneficiaries?

Overall, while EUTF projects focused on employment and skills development, only 19% reported positive effects on livelihoods, with many projects failing to document outcomes (Finding 24). Income improvement was the primary indicator used, showing regional differences; projects in the HoA emphasised income and savings, while those in the SLC addressed a wider range of outcomes.

Beneficiaries who received training and start-up capital experienced increased income through enhanced income-generating activities (IGAs) (Finding 25). They developed crucial financial management and market expansion skills. However, those without start-up capital saw limited income improvements, highlighting the need for integrated support that combines skills training with financial resources.

Despite the positive effects on employment, the impacts on income were not systematic as the secured jobs were often precarious, particularly for vulnerable groups like women and refugees (Finding 26). Additionally, many EUTF activities were time-limited, raising concerns about the sustainability of their impacts on livelihoods (Finding 27). Interventions that provided temporary income without long-term support resulted in diminished benefits after project completion, indicating a need for inclusion of job search coaching and ongoing financial services.

EUTF projects contributed positively to promoting saving practices (Finding 28), yet access to financial services remained inconsistent. Many beneficiaries struggled to secure loans due to collateral requirements and high-interest rates, often turning to family loans or savings groups for support (Finding 29).

Improvements in food security were noted, linked to increased income and diversified livelihoods (Finding 30). Notable projects, such as ABLIG¹ in Kenya, enhanced agricultural techniques, fostering greater resilience among farmers (Finding 31). However, ongoing access to formal financial services and tailored loan programmes remains a challenge.

¹ “Area-based Livelihoods Initiative-Garissa (ABLI-G): enhancing self-reliance for refugees and host communities in Garissa County”, implemented by the Danish Refugee Council (DRC), International Trade Center (ITC) and the Norwegian Refugee Council (NRC).

EQ3. To what extent were EUTF projects efficient?

The evaluation of efficiency focuses on R1 projects. The initial strategy was to use financial data to estimate the average costs to support a beneficiary and to have an impact on employment. However, the financial reports available did not allow for a thorough cost-effectiveness analysis (CEA). Alternatively, C4ED used the implementation reports as well as qualitative and quantitative primary data to assess efficiency.

The projects have demonstrated efforts to enhance efficiency through initiatives such as labour market assessments and tailored curriculum development. However, employment outcomes in modern trades were limited due to inadequate identification of market challenges (Finding 32).

There were significant variations in participant selection processes; some projects opted for budget-friendly methods but that resulted in high dropout rates, while others opted for heavier selection processes that have likely limited dropouts but raised questions about cost-effectiveness (Finding 33).

The response to COVID-19 also varied, with some cases transitioning to distance learning, which prompted concerns over investment efficiency. Other projects requested no-cost extensions, indicating a less efficient approach (Finding 34).

The lack of a centralised monitoring system across R1 projects contributed to coordination issues and increased costs, although efforts demonstrated potential for improvement (Finding 35).

EQ4. What other intended and unintended outcomes did EUTF interventions contribute to?

EUTF projects not only focused on improving income and savings but also fostered psychosocial well-being and social cohesion, particularly among women participating in group initiatives (Finding 36). Successful projects became models for non-beneficiary communities, inspiring broader social interactions. Moreover, initiatives aimed at enhancing access to financial services exceeded expectations in some areas, such as in Niger, where microfinance institutions expanded their services beyond initial beneficiaries. Some trainings also improved social cohesion, particularly in Uganda, where the Response to increased demand on Government Service and creation of Economic opportunities in Uganda (RISE) project facilitated acceptance between host communities and refugees.

There were negative unintended consequences. For example, increased competition in the job market for popular trades led to an oversupply of skilled workers, resulting in unemployment or low wages (Finding 37). Additionally, the focus on creating new MSMEs sometimes disadvantaged existing businesses that required support. Furthermore, while projects aimed to empower women, this sometimes led to increased tension and violence from men who felt threatened.

Regarding migration, only 28% (24 out of 85) of EUTF projects addressed related issues, with 7% (6 out of 85 projects) measuring outcomes about migration, showing that migration was not the key goal of the EUTF-funded projects (Finding 38). While many beneficiaries expressed low intentions to migrate, factors like conflict and instability remained significant drivers, especially in regions like Niger and Sudan. Conversely, some projects, such as TUUMA in Burkina Faso, encouraged beneficiaries to stay by improving local IGAs (Finding 40). Skills training sometimes increased the desire to migrate, highlighting a complex relationship between skill development and migration motivations (Finding 41).

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To ensure sustainability, most projects included exit strategies that transition activities to local governments, reflecting a commitment to maintaining benefits post-project (Finding 43). Effective public-private partnerships enhanced ownership and long-term sustainability of training outcomes, with 52% of projects collaborating with external stakeholders (Finding 44).

EUTF interventions have primarily influenced policy reforms indirectly at the national level through government engagement and policy dialogues. In some cases, such as in The Gambia, EUTF played a more direct role in initiating new policies, highlighting the importance of aligning with local and national priorities for sustainable policy impacts (Finding 45).

EQ5. How did EUTF interventions include and promote different vulnerable groups such as youths, women, refugees, IDPs, migrants and host communities alike through its activities?

Training initiatives have shown a positive impact on employability, boosting beneficiaries' confidence in securing jobs or starting businesses (Finding 46). However, women still encounter significant socio-cultural barriers that affect their job-seeking efforts and perceptions of employability when competing against men. Additionally, participation in groups, such as savings and loans associations, enhances employment benefits and livelihood outcomes for women (Finding 47). Despite some improvements, many women secured lower-paying, informal jobs compared to their male counterparts, revealing a persistent gender pay gap (Finding 48). The barriers women faced include socio-cultural norms, limited access to resources, domestic responsibilities, and discrimination (Finding 49). Regarding gender sensitivity, only 59% of projects explicitly considered gender issues in design, dropping to 36% in implementation. Most projects aimed to enrol women but varied in the effectiveness of their support strategies (Finding 55 and 56).

Only a third of EUTF projects targeted refugees, and while they demonstrated some positive employment impacts, evidence was more limited than for host community members (Finding 50). Social cohesion initiatives had mixed results; while some projects promoted integration, others fell short without prioritising inter-community interactions (Finding 51). Moreover, refugees faced challenges such as restricted mobility, legal barriers, and discrimination, which impacted their employment prospects (Finding 52).

Regarding returnees, only 23% of the projects focused on this population. The findings show that many returnees faced significant enrolment barriers due to economic necessity and social stigma (Finding 53 and 54).

EQ6. What were the likely contributions of EUTF interventions when compared to Member States' independent and separate bilateral interventions and to what extent were EUTF interventions coherent with other local interventions?

The EUTF's primary strengths lie in its financial capacity and ability to support a wide range of services, while bilateral programmes are often regarded as more technically adaptable and flexible. This indicates that the EUTF excels in facilitating large-scale, multidimensional responses, whereas EU Member State bilateral support is better suited for projects requiring specialized technical expertise and adaptability (Finding 64 and 65).

Reasons why EUTF funding is preferred:

- Larger volume of funds: A significant majority of PMs (69%) prefer EUTF support due to the larger funds allocated, enabling more holistic project approaches (Findings 61, 62 and 63).

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- Adoption of best practices: EUTF funding is favored for the adoption of best practices, likely due to the coordination between implementing partners (IPs) (Findings 64, 65 and 67).
- Harmonisation with other projects: EUTF support is also preferred for its ability to harmonize with other projects, again due to the coordination between IPs. One example is the INTEGRA programme in Guinea, where multiple agencies (Enabel, ITC, and GIZ) coordinated their activities (Finding 67).
- Flexibility in implementation timing: Despite some PMs finding EUTF less flexible overall, expert interviews highlighted its flexibility in terms of implementation timing, activity changes, and non-linear implementation. During the COVID-19 pandemic, for instance, EUTF funding allowed for the creation of funds to cover unforeseen expenses. Where sudden outbreaks of conflicts occurred, the EUTF instrument enabled projects to shift from development to humanitarian aid (e.g., in response to the Tigray conflict in Ethiopia) (Finding 64, 65, and 67).

Disadvantages of EUTF compared to EU Member State bilateral funding:

- Lower preference for technical advice: Only about 15% of PMs prefer EUTF for its technical advice, which suggests that EU Member State bilateral support is seen as more technically robust (Finding 63).
- Less flexible overall: Only 31% of PMs find EUTF support flexible, as opposed to almost 40% who prefer the flexibility of EU Member Country bilateral funding (Finding 63).

Conclusions

Relevance:

Conclusion 1: Despite the importance of thorough labour market assessments and partnerships for ensuring training relevance and positive outcomes, only 16% of project documentation explicitly states that the skills taught aligned with market needs, and 21% acknowledged a misalignment. This discrepancy indicates potential weaknesses in the design and implementation phases of projects (Findings 10, 11, and 13).

Conclusion 2: EUTF projects primarily targeted unemployed youths, and women, particularly focusing on returnees in the SLC region and refugees in the HoA region. This strategic targeting reflects the commitment to addressing the needs of these vulnerable groups (Finding 14).

Conclusion 3: Most EUTF projects (87%) considered beneficiaries' needs during the design phase, demonstrating a positive trend towards adaptive approaches. Moreover, during implementation, PMs for many projects highlighted the continuous review of their designs to meet the needs of their beneficiaries. Particular here is the adjustment to reach returning migrants by reducing the training timeline to meet their needs. However, weaknesses comprised the failure to include foundational skills, to address the needs of Internally Displaced Persons (IDPs) and disabled persons, and to provide sufficient technical materials and safety equipment (Finding 15).

Conclusion 4: The gender sensitivity of EUTF projects varied significantly, showing a disconnect between project objectives related to gender issues and the actual measures taken (Finding 55).

Conclusion 5: Approaches to promote female enrolment and provide relevant support differed across projects. Many projects set targets for female enrolment without implementing holistic strategies. However, other projects reviewed their approaches during implementation and

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adopted more holistic strategies such as hiring female staff and gender experts, as well as providing essential support like childcare and hygiene supplies (Finding 56).

Conclusion 6: EUTF projects focused primarily on addressing beneficiaries' technical and managerial skills and improving access to finance. However, they often overlooked barriers such as social norms and discrimination (Finding 16). Nevertheless, some projects made efforts to address some social norms and discrimination during implementation. Notably, where women were stopped by their husbands from participating in trainings, some projects added elements to sensitise men about the importance of including females in trainings and male-dominated trades.

Conclusion 7: The majority of EUTF-funded projects (83%) utilised hands-on training methods, either exclusively or in combination with classroom instruction. This practical approach facilitated the application of skills and enhanced the training experience for beneficiaries (Finding 17).

Coherence:

Conclusion 8: Most project coordination occurred at the local level (58%), enabling close collaboration with nearby stakeholders. Country-level coordination was reported in 28% of projects, while regional coordination was lower at 17%. About 44% of PMs reported consortium-based coordination, but 32% indicated no consortium coordination, and 24% were unaware of such mechanisms. These findings highlight potential gaps in communication and awareness of coordination efforts.

Efficiency:

Conclusion 9: The evaluation did not manage to mobilise financial data to inform on the financial volume invested per beneficiary and per impact, as initially planned. The findings highlight proactive measures taken to enhance project impact, such as labour market assessments and curriculum development. However, the limited employment impact in modern trades indicates unforeseen market challenges. Variations in selection processes led to different outcomes, with streamlined selections causing high dropout rates and rigorous methods raising cost-effectiveness concerns.

Conclusion 10: Projects demonstrated adaptability in response to COVID-19, although this came with varying levels of efficiency. The shift by the Tekki Fii project (The Gambia) to distance learning raised questions about cost-effectiveness during the brief State of Public Emergency (SoPE). In contrast, other projects opted for no-cost extensions, potentially compromising resource efficiency.

Conclusion 11: The lack of a centralized digital monitoring system across R1 projects resulted in coordination issues and increased costs. While project staff's efforts to develop tailored monitoring tools shows initiative, a standardized system could significantly enhance coordination and responsiveness. Establishing such a system before project implementation is crucial for improving resource management and project impact.

Effectiveness

Conclusion 12: The vast majority of the projects focused on promoting skills and employment. However, there is a concern about the alignment of projects with EUTF's migration objectives, as only 28% directly addressed migration-related issues. On the one hand, this suggests that migration was not the key goal of the EUTF-funded projects and raises questions on the relevance of the selected projects with regards to EUTF's overarching goal. On the other hand, as

most projects' goals focused on promoting employment, this finding also suggests that the EUTF ambitions to reduce irregular migration might have been overly ambitious.

EU-Added value:

Conclusion 13: The substantial funding from the EUTF was greatly valued, with 69% of PMs recognizing it as a vital source of support. It enabled the creation of comprehensive reintegration programmes, by expanding infrastructure and services for returning migrants. The funding allowed for addressing not just economic, but also social and psychological needs, which smaller programmes struggled to achieve.

Conclusion 14: The longer project durations (an average of 3.67 years for EUTF supported projects compared to 3 years for EU Member State bilateral funding) supported by EUTF funding led to more significant outcomes in skill development and job creation. While some partners felt this timeframe was insufficient, it still facilitated the achievement of sustainable results.

Impact:

Conclusion 15: EUTF-supported projects have generally enhanced beneficiaries' employability and entrepreneurial potential through effective skills development (Finding 1). However, there are instances where failure to align training with beneficiaries' needs and market demands led to ineffective outcomes or even counterproductive impacts (Finding 2).

Conclusion 16: The CIEs indicate that EUTF projects have improved stable employment, with overall impact sizes similar to other comparable studies (Finding 6). While the projects showed positive outcomes, the number of beneficiaries securing stable jobs remains modest, highlighting significant barriers such as limited hiring capacity, lack of capital for businesses, and misaligned skills with employer needs (Finding 9).

Conclusion 17: Due to the limited hiring capacity of the private sector and low wages in sub-Saharan Africa, many beneficiaries turned to self-employment (Finding 8). This underscores the need for targeted support in entrepreneurial development and increased access to financial resources to help address these employment challenges.

Conclusion 18: Employment impacts are often more pronounced for males and host community members, who typically experience better working conditions and income growth compared to women, refugees, and returning migrants (Findings 9 and 49 and 52). Women face socio-cultural barriers, while refugees deal with mobility restrictions and discrimination, and returnees encounter urgent economic needs and psychological challenges.

Conclusion 19: EUTF projects have generated positive unintended outcomes, enhancing social, psychological, and economic impacts within communities (Finding 36). Initiatives like Village Savings and Loans Associations (VSLAs) and cooperatives fostered social bonding and well-being, while projects in Niger also inspired broader community development beyond the targeted beneficiaries.

Conclusion 20: The evaluation reveals no clear evidence that EUTF interventions reduced beneficiaries' intentions to migrate (Finding 38). While improved skills may raise aspirations for migration, factors like security concerns and limited job prospects often outweigh the projects' positive impacts, indicating a complex relationship between interventions and migration intentions (Finding 49).

Sustainability:

Conclusion 21: Public-private partnerships enhanced the sustainability and ownership of training outcomes and IGAs. These collaborations aligned development goals with long-term economic opportunities, ensuring continued private-sector involvement. Government partnerships also helped connect project objectives with national development plans, while private institutions provided essential technical support and employment pathways.

Exit strategies were vital for sustaining long-term project benefits, with many projects transitioning activities to local governments and training institutions to ensure continuity. Trainers emphasised their ability to utilise curricula and knowledge to maintain EUTF-initiated trades, demonstrating a commitment to sustainable outcomes and minimizing post-project risks.

EUTF projects also addressed patriarchal norms and promoted gender-transformative activities, fostering shifts in societal attitudes and increasing acceptance of women in male-dominated trades. However, deeply entrenched cultural expectations, which often confine women to household and caregiving roles, continue to threaten the sustainability of these efforts, limiting women's involvement in trades promoted by the projects.

Recommendations

Recommendation 1: Prioritise comprehensive labour market assessments and close monitoring to align training programmes with industry needs, particularly for vulnerable groups like women, returnees, and refugees. This includes leveraging existing literature, hiring experienced staff, and developing a framework for integrating assessment insights into curriculum design. Stakeholders include PMs, the EU, and research institutions. The EU should allocate funding for labour market assessments and monitoring tools to facilitate effective project implementation.

Recommendation 2: Ensure that proposals are selected based on their project-specific goals and intervention quality to allocate resources effectively towards defined SOs. The EU should advocate for this alignment.

Recommendation 3: Engage local employers to enhance their capacity to hire newly trained individuals through financial incentives and human resource training. Develop support projects for entrepreneurs, including microloans and mentorship systems connecting trainees with established entrepreneurs. Financial institutions should provide accessible services to marginalised populations.

Recommendation 4: Provide regular trainings on gender sensitivity for project staff, alongside support services for women such as childcare and hygiene supplies. While the EC has a robust framework for gender sensitivity in project planning and implementation driven by the EU Gender Action Plan, it should ensure its adequate implementation. This should be at the proposal level by selecting projects that are strong on gender-sensitive plans and implementation strategies. The EC should also enforce monitoring plans to ensure projects do not abandon gender strategies midway through implementation.

Recommendation 5: Each project should establish a monitoring system before project implementation to track progress in real-time and identify challenges early. The EC should mandate digital tools for consistent activity monitoring and reporting across projects.

Recommendation 6: Recognise that sustainable impacts on livelihoods and resilience require longer funding timelines (five years or more) to allow for comprehensive approaches and thorough evaluations. The EU should consider this in programme design.

Recommendation 7: Promote more coordinated interventions between EU Member States, International Organization for Migration (IOM), and service providers:

- Given the technical expertise of Member States but their limited financial capacity, the EU should promote more coordinated interventions such as Team Europe Initiatives to increase financial capacity without hindering technical expertise, provide comprehensive approaches and create synergies.
- The EU and its Member States should actively collaborate with institutions dealing with vulnerable populations such as returning migrants and women to better consider specific needs and other ongoing interventions.
- IOM should identify the specific needs and barriers of returning migrants and refugees and communicate them proactively to service providers, EU and development agencies.

Recommendation 8: Before designing a project, explore the existing scientific literature, including specific studies implemented in similar contexts, evidence gap maps, and meta-analyses to learn from previous experiences and maximise the project impacts. If scientific literature is not accessible, explore vulgarised versions of the studies.

Lessons Learned

LL for project implementation

LL for designing agile TVET and employment projects in fragile contexts.

LL1. Set up a centralised monitoring system to promptly detect signs of disengagement and implement responsive interventions to support beneficiaries at risk of dropping out. 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. Further, introducing and consistently maintaining a unique beneficiary identifier in the monitoring system would provide a clearer picture of project participation and the activities implemented.

LL2. A combined approach of technical and entrepreneurial support has proven effective in promoting employment. Even when beneficiaries do not start their own businesses, this dual approach demonstrated benefits.

LL3. Trainer preparedness is key to effective skills training:

- a. Qualified and experienced trainers significantly enhance the quality of skills training. Projects that invest in rigorous trainer selection and additional capacity-building, such as Training of Trainers (ToT) programmes and refresher courses, are more likely to achieve positive outcomes.
- b. However, trainer competence alone does not guarantee success. Factors such as curriculum design, teaching methodologies, and the consistency of training delivery are equally critical in translating knowledge into tangible results.

LL4. Consistent provision of equipment ensures safety and practical skills development

- a. Hands-on training benefits from the availability of technical materials, yet safety equipment is not consistently provided across projects, posing potential risks for trainees. Addressing this gap is critical for maintaining safe learning environments.

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- b. Projects must also address logistical issues to ensure equipment is delivered on time, in sufficient quantity, and meets quality standards.

LL on the link between TVET projects and their contribution to reducing illegal migration/forced displacement.

LL5. Developing skills and promoting job opportunities only rarely affects migration decisions of the beneficiaries as they depend on a broad calculus including, for example, the perception of contextual factors (in the destination country and country of origin), attachment to the home country and uncertainties associated to the decision.

LL6. Current strategies to identify potential (irregular) migrants are ineffective and more efforts are needed to improve targeting strategies. As for EUTF funded projects, one of the main reasons why the literature on irregular migration is scarce is because most studied projects struggle to enrol individuals willing to move abroad.

LL for female-friendly TVET and employment projects.

LL7. For projects to be successful in promoting women empowerment, projects need to go beyond setting targets in terms of number of women enrolled and trained. A project must set up concrete strategies to encourage women to apply (especially in male-dominated trades) and provide the relevant supports to allow them to participate to the trainings. In addition to support participation, women empowerment benefits from gender-transformative actions.

LL for Project evaluations

LL for implementing CIEs in fragile contexts.

LL8. Undertaking a CIE in a fragile context requires an appropriate timeline, a large number of beneficiaries and non-beneficiaries, monitoring data, coordination and commitment from the different evaluation stakeholders, and a dedicated budget.

- Timeline: Ideally, the planning of a CIE begins with the design of the intervention and end when the impacts are expected to have materialised and on when the evaluation results are needed. If a baseline is conducted, it needs to be done before the intervention starts.
- Large number of beneficiaries and non-beneficiaries: It is essential to have a large sample size so that a CIE has the sufficient “power” to detect an impact, if one has occurred.
- Comparison group: the counterfactual is the cornerstone of the CIE as it represents the benchmark with which the beneficiary group is compared to in order to measure the impact of the intervention.
- Data on beneficiaries: It is crucial that the IP is willing and able to provide relevant data on beneficiaries.
- Narrow collaboration between donor, evaluator and IP: A narrow and transparent collaboration between donor, evaluator and IP will improve the outcomes of the evaluation.
- A dedicated budget: A CIE is relatively costly in comparison to other types of evaluations. Conventionally, the rule of thumb is that a CIE costs at least 200,000€.

LL9. Performing a CEA on a project implies having detailed project-level data on the activities under evaluation. Ideally, the financial report must inform on resources allocated to the activities under evaluation. In addition, as cost-effectiveness also requires measuring impacts, the requirements listed in LL8 also apply.

LL for embedding CIE as part of a portfolio evaluation.

LL10. CIEs are the only evaluation approach allowing to quantify and attribute impacts to a project, and it is therefore relevant to embed them to projects that are eligible to CIEs. The harmonisation of evaluation approaches and indicators allowed to successfully aggregate, compare and triangulate key results to provide robust findings.

LL11. Opportunities were missed to fully exploit the potential of conducting CIEs on a portfolio of projects:

- The misalignment between project goals and EUTF's objective of reducing irregular migration limited the relevance of some evaluations to inform on the learning agenda. Similarly, as some projects did not aim to reduce irregular migration, the associated CIEs usually had disappointing results or did not cover migration-related outcomes.
- Lack of standardised reporting created evaluation shortcomings. The EUTF Wiki repository is a practical platform to extract project information such as the Description of the Action. However, for implementation updates including financial report, reporting activities were less systematic making it difficult to assess project performances.

LL12. Comparing impacts across projects is a challenging endeavour as they are not only dependent on the project activities but also on the targeted population and contextual factors. This portfolio evaluation proved it can inform on the project specific impacts and the average impacts among the different projects but it does not allow to identify the most impactful approach to promote employment.

LL for quantitative approaches to TVET and employment projects' evaluations.

LL13. Employing a mixed-method evaluation design that allows for the collection and analysis of qualitative data can ensure that evidence is generated beyond the confirmation and quantification of project impacts. Lessons learned on “how” and “why” change occurs are particularly relevant when (quasi-) experimental findings show that intended effects and impacts have not materialised.

LL14. Employment impacts take time to materialise, often beyond immediate post-training periods. Collecting data at least 18 months post-training helps capturing the full impacts of an intervention seeking to promote economic opportunities.

1. INTRODUCTION

The Center for Evaluation and Development (C4ED) was contracted by the European Union Emergency Trust Fund for Africa (EUTF) to conduct Counterfactual Impact Evaluations (CIEs) and a portfolio evaluation of EUTF projects in the Sahel and Lake Chad (SLC) and the Horn of Africa (HoA) regions (Reference T05-EUTF-REG-REG-01-06). This four-year evaluation, spanning from January 2021 to December 2024, aimed to assess the overall impact of the EUTF interventions (Annex 5.13).

This report focuses on the portfolio evaluation, which seeks to enhance the evidence base regarding the portfolio of interventions aimed at creating economic and employment opportunities. It addresses key learning objectives such as understanding the EUTF's scope, assessing its implementation's quality, and evaluating its activities' effects. The evaluation provides an overview of the impacts on beneficiaries and beyond, and aims to develop policy recommendations for EUTF, its partners, and the broader development community to improve the design and execution of similar initiatives in the future. This final report synthesises findings from Result Areas 1 and 2:

- Result Area 1 (R1) includes the CIEs and project-specific evaluations. R1 includes nine projects in seven countries.
- Result Area 2 (R2) refers to the portfolio evaluation. R2 reviews 85 projects in the SLC and HoA windows.

The two Result Areas provide portfolio-wide insights and recommendations based on evaluation activities conducted.

The report is structured as follows: Chapter 1 introduces the evaluation, covering background information (1.1), details of the interventions (1.2), the evaluation description (1.3), methodology (1.4), and evaluation limitations (1.5). Chapter 2 presents the country and sector context, including a general contextual background and an overview of the European Union's (EU) role in the SLC and HoA regions. Chapter 3 outlines the findings based on Evaluation Questions (EQs) and Judgment Criteria (JC). Chapter 4 provides conclusions and recommendations, organised around the Organisation for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC) criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability, along with additional criteria specific to the EU – EU-added value as proposed in the ToR at the start of the contract. The chapter also highlights key lessons learned. Chapter 5 includes detailed supplementary information in the annexes.

1.1 BACKGROUND

In 2014 and 2015, the Mediterranean region experienced an unprecedented surge in the number of migrants and refugees, many fleeing prolonged conflicts, wars, or dire economic conditions in Africa and the Middle East. These individuals sought to enter EU countries, often through dangerous and irregular migration routes. As the influx grew, public debates across EU Member States intensified, focusing on both regular and irregular migration, as well as the root causes and social and economic consequences of forced displacement. The ongoing arrivals led to what was widely referred to as the "migration and refugee crisis".

In response, EU Member States and several African countries convened in Valletta, Malta, in November 2015 for an international summit aimed at addressing the root causes of migration and finding solutions to support displaced people, those in transit, and individuals at risk of

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displacement. The summit culminated in a joint declaration and an Action Plan centred around five priority areas and 16 priority initiatives.

On 12 November 2015, 25 EU Member States, along with Norway, Switzerland, and the EC, signed the Constitutive Agreement, officially establishing the EUTF. This initiative was accompanied by a strategic framework and targeted three African regions: the North African (NoA) window, the Sahel and Lake Chad (SLC window, and the Horn of Africa (HoA) window.² To address the root causes of irregular migration and displacements and to improve the conditions of target populations, including refugees, internally displaced people (IDPs), returning migrants and host communities in the three windows, the EUTF set up four Strategic Objectives (SOs) to guide their lines of action and priorities:

1. Greater economic and employment opportunities (SO1).
2. Strengthened resilience of communities and in particular the most vulnerable, as well as refugees and displaced people (SO2).
3. Improved migration management in countries of origin, transit, and destination (SO3).
4. Improved governance and conflict prevention and reduction of forced displacement and irregular migration (SO4).

The operational implementation period of the EUTF started in 2015 and is set to end on 31 December 2025. EUTF has since supported partner countries and implementing agencies in addressing urgent development and security needs, including improving access to basic services and supporting employment initiatives, especially for young people from vulnerable and marginalised groups. Since the initiation of the EUTF, a total of 248 projects were approved worth EUR 4,935.1 million (Table 1). Funding for operational project or activities ceased in January 2022. However, in 2023, 28 new contracts related to administrative functions, including audit, evaluation, communication, and monitoring for an amount of 5.08 million were finalised.

Table 1: Number of projects and funds allocated across all regions.

	Contracts		Funds allocated	
	N	%	Millions of €	%
HoA	94	37.9	1,810	36.7
SLC	114	46.0	2,217.8	44.9
NoA	40	16.1	907.3	18.4
TOTAL	248	100	4,935.1	100

Source: EU (EUTF, 2024)

1.2 THE EVALUATED INTERVENTIONS

The evaluation aims at producing evidence on SO1 which aims at establishing greater economic and employment opportunities for youths and women prone to or affected by migration. By improving employment and economic opportunities, local economies and the enterprise sectors will become more dynamic, in turn benefiting local groups through more and better employment. This would lead to positive economic situations and prospects for vulnerable groups hence possibly contributing to reducing irregular migration (Annex 5.1, Intervention logic). In

² The NoA window comprises Morocco, Algeria, Libya, Egypt and Tunisia; the SCL window is composed of Mali, Niger, Senegal, Nigeria, The Gambia, Mauritania, Chad, Guinea, Ivory Coast, Ghana, Cameroon and Burkina Faso. The HoA is composed of Djibouti, Eritrea, Ethiopia, South Sudan, Sudan, Uganda, Tanzania, Kenya and Somalia (Altai Consulting, 2018; Disch et al., 2020).

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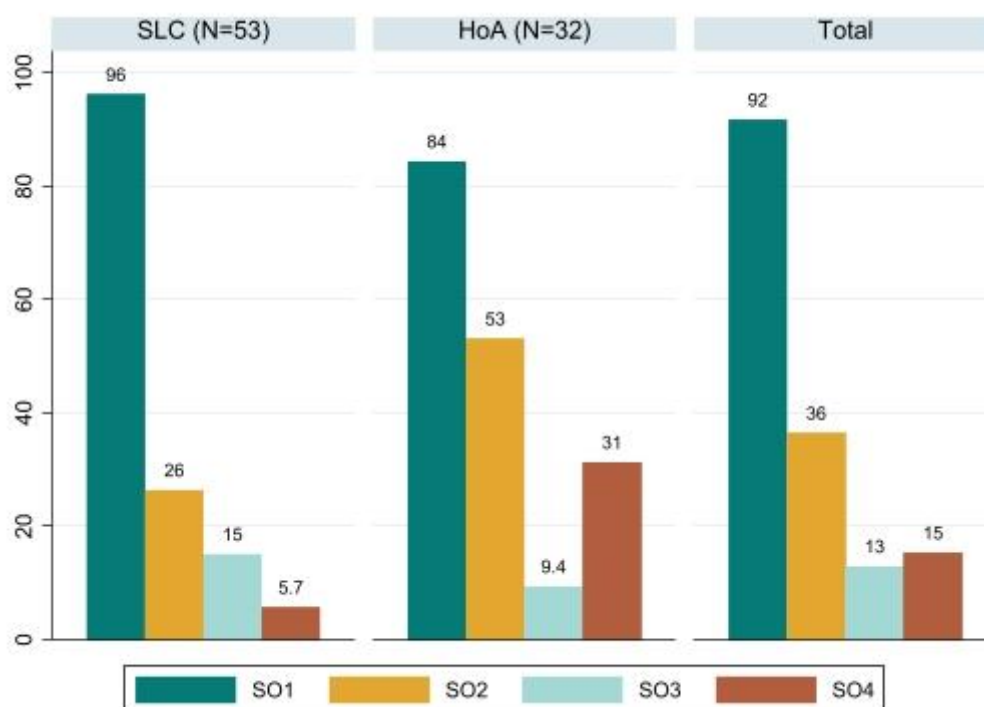
total, 85 projects were sampled.³ C4ED’s sampling strategy for R2 projects was purposive and relied heavily on selecting a sample of projects that included activities of skills development and job creation through offering training and support to micro-, small, and medium-sized enterprises (MSMEs). At the start of the evaluation activities in 2021, the selected projects were at various stages of implementation (beginning of projects, in the middle of implementation, or towards the close of the projects). This offered the opportunity for the portfolio evaluation to gather lessons learned from the first few years of implementation of a project, examine real-time outcomes, assess achieved impacts, identify unexpected impacts, and assess the sustainability of the interventions’ benefits.

Description of the portfolio

Objectives

The portfolio evaluation focuses on 85 projects implemented in SLC and HoA windows, addressing mainly SO1 (Figure 1). Note that while the selected projects in SLC focus heavily on SO1 (96% of the projects), projects in HoA tend to cover additional SOs with 61% of them tackling SO2 and 36% tackling SO4. The implementation period of these 85 projects ranged end of between 2015 and end of 2025.

Figure 1: % of SOs tackled by the projects in the sample (N=85)



Note: SO1: Greater economic and employment opportunities; SO2: Strengthened resilience of communities and in particular the most vulnerable, as well as refugees and displaced people; SO3: Improved migration management in countries of origin, transit, and destination; SO4: Improved governance and conflict prevention and reduction of forced displacement and irregular migration.

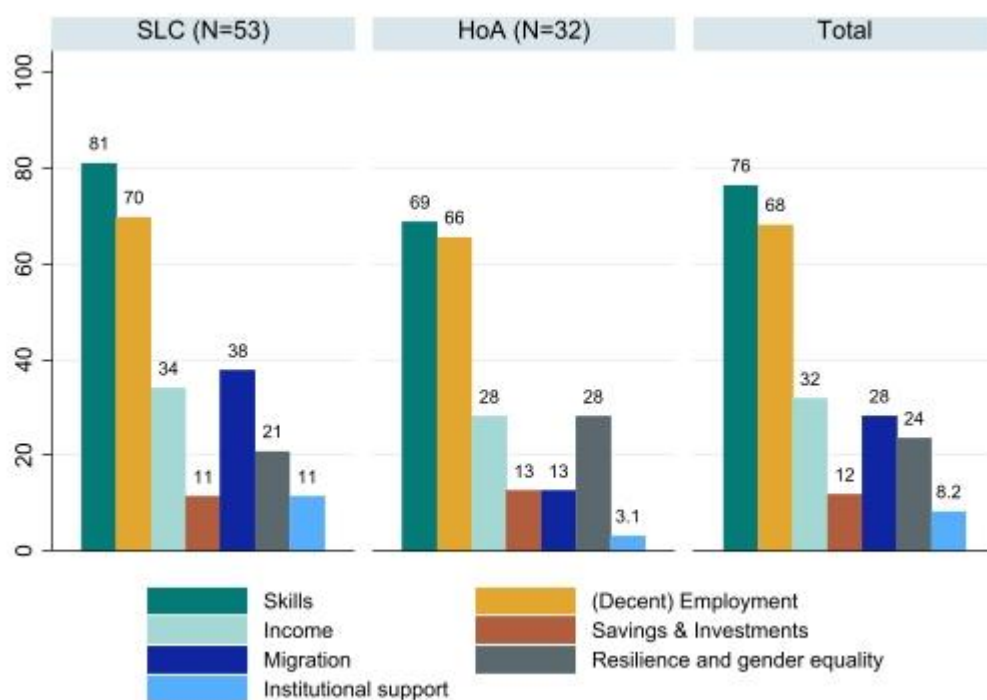
Source: PMS. C4ED elaboration

³ Out of the 85 sampled projects in R2, nine projects were sampled in R1 to improve evaluation rigour and allow extrapolation of findings during analysis. R1 projects often consisted of vocational training, support services to MSMEs and promotion of access to financial services (e.g. support of saving groups).

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Figure 2 shows the percentage of the 85 projects addressing EUTF-specific objectives. Unsurprisingly, most of the projects aimed at promoting skills or employment. These projects often consisted of vocational training and support services to micro- and small enterprises. However, only a third of them also considered income as a specific objective and only 12% attempted to promote savings and investments (often by supporting saving groups). Despite the strong focus on outcomes directly related to employment, a significant share of the projects also aimed at tackling migration-related issues (especially in SLC), and a quarter aimed at tackling resilience and gender equality issues. This shows that despite the pursuit of the SO1, projects also aimed at contributing to other SOs through specific objectives.

Figure 2: % of projects addressing EUTF-specific objectives



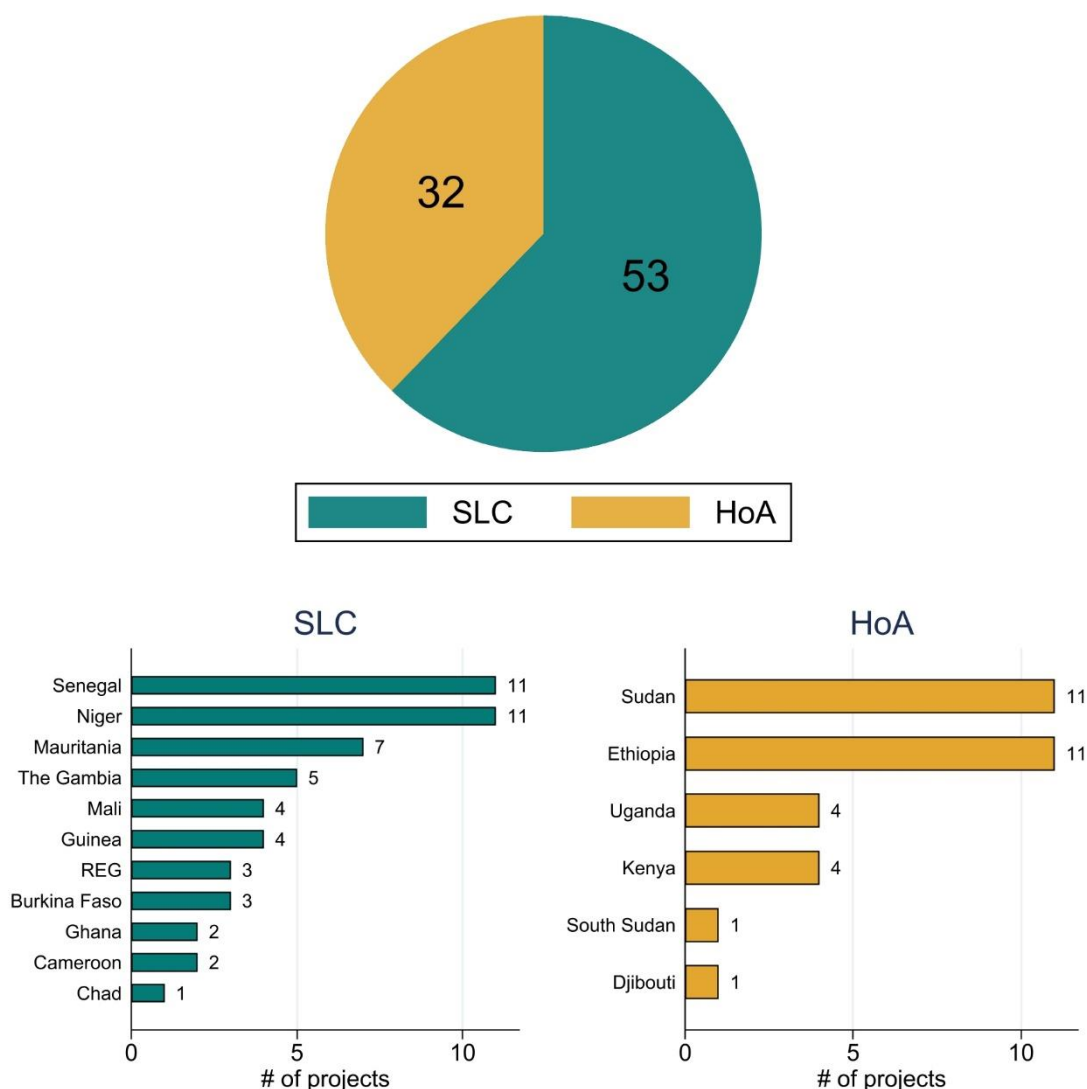
Source: PMS. C4ED elaboration

Geographical distribution

Out of the 85 projects sampled for the portfolio evaluation, 32 (38%) are located in the HoA and 53 (62%) in SLC (Figure 3). In HoA, all contracts were for country-specific projects. Most of them were implemented in either Ethiopia (34%) or Sudan (34%). In SLC, Senegal, Niger and Mauritania hosted most of the projects in the region (respectively 21%, 21% and 13%) and three contracts covered several countries.

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Figure 3: Geographic distribution of contracts (N=85)



Source: PMS. C4ED elaboration

Budget allocated

The sampled contracts for this evaluation represent a budget of EUR 799 million for projects, lasting, on average, 44 months (3.67 years). Contract duration ranged from 18 to 72 months though most (53%) lasted either 36 (3 years) or 48 months (4 years).⁴ On average, a project was allocated a yearly budget of EUR 2.37 million.

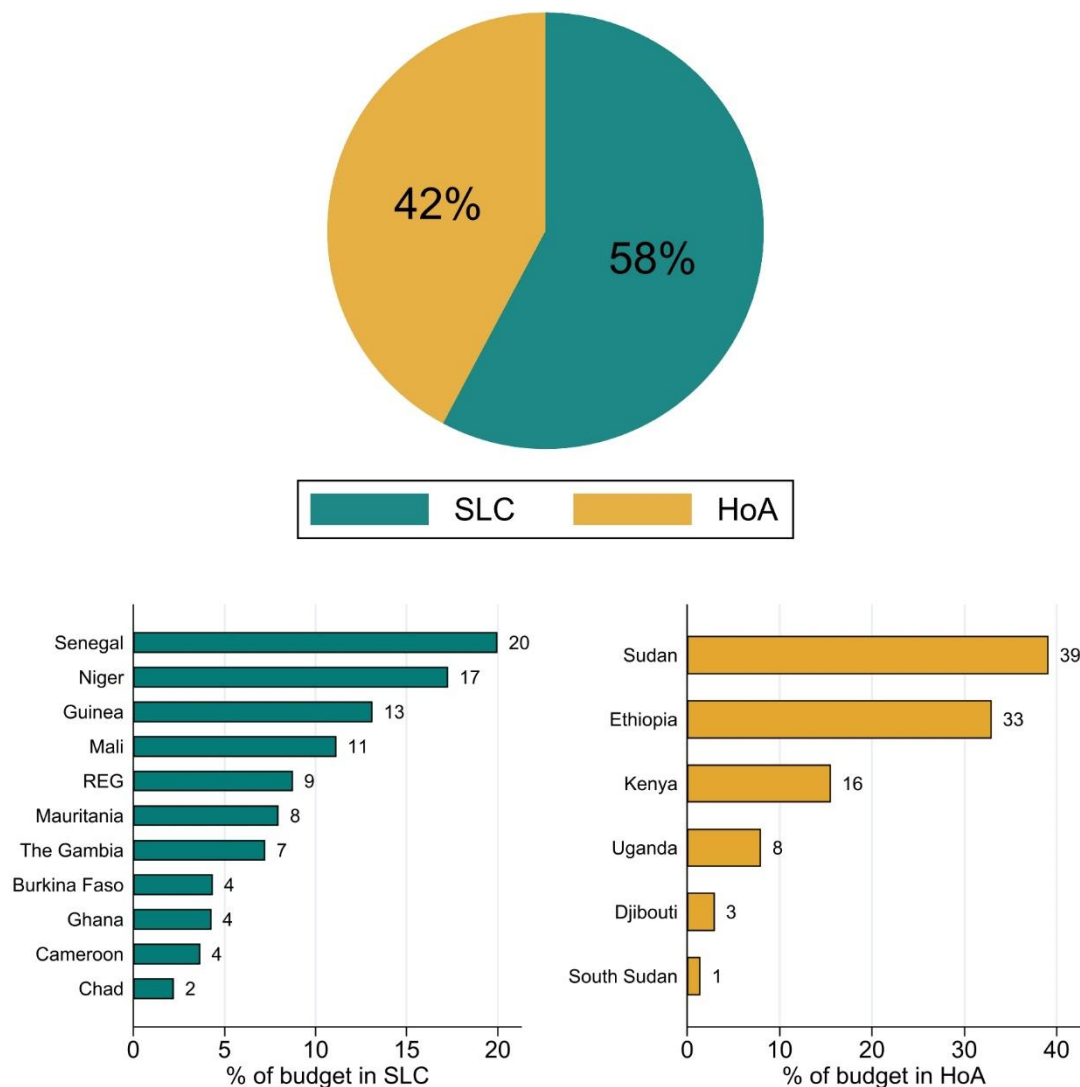
With 58%, the SLC window received the larger share of the budget, while HoA received 42% (Figure 4). The highest budgets in the HoA were allocated to Sudan (39%) and Ethiopia (33%), while South Sudan received the lowest support (1.4%). This is in line with the geographical project distribution: Sudan and Ethiopia hosted highest number of projects (11 each), while the lowest number was implemented in South Sudan (1). In SLC, the most comprehensive budgets

⁴ Note that project extensions were common especially given the COVID-19 outbreak. The extensions are not considered in these calculations.

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were allocated to Senegal (20%) and Niger (17%), while Chad, Cameroon, and Ghana were on the lower end (2.2%, 3.7%, and 4.3% respectively).

Figure 4: Budget distribution across regions and countries (N=85)



Source: C4ED elaboration

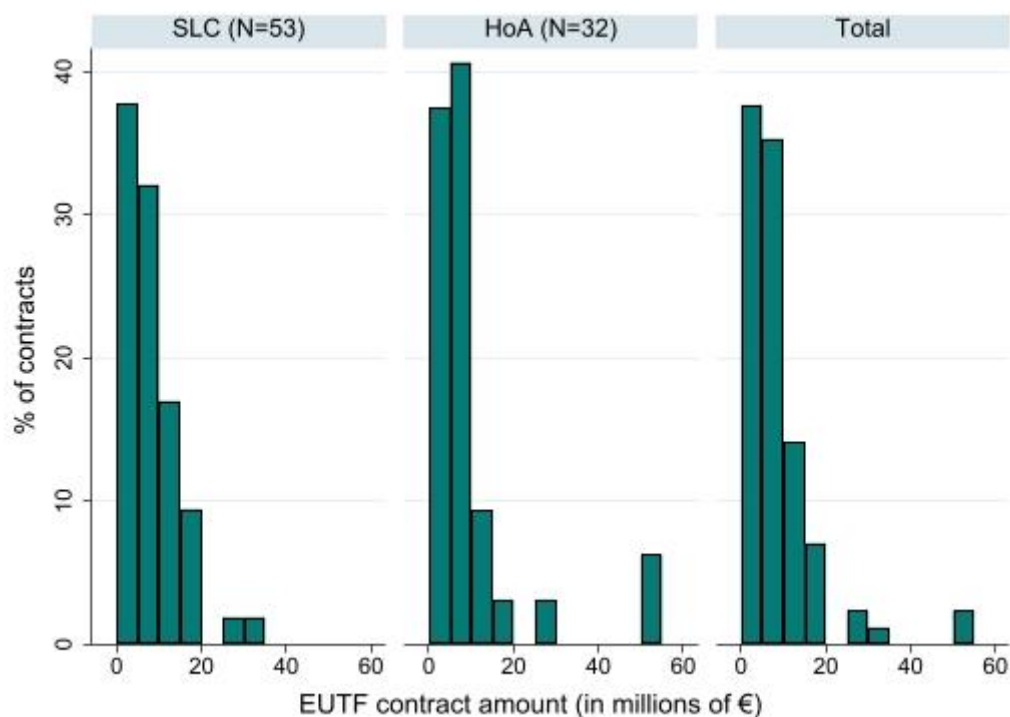
While most sampled projects in both regions received between EUR 10 and 20 million (Figure 5), there were five outliers (Figure 5), namely:

- Ethiopia Job Compact Sector Reform and Performance (T05-EUTF-HOA-ET-60-01) – EUR 50 million
- Enhancing self-reliance for refugees and host communities in Kenya (T05-EUTF-HOA-KE-69-02) – EUR 27.7 million
- Vocational Training for Refugees and Host Communities in Eastern Sudan (T05-EUTF-HOA-SD-11-03) – EUR 50 million
- Projet d'Appui à la Réduction de l'Emigration rurale et à la Réintégration dans le Bassin Arachidier (PARERBA) Enabel in Guinea (T05-EUTF-SAH-GN-01-02I) – EUR 35 million

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- Support project for agricultural sectors in the regions of Tahoua and Agadez in, Niger⁵ (T05-EUTF-SAH-NE-03-01) – EUR 30 million

Figure 5: Percentage of budgets for the sampled projects (N=85)



Source: Desk Review. C4ED elaboration

Activities

The portfolio of projects evaluated includes a mix of initiatives covering various thematic areas, e.g., support for active labour policies, sustainable and inclusive markets, social and financial inclusion, community building and economic resilience, improved livelihoods, and employment access. These themes overlap in each contract, and C4ED has identified nine main activities which are related to these thematic areas:

- Technical trainings
- Entrepreneurial support
- Labour market intermediations
- Wage subsidies & public works
- Financial support
- Policy dialogue:
- Capacity building
 - *Strengthening administrative and management frameworks*
 - *Awareness raising and training government administrators*

⁵ Original name in French. Projet d'appui aux filières agricoles dans les régions de Tahoua et Agadez, Niger.

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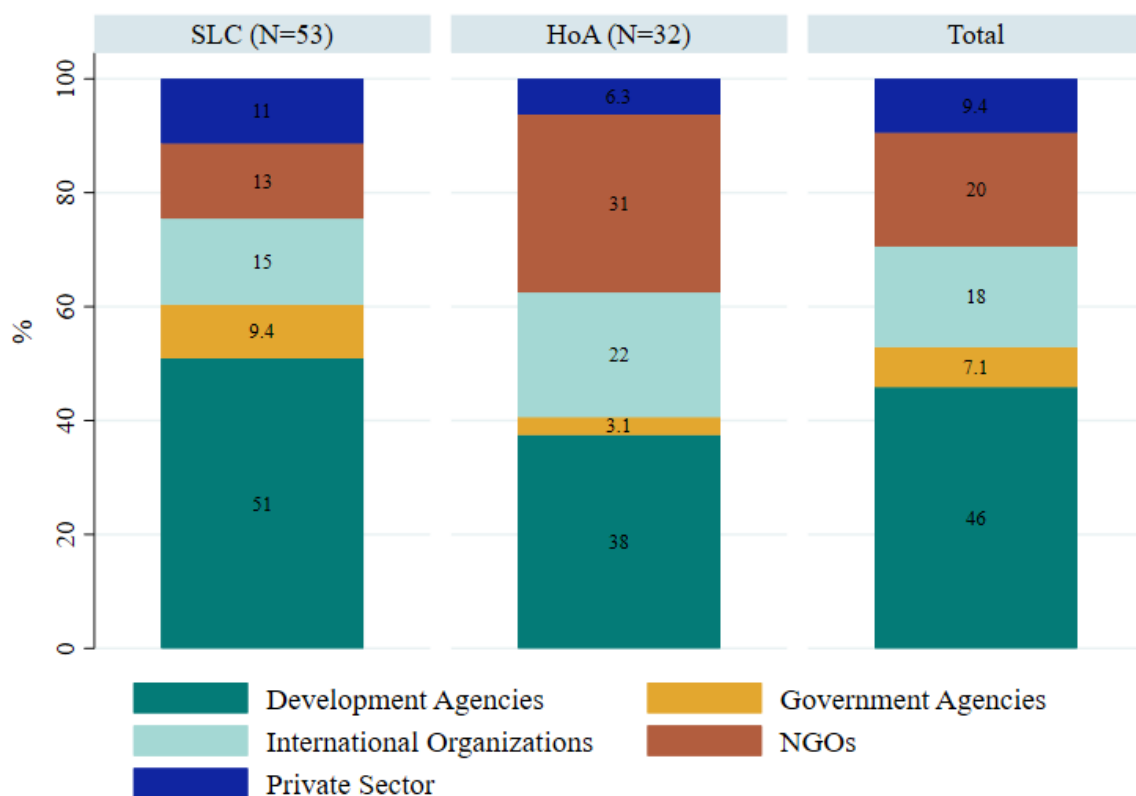
- Mobilisation and strengthening of producer and middlemen groups and cooperatives

- Value addition, e.g. agricultural mechanisation, and eco-tourism
- Information campaigns on migration communities

Implementing partners

A wide variety of IPs implemented the contracts. These partners include development agencies from EU Member States, international organisations (ITC, United Nations Capital Development Fund – UNCDF, United Nations High Commissioner for Refugees – UNHCR, United Nations Industrial Development Organization – UNIDO, and World Food Programme – WFP), local and international non-governmental organisations (NGOs), private entities, and governments from partner countries.⁶ As illustrated in Figure 6, almost half (46%) of the EUTF contracts were implemented by member states' development agencies. GIZ is the most common country partner (implemented 10 contracts) followed by AFD (implemented 7 contracts), Enabel (implemented 5 contracts) and AECID (implemented 4 contracts). Beyond the development agencies, there is an interesting difference between the SLC and HoA regions. In HoA, contracts were mainly signed with NGOs (31%) and to lower extent with international organisations (22%), whereas in SLC, the distribution is more homogeneous. The private sector played a minor role in the implementation of the contracts signed with EUTF.

Figure 6: Distribution of IP types (N=85)



Source: Desk review. C4ED elaboration

⁶ Partner countries directly managed 8.8% of the allocated funding through budget support operations.

Target groups of beneficiaries

The interventions under the portfolio targeted mainly rural populations, young people aged 18–35, returning migrants, refugees, informal and formal MSMEs, local and national governments, and civil society.⁷

Overview of the case studies

For the portfolio evaluation, C4ED selected ten case study projects sampled from 85 projects. These case studies include nine projects in six countries and one regional project covering two countries, totalling ten projects across eight countries (Table 2, see Annex 5.5 for an extended sampling criteria and Annex 5.10 for the extended description of each case study project).

The case studies were chosen to represent seven key characteristics of EUTF interventions under SO1 across the SLC and HoA regions:

1. **Geographical coverage:** The SLC and HoA windows encompass 18 countries (12 in the SLC and 6 in the HoA). The case studies cover four contracts from the SLC window and six from the HoA window. The higher number in the HoA is to cater for the imbalance in the number of projects under R1, which includes seven projects from the SLC and two from the HoA.
2. **Representation of key target countries:** Across the SLC and HoA portfolios, the average number of projects per country is 6.25. The case studies include countries with a higher number of projects or larger budgets. For example, in the SLC window, where the average is 7.25, Niger hosted 15 projects and Burkina Faso 11. In the HoA window, the average is 9.5. In Sudan, 13 projects were implemented and in Ethiopia 12. Notably, the T05-EUTF-SAH-NE-11 contract comprises a large budget of EUR 30 million. These countries and contracts are particularly important as they offer insights into key outcomes and help verify assumptions embedded in the EUTF's intervention logic under SO1.
3. **Consideration of political instability:** The EUTF is implemented across countries with varying levels of political stability (see Chapter 2 for the regions' context and background). Countries with fragile political environments often face more complex socio-economic challenges, making them important contexts for understanding the implementation of EUTF interventions. For instance, instability across the HoA has exacerbated refugee crises, with populations fleeing South Sudan to Uganda, Somalia, and Eritrea to Ethiopia and Kenya, and triggering internal displacements in Ethiopia and South Sudan. Similarly, in the SLC, increased instability, in Burkina Faso and Niger, has driven internal displacements.
4. **Diversity of interventions:** The EUTF encompasses a wide array of interventions across different thematic areas. The case studies cover at least one or more of these themes, reflecting the thematic overlap characteristic of most EUTF projects.
5. **Variety of IPs:** The case studies consider the diversity of IPs, providing valuable insights into whether and how the nature of the implementing organisation influences the achievement of the EUTF's goals (see Table 2).
6. **Project implementation phases, levels, and number of implementers:** The EUTF portfolio evaluation included projects implemented by either single IPs or consortia, at

⁷ Annex 5.8 details the target beneficiaries for each of the case studies selected. Beneficiaries specific to R1 projects are outlined in the respective R1 reports.

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various stages of implementation. By 2024, many of the projects have either concluded or are nearing completion.

- a. The case studies include both projects implemented by single IPs and by consortia, providing lessons on different implementation mechanisms.
 - b. The selected projects span various phases of implementation — baseline, midline, and endline — allowing for insights into both real-time outcome monitoring and lessons learned from final evaluations.
 - c. The case studies include both a regional project and nine country-specific projects, offering insights into the differences and challenges in regional versus national implementation mechanisms.
7. **Target beneficiary groups:** As indicated above, the EUTF interventions primarily target rural populations, young people (aged 18-35), returning migrants, informal and formal MSMEs, and local and national governments, as well as civil society.⁸ C4ED collected data mainly from rural areas, youth beneficiaries aged 18–35, MSMEs, graduates of skills training, trainers, local and central government administrators, programme implementers, and other donors operating in the same geographical or thematic areas.⁹

These selected case studies are intended to provide diverse evidence that accurately represents the broader EUTF portfolio.

Table 2: Selected case studies for the portfolio evaluation

Country	Project	Name	Date	Project implementer/s
HoA window				
Ethiopia	T05-EUTF-HOA-ET-42-03	Green Jobs in Leather Sector in Modjo	Jan 2021 – May 2024	PIN, IRC, Solidaridad
	T05-EUTF-HOA-ET-42-02	Leather Initiative for Sustainable Employment Creation	Jul 2018 – Jul 2024	UNIDO
Uganda	T05-EUTF-HOA-UG-07-01	Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU)	July 2016 – Nov 2024	Enabel
	T05-EUTF-HOA-UG-68-01	Strengthening, Protection and Economic Empowerment (SUPREME) in Uganda – Livelihood Component	July 2020 – July 2024	World Vision, SNV, ZOA, Rice West Nile
South Sudan	T05-EUTF-HOA-SS-93-01	Jobs Creation and Trade Development Project	Sep 2020 – Sep 2024	ITC
Kenya	T05-EUTF-HOA-KE-69-01	Area-based livelihood initiative Garissa (ABLIG): enhancing self-reliance for refugees and host communities in Garissa County	April 2020 – April 2023	DRC, NRC, ITC
SLC window				
Niger	T05-EUTF-SAH-NE-11	Creation of jobs and economic opportunities through sustainable environmental management in transit and departure areas in Niger ¹⁰	Dec 2017 – 2022	SNV, MAECI DGCS, Enabel
	T05-EUTF-SAH-NE-11-03	Environmental Sustainability and Economic Stabilization on the Transit Route (D.E.S.E.R.T.) ¹¹	Sept 2019 – April 2022	AICS

⁸ Annex 5.10 details the target beneficiaries for each of the case studies selected.

⁹ See Annex 5.8 for the sampled list of individuals interviewed.

¹⁰ Translated by C4ED; original project title: Création d'emplois et d'opportunités économiques à travers une gestion durable de l'environnement dans les zones de transit et départ au Niger, subsequently, the English project title will be used for better readability.

¹¹ Translated by C4ED; original project title: Durabilité de l'Environnement et Stabilisation Economique sur la Route de Transit (D.E.S.E.R.T.); subsequently, the English project title will be used for better readability.

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Country	Project	Name	Date	Project implementer/s
Burkina Faso	T05-EUTF-SAH-BF-06-01	Support for professional skills, entrepreneurship, and youth employment in rural regions of Burkina Faso (TUUMA) ¹²	Jan 2018 – June 2022	ADA
Senegal Ivory Coast	T05-EUTF-SAH-REG-11	Support entrepreneurs and micro-, small-, and medium-sized enterprises (MSMEs) in West Africa ¹³	Dec 2019 – 2023	I&P

Source: C4ED elaboration

1.3 DESCRIPTION OF THE EVALUATION

This evaluation aims at answering the EQs listed below:

- EQ 1. To what extent did EUTF interventions contribute to employment, job creation, and skills?
- EQ2. To what extent did EUTF interventions change resilience and livelihoods for beneficiaries?
- EQ3. To what extent were EUTF projects efficient?
- EQ4. What other intended and unintended outcomes (e.g., mobility, migration, migration intentions, employment policies and reforms) did EUTF interventions contribute to?
- 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?
- EQ 6: What were the likely contributions of EUTF interventions when compared to Member States' independent and separate bilateral interventions and to what extent were EUTF interventions coherent with other local interventions?

By investigating these EQs, the portfolio evaluation contributes to:

- Increase the evidence base on the portfolio of EUTF SO1 interventions in the SLC and HoA windows,
- Address learning objectives, including what the EUTF does, how (well) it does it and what the activities have effects on,
- Provide an overview of the impacts of EUTF interventions under SO1 on beneficiaries and beyond,
- Develop policy recommendations for the EUTF, its partners, and the development community at large, to the design and implementation of similar projects in the future.

This report, in conjunction with R1 evaluations and other monitoring and evaluation initiatives at both project and regional levels, contributes to generating clear, relevant, and credible evidence for informed decision-making. It is relevant to a range of stakeholders:

¹²Translated by C4ED; original project title: Appui à la compétence professionnelle, l'entrepreneuriat et l'emploi des jeunes en milieu rural dans des régions rurales du Burkina Faso (TUUMA); subsequently, the English project title will be used for better readability.

¹³ Translated by C4ED; original project title: Soutenir les entrepreneurs et les très petites et moyennes entreprises (TPME) en Afrique de l'Ouest; subsequently, the English project title will be used for better readability.

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- **For the EU**, it demonstrates how an EU-funded project contributed to achieving EUTF's SO1 goals, providing insights into efficiency and informing future programming. It also enhances accountability by offering transparency on the use of public funds.
- **For institutional partners at regional and national levels**, the report supports capacity building and promotes good practices, helping to guide more efficient future interventions.
- **For beneficiaries**, it shows the extent to which the project has supported them and contributed to their livelihoods.

This document provides a series of specific recommendations for future programming (see section 4.3). Specifically, based on the findings of this evaluation, it provides guidance on how future initiatives such as the EUTF can better evaluate the activities, and be more impactful in promoting decent employment and reaching their SOs. The dissemination of the findings, conclusions, recommendations and lessons learned will be supported via the production of a policy brief, minifilms, a final dissemination event, posts on social media and potentially blogs and scientific articles.

1.4 METHODOLOGY

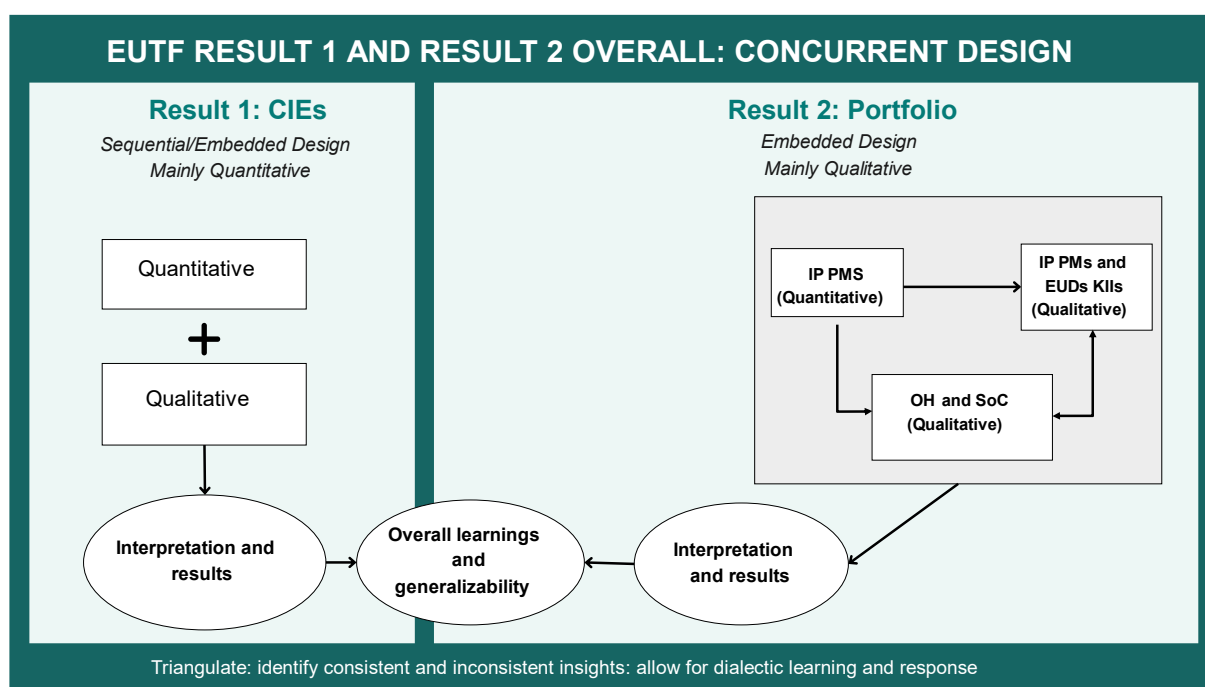
The portfolio evaluation employs a concurrent embedded design with predominantly qualitative methods, using data gathered through several methods and data sources. OH serves as the primary data collection method, whereby C4ED has engaged IPs of ten sampled contracts to collect outcomes to answer the EQs.¹⁴ This method ensures that results, however small, are not missed, and encourages the participation of stakeholders in the evaluation which aids the interpretation of results. This method is complemented by Stories of Change (SoC), which are case studies in six of the ten selected contracts to provide additional data on a sample of outcomes.¹⁵ C4ED increased the number of contracts for SoC by one to ensure enough representation of the voices of beneficiaries. The portfolio evaluation has integrated results from a series of CIEs conducted by C4ED under the same contract to allow extrapolation. Further, C4ED conducted qualitative expert interviews with 50 IPs' PMs and EU delegations (EUDs) to triangulate selected results and answer questions on sustainability and EU-added value (Table 17). Finally, a PMS was conducted to provide an overview of PM's perceptions on themes related to the EQs. This has been complemented by a desk review of other secondary data including ROM and other evaluation reports. The various components of the portfolio evaluation are articulated in Figure 7. The evaluation matrix in Annex 5.4 describes how each EQ was investigated.

¹⁴ See Table 13 for the number of OH trainings completed by C4ED and Table 16 for the list of participants.

¹⁵ See Table 18 for the number of interviews C4ED has completed under SoC.

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Figure 7: Overall for the portfolio evaluation



Source: C4ED elaboration

Tools and data collection methods

The tools, methods, and their respective coverage are defined in Table 3 below.

Table 3: Summary of the coverage of tools used in the portfolio evaluation

	Tool	Coverage	Number of completed/data collected ¹⁶
R2	Project Managers Survey (PMS)	IPs' PMs of all 85 portfolio contracts	85 questionnaires -48 PM responses -37 responses extracted from reports
	Systematic document review	The most relevant project documentation of the 85 contracts and 48 decisions	209 documents reviewed
	Outcome Harvesting	10 sampled contracts ¹⁷ in 8 countries - SLC: Niger, Burkina Faso, Senegal, and Ivory Coast - HoA: Ethiopia, Uganda, South Sudan and Kenya	88 participants from 24 implementing partner organisations
	Stories of Change (SoC) – IDIs, KIIs and FGDs)	6 sampled contracts ¹⁸ in 6 countries - SLC: Niger, Burkina Faso, Senegal, and Ivory Coast - HoA: Ethiopia and Kenya	130 IDIs 8 KIIs 25 FGDs
	Expert interviews with managers (KIIs)	Available EUDs across the entire portfolio, identified with support from EUTF (C4ED interviewed 16 for SLC and seven for HoA)	27 PMs 23 EU delegations

¹⁶ Note: these are qualitative interviews. For elaborations refer to annex 5.2 and 5.8. For R1 project sample elaborations please refer to the respective R1 projects.

¹⁷ See Annex 5.5 for further context.

¹⁸ See Annex 5.14 for further context.

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	Tool	Coverage	Number of completed/data collected ¹⁶
		Available implementing PMs (C4ED has interviewed 15 for SLC and 12 for HoA)	
R1	CIE + qualitative evaluation	2 projects in HoA: <ul style="list-style-type: none"> - Second component of the RISE project (Uganda) - VSLA intervention of the STEDE project (Ethiopia) 5 projects in SLC: <ul style="list-style-type: none"> - GrEEEn project (Ghana): CIE + qualitative evaluation - Tekki project implemented by GIZ (The Gambia) - PARERBA project (Senegal) - Modules of preparation for professional life from the INTEGRA project (Guinea) - “Parcours INTEGRA” (Guinea) 	59 interviews (RISE) 78 interviews (STEDE) 98 interviews (GrEEEn) 10 interviews (Tekki) 72 interviews (PAR-ERBA) 66 interviews (INTEGRA) 56 interviews (Parcours INTEGRA)
	Qualitative evaluation	2 projects in SLC: <ul style="list-style-type: none"> - Promopêche project (Mauritania) - PECOBAT (Mauritania) 	66 interviews (Promopêche) 65 interviews (PECOBAT)

Source: C4ED elaboration

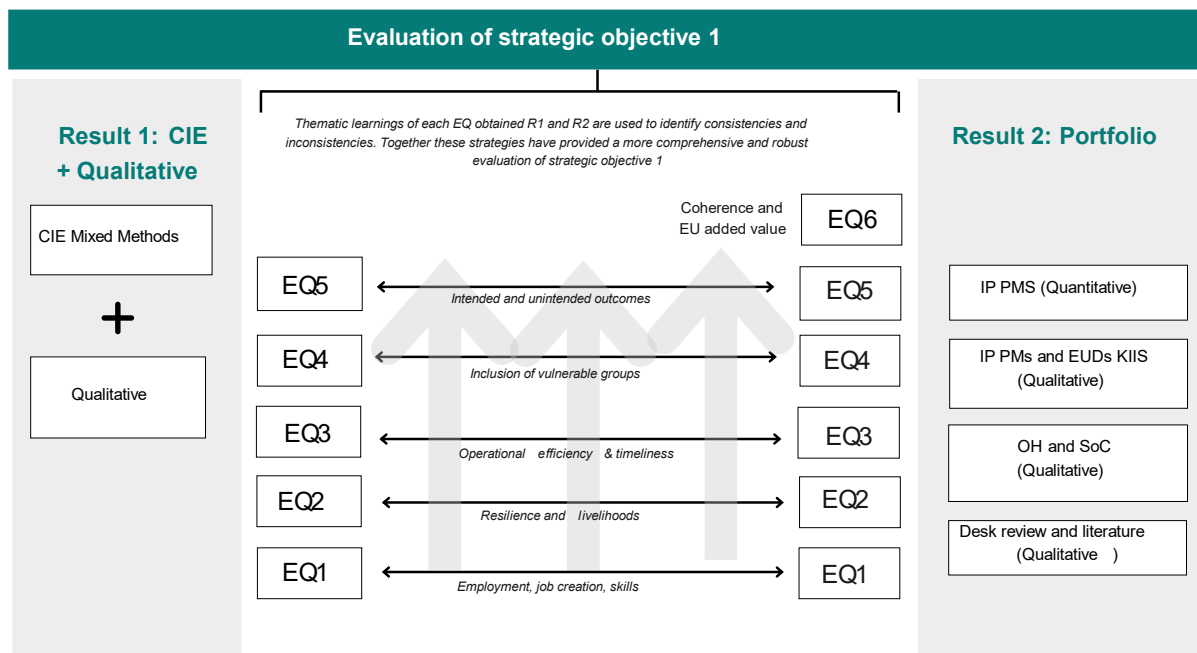
Data analysis framework

The EQs in R2 are related to those in R1 in that they address similar themes, though at different levels of analysis (Figure 8). R1 focuses on the micro-/country level, while R2 examines the macro/portfolio level. This approach facilitates extrapolation, as discussed in the mixed methods section above.

Key themes such as employment, employability, and the creation of decent jobs (addressed in EQ1) are aligned with EQ1 across all nine R1 projects through various sub-questions. Similarly, the theme of livelihoods and resilience (covered in EQ2) is explored in EQ2 across all nine projects in R1 except for INTEGRA project (Guinea). The cost-effectiveness theme (EQ3) is primarily addressed using data from EQ3 in R1 across all nine projects. EQ4, which examines intended and unintended outcomes, mirrors EQ4 in all R1 projects except for The Gambia. Additionally, EQ5, which assesses how different groups benefited from EUTF interventions, corresponds to EQ5 in all R1 projects.

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Figure 8: EQs and thematic areas in R1 and R2



Source: C4ED elaboration

EQ6 is only addressed in R2 because investigating the EU-added value and external coherence can best be examined at portfolio level, given the nature of the instrument (covering multiple countries with different contexts). Therefore, while all EQs and sub-EQs are covered in R2, select EQs and sub-EQs are covered in R1, per their applicability to the intervention under study.

Triangulation and extrapolation

The evaluation employed a comprehensive triangulation approach to ensure the validity and reliability of findings across both R1 and R2 projects (see Annex 5.2). Thematic analysis was used to explore key questions, such as the nature of impact, the factors influencing outcomes, and the effectiveness of current projects. By engaging EQs with similar themes from both R1 and R2, results were cross-referenced to confirm consistency and extrapolate insights where appropriate.

To further ensure robust triangulation, C4ED utilized four primary methods: data triangulation, investigator triangulation, methodological triangulation and triangulation with secondary literature. Data triangulation involved cross-referencing results from multiple sources, including desk studies, interviews, and PMS data. For example, data from interviews with PMs was validated against insights from EUD officials and government representatives. Additionally, SoC data helped corroborate findings related to employment, employability, and vulnerable group inclusion, and insights from expert interviews were used to generalize outcomes across regions. Investigator triangulation ensured comprehensive cross-regional analysis, with principal investigators from different regions working together to identify similarities and differences in findings. Methodological triangulation combined qualitative and quantitative methods, ensuring a balanced and nuanced interpretation of data.

The evaluation also incorporated triangulation with secondary literature, strengthening the findings by cross-checking them with existing research on TVET, employment, and social cohesion. This process supported the generalization of results, particularly around skills training, youth employment, and livelihoods. The evaluation was guided by the OECD DAC criteria

(relevance, coherence, effectiveness, efficiency, impact, and sustainability), which aligned with the EQs addressed across both R1 and R2 projects. These criteria ensured that all evaluation findings were consistent with the program’s results framework indicators, providing a reliable assessment of the projects’ overall success.

1.5 LIMITATIONS OF THE STUDY

Desk review: Major challenges were that key project documents were not systematically stored in the EUTF Wiki and the heterogeneity of project documentation, in terms of what is documented and how it is documented (see Annex 5.2 on the evaluation methodology for details). The other tools used in R2 aimed at covering these information gaps. For instance, regarding:

EQ1 (employment, jobs and skills) and EQ2 (resilience and livelihoods):

- Inconsistent references to the impact of interventions on decent work, employability, and resilience were addressed through the PMS, OH and KIIs.
- Most documents focused on outputs (e.g., number of trainees or MSMEs supported) rather than outcomes like job placement or livelihood improvements. This was re-addressed mainly using OH and SoC
- Minimal definitions of key concepts (employment, resilience, livelihood) and limited reporting on long-term outcomes due to varied implementation timelines. This was addressed using PMS, KIIs, and SoC

EQ4 (Un-Intended effects):

- Variability in reporting intended and unintended outcomes, with inconsistent transparency regarding unintended consequences. These gaps were mitigated using PMS, SoC, and OH.

EQ5 (Inclusive implementation):

- Relatively good reporting, but still lacked details on addressing specific needs of all gender groups. These aspects were addressed using PMS, SoC, and R1 evaluation results.

EQ6 (EU added value):

- Limited references to the added value of EUTF interventions, requiring reliance on PMS and expert interviews for assessment.

PMS: C4ED reached out to contact persons of all 85 projects in the sample to get the respective PMs to respond to the PMS. Despite the overwhelming support from EUDs and several reminders to the PMs at the individual and institutional level, C4ED received responses (filled-out surveys) on only 48 projects (56% response rate). The reasons for the slow or non-response are multifaceted, including difficulties reaching PMs of projects that had closed before the survey could be launched. Given the difficulties of reaching the PMs, C4ED’s mitigation measure was to retrieve the missing information from the most recent document uploaded in the EUTF Wiki as of July 2024. Data extractors answered the questionnaire as if they were the PM and used further project documentation as support. Though this mitigation strategy presents weaknesses, one can assume that the key information should be available in the most recent implementation report and is usually backed up by a detailed description which the PMS lacks. It must be noted that the answers from the PM can also present weaknesses such as they are likely to provide a

rather positive perception of their project or can have limited information if they joined the project after it started.

Analysis of efficiency: C4ED initially planned to use cost data from R1 studies, outputs and the estimated impacts to inform on the average costs incurred to support one individual and the cost to increase the employment rate by 10%, following the Abdul Latif Jameel Poverty Action Lab (J-PAL) guidelines (Dhaliwal et al., 2013). However, the projects' 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 project implementation reports as well as qualitative and quantitative primary data to assess elements of economic efficiency, operational efficiency, timeliness and connexions with other DAC criteria. It is important to mention that the analyses performed at R1 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.

2. REGIONS AND SECTOR BACKGROUND

2.1 CONTEXTUAL BACKGROUND OF SLC

Approximately 80% of the population in the Sahel region depends on agriculture and pastoral activities for their livelihoods (Copernicus Climate Change Service, n. d.). As a result, the region's political instability, environmental challenges, and socio-economic pressures heavily impact its economic activities and exacerbate food insecurity. This complex mix of challenges has led to widespread population displacement and migration flows.

Terrorist attacks and political instability have long characterised the region. The Sahel consistently ranks among the most conflict-affected regions, based on the Conflict Index of the Armed Conflict Location and Event Data Project (ACLED). For instance, the violence that erupted in Mali in 2012 has escalated into a prolonged regional crisis lasting more than a decade. At the heart of this turmoil are Mali, Burkina Faso, and Niger, central Sahelian nations caught in the grip of a jihadist insurgency fueled by a variety of armed groups pursuing different objectives. Key players include Jama'at Nusrat al-Islam wal-Muslimin (JNIM), aligned with al-Qaeda, and the Islamic State Sahel Province (IS Sahel), both of which are integral to the insurgency.

Despite numerous military efforts — including France's Operation Serval, its successor Operation Barkhane, the United Nations peacekeeping mission MINUSMA, and the G5 Sahel Force — sustainable peace remains out of reach. Insecurity in the region extends beyond jihadist activity. Numerous armed groups, including communal, ethnic, and self-defense militias like the Volunteers for the Defense of the Homeland (VDP), as well as state forces and mercenary groups such as the Wagner Group, further complicate the situation. The interplay of these actors has entrenched instability, creating a complex conflict landscape that crosses national borders and poses significant challenges to peacebuilding efforts.

Instability in the regions has exacerbated displacements. For example, ongoing violence in Cameroon, driven by separatist groups, the Lake Chad basin crisis, and the crises in Central African (CAR) have left over 3.6 million people facing acute malnutrition and displaced more than 2 million people (OCHA, 2022a). In Burkina Faso, two coups and civil unrest over the past three years have displaced at least 840,000 people (OCHA, 2022b), destroyed property, and worsened food insecurity. Mali has seen a rise in armed group attacks, village blockades, and restrictions on civilians' abilities to cover basic needs. In Niger, violence, particularly in

border areas with Burkina Faso, Mali, and Nigeria, has resulted in significant internal displacement and strained social services.

Generally, because of insecurity and humanitarian crises in West and Central Africa, the total number of forcibly displaced and stateless people in the region rose to 11.8 million in 2023, compared to 11.2 million in 2022. Refugees from Burkina Faso fled to neighboring coastal countries, including Benin, Côte d'Ivoire, Ghana, and Togo, with 88,300 Burkinabe crossing borders in 2022. Burkina Faso recorded over 2 million IDPs. Nigeria saw a 10% increase in IDPs, reaching nearly 3.5 million, while Cameroon hosted 1.1 million IDPs.

The COVID-19 pandemic added further challenges to the region. Extreme poverty rates rose as the proportion of people living on less than USD 1.90 per day increased by 3.3% in 2020 and 2.9% in 2021, pushing poverty levels to 34.5% in 2020 and 34.4% in 2021 (AfDB, 2021). Lockdowns and border closures disrupted the agricultural sector, for instance, as restrictions of movement led to shortages in farm labour and disruptions in local supply chains. Persistent restrictive measures at the time led to an increase in food prices, affecting various staple foods and access to food.

While not all West African countries imposed strict lockdowns during the COVID-19 pandemic, many implemented partial restrictions that disrupted trade and local food distribution networks, exacerbating food insecurity. For instance, Nigeria and Ghana imposed partial lockdowns and curfews to curb the spread of the virus, while others, like Senegal, enacted border restrictions that affected the transport of goods and agricultural products.¹⁹ These measures interrupted regional trade routes and access to markets, resulting in significant food price inflation across various staples.

In Nigeria, the price of rice surged by approximately 30% between April and September 2020 due to both supply chain disruptions and a pre-existing import ban, which limited local availability (World Bank, 2021). Meanwhile, in Burkina Faso, prices for sorghum — a staple food — rose by 17% over the same period as limited transportation options and supply chain interruptions prevented staple imports.²⁰

These price hikes were particularly impactful given the high dependency on imported grains in many African countries. COVID-related border restrictions in countries like Côte d'Ivoire and Sierra Leone caused delays in food imports, further increasing the prices of essential grains such as wheat and rice. In Côte d'Ivoire, wheat prices rose by 15% between mid-2020 and early 2021 — a significant burden on households reliant on bread and flour (FAO, 2021). For Sierra Leone, import restrictions and logistical delays led to a 22% increase in the price of imported rice, straining food budgets for many households already living in poverty (World Bank, 2021).

Since March 2022, the **Russia-Ukraine war** has further strained supply chains, particularly for agricultural products, contributing to rising inflation in food prices. Both countries have been key exporters of agricultural and non-agricultural products to the region, with Russia supplying significant quantities of wheat to countries such as Mauritania, Senegal, Guinea, Sierra Leone, Ghana, Nigeria, Cameroon, Benin, Ivory Coast, Mali, and Liberia. Inflation in food prices in West Africa rose by an average of 10–20% across many countries as wheat supplies from Russia and Ukraine dwindled (World Bank, 2022). In 2021, Russia and Ukraine collectively supplied over 40% of West Africa's wheat imports, with Russia exporting approximately 1.8 million metric tons annually to countries like Mauritania, Senegal, Ghana, and Nigeria before the

¹⁹ <https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-trade-and-global-value-chains-6b6b3b9b/>

²⁰ <https://www.wfp.org/publications/wfp-food-price-index>

war (FAO, 2021). However, exports have since dropped significantly, with wheat shipments from these countries declining by around 30% since the onset of the conflict (FAO, 2025).

These challenges are compounded by **climate risks, environmental degradation, and weak institutional capacities**, intensifying economic deprivation and worsening food insecurity in the region. West Africa faces severe environmental stresses, including recurrent droughts, erratic rainfall, and seasonal floods that significantly impact agriculture and displace communities. For example, the 2020 floods in Niger displaced over 300,000 people and destroyed thousands of hectares of crops, severely impacting food supplies (OCHA, 2020). Soil degradation, driven by overgrazing and deforestation, affects over 500,000 square kilometers of land in the Sahel, leading to reduced agricultural productivity and expanding desertification.²¹ In Nigeria's Niger Delta, frequent oil spills contaminate farmland and waterways, impacting more than 20,000 hectares and causing severe food and water shortages for local communities (Amnesty International, 2022). Additionally, desertification advances southward by about 1,500 square miles each year, shrinking viable land for farming and prompting rural migration.²²

By the end of 2022, approximately 75 million people (about 15% of the population in the region) were experiencing severe food insecurity (OCHA, 2022c). Several areas in Mali, Burkina Faso, Chad, northeastern and western Nigeria and Niger were suffering from acute malnutrition, while the central Sahel, the Lake Chad Basin, and southwestern regions of Cameroon faced deteriorating food conditions. The World Bank estimates that between June and August 2023 alone, 10.2 million people in Burkina Faso, Chad, Mali, Mauritania, and Niger were food insecure (World Bank, 2024a).

Despite these overwhelming challenges, there are **emerging opportunities** to mitigate crises and foster resilience in the region. West Africa's economy has seen steady growth over the past decade, averaging 3.3%. Key contributors include Nigeria, which achieved a 2.5% Gross Domestic Product (GDP) growth in 2022 primarily due to telecommunications and agriculture, while Mali and Côte d'Ivoire grew at 5.7% and 6.2%, respectively, boosted by infrastructure and mining investments (World Bank, 2024b).

With its extensive renewable energy potential, particularly in solar, the region could further stimulate rural job creation and energy access. Investments in climate-smart agriculture, such as drought-resistant crops and enhanced irrigation, aim to improve food security, buffer climate impacts, and stabilise economies.

The African Continental Free Trade Area (AfCFTA) promises to enhance regional trade and diversify economies, improving market integration across borders. Strengthening governance and social protections could help West Africa build resilience against future crises. The region's young population is a substantial asset if education, vocational training, and digital skills are emphasised. Projects like the Youth Entrepreneurship Investment Bank (YEIB) support youth-led enterprises, fostering innovation and lessening dependence on informal work.

However, significant barriers remain for women, who face obstacles in education, skills training, and employment due to socio-cultural and structural challenges. The UNDP's Gender Inequality Index highlights West Africa's high gender disparity in economic and educational participation. Societal norms often limit women to unpaid or informal labour, compounded by fewer girls accessing secondary and tertiary education, which restricts skilled employment opportunities. However, many countries have made steps to mitigate gender-related barriers. Notably, Burkina Faso's National Gender Policy and Senegal's Program for the Advancement of

²¹ <https://www.unep.org/resources/report/land-degradation-and-restoration-sahel>

²² <https://www.fao.org/land-water/land/land-degradation/en/>

Women in Agricultural Value Chains are among the initiatives supporting women's economic inclusion.

Migration dynamics within West Africa are complex, driven by economic needs, environmental challenges, and security issues. Many people move within the region or toward North Africa and Europe for better opportunities, often through irregular channels. Regional policies, supported by frameworks from the African Union, are developing to address migrant rights, integration, and underlying migration drivers (World Bank, 2024c). Countries like Ghana and Nigeria are establishing policies for border management and safe migration, with assistance from IOM and UNHCR. Meanwhile, AfDB's Migration and Development Initiative promotes local economic opportunities to reduce migration pressures.

2.2 EU'S INVOLVEMENT IN THE SLC

The EU's historical and strategic involvement in the SLC region is grounded in its commitment to fostering stability, security, and development. The EU has recognised the complex interplay of factors driving migration, including economic challenges, insecurity, and environmental issues. Mainly, the EU adopted a two-fold approach through the EUTF, which combines humanitarian aid with long-term development strategies aimed at addressing the root causes of migration while managing migration flows.²³

Migration management, skills development, gender sensitivity, and youth employment are integral to the EU's broader agenda for stability and development in the SLC region. By investing in skills training and entrepreneurship programmes, the EU aims to create economic opportunities that can deter irregular migration and enhance resilience among vulnerable populations. Gender-sensitive approaches ensure that women and girls have equal access to these opportunities, empowering them to contribute to their communities and economies. By fostering youth employment, the EU not only addresses the urgent needs of young people in the region but also promotes social cohesion and stability. Together, these efforts reflect the EU's commitment to building a resilient and prosperous SLC region.

The EUTF's interventions in the SLC window focus on creating economic and employment opportunities by supporting projects that enhance labour supply through skills training, financial management, entrepreneurship courses, placement programmes, and cash-for-work (CfW) schemes. Additionally, the EUTF stimulates labour demand by bolstering existing and new MSMEs and promotes self-employment, empowering individuals to establish their own businesses and contribute to the local economy (Pichon, Betant-Rasmussen, 2021).

2.3 CONTEXTUAL BACKGROUND OF HOA

The HoA is endowed with human, social and natural capital but faces a host of challenges driving an influx in the number of refugees and IDPs. These challenges can be traced to the history of weak governance, the prevalence of violent political and armed conflicts, civil strife, climate change and environmental stress in the region.

The region is characterised by a complex mix of **economic development and political governance challenges**. It has witnessed significant economic transformations in recent years, characterised by both growth and persistent issues of governance and socio-political instability. Economic development in the HoA has been uneven, with Ethiopia emerging as one of the region's (and Africa's) fastest-growing economies with an estimated 7.2% growth in Financial

²³ https://trust-fund-for-africa.europa.eu/our-mission/strategy/policy-approach-sahel-and-lake-chad_en

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Year (FY) 2022/2023 (World Bank, 2024d). With a focus on infrastructure, agriculture and manufacturing, the country's Growth and Development Plans I (2010-2015) and II (2016-2020) saw agriculture, industry and service registering an average annual growth rate of 5.3%, 17.2% and 9.7% respectively. This rapid growth, however, has been accompanied by challenges such as inflation, a heavy reliance on agriculture, and the pressing need for economic diversification (World Bank, 2024b). Therefore, the follow-up development plan – the 10-Year Development Plan (2021-2030) – set priorities on diversified growth, financial sector development, infrastructure, urban development, and inclusive institutions with the goals to create jobs and improve living standards, increase access to services, enhance gender inclusion and promote regional integration.

Kenya, which has the largest economy in the region, has seen an average annual growth rate of 4.6% driven by services, agriculture, and technology sectors. Initiatives such as the Nairobi International Financial Centre and advancements in the digital economy illustrate Kenya's ambition to position itself as a regional hub. Nonetheless, issues like unemployment, inequality, and corruption persist, undermining inclusive growth (AfDB, 2024).

Sudan's annual GDP growth rate averaged 1.66% between 2005 and 2023, peaking at 7.70% in 2006 and hitting a historic low of -12.30% in 2023.²⁴ Sudan's real GDP is forecasted to decline by an additional 3.5% in 2024, following a 12% drop in 2023. This economic downturn is driven by widespread destruction of productive infrastructure due to internal conflict, combined with sluggish private consumption and weak export performance (World Bank 2024c; World Bank, 2024e). Inflation reached an average of 230% in 2023, accompanied by a 125% depreciation of the national currency. The collapse of government institutions has hindered public expenditure, while the mass displacement of people has significantly eroded the tax base. Poverty remains widespread, and food insecurity continues to be alarmingly high.

Uganda's economy grew on average by 4.6% over the last ten years, driven by favourable weather, investments in the oil sector, and recently, advancements in the Parish Development Model (PDM), which established over 10,500 savings cooperatives and disbursed \$239 million in loans to 880,000 households in FY23. The industrial sector remains the leading growth driver, followed by services. Growth has also been bolstered by a surge in Foreign Direct Investment (FDI), reaching \$2.3 billion in the first nine months of FY24, primarily due to an oil-related construction boom. Uganda, however, faces growing challenges in sustaining economic growth and reducing poverty due to intensifying shocks and slowing policy reforms. A critical issue is generating productive employment for nearly one million new entrants to the labour market each year. Despite the services sector's significant share of GDP, it has created few jobs, primarily informal and low-skilled. Meanwhile, two-thirds of the workforce remains in agriculture, a sector vulnerable to natural disasters and increasingly frequent climate shocks, with limited capacity for adaptation (World Bank, 2024f).

Conversely, Somalia faces unique economic challenges due to decades of conflict and instability. While there are efforts to rebuild and stabilise the economy, particularly in urban areas, the lack of a cohesive government and ongoing insecurity remain significant barriers to progress. Similarly, South Sudan has continuously seen negative economic growth since 2015 with an average GDP growth of -5.8% between 2015 and 2024. While better harvests and a partial recovery in oil production following flood-related disruptions are lifting overall growth, food insecurity and poverty remain severe due to inflation, external shocks, weak governance, and localised conflicts. The ongoing conflict in Sudan threatens macroeconomic stability, increasing fiscal pressures and humanitarian needs (World Bank, 2024e). Meanwhile, Djibouti aims

²⁴ <https://tradingeconomics.com/sudan/gdp-growth-annual>

to become a logistics hub in the region but must contend with its limited economic diversification and reliance on a narrow set of sectors. Eritrea, on the other hand, struggles with economic isolation resulting from sanctions and limited foreign investment, further exacerbating its economic difficulties.

Political governance in the HoA reflects a mix of **authoritarian regimes, transitional governments, and fragile democracies**. In Ethiopia, recent reforms have sought to promote inclusivity and address ethnic tensions; however, the ongoing conflict in the Tigray region has raised concerns about human rights abuses and the sustainability of these reforms. Kenya's political environment is characterised by competitive multiparty elections, yet corruption, ethnic polarisation, and governance challenges continue to threaten political stability. The 2020 Building Bridges Initiative, which aimed to enhance national unity and reform governance structures, highlights the region's ongoing struggles for political cohesion (The Guardian, 2020).

Somalia's political landscape remains fragile, with a federal system striving for legitimacy amid ongoing security challenges and clan-based politics. The current efforts to hold elections and establish a functional central government demonstrate the potential for progress but also underscore the difficulties in achieving stability. Djibouti maintains relative stability and is strategically significant due to its geopolitical location, but political pluralism remains limited. In contrast, Eritrea's governance is marked by a repressive regime with little tolerance for dissent, maintaining tight control over its population. Uganda has experienced a troubling decline in human rights and freedoms. The civic and political environment has become more restricted due to the enforcement of harsh laws, the repression of opposition voices, and attacks on independent civil society groups. The once unified political elite consensus has disintegrated, with divisive politics now taking center stage.

Displacements and refugee crises

The region has seen a growing number of IDPs and refugees due to conflicts and environmental disasters. Between 2005 and 2015, instability in Sudan, South Sudan, Eritrea, Somalia, and northern Ethiopia intensified forced displacements, leading to more than 8.7 million people displaced (6.5 million of them as IDPs) and about 2.2 million refugees (UNHCR 2015). These figures have drastically increased. UNHCR's 2024 report shows that the conflict and environmental challenges in Sudan, South Sudan, Eritrea, Somalia, and northern Ethiopia have led to 19.4 million IDPs within the East and Horn of Africa, with an additional 5.6 million refugees and asylum seekers. These displacements are further exacerbated by recent climate crises, such as flooding and droughts, affecting millions and complicating the situation for those already vulnerable. The report highlights severe impacts on health infrastructure, food security, and overall livelihood opportunities, with approximately 4.4 million refugees facing significant food insecurity and limited health services, particularly in conflict-affected regions like Sudan. UNHCR emphasises ongoing efforts to address these crises through multi-sector responses focused on health, shelter, protection, and livelihood support (UNHCR, 2024).

The Russia-Ukraine war has also aggravated food shortages, as the region imported 60–80% of its wheat from Ukraine prior to the war. The disruption in supply has sharply raised the cost of staple foods, hitting vulnerable populations hardest (Reliefweb, 2022). In Ethiopia, inflation, particularly food inflation, has surged, driven by both internal economic challenges and external factors like the war in Ukraine. This has significantly impacted the affordability of basic goods and services, worsening the economic situation for many households.

Opportunities

Despite these challenges, regional bodies and country-specific policies have made efforts to accommodate and integrate refugees. The Intergovernmental Authority on Development

(IGAD) plays a pivotal role in coordinating regional responses and promoting comprehensive approaches to migration and displacement. Ethiopia, Kenya, and Uganda have adopted progressive refugee policies, granting refugees access to education, healthcare, and employment opportunities. Uganda, in particular, stands out for its open-door refugee policy, integrating refugees into local communities and granting them land for agriculture.

Significant progress has been made in the follow-up and implementation of pledges by host governments and other stakeholders from the Global Refugee Forum, helping to turn the goals of the Global Compact on Refugees into tangible improvements for both refugees and host communities.

Host governments continue to advance efforts toward integrating refugees into national, sectoral, and local plans, as well as into national statistics. For example, Djibouti has included refugee teachers in its vocational training policy for 2021–2035. In Kenya, the Refugee Act of 2021 has created a favourable environment for refugee livelihoods and economic inclusion, with specific provisions for their inclusion in national and county development plans. In Sudan, the government has actively monitored the implementation of its nine policy pledges from the Global Refugee Forum through an inter-ministerial committee responsible for overseeing and tracking progress and implementation of its nine policy pledges from the Global Refugee Forum through an inter-ministerial committee responsible for overseeing and tracking progress.

Regional engagement has also advanced the objectives of the Global Compact on Refugees. Key initiatives included support for finalising the East African Community's regional refugee management policy, activities under the IGAD Support Platform and its Nairobi Process, a study tour to Uganda, a regional ToT on refugee protection and management, and the signing of a new agreement with IGAD for further collaboration.²⁵

2.4 EU'S INVOLVEMENT IN THE HOA

The EU's long-term interest and commitment to the HoA as a strategic partner is because of the region's geopolitical significance and security concerns, including migration management, counter-terrorism, and regional stability (Council of the European Union, 2011). The EU's engagement deepened significantly after the adoption of the 2015–2020 Action Plan (ibid., 2015), which centred on reducing irregular migration, creating economic opportunities, and enhancing security cooperation with HoA nations. This plan aligned with the EU's Migration Partnership Framework²⁶ and was instrumental in establishing dialogues like the Khartoum Process²⁷, a collaborative platform to manage migration effectively through increased border control, return and reintegration measures, and anti-trafficking efforts.

From 2021 onwards, the EU refined its approach, launching an updated strategy that focused more intensively on the root causes of instability, such as poverty and youth unemployment, as part of its goal to strengthen resilience and promote sustainable development across the region. This shift recognised that addressing socio-economic issues, such as job creation and access to education and skills training, could help mitigate migration pressures. Specifically, it emphasised the role of job creation through support for agriculture and renewable energy sectors, which aligns with the EU's Sustainable Development Goals (SDGs) commitments and the African Union's Agenda 2063 vision (Khartoum Process, n. d.; Clingendael, 2023).

²⁵ <https://www.acnur.org/sites/default/files/legacy-pdf/63315ac04.pdf>

²⁶ https://www.eeas.europa.eu/sites/default/files/factsheet_ec_format_migration_partnership_framework_update_2.pdf

²⁷ <https://www.khartoumprocess.net/about>

Hence, the EUTF in the HoA focuses on enhancing resilience, improving access to essential services, and promoting skills development and job creation for vulnerable groups, including refugees, IDPs, and host communities. Under Strategic Objective (SO) 1 in the HoA, the EUTF is implementing various programmes to boost employability through initiatives such as apprenticeships, job placements, CfW schemes, start-up kits, and support for MSMEs.

3. FINDINGS

Each of the following sections directly addresses an EQ and its corresponding sub-questions, ensuring a structured and targeted approach. The findings are substantiated by evidence derived from the indicators outlined in the evaluation matrix (Annex 5.4)), ensuring alignment with the evaluation framework. Additionally, C4ED incorporates secondary sources from similar studies to provide context and enrich the analysis with broader insights.

3.1 EQ1. CONTRIBUTION TO EMPLOYMENT, JOB CREATION, AND SKILLS

What effects do trainings have on employability of beneficiaries and access to (decent) employment? (EQ1.1)

Finding 1 - strengthened employability through skills development: The evaluations underscore a concerted effort across EUTF-supported projects to enhance the employability of beneficiaries by developing skills (indicator 1.1.3). Most R1 projects evaluated have improved technical, financial, and soft skills and the portfolio evaluation underscores a concerted effort across EUTF-supported projects to enhance the employability of beneficiaries by developing technical skills in areas such as renewable energy, agriculture, and construction. However, the effectiveness of these interventions often depends on well-structured curricula and adequately prepared trainers. As highlighted in R1, the VSLA intervention of the Strengthening Socio-Economic Development and Better Employment Opportunities (STEDE) project (Ethiopia) revealed negative impacts on financial literacy, when training content was misaligned with beneficiaries' foundational skills.

Finding 2 - improved perceptions of employability, but barriers remain: In the HoA and SLC regions, most beneficiaries in the R1 and R2 studies reported improved perceptions of their ability to secure wage employment or start and improve businesses after participating in training initiatives (indicators 1.1.1 and 1.1.2) as they are aligned with the labour market needs (see findings for EQ1.3), despite labour market challenges. This said, proactivity in job searching exhibited mixed results (indicator 1.1.3). Societal norms and market saturation restricted broader employability outcomes, with some women and refugees experiencing cultural and structural barriers, respectively, to job searching (indicator 1.1.5).

Finding 3 - employability gains with risks of exploitation: R2 findings showed the practical trainings' potential for improving employability but the approach also comes along with the risk of the exploitation of trainees. Initiatives such as strengthening partnerships with the private sector and encouragement to retain trainees appear to be promising solutions to overcome such risks. Despite challenges in job placement and market saturation, targeted training in niche sectors, such as the bioclimatic masonry trade under the Comitato internazionale per lo sviluppo dei popoli (CISP) project (Niger), provided positive employment prospects by aligning specialised skills with emerging labour needs.

Finding 4 - strengthened MSMEs and entrepreneurial opportunities/gains: EUTF-funded projects have also supported MSMEs' development, encouraging self-employment and enhancing existing businesses. Based on R2 findings, beneficiaries, many of whom had existing IGAs,

gained enriched skill sets, boosting business development and entrepreneurial opportunities (indicators 1.1.1 and 1.1.2). The assessments from R2 (and the limited view on this aspect from R1) indicate an optimistic outlook among trainers and beneficiaries regarding the beneficiaries' employment potentials (indicator 1.1.3).

What impact does EUTF support have on access to (decent) employment? (EQ1.2.)

Finding 5 - limited reporting on employment outcomes: The desk review highlights limited explicit reporting on employment effects, with only 29% of contracts mentioning outcomes (indicator 1.2.1). This rate is higher in the SLC compared to the HoA. However, the quality of employment, such as job security and conditions, was often not characterised, underscoring a need for clearer differentiation in future reporting exercises.

Finding 6 - moderate employment impact with measurement sensitivities: Overall, the R1 studies measured a weighted mean effect of +2.7 pp in beneficiaries' likelihood of having a stable job. In other words, for every 100 beneficiaries selected and/or supported, almost three more people out of every 100 participants supported were able to find jobs as a result of the EUTF-funded projects (Figure 13 – indicator 1.2.1). However, it is important to mention that the average effect size is sensitive to how one measures the average and to the studies included in the calculation. When not taking into account the precision of the studies, the mean effect is of +9.2pp as the studies with the most precise estimations have also low (or even negative) impacts. It is challenging to compare to other meta-studies given the specific geographical scopes, the types of projects covered and the definition of employment:

- The large meta-analysis conducted by (Card et al., 2018) reports a +5.3pp average weighted impact but includes active labour market programmes implemented in high- and low-income countries.
- The more recent meta-analysis conducted by (Agarwal & Mani, 2024) in Low or Middle-Income Countries (LMICs) reports an average weighted impact of +4pp but only focuses on training programmes.

Given that the R1 evaluations cover *stable* employment (and not the standard definition of employment)²⁸ and impact estimates are of similar magnitude than in other meta-studies, it is reasonable to assume that the EUTF-funded projects had similar levels of impacts on employment (Agarwal & Mani, 2024; Card et al., 2018).

Finding 7 - MSMEs boost employment; quality mixed: The support of MSMEs, particularly in the SLC, was identified as important to enhance employment capacities in R1 and R2 (indicator 1.2.6). Strategies included improving access to financial services and entrepreneurial skills. MSMEs supported by the DURAZINDER project (Niger) were more capable of taking financial risks, improving profitability, and creating jobs. The TUUMA project (Burkina Faso) led to improved working conditions through modernised techniques, and employees receiving contracts. In R1, strategies to promote MSMEs have also proven to be effective for entrepreneurs such as the BD development component in the Tekki Fii project (The Gambia) and the financial literacy training in the RISE project (Uganda). However, findings suggest more mixed outcomes in MSME contributions to employment growth, with projects like GrEEn project (Ghana) and PARERBA project (Senegal) improving economic performance but falling short of offering (decent) jobs.

²⁸ Stable employment is defined as having worked during at least one month in the past six months before the interview. Standard measures of employment usually refer having worked for at least 1 hour in the past 7 days.

Finding 8 - finding stable jobs take time; improved self-employment; dual support improves outcome: The R1 and R2 studies allow us to draw recurrent patterns of the impacts on employment:

- It takes a long time to find a stable job, with impacts 18 months after the training systematically larger than those measured earlier, which is in line with the literature (Card et al., 2018). This is likely due to the lock-in effects that refer to beneficiaries suspending their normal job search efforts and devoting their time to project activities, leading to no improvement or even a worsening of the situation just after the project. Concretely, beneficiaries need time to find appealing job opportunities, especially in labour markets where employers struggle to signal their capacity to hire new workers and where job seekers have difficulties signalling their availability to work. In a similar vein, opening a business can be a long process as it requires planning and capital, the latter being particularly scarce among the targeted populations.
- Beneficiaries tend to open their own business and become self-employed. Qualitative findings point to the limited economic opportunities in the existing private sector as the principal reason. This trend towards self-employment is key to considering the support needed.
- The combination of technical and entrepreneurial support in R1 studies has been particularly effective in promoting employment, showcasing the benefits of a dual approach, even if beneficiaries do not end up opening their own business.
- The impacts on decent employment are more nuanced. Indeed, most projects tend to offer (access to) low-skilled jobs and, even in the best cases, only the less vulnerable beneficiaries (men, host community members) have access to better jobs. This said, different studies (Second component of the RISE project (Uganda), Tekki Fii project (The Gambia) and the Parcours INTEGRA project (Guinea)) also demonstrate that by promoting male employment in manufacturing trades, the projects also expose them to more job-related hazards.

Finding 9 - barriers to employment: The evaluation of the R1 and R2 projects has identified recurrent barriers to employment that beneficiaries have been confronted with (indicator 1.2.2).

- The private sector has limited capacity to hire newly trained individuals. Though in some studies beneficiaries find wage employment, most evaluations report difficulties in finding a job in an existing firm. This is not surprising as firms in Sub-Saharan Africa are usually informal MSMEs with limited means (Benjamin & Mbaye, 2012). Consequently, jobs offered by existing firms are often low-paid and do not offer decent working conditions (see Finding 8). Hence many beneficiaries attempt to start their own business.
- Limited access to capital to open a business: Considering beneficiaries' tendency for self-employment, access to capital is key. Although the PMS suggests that 63% of the projects have helped overcome financial barriers, the different R1 studies and qualitative interviews in R2 have reiterated the importance of start-up financial or material capital, in order for beneficiaries to make use of the new skills acquired. The most affected groups are the most vulnerable profiles such as women and refugees who have more limited access to capital than men and host community members.
- Misalignment between the skills taught and the skills needed by employers: Most conventional Technical and Vocational Education and Training (TVET) projects use a labour market assessment to align needs and promoted skills. However, the study of the Parcours INTEGRA project (Guinea) showed that a personalised approach regarding the beneficiaries can be counterproductive if it focuses on developing skills that don't align with the demands of potential employers.

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- Women-specific challenges (see section 3.5 for more details):
 - Social norms leading women to spend more time performing domestic tasks than men, consequently limiting their availabilities for job search
 - Geographical restrictions, allowing them to only seek economic opportunities within the same community
 - Traditionally gendered trades
- Refugee-specific challenges (in HoA – see section 3.5 for more details):
 - Language barriers and communication challenges that may have discouraged employers from hiring them
 - The trainings provided might have not been sufficient to bridge the gap with host community members who had, on average, a higher level of formal education.
 - Geographical restrictions due to their status (although this varies across countries given the different legislations regarding refugees)
 - Limited access to professional ties where there is limited social cohesion with the host communities
 - Trauma or mental health challenges that can impact their ability to engage in job searches or employment

To what extent do the skills acquired from trainings match the demands from the job market in the regions where the intervention took place? (EQ1.3)

Finding 10 - labour market assessments improve project targeting and partnerships: R1 and R2 results emphasise the importance of conducting thorough labour market assessments before and during project implementation (indicators 1.3.1 and 1.3.2). These assessments have helped identify in-demand skills, tailor training projects to meet industry needs, and ensure resources are invested effectively. They also involve consultations with key stakeholders, fostering partnerships and support.

Finding 11 - market assessments tailor context-specific training: Several projects that conducted market assessments, such as the LISEC project (Ethiopia), the second component of RISE project (Uganda), JCTD project (South Sudan), TUUMA project (Burkina Faso), JEEN project (Niger) and DURAZINDER project (Niger) successfully matched training to market demand. Beneficiary interviews confirmed the alignment of training with local contexts and needs, which enabled many of them to start or improve the IGAs. However, exceptions like the Parcours INTEGRA project (Guinea) and ABLIG project (Kenya) highlight the importance of careful assessment and tailoring training to specific contexts.

Finding 12 - inadequate market assessments yield misaligned training and low engagement: Projects that did not conduct adequate market assessments, like the ABLIG project (Kenya), faced challenges. Graduates, particularly refugees, expressed a desire for different training options that better aligned with market needs in the camps. The lack of assessment also affected participant involvement and support group formation. For groups like returning migrants, market assessments were difficult to complete as they are a continuously moving population. In the end, some projects were irrelevant (indicator 1.3.4). An example is the Ethical Fashion project in Burkina Faso which sought to reintegrate returnees and provide them with economic stability through tailoring and knitting. Unfortunately, the trade was considered female-oriented, and most returnees were male. Hence, they did not join the activity.

Finding 13 - strong partnerships, unclear labour market alignment: The majority of projects involved partnerships (indicator 1.3.3). Data from the PMS indicates that 52% of projects

included stakeholders in funding or implementation, with public and private entities playing significant roles. Of the partnerships on implementing project activities, 77% were public entities, while 63% included private stakeholders, with a higher rate of public partnerships driven by projects in the HoA. The data also highlights a notable variety in types of private stakeholders, though there is a tendency to collaborate with employers and TVET centres. On average, each multi-stakeholder project included three private stakeholders. However, only a small percentage of project documentation explicitly stated whether skills promoted matched labour market needs.

In what circumstances are EUTF interventions supporting labour demand or labour supply the best option to providing employment opportunities to their final beneficiaries? (EQ1.4)

Finding 14 - inclusive targeting for vulnerable group: The EUTF-funded projects largely focused on addressing the employment needs of specific vulnerable groups (indicator 1.4.1). The programme prioritised individuals based on their sociodemographic status, such as youth, women, returning migrants, refugees, and host community members. The targeting strategy also considered employment and education status, particularly focusing on those not in employment, education, or training (NEET). This approach reflects the programme's commitment to inclusive economic growth by addressing the needs of these significant demographic groups.

Finding 15 - tailored designs benefit many; challenges persist for IDPs/disabled: The design of EUTF-funded projects demonstrated a strong emphasis on tailoring interventions to the unique characteristics of the targeted populations (indicator 1.4.2). Most projects took into account the needs and economic circumstances of the beneficiaries and factored in their technical and managerial skills during the design phase. Notably, projects targeting youth, women, returnees, and host communities showed high levels of adaptation to the specific needs of these groups. However, projects targeting IDPs and disabled individuals faced more challenges in adapting their designs, likely due to the complex barriers to employment that these populations experience.

Finding 16 - financial support effective; social and literacy barriers insufficiently addressed: The EUTF projects focused on overcoming obstacles such as lack of technical and managerial skills, as well as limited access to finance (indicator 1.4.3). The importance of addressing financial barriers is highlighted by the positive impact on employment outcomes observed in projects like Tekki Fii project (The Gambia), the second component of the RISE project (Uganda), and STEDE project (Ethiopia), which directly tackled these barriers by providing financial support. However, the sources also reveal that some barriers received less attention, particularly social norms and discrimination, which were only addressed by a limited number of projects, particularly in the SLC region. Similarly, barriers related to literacy, numeracy, and physical limitations were not consistently addressed across projects.

Finding 17 - hands-on training central; practical methods enhance skills: Hands-on training was a central component of the EUTF programme's approach to skills development (indicator 1.4.4). The majority of projects utilised either hands-on training exclusively or a combination of hands-on and classroom training, recognising the importance of practical experience in acquiring and applying skills. Several projects, including the GrEEn project (Ghana), Tekki Fii project (The Gambia), the second component of the RISE (Uganda), PECOBAT project (Mauritania), and Promopêche project (Mauritania), are cited as examples of this emphasis on

hands-on learning. These projects incorporated approaches such as “learning by doing,” industrial placements, and “chantier-école” to provide beneficiaries with concrete professional experience.

Finding 18 - mixed alignment: stakeholder engagement effective, local tailoring inconsistent: EUTF-funded projects demonstrated efforts to align with contextual needs and priorities (indicator 1.4.5). However, the sources describe a mixed picture, with some projects exhibiting strong alignment with local circumstances and beneficiary requirements, while others revealed potential gaps. Successful projects often engaged actively with key stakeholders, including EUDs, ministries, refugee organizations, local authorities, development partners, and beneficiaries. In some cases, these engagements led to formal partnerships through Memoranda of Understanding or consortia. However, challenges were also observed, with some projects experiencing a lack of internal coherence between components, suggesting that a fully integrated and context-sensitive approach was not always achieved. In these, instances the projects aligned with national policies but lacked specific details on tailoring activities to the unique needs of different regions or communities.

To what extent are training facilities ‘fit-for-purpose’ in delivering skills training to final beneficiaries? (EQ1.5)

Finding 19 - trainers highly rated; delivery effectiveness remains inconsistent: The evaluation emphasises the importance of well-prepared trainers in delivering effective skills training. Project implementers generally prioritise hiring qualified and experienced trainers, as demonstrated by the fact that most project PMs and beneficiaries rated their trainers as experienced (indicators 1.5.1 and 1.5.2). In some instances, projects went a step further by investing in ToT to ensure their trainers are equipped with the necessary pedagogical skills and up-to-date knowledge. This emphasis on trainer quality is further validated by positive feedback from graduates, who commended trainers for their knowledge, clear explanations, patience, and ability to adapt to trainee needs.

A notable example highlighting the commitment to trainer quality is the second component of the (RISE) project (Uganda). The project not only recruited trainers with a minimum of two years of experience and relevant educational backgrounds but also provided them with a refresher training to enhance their skills. This comprehensive approach to trainer selection and development likely contributed to the project's positive impact on employment outcomes.

However, some findings underscore that simply having well-trained trainers and adequate facilities is not sufficient to guarantee effective skills training. The delivery of training plays a crucial role in translating acquired knowledge and skills into tangible outcomes.

A case study from the STEDE project (Ethiopia) project, which aimed to promote financial literacy, illustrates this point. Despite having well-trained trainers, the project observed negative effects on financial literacy scores, partly due to incomplete training delivery. This emphasises that factors such as curriculum design, teaching methodologies, and the overall learning environment can significantly impact training effectiveness.

Finding 20 - well-equipped training facilities have supported effective skills training: Interviews both in R1 and R2 consistently portray a positive perception of the training facilities' suitability for delivering skills training (indicator 1.5.1). The PMS data reveals that facilities, equipment, and tools are generally considered at least “somewhat adapted” across different projects and geographic locations (Figure 19). This suggests that training facilities are generally well-equipped and meet the basic requirements for effective skills training.

Finding 21 - necessary training equipment provided; safety, timing and quality issues remain: The availability of necessary equipment is crucial for practical skills training. The findings indicate that technical materials were commonly provided, especially for trades requiring hands-on experience (indicator 1.5.3). This is unsurprising given the emphasis on hands-on training in many projects.

However, the provision of safety equipment was less consistent, with only half of the projects providing such equipment when deemed relevant. This inconsistency raises concerns about potential safety hazards for trainees and highlights an area for improvement.

Furthermore, R1 studies identified challenges related to the timing, quantity, and quality of equipment provided. For instance, the evaluation of the RISE project reported delays in equipment delivery and a shortage of equipment in some trades like tailoring. These findings suggest that while efforts are made to provide the necessary equipment, logistical challenges and resource constraints can hinder timely and adequate provision.

Accessibility to training locations also emerged as a concern. While training venues were often situated in central locations, they were not always easily accessible to all trainees. Nevertheless, many EUTF projects carefully considered location accessibility and potentially implemented measures to facilitate transportation and/or accommodation for those facing accessibility barriers.

Finding 22 - training content generally positive, but updates needed for relevance: Regarding training content, the overall perception is positive, with most respondents viewing it favourably (*indicator 1.5.1*). However, trainers from ABLIG project (Kenya) suggested the need for content updates, indicating a potential gap between current training content and evolving industry demands. Furthermore, some trainees ABLIG project – Kenya) expressed dissatisfaction, finding the skills learnt in certain trades to be too basic. This suggests a need for ongoing assessment and adaptation of training content to ensure its relevance and alignment with labour market requirements.

Finding 23 - training good overall; safety, logistics, content updates needed: While the sources paint a generally positive picture of training facilities and trainer preparedness, several areas for improvement emerge. These include:

- Ensuring consistent provision of safety equipment to mitigate potential risks for trainees during practical sessions.
- Addressing logistical challenges and resource constraints that hinder the timely and adequate delivery of training equipment.
- Improving accessibility to training locations for all trainees, considering factors such as transportation and accommodation.
- Regularly assessing and updating training content to align with evolving industry demands and address any gaps in relevance.
- Continuously evaluating and refining training delivery methods to optimise knowledge transfer and skill development.

3.2 EQ2. CHANGE IN RESILIENCE AND LIVELIHOODS

What effects do trainings have on economic livelihoods? (EQ2.1)

Finding 24 - limited impacts on livelihoods and resilience, mixed outcomes: According to the desk review, EUTF-funded projects primarily focused on employment and skills development, with income improvement, savings promotion, and resilience enhancement being secondary objectives (Figure 2). Only 19% of EUTF projects reported a positive impact of training on livelihoods and resilience (indicator 2.1.1). The majority of projects either did not report on these outcomes or indicated no effect. Income was the most commonly used indicator for assessing livelihood and resilience, followed by financial services and savings. There were regional variations in the use of indicators, with HoA projects showing higher concentration in income, savings, and financial services, while SLC projects employed a wider range of outcomes, such as business survival and liquidity.

Finding 25 - training plus start-up capital have boosted income: Beneficiaries who received training and start-up capital reported income improvements due to new or enhanced IGAs. They acquired skills in financial management, market expansion, and customer service, and the means to translate these skills into tangible income-generating opportunities, enabling them to increase sales and improve income (indicator 2.1.1). However, beneficiaries who did not receive start-up capital experienced less income improvement, as many had not yet started businesses or secured employment at the time of the interviews.

This highlights the importance of providing holistic support that encompasses both skills development and financial resources. This integrated approach empowers individuals to effectively establish and expand their IGAs, leading to more sustainable livelihood improvements.

Finding 26 - improved income from improved employment, but low wages and disparities persist: Projects that positively impacted employment also tended to increase the income of beneficiaries. However, the link between employment and improved income is not always consistent. The findings highlight the complex relationship between employment and income, indicating that increased employment does not always translate into improved income. Factors like low wages, particularly among vulnerable groups (women and refugees), have undermined the positive impact of employment on income levels. This finding underscores the need for interventions that not only create jobs but also ensure decent work conditions and fair wages.

Finding 27- time-bound projects lack long-term impact; sustainable support needed: The time-bound nature of many EUTF activities raises concerns about the sustainability of their impact on livelihoods. Some interventions, such as the CfW approach in the GrEEen project (Ghana) and financial support in PECOBAT project (Mauritania), provided income during the project's duration but lacked clear long-term effects. The few CIEs conducted on public works also confirm that impacts fade once beneficiaries leave the project (Card et al., 2018), suggesting the importance of including job search coaching and/or the need to complement with support to access financial services. Similarly, the survival of newly created IGAs in projects like Tekki Fii project (The Gambia) and the OYE component of the GrEEen project (Ghana) was uncertain, and investments took time to generate profit (indicator 2.1.2). These findings suggest that job search coaching and access to financial services are crucial for sustainable income improvement.

What effects does MSME support have on resilience? (EQ2.2)

Finding 28 - savings behaviour improved through projects and training: The EUTF projects have shown positive results in promoting savings as beneficiaries are more likely to save regularly via saving groups, mobile money services or by using a bank account (indicator 2.1.3). Beneficiaries interviewed within R2 who received financial awareness training reported increased awareness of the importance of savings, particularly through banks and savings groups.

Finding 29 - limited access to formal finance but flexible alternatives prevail: However, the impact of EUTF projects on access to financial services has been mixed (indicator 2.1.4). While these projects aimed to connect beneficiaries with financial institutions, only a small number of beneficiaries actually borrowed from these institutions. This was mainly due to factors such as lack of collateral and high interest rates. Some beneficiaries opted for alternative sources of financing, such as borrowing from family members, which offered more flexible terms. For participants in group settings, savings groups provided a viable means of accessing finance, as they allowed members to pool funds and borrow from the group at lower interest rates.

Finding 30 - income growth and agriculture training have boosted food security: Beneficiaries reported an improvement in food security as a result of the EUTF projects (indicator 2.1.5). This improvement was attributed to increased income and livelihood diversification. Certain projects specifically focused on enhancing agricultural practices by providing training on improved techniques and technologies. For example, ABLIG project (Kenya) introduced permaculture approaches, such as water harvesting, mixed cropping, and integrated pest management, to farmers. These techniques aimed to enhance resilience to shocks and promote self-reliance among farming groups.

Finding 31 - agroecological farming has boosted income and nutrition: The ABLIG project (Kenya), as recorded in the farm enterprise tracking tool, demonstrated an increase in income for beneficiary farmers from the sale of produce grown in agroecological sites. This data highlighted an increase in income from vegetables, bananas, sweet potatoes, cassava, lemon grass, and tomatoes. Observations by Danish Refugee Council (DRC) staff indicated a reduction in nutritional deficiencies in areas where these projects were implemented. Similar trends of improved food security and income were observed in JCTD project (Sudan), JEEN project (Niger) and TUUMA project (Burkina Faso).

3.3 EQ3. OPERATIONAL EFFICIENCY AND TIMELINESS

Did EUTF projects implement efficient practices? (EQ3.1)

Finding 32 - positive market assessment and curriculum development efforts; limited modern trade impacts: Significant efforts were made to maximise project impact, such as labour market assessments and curriculum development, as exemplified by the Tekki Fii project (The Gambia). Despite these efforts, impacts on employment in modern trades were limited, possibly due to inadequate market challenge identification (indicator 3.1.1).

Finding 33 - varied robustness in selection process. Dropouts higher in light process: The selection processes varied significantly. The second component of the RISE (Uganda) and Parcours INTEGRA (Guinea) project used a cost-effective, light selection process, resulting in high dropout rates and increased resource allocation for replacements. In contrast, Tekki Fii

(The Gambia) used a more robust selection process with dual stages, resulting in fewer dropouts but with unclear cost-effectiveness (indicator 3.1.2).

Finding 34 - projects adapted well to COVID-19 challenges; Unclear financial efficiency:

R1 projects' reaction to COVID-19 challenges varied across projects. For instance, the Tekki Fii project (The Gambia) switched to distance learning, although the short duration of the SoPE raises questions about investment efficiency, unless remote/hybrid trainings are adopted in a sustainable way. Meanwhile, other projects requested no-cost extensions. While this strategy is more staff-friendly than adopting an e-learning approach, it will remain unclear whether it is the most financially efficient given that it implies extending the fixed costs (indicator 3.1.3).²⁹

Finding 35 - no centralized monitoring was detrimental: None of the R1 projects employed a centralised, digitalised monitoring system. This contributed to coordination issues, increased costs, and reduced responsiveness. Efforts by GIZ staff in the second component of the RISE project (Uganda) to create tailored monitoring tools demonstrated initiative for process improvement (indicator 3.1.4). However, the adoption of a monitoring system should be discussed before the start of the implementation of the activities.

3.4 EQ4. (UN)-INTENDED EFFECTS

Which intended and unintended, positive and negative outcomes did EUTF interventions contribute to, for whom and how? (EQ 4.1)

Finding 36 - positive unintended outcomes enhance well-being, cohesion, and financial access: The desk review and PMS show the presence of positive unintended outcomes, more so in the HoA than in the SLC. Qualitative interviews expand on four overarching positive unintended outcomes (indicator 4.1.1). They include:

- While support to beneficiaries in groups (VSLAs, cooperatives) was intended to increase savings, and improve incomes and livelihoods, in some cases (ABLIG project – Kenya, LISEC Green Jobs project – Ethiopia, and JEEN project – Niger), they fostered psychosocial well-being and social interactions, particularly among women.
- The successful EUTF projects in Niger became models that non-beneficiary communities admired and sought to emulate.
- In some instances, EUTF projects that aimed to enhance financial service accessibility for beneficiaries, exceeded expectations. For example, in Tahoua and Zinder, micro-finance institutions, inspired by the JEEN project (Niger), expanded their services to the entire communities where they worked. They were originally meant to support only the beneficiaries engaged in the financial inclusion activities of the JEEN project (Niger).
- The findings indicate an improvement in social cohesion through the impact of training on the integration of host and refugee communities. In Uganda (second component of the RISE project – Uganda, SUPREME project – Uganda), training fostered acceptance between refugees and the host community. However, in Kenya, similar levels of integration were not observed due to a lower emphasis on classroom interactions and extra-curricular activities.

Finding 37 - unintended negative outcomes including oversupply of labour and workplace hazards: The desk review and PMS also highlight some negative unintended outcomes (indicator 4.1.1).

²⁹A more detailed analysis of the financial data and their longer term strategies coupled with simulations of health crises would be needed to assess the most efficient approach.

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- Training projects for popular trades like tailoring and catering led to a surplus of skilled workers that the private sector was unable to absorb, resulting in unemployment or low wages for graduates.
- EUTF interventions, particularly in the HoA, have prioritised the creation of new IGAs, often to the detriment of existing businesses in need of support. For example, in Uganda, established but struggling businesses in areas targeted by EUTF operations have been unable to compete with newly created, EUTF-supported businesses, resulting in some being forced out of operation. While EUTF projects aimed to empower women economically and socially, this empowerment sometimes led to tension and violence from men who felt threatened. Projects attempted to mitigate this by communicating the benefits to men.
- R1 studies demonstrate that by promoting employment among men in the manufacturing sector, EUTF-funded projects also exposed them to more occupational hazards (job-related injuries and sickness).
- Promoting skills can increase the desire to migrate as beneficiaries feel better equipped to find employment and succeed in other regions of the country or in other countries as suggested by the R1 studies in Mauritania (PECOBAT and Promopêche) and on the Parcours INTEGRA project in Guinea.

In addition to the unintended outcomes listed above, the following relate to unintended outcomes associated to migration (C4ED expands on these points in the next section (EQ 4.2)):

- If the labour market cannot absorb the newly trained beneficiaries, it can lead to disappointments given the efforts undertaken to improve their situation and eventually, they could become more eager to migrate as demonstrated in the evaluation of the Parcours INTEGRA project (Guinea).
- Social integration can materialise by an individual finding a job and having a specific role in the community as demonstrated in the evaluation of the second component of the RISE project (Uganda).
- The VSLA intervention in the STEDE project (Ethiopia) shows that if an intervention does not promote inter-community interactions, it can strengthen preexisting ties but also reinforce social tensions between communities.

How did EUTF interventions change the intentions to move in search of employment (regionally/nationally/ internationally) for beneficiaries? (EQ 4.2)

Finding 38 - limited migration focus; outcomes rarely measured, intent varies: According to the desk review, 28% of the EUTF projects aimed to address migration-related issues, but only 7% measured outcomes related to migration, showing that addressing migration was not the key goal of the EUTF-funded projects due to objectives too largely defined and IPs not aligning their activities to EUTF's goal of reducing irregular migration. C4ED findings show that the targeted populations had varying levels of intent to migrate, with higher intentions among refugees in Kenya under the ABLIG project but overall, a relatively low number of beneficiaries expressed a desire to migrate beyond their local or regional areas.

Finding 39 - insecurity continues to drive migration; safety outweighs project benefits: Conflicts, instability, and unfavourable refugee conditions are significant drivers of migration. For instance, in Niger, Burkina Faso and Sudan, security concerns have outweighed the benefits of EUTF projects, leading individuals to prioritise their safety and migrate (indicator 4.2.1). Similarly, Somali refugees in Dadaab (ABLIG project – Kenya) expressed intentions to migrate due to restricted movement and limited employment opportunities within the camp.

Finding 40 - economic benefits have fostered IGAs, reducing migration: Beneficiaries in some projects highlighted that the economic benefits created by EUTF projects have encouraged them to stay because they could now start or improve their IGA through EUTF support (indicator 4.2.1). This was an affirmation of outcomes collected from PMs. For example, the TUUMA project (Burkina Faso) provided subsidies that enabled young people to engage in local IGAs, reducing their inclination to migrate. Similarly, the DURAZINDER project (Niger) reduced circular migration by creating off-season gardening opportunities.

Finding 41- mixed migration impacts: Skills training and support for MSMEs have mixed impacts on migration (indicator 4.2.1). While these interventions have encouraged individuals to stay and pursue local opportunities (see finding 41), they have also increased the desire to migrate if beneficiaries feel better equipped to find employment elsewhere, a result corroborated by the European Court of Auditors 2024). For example, skills training under the second component of the RISE project (Uganda) led some South Sudan refugees to consider returning home, believing their enhanced skills would give them a competitive edge in the South Sudan job market. Moreover, with the perception of improved employability, beneficiaries of many projects (e.g., ABLIG project – Kenya, JEEN project – Niger, and DURAZINDER project – Niger) further expressed a desire to move to bigger towns and cities where they would find jobs.

Finding 42 - social integration have reduced migration intentions but may spark tensions in some contexts: The R1 studies in HoA suggest that projects could indirectly affect the migration intentions of refugees through social integration and not only by promoting employment. For example, the second component of the RISE project (Uganda) increased the refugees' interactions with the host communities, their implication in social groups, and their trust in their peers from the host communities. These positive impacts are likely due to the long-term training provided to both target groups on the same premises.

However, the introduction of VSLAs in the STEDE project (Ethiopia) may have created a sense of competition among community members. Also, issues like mismanagement, lack of transparency, and unmet expectations within VSLAs likely have also contributed to the decline in trust. The findings in this study suggest that not prioritising inter- and intra-community interactions can exacerbate social tensions.

Which outcomes are likely to be long-lasting, why, why not? (EQ 4.3)

Finding 43 - exit strategies and access to capital have been vital for sustainability. Social and financial barriers to sustainability remain: EUTF projects have created an enabling environment, fostering lasting positive impacts for beneficiaries by having exit strategies (indicator 4.3.1) and tackling barriers to project continuation (indicator 4.3.3).

Preparing exit strategies has been crucial for ensuring the long-term benefits of EUTF projects. Most initiatives included such strategies, often involving the transition of activities to local governments (indicator 4.3.1). For instance, PMs interviewed emphasised that transferring resources to local governments and institutions would help sustain project outcomes. Trainers and local government officials further noted their ability to leverage these resources and knowledge to continue activities initiated under the EUTF projects.

Some initiatives tackled deeply entrenched patriarchal norms and societal expectations around women's roles or introduced gender-transformative activities. Respondents reported shifts in societal attitudes and increased acceptance of women in traditionally male-dominated trades, such as those targeted by the second component of the second component of the RISE project (Uganda).

Additionally, beneficiaries who started their own businesses developed a sense of ownership, enabling them to sustain activities beyond the project's completion. For vulnerable groups, the lack of start-up capital remains a significant barrier to applying newly acquired skills, thereby limiting long-term sustainability (indicator 4.3.3). However, beneficiaries connected to financial institutions are better positioned to experience lasting impacts, as access to loans enables them to reinvest in and grow their businesses (indicator 4.3.5).

Finding 44 - partnerships key to sustainability: Partnerships in EUTF projects, particularly public-private partnerships, have been key to enhancing ownership and sustainability of training outcomes including IGAs (indicator 4.3.2). These partnerships aligned development goals with long-term economic opportunities and encouraged private sector involvement beyond the initial project phases. Government partnerships helped align projects with national development plans, while private institutions offered technical expertise and employment opportunities. Notably, 52% of projects collaborated with external stakeholders for funding or activity implementation.

To what extent do EUTF interventions and projects contribute to policy change, particularly relating to labour market systems, employment policies, and reforms? (EQ 4.4)

Finding 45 - policy reforms influenced through engagements: EUTF projects primarily impacted policy reforms indirectly at the national level, often through engagement with government officials and participation in policy dialogues (indicator 4.4.1). However, in some cases, such as South Sudan and The Gambia, the EUTF played a more direct role in initiating new policies. At the sub-national level, the EUTF was more successful in influencing policy reforms, especially in areas like labour, by targeting budgets and incorporating development priorities into local governance frameworks. Therefore, targeted engagement and alignment with local and national priorities are crucial for achieving sustainable policy impacts.

3.5 EQ5. INCLUSIVE IMPLEMENTATIONS

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? (EQ 5.1)

Finding 46 - improved employability but socio-cultural barriers persist: Both R1 and R2 demonstrate a positive shift in the employability for both men and women by improving their confidence in being able to start a business or secure wage employment or/and tackling the skills and financial barriers faced by women (indicator 5.1.1). Projects like the Tekki Fii project (The Gambia) showed that initiatives aimed at boosting women's employability perceptions often brought them closer to the confidence levels exhibited by men and even reduced the employment-gap. A deeper exploration of the perceived employability scale suggests that is mainly due to an increased confidence in the usefulness of their skills and capacity to overcome selection processes. As demonstrated in other studies, larger impacts on females are often due to a convergence mechanism³⁰ as males were more likely to have a job before the project (Card et al., 2018; Stöterau et al., 2022).

³⁰ The process where disparities between two groups decrease over time due to a faster rate of improvement in the group that initially lagged behind. This process occurs when interventions, external influences, or natural developments enable the disadvantaged group to catch up, leading to a reduction in the gap between them and the more advantaged group.

However, it is important to note that women still faced considerable socio-cultural barriers that undermined their job-seeking efforts and their perception of employability when competing with men to find a job, which limited their employment prospects. This suggests that while skills training is essential, addressing competitive dynamics is equally crucial to ensure equitable outcomes.

Finding 47 - group initiatives have enhanced women's employment and livelihoods: In R2, results suggest that women actively involved in groups such as VSLAs and cooperatives reported greater employment benefits and improved livelihood outcomes. Although R1 studies did not explicitly focus on group dynamics, it consistently emphasised the importance of structural support in facilitating women's entry into the job market. This points to the significant advantages of collective initiatives, which can provide necessary social and economic resources for women navigating employment challenges.

Finding 48 - persistent gender gap in employment: Results highlight concerns regarding employment quality. While R2 participants noted slight improvements in employment among both genders, the R1 findings reveal a more nuanced picture: Women often secured jobs that were lower-paying and more likely to be informal than those obtained by men (indicator 5.1.1). Projects such as the second component of the RISE project (Uganda) and the Tekki Fii project (The Gambia) showcase how male beneficiaries reached better working conditions and income growth, illustrating a persistent gender pay gap and disparities in job quality that require further attention.

Finding 49 - persistent social-cultural and structural barriers for women's employment: In addition to the barriers listed in Finding 9, the different sources identify additional ones that women faced when seeking employment, even after participating in projects designed to improve their employment outcomes:

- Socio-cultural barriers and gender norms: R1 studies consistently highlight how social pressure, constraints and stigma persisted even after benefiting from the project, limiting their access to economic opportunities, especially in traditionally male-dominated trades.
- Limited access to resources: Women often faced disadvantages in accessing financial resources, business networks, and mentorship opportunities, further hindering their ability to start businesses or advance in their careers.
- Domestic responsibilities: Women's disproportionate burden of domestic responsibilities, including childcare and housework, limited their flexibility and ability to invest resources for job searching and engaging in full-time employment.
- Discrimination: Despite having improved skills, the evaluation of the second component of the RISE project (Uganda) demonstrates that women may be perceived by employers as less capable or reliable than men, particularly due to potential pregnancy and childcare-related absences.

Finding 50 - limited refugee targeting; modest employment impacts: Only a third of the EUTF projects in the portfolio targeted refugees and are mainly concentrated in HoA (Figure 15). Hence, the evidence of impacts on this target group is limited compared to the impacts on women (see findings above). This said, when projects did target refugees, R1 and R2 results suggest positive impacts on employment, though with more limited evidence on the impacts on decent employment compared to the evidence on host community members (indicator 5.1.1).

Finding 51 - mixed results on social cohesion: The two projects that aimed at promoting social cohesion provide mixed results. The second component of the RISE project (Uganda) led to refugee beneficiaries being more socially integrated 18 months after the training, thanks to the

positive impacts on employment and the project design (long-term training, curricular and extra-curricular activities). However, the VSLA intervention of the STEDE project (Ethiopia), which did not prioritise inter-community interactions, exacerbated mistrust and competition between the communities to access limited resources. See Finding 42.

Finding 52 - additional barriers for refugees: In addition to the barriers listed in Finding 9, the different sources identify additional ones that refugees faced when seeking employment, even after participating in projects designed to improve their employment outcomes:

- Limited geographic mobility: Refugees often face restrictions on their movement, confining them to designated camps or settlements. This limits their access to job opportunities outside these areas.
- Legal and administrative barriers: Refugees might lack the necessary legal documentation, such as work permits or residence permits, to secure formal employment. This issue is however country-specific as legislations concerning refugees vary.
- Cultural differences: Communication difficulties arising from language barriers and cultural differences can impede refugees' integration into the workforce.
- Discrimination: Employers may hold negative perceptions or biases towards refugees, leading to discrimination in hiring practices.
- Limited access to resources: Refugees often arrive with limited resources and may lack access to financial services, business networks, and support systems essential for finding employment or starting businesses.

Finding 53 - limited targeting of and impacts on returnees: Only 23% of the EUTF projects in the portfolio targeted returnees which were mainly concentrated in SLC (Figure 15). In addition, the projects evaluated systematically presented challenges in enrolling returnees. Consequently, the evidence regarding their impacts on returnees is limited. Instead, the R1 studies inform on the barriers to enrolment.

Finding 54 - barriers to returnees' enrolment: According to R1 studies the main barriers to enrolment of returnees include:

- Economic necessity: Returnees experience significant economic hardship and feel pressured to generate income quickly due to depleted savings, asset sales, and debt incurred during migration. The projects' lengthy duration and limited financial support for training costs (e.g. stipends, transport, accommodation) did not address this urgent need for income.
- Social support & re-integration: Returnees face stigma and discrimination due to perceptions of failure to succeed abroad, leading to pressure from families and communities to prove their economic viability quickly.
- Psychological & emotional challenges: Returnees may experience mental health issues due to traumatic events during migration, hindering their ability to engage in (long) trainings that do not provide psychosocial support services.
- Eligibility issues: Qualitative interviews reveal that returnees often do not have identification documents. While some implementers reportedly disregarded the requirement for identification documents, others did not. Returnees tend to be older which can lead them to exceed the age limit. In addition, higher age is often associated with more household responsibilities that limit availabilities. Lastly, returnees tend to have lower education levels which can be a challenge in light of projects' requirements (minimum level of education, English proficiency, level in mathematics, etc.).

To what extent did EUTF interventions mostly follow a gender-sensitive approach? (EQ 5.2)

Finding 55 - women targeted, but poor gender-sensitive implementation: The different sources of information from R2 suggest that targeting women and providing relevant support was an important part of the projects' strategy. However, the desk review suggests that only 59% of the projects explicitly considered gender sensitivity in their design. This share becomes significantly lower when looking at the implementation: Only 36% of projects explicitly considered gender sensitivity, though the HoA region maintained a higher rate (48%) compared to SLC (31% – indicator 5.2.2). This suggests that although the projects' rationale is based on gender-related issues, only part of them include concrete gender-sensitive approaches and few of them implement them. Another possibility is that the projects do not systematically document or monitor gender-related activities.

Finding 56 - mixed gender-sensitive strategies: varied focus, support and execution: The gender sensitivity of the projects varied on their focus (enrolment and/or provision of relevant support) and on the efforts allocated (limited versus comprehensive efforts).

Most of the projects strategised on how to enrol women. In these cases, the strategies to implement female-friendly enrolment strategies vary. The identified strategies include:

- Communication of targets (without a clear objective in the logframe)
- Formalisation of targets
- Active monitoring of defined targets
- Positive discrimination
- Hiring of women for sensitisation activities

Other projects also invested resources in providing relevant support for women. In this regard, projects sought to adapt activities and support based on the gender of the beneficiary. C4ED identified the following initiatives:

- Hiring of gender expert to advise on gender-related issues
- Hiring of female staff
- Provision of a child-friendly environment (toys, food, child-care support)
- Provision of sanitary towels, washing soap
- Adaptation of timing to allow females to perform household obligations
- ToT on gender sensitivity, sexual and gender-based violence
- Reduction of duties for some women during practical sessions

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? (EQ 5.3)

Finding 57 - high adaptation for youth/women; low for disabled: The findings reveal that 91% of projects adapted facilities for youth, while 87% did so for women, but such adaptations were less common for other vulnerable populations, such as individuals with disabilities, mainly due to more complex infrastructure requirements (indicator 5.3.1).

Finding 58 - training met beneficiaries' needs and increased employability: Beneficiaries, including refugees, youth, and women, generally felt that the project effectively responded to their training needs (indicator 5.3.2). They emphasised that the training provided essential skills for securing jobs or starting businesses. Women highlighted the opportunity for financial independence and the ability to support their families, stemming from their increased employability and valuable skills developed during the training. For refugees and less-educated individuals,

the training represented a vital pathway to financial stability amidst challenges posed by conflict and social barriers.

Finding 59 - positive training experience; inadequate materials as a challenge: Youth participants, aged 18 to 35, expressed optimism about their employability after completing the training, viewing it as a necessary step toward economic independence. Positive feedback was also noted regarding the quality of trainers and the content of the training, as well as provisions for childcare and other basic needs for female trainees. Nevertheless, challenges arose due to inadequate training materials, which affected some participants and contributed to dropouts.

Finding 60 - gender norms hinder female participation; mitigation insufficient: The project faced significant barriers rooted in social and cultural norms related to gender, which impacted female participation and retention (indicator 5.3.3). While the project undertook efforts to transform these barriers and address underlying issues, it ultimately did not meet the needs of all women who sought to access or complete the training due to these constraints. Despite these challenges, the project made attempts to mitigate obstacles, although many issues remained beyond its control.

3.6 EQ6. EU ADDED VALUE AND COHERENCE WITH OTHER INTERVENTIONS

Did IP's who implemented similar bilateral programmes find an advantage of working with the EUTF instrument? If yes, in which aspects? (EQ 6.1)

Finding 61 - limited EU added value; most projects inconclusive: The desk review found limited evidence of the EU-added value compared to support from individual EU Member States (indicator 6.1.1). 65 percent of the projects reviewed cannot confirm whether the EUTF provided an added value and only 6% showed a clear indication of an added value. The limited positive responses suggest that either the EUTF instrument was not preferred or that the reports did not allow to explicitly express the preferences to collaborate with EU instruments rather than with Member States only.

Finding 62 - PMs divided: some endorse EUTF, others indifferent: The PMS reveals that while 42% of PMs with experience implementing similar projects with both EUTF and EU Member State funding felt the EUTF provided stronger support, 27% saw no added value. A third found the comparison irrelevant.

Finding 63 - EUTF favoured for funding; bilateral preferred for technical support: When asked about preferences for funding sources, 69%³¹ favoured the EUTF for the volume of funding it provided (indicator 6.1.2). EUTF's higher volume of financing is favoured for the adoption of best practices, likely due to the coordination between implementing partners (IPs). This coordination is less for projects funded bilaterally from EU Member States. EUTF support is also preferred for its ability to harmonise with other projects, again due to the coordination between IPs. An example is the INTEGRA project (Guinea), where multiple agencies (Enabel, ITC, and GIZ) coordinated their activities. Findings 64, 65, and 66 shed more light on these domains.

In contrast, approximately 40% of PMs preferred bilateral support from EU Member States for technical advice and flexibility. Only 15% preferred the EUTF for technical advice, and 31% for flexibility. The preference for bilateral support in the areas of technical advice and flexibility suggests that these partnerships are generally seen as more adaptable and technically robust.

³¹ 69% out of 26 PMs having dealt with both Member State and EU project funding.

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Did the volume of finance play a role in the outcomes from EUTF intervention in comparison to other bilateral programmes and if yes, for which outcomes? (EQ 6.2)

Finding 64 - substantial funding drove innovative and timely project response: The availability of substantial funding from the EUTF facilitated innovation and a timely response to the evolving migration situation in the SLC (indicator 6.2.1). For example, when The Gambia transitioned from a country of origin for irregular migrants to a transit country, the IOM³² was able to rapidly expand its activities due to the significant financial resources provided by the EUTF. This funding allowed for the development and improvement of infrastructure needed to support returning migrants, such as referral platforms, transportation, training facilities, welcoming centres, and sufficient staff.

Finding 65 - EUTF funds enable holistic reintegration and flexible response: The substantial amount of EUTF funds enabled a comprehensive approach to reintegration support for returning migrants, encompassing not only economic aspects but also social, psychological, and community-based elements (indicator 6.2.1). Prior to the EUTF, IOM primarily implemented economic projects. The expanded scope of reintegration efforts made possible by the EUTF funding underscores a shift towards a more holistic and multifaceted approach to supporting returning migrants.

Moreover, similar to the findings in the 2024 Court of Auditors report on the EUTF, C4ED found that the EUTF demonstrated greater flexibility and adaptability in emergency situations. Specifically, EUTF funds could be reallocated to various activities in response to civil strife in Ethiopia, and Sudan, and COVID 19 outbreak The Gambia, Uganda and other regions. This flexibility was made possible by the availability of substantial funds and broad objectives and priorities.

Finding 66 - extended project duration was essential good for positive effects; timeline sometimes insufficient: The extended project duration (3–4 years) facilitated by the substantial funding, is crucial for achieving impactful and sustainable outcomes, particularly in areas like skills development and job creation (indicator 6.2.1). Impact evaluations conducted by the C4ED indicate that achieving these desired outcomes takes time and necessitates ongoing support in areas such as market linkages, business formalisation, technical assistance, and financial linkages. However, IPs have also highlighted that the 3–4-year timeframe may still be insufficient to fully realise all intended results.

To what extent are the EUTF interventions complementary and coordinated with other interventions in the concerned countries? (EQ 6.3)

Finding 67 - strong coordination but varied at different levels: Most project coordination occurred at the local level (58% – indicator 6.3.1). This is likely due to the practical considerations of project implementation, as local coordination allows for close collaboration with nearby stakeholders. Country-level coordination was present in 28% of projects, while regional coordination is notably lower at 17%. Additionally, 44% of PMs reported being coordinated in a consortium with other initiatives in the same country/region/sub-region. Nearly a third of respondents (32%) indicated no consortium coordination existed for their projects, while the remaining 24% were unaware whether their projects were coordinated through a consortium. This suggests there may be gaps in communication or awareness of coordination mechanisms. Nevertheless, it is important to note that at the country and local levels, the EUTF has reinforced

³² To improve migrant protection, voluntary return and reintegration along the Central Mediterranean route in Africa, the EU, through the EUTF, and with contributions from Germany (€48 million) and Italy (€22 million) launched with the IOM in 2016 the Joint Initiative for Migrant Protection and Reintegration in Africa.

coordination, allowing intervention in different areas, focusing on complementary topics, and addressing different needs simultaneously (see similar findings in Disch et. al., 2020).

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 OVERALL ASSESSMENT

Below are the consolidated findings derived from Chapter 3 to inform conclusions (chapter 4.2), lessons learned (chapter 4.3) and recommendations (chapter 4.4). The consolidated findings are grouped by the following assessment criteria: relevance, coherence, efficiency, effectiveness, EU-added value, impact and sustainability.

Regarding the relevance of the EUTF. Overall, EUTF projects have demonstrated substantial relevance by focusing on employment and skills development tailored to market demands through comprehensive labour market assessments and strategic partnerships, particularly targeting unemployed youth and women. The projects generally adapted to beneficiary needs, emphasizing technical and managerial skill enhancement, access to finance, and hands-on training methods. However, while these initiatives align well with industry needs and benefit many target groups, there remain notable gaps—such as inconsistencies in incorporating foundational skills, gender-sensitive approaches, and support for vulnerable groups like IDPs and disabled persons—that can hinder the overall quality and impact of the interventions.

Regarding the coherence of the EUTF. EUTF projects strengthened local coordination, enhancing project integration and stakeholder collaboration. However, lower coordination at the country and regional levels, along with gaps in communication and awareness among project managers, indicate areas for improvement. Strengthening strategic alignment and increasing clarity in coordination mechanisms could further enhance project effectiveness and sustainability.

Regarding the efficiency of the EUTF. EUTF projects demonstrated efficiency through proactive resource use, adaptability to external challenges, and efforts to enhance coordination, but inefficiencies persisted. While labour market assessments and curriculum development aimed to maximize impact, challenges in employment outcomes and selection processes affected cost-effectiveness. Projects adapted to COVID-19 disruptions, though financial efficiency varied. Additionally, the lack of a centralized digital monitoring system hindered coordination and increased costs, highlighting the need for standardized monitoring to improve resource management and project efficiency.

Regarding the effectiveness of the EUTF. EUTF projects were largely effective in targeting vulnerable populations, particularly youth NEET, women, returnees, and refugees, demonstrating a strong focus on those most in need. Additionally, the majority of selected projects successfully aimed to promote employment and economic opportunities, aligning well with EUTF's primary objective (SO1). However, fewer projects explicitly addressed irregular migration, with only 28% of contracts targeting migration-related issues. This suggests a gap between EUTF's overarching goal of reducing irregular migration through employment and the actual focus of funded projects, indicating that this objective may have been overly ambitious.

Regarding the EU-added value of the EUTF. The EU-added value of EUTF projects primarily stemmed from its substantial funding capacity, which facilitated holistic reintegration approaches and extended project durations. With 69% of project managers favoring EUTF funding, its large-scale financial support enabled comprehensive interventions addressing economic, social, psychological, and community needs, as seen in The Gambia. Additionally, the extended

3–4-year project timelines allowed for more sustainable outcomes in skills development and job creation, though some partners still found this duration insufficient. While bilateral programs were often preferred for technical adaptability, the EUTF's flexibility in reallocating funds during crises, such as conflicts in Ethiopia and Sudan or the COVID-19 outbreak, demonstrated its capacity to respond effectively to emergencies.

Regarding the impact of the EUTF. EUTF projects have positively impacted beneficiaries by improving skills, employability, and entrepreneurial potential, yet employment outcomes remain limited. While training and financial support have facilitated self-employment and income-generating activities, challenges persist due to the private sector's limited capacity to absorb newly trained individuals, misalignment between training and labour market needs, and restricted financial access. Employment impacts have been more favourable for men and host communities, whereas women, refugees, and returnees continue to face socio-cultural, economic, and legal barriers. Beyond employment, EUTF projects have generated broader community benefits, enhancing social cohesion, financial inclusion, and psychosocial well-being. However, their impact on migration intentions remains unclear, as economic improvements can simultaneously encourage local retention and increase aspirations to migrate. Additionally, the EUTF's broad objectives and lack of migration-specific targeting have diluted its effectiveness in directly addressing migration-related challenges.

Regarding the sustainability of the EUTF. EUTF projects demonstrated strong sustainability through public-private partnerships, exit strategies, and institutional alignment. Collaborations with governments and private institutions enhanced long-term economic opportunities, technical expertise, and employment pathways, while transitioning activities to local entities ensured project continuity. Effective exit strategies enabled trainers to maintain skills development beyond the project lifespan. Additionally, gender-transformative efforts helped shift societal attitudes, promoting women's inclusion in male-dominated trades. However, deeply ingrained patriarchal norms remained a challenge, limiting women's long-term participation and posing a risk to sustaining project outcomes. Strengthening cultural adaptation strategies could further enhance the sustainability of these initiatives.

4.2 CONCLUSIONS

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

Relevance

Conclusion 1: Market assessments and partnerships for ensuring training relevance and positive outcomes. However, in practice, some misalignments prevailed.

This conclusion is based on EQ1.3

The findings highlight the essential role of conducting thorough labour market assessments both before and during the implementation of training projects. These assessments are crucial for identifying skills in demand and aligning training programmes with industry needs, ensuring effective use of resources (Finding 10).

Projects that conducted comprehensive market assessments showed positive alignment between training and market demand, helping beneficiaries gain relevant knowledge and expe-

rience (Finding 11). In contrast, projects that lacked adequate market assessments faced challenges. Participants, particularly refugees and returnees, reported a mismatch between available training options and market needs, hindering their engagement and success (Finding 12).

The relevance of EUTF projects was further enhanced through partnerships with public and private sector entities. Collaborations with these stakeholders provided critical insights into labour market needs and community dynamics, effectively supplementing traditional labour market assessments. According to the PMS, 52% of projects involved another stakeholder in funding or implementing activities (Finding 13).

Despite the benefits of these partnerships and market assessments, only 16% of project documentation explicitly states that the skills taught aligned with market needs, while 21% acknowledged a misalignment. This discrepancy indicates potential weaknesses in project design and implementation phases, where market assessments and stakeholder inputs should ideally guide curriculum development.

Conclusion 2: EUTF projects mainly targeted unemployed youth and women

This conclusion is based on EQ1.4

Across HoA and SLC, EUTF interventions massively targeted youth and women. However, in SLC, projects focused on returnees whereas projects in HoA tend to focus more on the populations affected by the refugee crisis (refugees and host communities). From a socio-economic perspective, the most frequently targeted population by EUTF projects was the unemployed (Finding 14).

Conclusion 3: EUTF-funded projects officially designed the activities to beneficiaries' needs, though some weaknesses hindered the quality

This conclusion is based on EQ1.4 and EQ1.5

The majority of projects (87%) actively considered the needs and economic status of their target populations during the design stage, which is critical for ensuring relevance. Furthermore, many projects accounted for the technical and managerial skills required for successful participation. The projects have shown a positive trend towards adapting their designs to meet the specific needs of different populations, particularly for youth and women (Finding 15). These efforts translated into a generally positive view of the trainers (Finding 19), the fit-for-purpose nature of the training facilities (Finding 20) and the content of the training (Finding 22).

However, the projects present three major weaknesses in their adaptations. First, only about half of the projects included foundational skills such as literacy and numeracy in their planning (Finding 15). Second, fewer projects (though still a majority) adapted the activities to IDPs and disabled persons due to the complex barriers these groups encounter in accessing employment (Finding 19). Third, projects often lacked technical materials and safety equipment to perform the training (Finding 21).

Conclusion 4: Inconsistent gender-sensitivity across project design and implementation

This conclusion is based on EQ 5.2

While targeting women was a strategic priority in EUTF-supported projects, only a limited number explicitly incorporated gender-sensitive approaches in both the design and implementation phases. Specifically, 59% of projects included gender sensitivity at the design level, dropping to 36% during implementation, with the HoA region slightly outperforming SLC in this area. This disparity indicates a gap between project objectives addressing gender-related issues and the adoption of concrete, actionable gender-sensitive measures in practice (Finding 55).

Conclusion 5: Varied approaches to promote female enrolment and provide female-relevant support

This conclusion is based on EQ 5.2

The gender-sensitivity of the projects varied regarding their focus (enrolment and/or provision of relevant support) and the efforts allocated (limited versus comprehensive efforts). Most of the projects strategized on how to enrol women and implied setting up targets and monitoring the activities to reach the goals, positive discrimination and hiring of female staff. To provide gender-relevant support projects adopted strategies such as hiring gender experts, hiring female staff and/or preparing staff for gender-sensitive issues. Beyond managing human resources, some projects provided childcare and hygiene supplies, adapted timing of activities and adapted duties for women (Finding 56).

Conclusion 6: EUTF projects mainly focused on promoting technical/managerial skills and access to finance

This conclusion is based on EQ1.4

The EUTF projects generally focused on overcoming beneficiaries' lack of technical and managerial skills, as well as limited access to finance. The CIEs demonstrated the relevance of tackling these barriers simultaneously. However, projects rarely addressed the barriers of social norms and discrimination, particularly in the SLC region. Similarly, barriers related to literacy, numeracy, and physical limitations were not consistently addressed across projects (Finding 16).

Conclusion 7: EUTF projects generally integrated hands-on trainings

This conclusion is based on EQ1.4

A majority of EUTF-funded projects (83%) employed hands-on training methods or a combination of hands-on and classroom training. This approach aligns well with the need for beneficiaries to apply skills in practice, reflecting a relevant training strategy that facilitates concrete professional experience (Finding 17).

Coherence

Conclusion 8: EUTF projects enhanced coordination mechanisms for improved project integration

This conclusion is based on EQ 6

The majority of project coordination occurred at the local level, emphasizing the importance of close collaboration with nearby stakeholders to address practical implementation needs. However, the lower rates of coordination at the country (28%) and regional levels (17%) highlight potential areas for improvement in broader strategic alignment (Finding 67). While nearly half of the project managers reported consortium-based coordination, the significant proportion of respondents indicating either a lack of coordination (32%) or uncertainty about it (24%) suggests gaps in communication or awareness of coordination mechanisms. Addressing these gaps and fostering greater clarity and integration across coordination levels could enhance the overall effectiveness and sustainability of project outcomes.

Efficiency

Conclusion 9: Willingness to use resources to overcome inefficiencies

This conclusion is based on EQ 3

The findings under EQ 3 underscore both the proactive measures taken to enhance project impact and the limitations encountered in the implementation of R1 projects. Efforts such as labour market assessments and curriculum development, seen in the Tekki Fii project (The Gambia), demonstrate a commitment to maximizing relevance, yet limited employment impact in modern trades suggests that challenges within the market were not fully anticipated. Variation in selection processes also affected project outcomes; projects with streamlined selection processes, such as the second component of RISE project (Uganda) and Parcours INTEGRA project (Guinea), faced high dropout rates and additional resource allocation for replacements, while the Tekki project's more rigorous selection resulted in fewer dropouts but posed questions on cost-effectiveness (Finding 33).

Conclusion 10: Readiness to adapt to external challenges

This conclusion is based on EQ 3

In response to COVID-19, projects showed adaptability, though with varying financial efficiency. The Tekki Fii project's transition to distance learning raised concerns about cost-effectiveness given the short duration of the State of Public Emergency, whereas other projects opted for no-cost extensions, which may not have been the most resource-efficient approach (Finding 34).

Conclusion 11: Challenges in digitalising the monitoring systems lead to inefficient coordination

This conclusion is based on EQ 3

The absence of a centralised digital monitoring system across R1 projects contributed to coordination challenges and heightened costs, though efforts by GIZ staff in the second component of the RISE project (Uganda) to create customised monitoring tools reflect initiatives toward improvement. The findings suggest that establishing a standardized monitoring system before project launch could enhance coordination, cost-effectiveness, and responsiveness, facilitating more efficient resource management and project impact (Finding 35).

Effectiveness

The conclusions on effectiveness refer to the EUTF's capacity to reach its outputs. In this case, they refer to whether the projects selected the vulnerable populations and whether the board selected projects who had the goal of contributing to SO1, that is, promote employment and consequently reduce intention to migrate.

Conclusion 12: Most selected projects aimed at promoting employment, but few aimed at reducing irregular migration.

This conclusion is based on EQ1.1, EQ1.2 and EQ4.

EUTF selected project targeting vulnerable populations with a particular focus on youth NEET through especially not in employment. The selected projects also reported targeting women, returnees (especially in SLC) and refugees (especially in HoA). Though there are limitations on the strategies adopted by the projects to enrol and support the most vulnerable populations, the documents reviewed demonstrate explicitly a general tendency to support those most in need.

According to the project managers and the desk review, almost all projects selected by EUTF (93%) aimed to promote greater economic and employment opportunities (SO1) demonstrating an effective selection process in this regard. The conclusions are more nuanced when comparing the alignment between the EUTF goals and the project-specific goals. Most projects aimed at promoting skills (76%) and at promoting decent employment (68%), showing a relatively successful outcome of the selection. However, only 28% of the contracts aimed at tackling migration-related issues. On the one hand, this suggests that migration was often not a goal of EUTF-funded projects and raises questions on the relevance of the selected projects with regard to EUTF's goal of reducing irregular migration. On the other hand, as most projects' goals focused on promoting employment only, this finding also suggests that the EUTF goal to reduce irregular migration, through employment, might have been overly ambitious.

EU-added value

Conclusion 13: Large volume of funding facilitated holistic approaches

This conclusion is based on EQ 6

The EUTF's substantial funding volume was widely appreciated, with 69% of PMs favouring it as a source of financial support. This robust funding enabled the development of comprehensive reintegration programmes, as seen in The Gambia, where IOM expanded its activities to support both returning and transiting migrants with necessary infrastructure and services. EUTF funding also facilitated a more holistic approach to reintegration, extending beyond economic support to address social, psychological, and community needs, which was not as feasible under previous, smaller-scale programmes.

Conclusion 14: Large volumes of finance allowed for extended project durations and tangible outcomes

This conclusion is based on EQ 6

The EUTF's extended project duration (3–4 years) allowed for more impactful and sustainable outcomes in areas such as skills development and job creation, though some partners still found this timeframe insufficient to fully realize all objectives. Overall, the EUTF's primary advantages lie in its financial capacity and support for a broader scope of services, while bilateral programmes are often seen as more technically adaptable and flexible. This suggests that the EUTF's value is most pronounced in enabling large-scale, multi-dimensional responses, whereas EU Member State support may be preferred for projects requiring targeted technical expertise and adaptability. The 2024 Court of Auditors report and C4ED found that the EUTF is highly flexible in emergencies, allowing funds to be reallocated to address crises like civil strife in Ethiopia and Sudan and the COVID-19 outbreak in The Gambia, Uganda, and other regions. This adaptability is enabled by substantial funding and broad objectives.

Impact

Conclusion 15: EUTF projects have improved skills and employability of beneficiaries

This conclusion is based on EQ1

The different source of information demonstrate that EUTF-supported projects have generally enhanced beneficiaries' employability and entrepreneurial potential through skills development and support for self-employment (Finding 1). However, a small set of examples illustrate that not adapting the trainings simultaneously to the beneficiaries' needs and market demand can render the efforts ineffective or even lead to counterproductive impacts (Finding 2).

Conclusion 16: Overall, EUTF projects had positive but limited impacts on employment

This conclusion is based on EQ 1.2

The CIEs conducted in R1 demonstrate that EUTF-funded projects have improved stable employment among project beneficiaries by 9.2pp in comparison to similar non-beneficiaries. This means that for every 100 beneficiaries selected/supported nine have found a job that they would not have found without the EUTF-funded projects. When considering the precision of the studies, the average impact estimates are more modest (2.7pp) and of similar magnitude than in other meta-studies. Overall, it is reasonable to assume that the EUTF-funded projects had similar levels of impact on employment (Finding 6). Hence, one could consider that the latest projects do not seem to have learnt from previous experiences or that employment projects have reached their full potential in terms of impacts.

The following items have been identified as the main barriers to employment (Finding 9):

- The limited capacity of the private sector to hire newly trained individuals.
 - Limited access to capital to open a business:
 - Misalignment between the skills taught and the skills needed by employers.
-

Conclusion 17: Employment often materialised by opening an Income-Generating Activities (IGAs), when possible.

This conclusion is based on EQ 1.2

The limited hiring capacity of the private sector in Sub-Saharan Africa, compounded by informal employment and low pay, constrained the ability of beneficiaries to secure decent employment. This situation drove many beneficiaries toward self-employment, emphasising the importance of targeted support for entrepreneurial development and financial access to mitigate these challenges (Finding 8). For instance, beneficiaries who received both training and start-up capital experienced significant income improvements through new or enhanced IGAs. In contrast, those who only received training showed less progress, underscoring the importance of a holistic support model that combines skills development with financial resources to enable sustainable livelihood improvements (Finding 25).

While efforts were made to connect beneficiaries with formal financial institutions, actual borrowing remains limited. High interest rates and collateral requirements hinder access, prompting many beneficiaries to rely on more flexible, informal financing options like family loans or group-based savings mechanisms (Finding 29).

Conclusion 18: Impacts of EUTF projects on employment are more nuanced depending on gender and status

This conclusion is based on EQ1.2 and EQ 5.1

Impacts on (decent) employment often concentrate among males and host community members who often accessed better working conditions and income growth than women. Impacts are more nuanced for the more vulnerable profiles (women, refugees, returning migrants), who secured jobs that are low-paying or informal (Findings 9, 26, 49 and 52):

- Women still faced significant socio-cultural and competitive barriers and limited access to financial and human capital.
- Some refugees faced restrictions in mobility, legal documentation issues, language and cultural barriers, discrimination, and limited access to financial and human capital.
- Returnees faced challenges related to urgent economic needs, psychological struggles, and eligibility constraints.

Conclusion 19: Widespread community benefits beyond project goals.

This conclusion is based on EQ 4.1.

These positive unintended outcomes illustrate the broader social, psychological, and economic impacts of the EUTF projects, suggesting that such development initiatives have the potential to generate widespread community benefits even beyond their primary goals (Finding 36). The EUTF projects yielded positive unintended outcomes beyond their original objectives, particularly in the HoA. Notably, the projects promoted psychosocial well-being and social bonding, especially among women, through initiatives like VSLAs and cooperatives, which were initially focused on economic empowerment. Additionally, successful EUTF projects in Niger became models for neighbouring communities, enhancing the reach and impact of development interventions. Financial inclusion efforts also expanded beyond targeted beneficiaries, as microfinance institutions in Niger broadened their services to entire communities inspired by the JEEN project (Niger). Furthermore, projects that provided training to both refugees and host communities fostered social cohesion and integration in Uganda, though similar levels of community integration were less evident in Kenya.

Conclusion 20: Mixed results on migration intentions.

This conclusion is based on EQ 4.2.

The study cannot confirm that the EUTF funded projects reduced the beneficiaries' intentions to migrate. The different sources of information demonstrate that the link between EUTF project interventions and migration intentions is complex. First, factors such as security concerns, restricted freedoms, and limited job prospects appear to be determinants in the decision to migrate and seem to outweigh the projects' positive impacts on employability and employment (Finding 39). Second, promoting skills and employment outcomes can raise aspirations to migrate, as beneficiaries feel more qualified to seek for employment elsewhere (Finding 40).

Further, migration encompasses different modalities which are difficult to capture (geographic: in-country migration, within Africa, beyond Africa; regular versus irregular migration) and are associated to different motivations. EUTF targeted populations expressed low levels of intentions to migrate abroad (Finding 38) reminding potential misalignment between EUTF goals and project-specific goals (Conclusion 8) and targeting challenges at the project level. This misalignment could be because of the mismatch between the EUTF's objectives and actions related to migration. In the 2024 special report,³³ the European Court of Auditors reported that the EUTF objectives remained too broad. For instance, the EUTF continued to support a wide range of sectors and actions rather than concentrating on the most pressing migration-related issues. Hence, financial support was not adequately targeted toward the agreed priorities related to migration, with funding allocations not based on migration-specific indicators. According to the report, this broad approach dilutes the impact on addressing urgent migration-related needs.

Sustainability

Conclusion 21: Willingness to use resources to overcome inefficiencies

This conclusion is based on EQ 4.3 and 1.3

Public-private partnerships were instrumental in enhancing the sustainability and ownership of training outcomes and IGAs. These collaborations effectively aligned development goals with long-term economic opportunities, enabling private-sector involvement to extend beyond initial project phases. Government partnerships contributed to the alignment of project goals with national development plans, while private institutions provided critical technical expertise and employment pathways. With over half of the projects involving external stakeholders, the strategic use of partnerships emerged as a key factor in amplifying project reach and impact.

Furthermore, exit strategies have been vital for sustaining long-term project benefits. Most projects included plans to transition activities to local governments, and training institutions ensuring continuity. Trainers, for instance, highlighted their ability to utilize the curriculum and knowledge to maintain EUTF-initiated trades at the training institutions. A strong exit strategy underscores the commitment to sustainable outcomes and minimizes post-project risks.

³³ https://www.eca.europa.eu/ECAPublications/SR-2024-17/SR-2024-17_EN.pdf

Moreover, some EUTF projects have fostered lasting positive impacts by addressing patriarchal norms, promoting gender-transformative activities, and shifting societal attitudes towards women in male-dominated trades. However, not all projects addressed deeply entrenched patriarchal norms and societal expectations regarding women's roles, which pose a significant threat to project outcomes. Cultural expectations often confine women to household and caregiving responsibilities, limiting their continued involvement in trades introduced by projects.

4.3 RECOMMENDATIONS

The following recommendations are directly aligned with the findings and conclusions of this evaluation. They seek to improve the effectiveness, impact, inclusivity, and sustainability of future vocational training and entrepreneurial support initiatives, while also enhancing the quality of evaluations conducted in comparable contexts.

Recommendation 1: Design financial instrument to ensure that project-specific goals are aligned with the programme goals.

Priority: High

Linked to conclusion 13

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
<p>EUTF Strategic Board</p> <p>Specialised DGs (DG INTPA, DG EMPL, DG REGIO, DG MENA)</p>	<p>When setting up a financial instrument such as the EUTF, clearly define SOs and the types of activities that are eligible to future funding opportunities in a multilateral partnership with the IOM given its extensive experience with migration and specialised DGs such as:</p> <ul style="list-style-type: none"> - Directorate-General for International Partnerships (DG INTPA) which is responsible for formulating the EU's external development policies. - Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL), responsible for employment social affairs, education and training policies. - Directorate-General for European Civil Protection and Humanitarian Aid Operations (DG ECHO), responsible for projects that link humanitarian relief with development efforts. - Directorate-General for Migration and Home Affairs (DG HOME), in charge of migration-related interventions. - Directorate-General for Regional and Urban Policy (DG REGIO), responsible for regional development efforts, especially where development and migration intersect. - Directorate-General for Middle East and North of Africa (DG MENA) which is promoting development and cooperation in the North of Africa.

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	<p>If available, rely on existing knowledge to identify the most (cost-)effective types of activities to reach the intended goals. This might imply the support of specialised researchers to translate academic findings (such systematic reviews including meta-analyses) into actionable strategies. It is also recommended to interact directly with other stakeholders following similar objectives to design the best strategic approach (see recommendation 3).</p> <p>The projects must be selected based solely on the project-specific goals, the strategic approach, the quality of the intervention (see recommendation 2) and its alignment with the selection criteria.</p>
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Recommendation 2: Build on existing knowledge and previous initiatives in similar contexts

Priority: High

Linked to conclusion 16

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
EC, PMs and service providers	Before designing a project explore the existing scientific literature including specific studies implemented in similar contexts, evidence gap maps and meta-analyses to learn from previous experiences and maximise the impact of a project. If scientific literature is not accessible, explore vulgarised versions of the studies. Alternatively, engage specialised researchers to produce and share the required knowledge.
Research institutions	Research institutions should prioritise research on pressing policy issues, although it is often demand-driven. More importantly, it is essential that research institutions strategically communicate the findings and recommendations using an accessible jargon and leveraging dissemination platforms such as blogs, workshops and conferences. Further, researchers should also engage in dialogue with policy makers and project managers to tailor recommendations based on rigorous evidence and considering policy context and constraints.

Recommendation 3: Promote more coordinated interventions between Member States, IOM and service providers.

Priority: High

Linked to conclusions 20 and 21

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
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EU and its Member States	Given the technical expertise of Member States but their limited financial capacity, the EC should promote more co-ordinated interventions (such as Team Europe initiatives) with MOUs, shared dashboards for tracking project outputs and even potentially create integrated project teams with representatives from Member States, EU institutions, and other key players to jointly plan, implement, and monitor projects. This could increase financial capacity without hindering technical expertise, provide comprehensive approaches, leverage pre-existing networks, and create synergies.
EC	Actively collaborate with institutions dealing with vulnerable populations such as returning migrants, returnees and women to better consider specific needs and other ongoing interventions in the design phase. Again, this could materialise via the signing of MOUs and direct interactions particularly important during the programme design phase.
IOM	Identify the specific needs and barriers of returning migrants and refugees and communicate them proactively to service providers, EU and development agencies.

Recommendation 4: Conduct thorough assessments for the different targeted populations, especially for the most vulnerable ones.

Priority: High

Linked to conclusion 1

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
PMs and service providers	<p>Systematically conduct thorough labour market assessments following standardised protocols for the project design. These should involve continuous monitoring of market trends to ensure training content remains aligned with evolving industry needs.</p> <p>In parallel, assess the specific needs of the targeted populations, especially for those with specific characteristics such as women, returnees and refugees. To do so, mobilise existing literature, hire experienced staff and collaborate with institutions dealing with the targeted populations.</p> <p>Develop a framework for integrating insights from market assessments into curriculum development, ensuring that all training programmes are responsive to local and regional labour market demands.</p> <p>Clearly explain how the assessments shape the interventions.</p>

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EC	Identify the use of assessments and critically scrutinise the adaptation of the intervention accordingly.
Research institutions	Deliver assessment reports tailored to the specific needs of the service providers with concrete and actionable recommendations.

Recommendation 5: Beyond promoting skills, connect and support the private sector

Priority: High

Linked to conclusions 5, 6 and 13

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
PMs and service providers	<p>Work with local employers to facilitate their hiring capacity for newly trained individuals through financial hiring incentives and human resources management training programmes.</p> <p>Develop financial support projects for (future) entrepreneurs that include microloans, grants, and training in financial management. This often implies partnering with microfinance institutions and supporting entrepreneurs in developing financial business plans.</p> <p>Establish a mentoring system that connects trainees with successful local entrepreneurs who can provide guidance and support as they launch their businesses. This could take place by hosting regular networking events or “entrepreneurial fairs” where trainees can showcase their business ideas and connect with mentors and investors.</p>
Financial institutions	Offer adapted and affordable financial services to marginalised populations (offer small credit lines, limited interest rate, revisit the need for collateral).

Recommendation 6: Promote/implement a holistic gender-sensitive approach

Priority: High

Linked to conclusion 4 and 7

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
PMs and service providers	<p>Provide regular training and workshops for project staff on gender sensitivity to ensure that they understand and can implement gender-sensitive practices effectively throughout the project lifecycle.</p> <p>Beyond managing human resources, provide support services such as childcare, hygiene supplies, adapt timing of activities and adapted duties for women.</p>

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EC, policy advisors	<p>Develop and mandate the use of comprehensive gender-sensitive frameworks for both the design and implementation phases of projects. These frameworks should be specific and actionable.</p> <p>Ensure that proposals include gender-sensitive strategies that go beyond setting up targets on the number of female beneficiaries.</p>
EC, Evaluation teams	<p>Establish rigorous monitoring and evaluation mechanisms to assess the implementation of gender-sensitive measures and adjust strategies based on feedback.</p>

Recommendation 7: Standardise the use of monitoring tools

Priority: Medium

Linked to recommendations in R1 studies

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
PMs and service providers	<p>At the project level, set up a centralised monitoring system before the start of the activities to follow in real time the implementation of the planned activities. This will help promptly detect implementation challenges and implement responsive interventions. Monitoring systems will also facilitate the reporting of outputs using reliable sources of information.</p> <p>Prior to commencing project activities, set up a comprehensive monitoring system that could include tools like dashboards or software platforms to track the progress of key activities. This system should allow for real-time data entry and analysis to monitor indicators such as participant enrolment and training completion rates.</p>
EC	<p>Articles 2 and 8 of the INTPA Companion to financial and contractual procedures³⁴ provide clear guidance on the projects' monitoring obligations. However, to improve and facilitate project monitoring, make mandatory the use of a monitoring system with basic quality standards that will empower projects to create (anonymised) datasets that inform on which beneficiaries benefited from what activities. To support projects, develop standardised digital monitoring tools that can easily be adapted to the projects' specificities (i.e. flexibility with standardisation).</p> <p>In a similar vein, make mandatory the use of standardised financial reporting tools. To do so, create a uniform financial reporting template that all funded projects must use,</p>

³⁴<https://wikis.ec.europa.eu/display/ExactExternalWiki/eCompanion?preview=/127304355/152802028/eCompanion-en-15.0-public.pdf>

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	<p>ensuring consistency in how financial data is presented. This could include sections for budget breakdowns, expenditure reports, and compliance checks, making it easier to compare fiscal performance across various projects and sectors.</p> <p>Enhance the capacities and functionalities of the web-based repositories (such as the “EUTF Wiki”)³⁵ to ensure that IPs can upload the required information. By using standardised monitoring tools, the platform could incorporate functionalities for data uploading, visualisation of project milestones, and automatic generation of reports.</p> <p>Note that the standardisation of tools implies a collaborative development with PMs and service providers as well as trials across different types of grants and agreements to gather insights and refine approaches (through regular feedback loops and open dialogue) before wide-scale implementation.</p>
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Recommendation 8: Adapt the programmes to the duration needed to measure and ensure the sustainability of outcomes

Priority: High

Linked to conclusion 14 and 21

<i>Relevant stakeholders</i>	<i>Specific recommendations</i>
EC	As impacts on livelihoods and resilience take time to materialise, especially among the most vulnerable populations, the funding programmes require longer timelines (five years or more). This would allow projects to propose more comprehensive approaches when needed and the evaluations to capture the full impacts.

4.4 LESSONS LEARNED

The portfolio evaluation offers several lessons learned (LL) especially in regard to designing and implementing successful TVET projects. These LLs are based on the findings of the study but also on C4ED’s experience in conducting the evaluation of the portfolio of EUTF-funded projects, a first of its kind in INTPA.

LL for project implementation

LL for designing agile TVET and employment projects in fragile contexts.

LL1. Set up a centralised monitoring system to promptly detect signs of disengagement and implement responsive interventions to support beneficiaries at

³⁵<https://webgate.ec.europa.eu/fpfis/wikis/display/AfricaETF/EU+Emergency+Trust+Fund+For+Stability+And+Addressing+Root+Causes+Of+Irregular+Migration+And+Displaced+Persons+In+Africa>

risk of dropping out. 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. Further, introducing and consistently maintaining a unique beneficiary identifier in the monitoring system will provide a clearer picture of project participation and the activities implemented.

LL2. A dual approach of technical and entrepreneurial support has proven effective in promoting employment. The vulnerable populations targeted by the projects required skills to start a business or to find a job. However, given that the labour market was often not capable of absorbing the newly trained labour force, supporting the existing or a nascent private sector supported the creation of new economic opportunities.

LL3. Trainer preparedness is key to effective skills training

- Qualified and experienced trainers significantly enhance the quality of skills training. Projects that invest in rigorous trainer selection and additional capacity-building, such as ToT programmes and refresher courses, are more likely to achieve positive outcomes.
- However, trainer competence alone does not guarantee success. Factors such as curriculum design, teaching methodologies, and the consistency of training delivery are equally critical in translating knowledge into tangible results.

LL4. Consistent provision of equipment ensures safety and practical skills development

- Hands-on training benefits from the availability of technical materials, yet safety equipment is not consistently provided across projects, posing potential risks for trainees. Addressing this gap is critical for maintaining safe learning environments.
- Projects must also address logistical issues to ensure equipment is delivered on time, in sufficient quantity, and meets quality standards.

LL on the link between TVET projects and their contribution to reducing irregular migration/forced displacement.

LL5. Developing skills and promoting job opportunities only rarely affects migration decisions of the beneficiaries as they also depend on other important contextual factors. However, further research is needed to understand how effective TVET projects can be when projects successfully identify and enrol individuals willing to migrate irregularly to another country. According to the scarce literature on irregular migration, interventions aiming to influence individuals' migration decisions directly such as information campaigns and conditional social assistance are likely to be more effective in sub-Saharan Africa.

LL6. Current strategies to identify potential (irregular) migrants are ineffective and more efforts are needed to improve targeting strategies. As for EUTF funded projects, one of the main reasons why the literature on irregular migration is scarce is because most studied projects struggle to enrol individuals willing to move abroad.

LL for female-friendly TVET and employment projects.

LL7. For projects to be successful in promoting women empowerment, projects need to go beyond setting targets in terms of number of women enrolled and

trained. A project must set up concrete strategies to encourage women to apply (especially in male-dominated trades) and provide the relevant supports to allow them participate to the trainings.

LL for project evaluations

LL for implementing CIEs in fragile contexts

LL8. Undertaking a CIE in a fragile context requires an appropriate timeline, a large number of beneficiaries and non-beneficiaries, monitoring data, coordination and commitment from the different evaluation stakeholders, and a dedicated budget.

- **Timeline:** Ideally, the planning of a CIE begins with the design of the intervention. It allows to consider the intervention, and evaluation needs before the start of the implementation. A CIE can start during or even after the intervention ended. However, one must consider that the range of CIE designs will be more limited. The timeframe of a CIE depends on when the impacts are expected to materialise and on when the evaluation results are needed. If a baseline is conducted, it needs to be done before the intervention starts.
- **Large number of beneficiaries and non-beneficiaries:** It is essential to have a large sample size so that a CIE has the sufficient “power” to detect an impact, if one has occurred. There is always a risk of not detect an impact with confidence even if it does exist. However, a large sample size reduces the risk of not detecting an existing impact. To determine the minimum/acceptable sample size, evaluators conduct power calculations.
- **Comparison group:** the counterfactual is the cornerstone of the CIE as it represents the benchmark with which the beneficiary group is compared to in order to measure the impact of the intervention. It must be as similar as possible to the beneficiaries before the intervention starts and remain unaffected by the intervention’s activities during the duration of the evaluation. The counterfactual group can be naturally produced by randomly selecting the beneficiaries or build using quasi-experimental methods.
- **Data on beneficiaries:** It is crucial that the IP is willing and able to provide relevant data on beneficiaries. It is important to understand who benefits from what. Without monitoring of activities, one cannot know how implementation is evolving, track if objectives are being met or confirm an intervention’s impact (or the absence of it) through evaluations. In other words, without monitoring data, the intervention remains a black box.
- **Narrow collaboration between donor, evaluator and IP:** A narrow collaboration between donor, evaluator and IP will improve the outcomes of the evaluation. It is key that all evaluation stakeholders agree on the research methodology and its implications so that the evaluators can adapt at best the evaluation strategy to the project’s specificities. The donor should ensure transparent communication and good collaboration between the project implementer and the evaluators.
- **A dedicated budget:** A CIE is relatively costly in comparison to other types of evaluations. Conventionally, the rule of thumb is that a CIE costs at least 200,000€ but depends on many factors such as the country in which the CIE is undertaken, the number of data collection rounds, how many aspects of

the intervention are being evaluated, the characteristics of the sample and the use of complementary methods.

LL9. Performing a CEA on a project implies having detailed project-level data on the activities under evaluation. Ideally, the financial report must inform on resources allocated to the activities under evaluation including programme administration and staff costs (i), targeting costs (ii), staff training (iii), participant training (iv), implementation and project material costs (v), user costs (vi) and monitoring costs(vii). In addition, as cost-effectiveness also requires measuring impacts, the requirements listed above also apply. The feasibility depends on the IPs collaboration and willingness to support the evaluators since they need to clearly understand what each cost items represent. Some IPs might show reluctance due to the fear of being judged, compared and simply for the efforts needed to adapt the reporting of the costs. Hence, before investing efforts in extracting cost data, the feasibility of a CEA should be assessed during the evaluation's inception and, if deemed unfeasible, alternative approaches to measure efficiency using qualitative approaches.

LL for embedding CIE as part of a portfolio evaluation

LL10. CIEs are the only evaluation approach allowing to quantify and attribute impacts to a project, and it is therefore relevant to embed them to projects that are eligible to CIEs. The evaluation of the EUTF portfolio has been innovative and ambition approach that provides rich insights and complements other studies. The harmonisation of evaluation approaches and indicators to the extent possible allowed to successfully aggregate, compare and triangulate key results to provide robust findings.

LL11. Opportunities were missed to fully exploit the potential of conducting CIEs on a portfolio of projects:

- **The misalignment between project goals and EUTF's objective** of reducing irregular migration limited the relevance of some evaluations to inform on the learning agenda. For example, the evaluation of the Préparation à la Vie Professionnelle (PVP) modules for children in primary schools in Guinea was not comparable to other projects seeking to promote employment among young adults. Similarly, as some projects did not aim to reduce irregular migration, the associated CIEs usually had disappointing results or did not cover migration-related outcomes. the specific learning objectives were unclear which created confusions and required significant adaptations throughout the evaluation process.
- **Lack of standardised reporting created evaluation shortcomings.** The EUTF Wiki repository is a practical platform to extract project information. C4ED could easily retrieve project documentation such as the Description of the Action which provided key information in a relatively standardised manner. However, for implementation updates, reporting activities were less systematic. Some projects did not submit implementation reports making it difficult to assess project performances. Regarding the financial reporting, this was not done systematically through the Wiki. For projects that submitted the financial reports, the followed different templates and different levels of disaggregation (see LL8).

LL12. Comparing impacts across projects is a challenging endeavour as they are not only dependent on the project activities but also on the targeted population (gender, age, migration status...) and contextual factors (country, region...). This portfolio evaluation proved it can inform on the project specific impacts and the average

impacts among the different projects, but it does not allow to identify the most impactful approach to promote employment. To identify the most (cost-)effective interventions one should:

- Thoroughly review meta-analyses covering the relevant types of activities, geographic areas and outcomes.
- Compare different interventions within a same project. The CIEs of the Tekki Fii project implemented by GIZ (the Gambia) and of the second component of the RISE project (Uganda) illustrate how a CIE can inform on the different impacts of providing a technical training only or a combination of technical training with a business development training.

LL for quantitative approaches to TVET and employment projects' evaluations

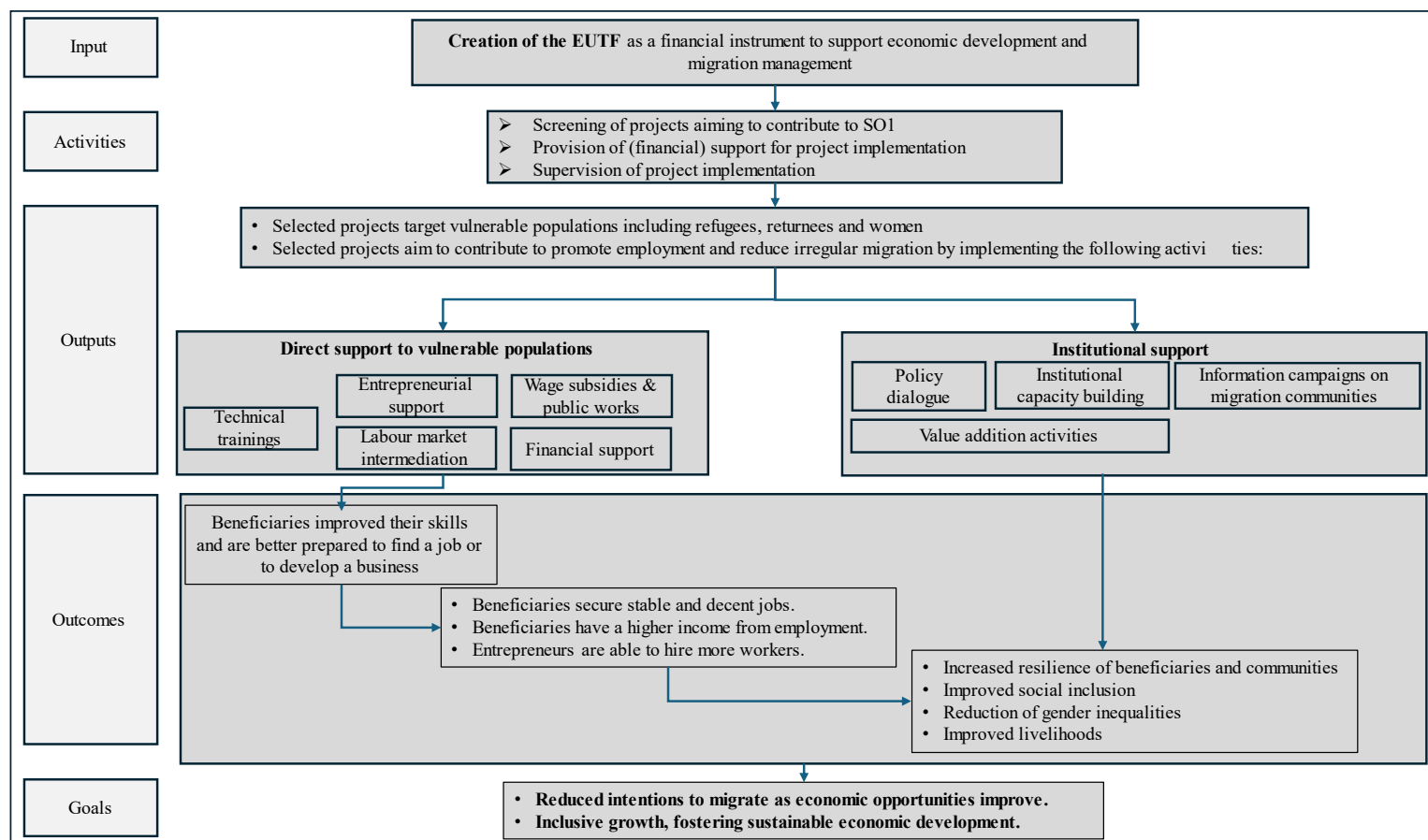
LL13. Employing a mixed-method evaluation design that complements quantitative data with qualitative data can ensure that evidence is generated beyond the confirmation and quantification of project impacts. Lessons learned on “how” and “why” change occurs are particularly relevant when (quasi-) experimental findings show that intended effects and impacts have not materialised. Qualitative evaluation methods should be considered particularly in complex environments where multiple factors interact in intricate ways (e.g. factors influencing migration behaviour) and where it is unreasonable to assume that change can be attributed to project activities alone.

LL14. Employment impacts take time to materialise, often beyond immediate post-training periods. Collecting data at least 18 months of more post-training helps capture the full impacts of an intervention seeking to promote economic opportunities, providing a more comprehensive understanding of their impacts and whether it can be sustained.

5. ANNEXES

5.1 INTERVENTION LOGIC

Figure 9: SO 1 Intervention logic



Source: C4ED elaboration

5.2 EVALUATION METHODOLOGY

Explanation of methodology

Desk review and PMS

A systematic desk review has been undertaken across the whole portfolio of 85 contracts. For each project, C4ED has summarised the objectives, main activities planned, activities implemented, target population, location, Ips, and context under which the project is carried out (Annex 5.10). This has provided a descriptive basis for the projects in the portfolio and the case studies. They have also helped in providing context for analysis, particularly in finding synergies or divergence of projects implemented in the respective windows and in contexts of political instability. The main sources of data for this part of desk review were the Action Fiche documents, and the project contracts (Annex 5.12).

C4ED has also reviewed decision documents, description of Action documents, latest/final/annual progress reports, quarterly reports, (where annual reports were lacking) and Evaluation/ROM report. A total of 209 documents were reviewed (Table 4). However, C4ED found and extracted useful information only from 188 of the 209 documents (Annex 5.7 and 5.12). The extracted information covered the main themes addressed by the overall evaluation (employment, job creation and skills, resilience, and livelihoods, achieved and unachieved intended outcomes, identified unintended outcomes, and differentiated results across various vulnerable groups and by gender). Within these broader dimensions, details which speak to specific sub-evaluation questions emerged. This has helped C4ED in providing contexts and answer sub-evaluation questions by illustrating synergies related to the themes (and EQs) across the portfolio projects.

Table 4: Aggregate numbers of documents reviewed

Decision document	Description of Action	Latest fi- nal/annual progress re- port	Quarterly reports (if no annual)	Evalua- tion/ROM re- ports	Total
42	75	58	4	30	209

Source: C4ED elaboration

More details on the documents that C4ED included in the systematic desk review for each contract are listed in Annex 5.12. These details include information regarding the reasons for inclusion (i.e., the informational value the documents add) and limitations that may emerge for each. At decision level, C4ED reviewed 42 of 48 Action Fiche documents. At contract level, C4ED reviewed the respective descriptions of action documents of 75 out of 84 contracts,³⁶ 58 of the Q1 2022 and / or (annual) progress reports, and 30 ROM or evaluation reports (where available). Documentation not related to a specific contract (portfolio, window, or thematic documentation) are reviewed using a non-structured approach.

Overall, the desk review contributed to rectifying the judgement criteria and indicators for the EQs and providing contexts and synergies for the EQs. The exercise also assisted in identifying information gaps.

³⁶ This is usually “Annex I” of each contract, alternatively the contract in general or an inception report document.

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While some of these gaps are due to inconsistently tracked information across the different projects, other gaps are simply indicative of the content not being reported upon at all in the project documentation. The lack of elaborated evaluation reports needs to be noted, as these evaluations were anticipated to be crucial to uncover information related to the EQs. Therefore, the informational gaps identified in the documents reviewed are summarised below by EQ:

- Information relevant to EQ1 (employment, jobs and skills) and EQ2 (resilience and livelihoods) in project documents exhibited inconsistent references to the effect of interventions on obtaining decent work. Few documents reported on the effects of trainings or MSME support on employability. Instead, these documents focused mainly on outputs such as the number of trainees or supported MSMEs. Additionally, project documents that referred to job placement did not consistently define the job type. This limited the ability of this desk review to inform a consistent understanding across projects. The implications for minimal definitions are also carried over to EQ2, where there was inconsistent clarification of how the intervention contributed to resilience and improved livelihoods, and related outcomes were only rarely reported. The various timelines of implementation might explain the lack of reporting on such outcomes since these are long-term effects and would possibly take longer to be observed. Therefore, the heterogeneity across reports required identifying a comparable definition of employment, resilience, and livelihood, based on which to evaluate EQ1 and EQ2 and this is what the portfolio evaluation did. The review further showed a lack a precision in the systemic use of job market assessment to determine skills to be covered by trainings or understanding cultural contexts for trainings. These were followed up by C4ED by including questions on design and implementation in the PMS and expert interview guides to help in the interpretation of the relevance and effectiveness of some of the interventions.
- Information relevant to EQ4 (Un-Intended effects) also exhibited variation in reporting. For EQ4.1, little information was provided about intended and unintended outcomes for beneficiaries and if those outcomes can be considered sustainable. Moreover, while some project documentation was transparent about unintended consequences of the intervention, others were less so and did not provide an indication of such occurrences. These gaps were filled with the PMS, SoC and OH. However, project documentation that expresses intended and unintended outcomes guided the identification of indicators for EQ4.1.
- Information relevant to EQ5 (Inclusive implementation) was relatively more substantial than that available for the other EQs, and retained slightly more consistency, however, gaps remained. For example, there is little information given on the specific needs of all gender groups, and how those are considered during implementation. The portfolio evaluation filled this gap by carefully integrating these aspects in the PMS, SoC, and assimilating results on these topics from R1 evaluations.
- Finally, there was little reference in the project documentation on the added value of the EUTF intervention and funding mechanism (EQ6), requiring the topic to be assessed in the PMS and expert interviews.

One major challenge C4ED faced was that important project documentations were not collected centrally through the EUTF wiki nor was the wiki reliably updated. The heterogeneity of project documentation, in terms of what is documented and how it is documented, represents an important limitation for the desk review. This presents a challenge for assessing the EQs in a consistent manner across the portfolio. Another challenge was to report on project features systematically. To mitigate the challenge, C4ED developed the PMS to fill gaps in the Desk Review and streamline the information across projects. The PMS was initially intended to be submitted to all active PMs of EUTF-funded projects. In this case, access to information was also

limited the response rate was only 56% despite several reminders at the individual and institutional levels. Consequently, to mobilise the most updated information for the evaluation, C4ED adapted the data collection protocol: In July 2024, C4ED extracted the data from the most recently updated document in the EUTF Wiki.

Finally, as part of the portfolio evaluation, C4ED planned to use Monitoring and Learning System (MLS) data collected over time by Altai using project-level information. These consist of raw data of various output indicators. However, inconsistencies in the MLS did not add value to the evaluation. Generally, MLS data faces difficulties collecting the same information with the same level of disaggregation consistently across all projects. Changes in the measurement of indicators over time cannot always be updated and there were difficulties collecting data from completed projects. Further, it is particularly difficult to collect information on outcomes as compared to outputs as these are measured even less regularly across projects.³⁷ C4ED could therefore not use the information from the MLS data.

Expert interviews

Key informant interviews with PMs

PMs are key players in implementing EUTF projects, and closely monitor the outcomes, progress, and challenges. Their insights are instrumental to answering the EQs and C4ED tapped into their valuable experience, especially regarding implementation challenges and lessons learned. Specifically, PMs contributed greatly to answering EQ1 on employability of beneficiaries and access to decent jobs; the quality of training; and EQ2 on the extent to which EUTF trainings and MSME support changed beneficiaries' resilience and livelihoods.

As implementers, they provided insights on sustainability and policy influence (EQ4) and differentiated outcomes and promotion of vulnerable groups (EQ5). Finally, given that some of them previously implemented projects with financing from sources other than the EUTF or were involved in consortia implementing similar projects under or outside EUTF, they contributed to answering EQ 6 on EU-added value and coherence.

While C4ED had planned on selecting only the PMs excluded from the OH and R1, difficulties in reaching PM from closed projects and the need to follow up on some findings made it reasonable to include PMs from some of projects included in R1 and OH. C4ED interviewed 15 PMs from SLC and 12 from HoA (Annex 5.8).

Key informant interviews with EU delegation

EUDs played an important role in designing some of the projects/programmes, reviewing implementation proposals from IPs, supervising the implementation of the project(s), assessing the progress of implementation and noting major changes in implementation or in outcomes, liaising with governments in countries where the interventions took place or are taking place and liaising with other partners including different donors. This gives them a global view of the implementation of EUTF, and insights into unarticulated or covert challenges and opportunities. As some of the EUDs oversaw more than one project which might be located in different settings, they offered insights on challenges and opportunities related to social, political and geographical contexts, where applicable.

The EUDs contributed to EQ1's sub-questions on employability and employment and skills (mis)match. They also provided insights on intended and unintended outcomes on a national

³⁷ See e.g. https://ec.europa.eu/trustfundforafrica/sites/default/files/eutf_mls_outcomes_vulgarisation.pdf for an articulation of this limitation.

and regional level, especially those relating to policy change and sustainability outcomes. Finally, given their global networks and work experience in similar projects, funded by sources other than the EUTF, and their coordination responsibilities, they provided information for EQ6 on EU-added value and coherence. C4ED interviewed 24 EUDs based on their availability for the interviews. 16 were from SLC and seven from HoA (Annex 5.8).

Outcome harvesting

OH is suitable for complex programming contexts where relations of cause and effect are not fully understood. Conventional monitoring and evaluation aims at determining results compares planned outcomes with what is actually achieved. In complex environments, objectives and the paths to achieve them are largely unpredictable and predefined objectives and theories of change must be modified over time to respond to changes in the context. OH is especially useful when the aim is to understand how individual outcomes contribute to broader system-wide changes. C4ED engaged participants from nine projects in the R2 sample by training them online on how to collect and share outcomes and realising OH workshops where participants discussed outcomes observed in the project implementation areas (see Table 16 in Annex 5.6).

Challenges

Reluctance of a few IPs to participate led to delays in the activity. Because OH requires high levels of collaboration, C4ED found replacements for the reluctant IPs, but maintained the integrity of the sample by choosing IPs who met the requirement in the sampling procedure (Table 12 in Annex 5.5). Similarly, when the war in Sudan started, the projects in Sudan were replaced by SUPREME³⁸ and SPRS-NU³⁹ (Table 12 in Annex 5.5).

Turnover of trained IP staff was a risk to collaboration in OH exercises, especially because outcomes may take long to materialise, requiring a need for working with the same participants over a longer time period.

Mitigation measures

The original plan was to hold two main workshops, each lasting two days and held virtually. Each workshop would consist of representatives of all sampled projects. Each project would provide two participants. Training plans have been redesigned and now include trainings tailored to projects or IPs in the sample (24 IPs in total –Table 13). For each group, the training was implemented as an online-training and lasted two days. The first day focused on pedagogical teaching of theoretical concepts while the second day focused on practical exercises through which participants reflected on their projects and how to roll out the activity. For some organisations, C4ED realised three or four sessions (Table 13).

Regarding limited or non-participation of project staff, C4ED requested each organisation to send in multiple participants instead of only two as originally proposed, with the assumption that at least two participants would fully and actively participate in the exercise. This over-sampling has countered the cases where some project staff did not fully and actively attend all the training sessions and reduced the risk of the loss of participants due to staff turnover.

³⁸ T05-EUTF-HOA-UG-68-01 - Strengthening, Protection and Economic Empowerment (SUPREME) in Uganda – Livelihood implemented by World Vision, SNV, ZOA, and Rice West Nile.

³⁹ T05-EUTF-HOA-UG-07-01 - Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU) – Enabel.

Stories of Change

SoC is an inductive case study method to investigate and report on the contributions of an intervention to specific outcomes (Mackenzie and Hearn, 2016). It reports the mechanisms and pathways by which a project was able to influence a particular change that has been observed (ibid). It is a suitable method for collecting enriching information on outlier outcomes, most significant changes, and unintended outcomes. C4ED interviewed the following groups (see Table 18 for further information):

Beneficiaries of the training. EUTF has various training modalities and activities including single and dual modalities, entrepreneurial and soft skills training, job placements, financial education and ToT. The outcomes of the trainings evaluated were various but included improving the employability of graduates, creating decent jobs and long-term employment, and also improving livelihoods and resilience. Graduates contributed to assessing the extent to which trainings led to training outcomes for each project. They offered information regarding the contributions of the training to their income, livelihoods, employment opportunities, and resilience. Through their narratives, C4ED could also ascertain their perceptions on the quality of the training and training facilities. They further shed light on some of the socio-cultural hinderances they face which might limit the benefits of the training. For example, do graduate refugees have less chances in the job market? And if so, why? Are there gender stereotypes that limit access of women to decent jobs, to other trainings, to certain trades, to seek employment and to start a business? If so, what are they and how do they limit their access?

Beneficiaries of MSME support. This group contributed insight on the questions of effects of MSME support on livelihoods and resilience. Depending on the project, this included questions regarding access to finance, technical facilities, and value chain support. This group was composed of mainly MSMEs owners who have benefited from the EUTF interventions, but also employees working in these MSMEs. The owners provided insights on MSMEs while the employees commented on changes in their employment environments, changes in their finances and how these determine their life prospects.

C4ED reached mainly MSMEs in SLC targeted by TPME implemented by I&P (Terranga Capital in Senegal and Comeo Capital in Ivory Coast). Because the MSMEs generally had a low number of employees, C4ED carried out IDS with the employees and owners

Trainers. These were trainers from VTIs, contracted to train the beneficiaries. They provided information on training outcomes and gave insights into the challenges of the trainings, especially on the quality of training facilities. They also provided insights on the extent of attendance and participation of trainees.

Employers. They were identified from the sectors and trades in which each project conducts training. This group highlighted the contributions of the training to raising the employment opportunities of the graduates.

Local government authorities. Many of the EUTF activities at the local level are implemented in collaboration with the local government authorities. Given that local government authorities are usually aware of the development cooperation activities taking place in their jurisdictions, they were able to comment on the contributions of EUTF to job creation and skills match.

Central government authority. Similar to local government authorities, central government authorities collaborate with different donors and engage at different levels with activities of the interventions from the donors. Interviewing a government official at the national level enabled tackling questions on sustainability and policy influence.

Other donors. C4ED interviewed other donors working in the same countries that had closely observed the EUTF activities. They provided, though to a lesser extent, perspectives on the impact of EUTF instruments, and the sustainability of these impacts.

Challenges

Because of the recent political events in Burkina Faso, carrying out FGDs was impossible. Field researchers reported that it was difficult to mobilise respondents in groups because this would draw attention to them and could potentially result in political persecution. Moreover, some regions of the country where implementation took place were not easily accessible.

Mitigation measures

Instead of FGDs, the team carried out IDIs with the same groups of respondents as in the original sample (see Table 12 in Annex 5.8). In-country staff of C4ED worked closely with the IP and identified areas where implementation took place, but which were still safe and accessible for data collection. They collected the data in these areas.

Triangulation and extrapolation

By engaging EQs with similar themes across R1 and R2, results can be triangulated and extrapolated where appropriate. The thematic analysis in this evaluation focused on identifying key themes in the data that address practical questions, such as the nature of the impact, how and why the impact occurred (or did not occur), and what factors influenced these outcomes. These thematic insights provide policymakers at various levels with a clear understanding of whether projects are achieving their goals, how effective they are, and which aspects may need adjustments.

C4ED further employed four robust methods to ensure adequate triangulation:

1. Data triangulation

C4ED employed data triangulation by comparing results obtained from multiple sources (as outlined in Table 3). This process involved integrating information collected through various tools and cross-referencing how they complement and enrich one another. Specifically:

- The team cross-verified data from desk studies, interviews, and the PMS to establish context, describe the portfolio, and answer EQs.
- Information from interviews with PMs were validated against insights from interviews with EUDs and government officials, ensuring consistency and reliability at both project and national levels.
- OH data was leveraged to confirm, dispute, or enhance findings from other sources. This included findings from the PMS and expert interviews on employment, employability, and skills (EQ 1), as well as unintended outcomes (EQ 4) and inclusion of vulnerable groups (EQ 5).
- Data from interviews with beneficiaries and other local actors validated or disputed outcomes collected from the OH exercise.
- Combined insights from expert interviews and OH allowed the team to generalise outcomes once confirmed at a broader level.
- Findings from R1 were scrutinised to either confirm or challenge findings from R2.

2. Investigator triangulation

Under R2, two principal investigators — one for the SLC and another for the HoA — collaborated to identify both similarities and differences in findings across regions. Additionally, R1 projects were managed by separate principal investigators who conducted independent data collection and analysis. These investigators worked closely with their R2 counterparts to confirm, refute, or refine findings, ensuring a comprehensive approach to cross-regional evaluation.

3. Methodological triangulation

C4ED utilised both qualitative and quantitative methods to minimise bias and enhance the validity of findings. For R1 projects:

- For R1 projects, qualitative methods were used to provide context for certain quantitative findings (e.g., in Uganda and Ethiopia) and to confirm or dispute results (e.g., in Ghana).
- R1 results informed R2 findings, enabling extrapolation and broader generalisations.

4. Triangulation with secondary literature

Findings have been further crosschecked with other findings from the literature, especially those related to TVET, employment, and social cohesion (see annex 5.11). This form of triangulations has supported the generalization of results mainly on issues related to skills training, youth employment and livelihoods. Consultation of previous monitoring and evaluation reports under the EUTF projects (see annex 5.12) has strengthened the evidence from this evaluation and helped contextualise results especially in themes related to gender, refugees and returning migrants.

This multifaceted triangulation approach ensured the reliability, validity, and depth of C4ED's evaluation processes.

Conclusions have been assessed against the OECD DAC criteria: relevance, coherence, effectiveness, efficiency, impact, and sustainability. These criteria align with the EQs addressed in both R1 and R2, with one exception: The concept of **EU-added value** – the value derived from EU interventions that go beyond what Member States alone could achieve – is covered exclusively in R2. All elements of these criteria are consistent with the programme's results framework indicators and are linked to the EQs outlined in the evaluation matrix in Annex 5.4

Limitations

See limitations in chapter 1.

5.3 DETAILED ANSWERS BY EQS

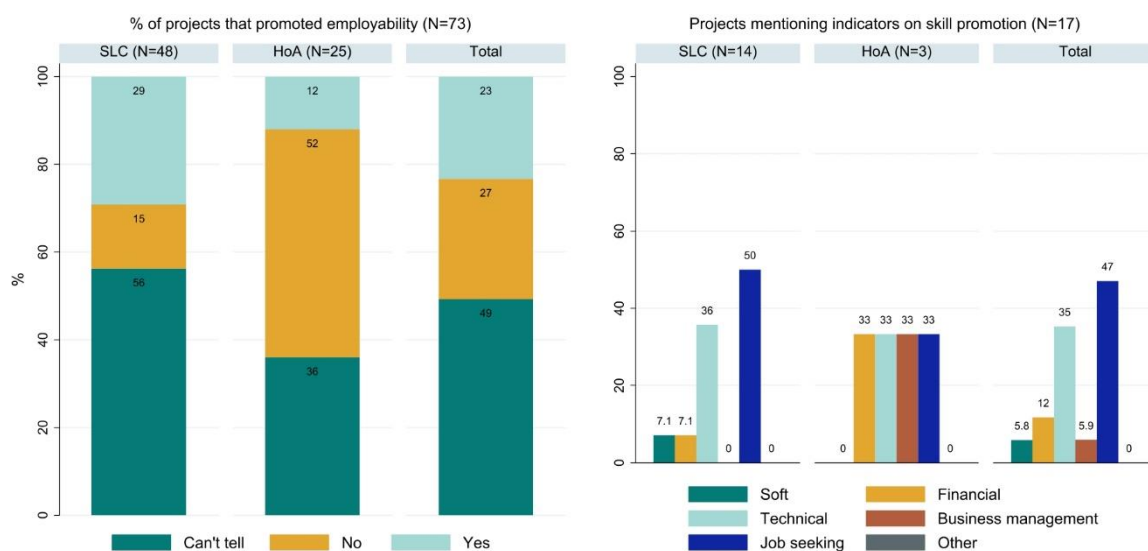
EQ1. To what extent did EUTF interventions contribute to employment, job creation, and skills?

What impact does EUTF support have on employability? (EQ1.1)

Results from R2

C4ED investigated whether the EUTF-funded projects aimed at improving skills and employability. From the desk review, 76% of the contracts aimed at promoting skills (81% in SLC and 66% in HoA – see Figure 2) but it remains unclear whether the projects promoted employability since only 23% of them report any improvement of beneficiaries' skills (indicator 1.1.1) due to the project (left-hand chart in Figure 10). Most of the sampled projects promoting employability took place in SLC and focused on technical skills and job seeking techniques (right hand chart in Figure 10). The relatively low levels of perceived impact on this dimension by PMs are probably due to the incapacity of the projects to assess the impact without a CIE to inform on their causal effect.

Figure 10: % of projects that promoted employability and skills promoted



Note: Desk Review. Left hand chart focuses on project seeking to promote employability (N=73). Right-hand chart focuses on projects mentioning having promoted employability (N=17).

Source: Desk review. C4ED elaboration

Key informants at the EUD level are cautious about the impacts of the projects on employability. In both the HoA and SLC, they acknowledge that the projects focused on skills development and job creation which should contribute to the employability of the beneficiaries but were not certain of the impacts (indicator 1.1.3). This must be partly because many of the projects were still under implementation or had recently ended by the time of the interviews. Nevertheless, where employability was improved, it was through placement trainings. This however had its challenges as some companies were exploiting the trainees by either not paying or underpaying them. Because of this, Uganda Enable partnered with the private sector to build their capacity for on-the-job training and encouraged the private sector to retain successful graduates. The

Transform project in Djibouti aimed at increasing awareness of jobs and employment opportunities available in the transport and logistics sector and developing relevant training programmes. The project increased awareness of different kinds of jobs. Similarly, in the SLC, internships and job placements were key in improving employability.

Perceptions of finding wage employment

Graduates in the HoA perceived that their chances of finding wage employment (indicator 1.1.2) as improved thanks to the trainings. They perceived that the trainings, independent of the type, helped them acquire the necessary technical and soft skills to support them in the job market as illustrated by the two quotes below:

I think my chances of finding work in an industry or company have increased considering that I have acquired the skills necessary to produce what they demand. Prior to receiving skill training, it was difficult to find professional jobs because we knew nothing about the production of footwear (Female training beneficiary LISEC Green-Jobs project, Ethiopia)

I have the opportunity to get jobs in future because of the training I got in ICT. In the current generation, one has to know [have skills in] computer. And nowadays, almost everything gets designed on a computer. I will find a job in a company or work as an ICT teacher (Male training beneficiary RISE, Uganda)

This was corroborated by expert interviews who assumed that beneficiaries are in a better position to and will likely find wage employment (indicator 1.1.3). Similarly, employers perceived such trainings as useful for their trades (indicator 1.1.4), but some were hesitant to employ skills-training graduates (see EQ 1.2).

In the SLC, perceptions of beneficiaries being able to find wage labour (indicator 1.1.2) are lower, probably because the projects in the sample focused on MSME support (Ivory Coast and Senegal) or support to new and existing IGA and groups (TUUMA – Burkina Faso, Durazinder and JEEN – Niger). Nevertheless, isolated projects and trades show increased chances of beneficiaries finding wage employment, thanks to training in specific trades. For instance, outcomes presented by CISP staff under the D.E.S.E.R.T project (Niger) show that youth who have received training in building bioclimatic houses had a good opportunity to get into wage labour, given the expansion of the bioclimatic mason sector and the growing need for specialisation in the local workforce.

Perceptions on starting own business/IGA

Graduates from both SLC and HoA perceived themselves to be in a better position to start or improve their businesses (indicator 1.1.2). In the HoA, trainings targeted youth not in education and employment, although some had previous IGAs and skills. Their foundational skills were heterogenous, and they perceived their skills after the training as improved (indicator 1.1.1) to help them start or improve their business. In the SLC on the other hand, most of the trainees had pre-existing businesses and perceived that they were ready to improve their business after the skills training (indicator 1.1.1). See the two quotes below:

I've really progressed as a result of the training we received because we've had a lot of changes in the activities we do thanks to this training. (...) Because we thought we were doing the work in the traditional way, and now we've been given a new strategy, and by following this strategy we've seen a lot of evolution in our activities.” (Doguerawa returnee)

... as soon as the person or the beneficiary masters the content, I think that 90% of them can succeed in their activity” (Trainer Niger)

In both cases, trainers perceived the skills of graduates as improved and were confident the graduates would successfully start or improve their existing businesses (indicator 1.1.3).

Despite the beneficiaries’ general optimistic perception of employability, interviews with some employers had paradoxical results. While employers were of the perception that they would hire staff trained in the skills of a trade of interest to them (indicator 1.1.4), only a few had done so. For instance, employers in Tahoua, Niger, Modjo, Ethiopia, and Garissa Kenya emphasised the importance of recruiting trained persons but made it clear that they preferred hiring relatives (trained or untrained). Those who hired outside the family employed unskilled labour. The main reasons for this tendency are the employers’ trust in relatives and the low costs incurred when they hire them. It should be noted that the employers C4ED talked to owned small businesses (with one or two employees), which, in the context of extreme poverty and limited jobs, allow the limited benefits available to remain within the family. These findings resonate with the literature on household enterprises, defined as (self-employed) enterprises working in non-agricultural sectors that employ contributing family workers (Fox and Sohnesen 2012). Such businesses are seen as leading employers in Sub-Saharan Africa (ibid).

Results from R1

Under R1, C4ED investigated employability by assessing the beneficiaries’ perception of employability (indicator 1.1.2), their job-searching proactivity (indicator 1.1.5) and their skills (indicator 1.1.1) (Table 5).

Skills

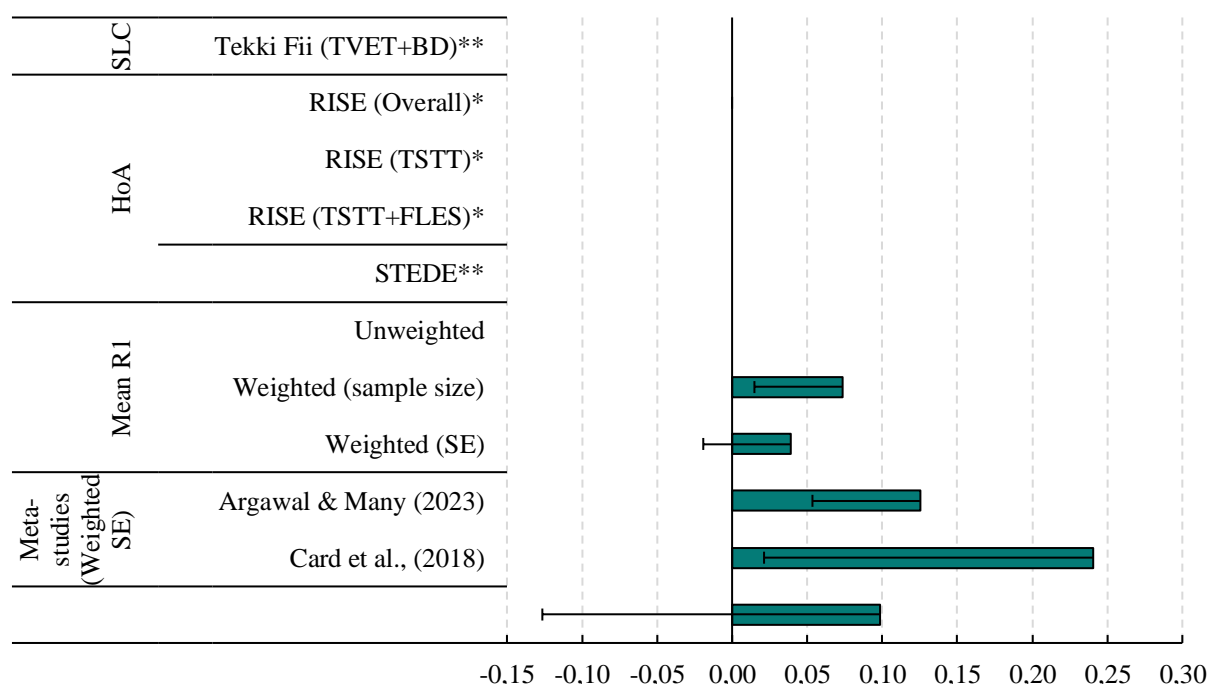
Regarding the promotion of skills, most R1 studies demonstrate that most interventions promoted technical skills (indicator 1.1.1) making the beneficiaries more suitable to find a job. However, the STEDE project in Ethiopia had a negative impact on the financial literacy (-22 pp). This shows that a project can have negative effects if trainers are not well prepared to share knowledge, the curricula are not aligned with the beneficiaries’ foundational skills and the teachers do not teach directly the beneficiaries. This is similar to other findings in the literature that show that ill preparation of training might have no effects or even produce negative results (Kluve et al., 2016; World Bank et al., 2023).

Perceived employability

Studies on two out of four R1 projects measuring perceived employability report that they have improved the beneficiaries’ perception of employability (Figure 11). The second component of the RISE project in Uganda shows a significant positive impact on the respondents’ self-perception (indicator 1.1.2) of successfully addressing the challenges of the labour market, irrespective of the training they had undertaken. Similarly, in The Gambia, 18 months after the Tekki Fii (The Gambia) training, youths who were not in employment perceive themselves as slightly more employable than non-beneficiaries. The Tekki Fii (The Gambia) evaluation reports an average impact of +0.17 (+4.6%) and the RISE (Uganda) evaluation of +0.31 (+7.9%) on the self-perceived employability scale, respectively. However, in some cases, there was no improvement in the perception of employability (indicator 1.1.2) due to the beneficiaries realising that the labour market is saturated and finding a job would be more difficult than expected (GrEEEn – Ghana, Parcours INTEGRA – Guinea) and PECOBAT – Mauritania).

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Figure 11: Mean effect sizes on perceived employability in R1 studies (in units of the scale)



Notes: *Coefficients represent the Average Treatment Effects on the Treated (ATT). **Coefficients represent Intention to Treat Effects (ITT). Impacts measured 18 months after the intervention. Confidence intervals are based on a confidence level of 95%. Significance levels might differ from those reported in the R1 reports who can rely on higher confidence levels and are based on the sharpened q-values.

Source: C4ED elaboration

Job search

The R1 studies found more mixed results on job searching proactivity (indicator 1.1.5 – Table 5), probably because projects positively impacted employment and therefore, beneficiaries did not need to search for a job. In the second component of the RISE project (Uganda), females also appear to have faced social barriers to job searching as their respective communities expected them to prioritise household chores before searching for jobs.

Table 5: Summary results on employability from R1

Region	Project	Key findings
HoA	Second component of the RISE project	6 and 18 months after the end of the training, the project had positive impacts on financial planning, entrepreneurial self-efficacy, perceived employability. Positive impacts on both genders' job search proactiveness. However, only males received more job offers than their counterparts in the control group
	VSLA intervention of the STEDE project	Positive impacts on financial resources management Negative impacts on financial literacy scores likely due to the complexity of financial concepts and misalignment with Sharia-compliant practices
		Qualitative findings suggest the project raised awareness of economic opportunities.
SLC	GrEEEn project	No impact of neither the CfW nor the OYE component on self-perceived employability. CfW did not impact professional skills

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Tekki Fii project implemented by GIZ	Positive impact of the project only on female beneficiaries' perception of employability eighteen months after the end of the training.
	No impact on male beneficiaries' perception of employability No impact on job-seeking proactivity
PARERBA project	N/A
PVP activities of the INTEGRA project	N/A
	No impact males' perception of employability.
Guinea INTEGRA-ITC	Negative impact on selected females' perception of employability likely due to lack of opportunities in their trades of interest (or in those dominated by females) and competition with males.
	Qualitative interviews suggest the training was useful to develop basic fishing navigation and motor repairing skills.
Promopêche	Labour market offers few opportunities and trainees still have limited experience after the training
	Qualitative interviews suggest the training was useful to develop useful technical skills for the construction sector.
PECOBAT	No clear changes in job searching practices Labour market offers few opportunities

Note: The terms “impacts” and “effect” come from conclusions of quantitative findings that confirm the existence or absence of a causal relationship. Conclusions from qualitative findings are explicitly mentioned. Statements in green refer to desired effects, whereas in red, they refer to undesired effects. Statements in black refer to relevant findings for which the study cannot conclude the existence of an impact.
Source: R1. C4ED elaboration

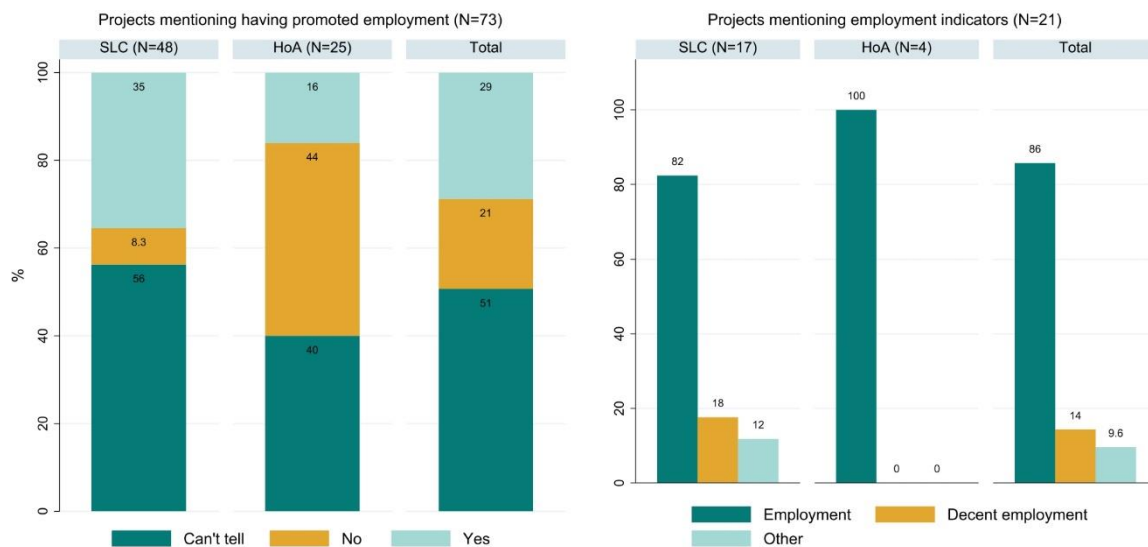
What impact does EUTF support have on access to (decent) employment? (EQ1.2)

Results from R2

Similarly to the findings on employability, the desk review does not provide a clear picture of the effects of the EUTF-funded projects on employment. Out of the contracts seeking to promote employment (see Figure 2), only 29% explicitly mention effects on employment, a rate which is significantly higher in SLC than in HoA (Figure 12 – indicator 1.2.1). This rate is surprisingly low given that the main goal of these projects was to promote employment. When commenting on this outcome, the reports mainly display information on employment without characterising it which does not allow to assess the quality of the jobs secured by the beneficiaries. However, such a distinction would be important in the analysis of the impacts in R1 studies.

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Figure 12: Projects mentioning having promoted employment



Note: Desk Review. Left-hand chart focuses on projects seeking to promote employment (N=73). Right-hand chart focuses on projects mentioning having promoted employment (N=21).
Source: Desk review. C4ED elaboration

C4ED also investigated whether the projects promoted employment by supporting MSMEs. The desk review reveals that while 22% of project reports – most of them on projects in SLC – explicitly mention that MSME support affected their capacity to employ, 50% do not explicitly elaborate on this outcome, and 29% state that the project did not affect their capacity to employ. The projects' main strategies identified to strengthen MSMEs and improve their capacity to hire workers were:

- Improve access to financial services
- Provide grants
- Improve entrepreneurial skills
- Support for formalisation

PMs and EUDs shared the view that many beneficiaries could start their IGAs thanks to the trainings and EUTF technical and financial support.

Findings on Wage Employment

Only a few beneficiaries from the six case studies under the SoC secured jobs where they have been employed by someone else or a business (indicator 1.2.4). Various reasons account for this.

The first is the limited availability of jobs in the job market across SLC and HoA. While many graduates reported searching for employment, they found it hard to find open positions. See for example the quote below:

We have the skills now, but we are just lacking the opportunities. The opportunities are rare. Sometimes we get the opportunities, sometimes we don't get the opportunities. The opportunities are minimal (FGD, Female beneficiaries, Garissa, Kenya)

PMs also highlighted the effects of lockdowns (indicator 1.2.2) as one of the measures implemented by many countries in Africa, to curb the spread of COVID-19. This limited the number of jobs or the possibilities of searching for jobs.

In addition, respondents observed gender barriers (*indicator 1.2.2*): Cultural norms stigmatised women who left their homes to find jobs instead of taking care of their family and household chores. The quote below from a local leader in Garissa, Kenya captures the tone around Garissa regarding engaging women's training.

I think due to cultural aspect; some married women may not be allowed by their husbands to attend classes or find jobs. Sometimes, if they [women] insist, it could lead to domestic violence and family break up and divorce. Also, when giving the grants or support to people, if the women are grouped with men, the men can take away all the money given to them because the women have no power to claim and get back the money (IDI, Local Authority, Kenya)

Similar voices are reflected in the case studies in the SLC window. For instance, a PM supporting the GrEEen project (Ghana) highlighted that cultural aspects hinder women from fully participating in employment because the men in the community see this as a woman's secondary role, implying that their primary role is housework (*indicator 1.2.2*). These results align with the literature on barriers to employment faced by females in Africa (e.g., Berge et al., 2011).

Other barriers specifically relate to refugees (*indicator 1.2.2*). Refugees in Uganda and Kenya found it more challenging to find wage employment or start their IGAs compared to their host counterparts. Female refugees reported more challenges than female host community members. While refugees interviewed in both countries believed employers favoured national citizens, they indicated language barriers as another hindrance to finding wage employment (*indicator 1.2.2*). The situation seemed worse for refugees in Kenya as they require travel permits to get out of their camps, which further limits their chances of finding employment outside the camps (*indicator 1.2.2*). The following quote from a beneficiary of the ABLIG project (Kenya) illustrates this point:

You also need documentation (ID cards) which all refugees don't have, hence we are not able to get jobs (Female beneficiaries, Kenya)

Additionally, locked-in effects (*indicator 1.2.2*) contribute to explaining this observation, i.e., graduates suspended their job search and got entangled in project activities. Respondents saw their activities as an investment. For instance, graduates under the LISEC – Green Jobs project (Ethiopia) underwent skills training in footwear, leather bags, and leather processing, and some took further training in soft skills and “mindset” change. At the time of data collection (June 2023), only few participants were employed elsewhere or actively searched for jobs. They invested their time in forming groups that would be part of a cluster that would benefit from the leather processing equipment and machinery imported by the project. Procurement difficulties led to a delay in the machines arriving and getting installed. Investing their hopes in their business plans and trusting in the IPs to provide them with the required machinery, they opted not to search for jobs.

Findings on self-employment/opening or developing an IGA

There were mixed findings on graduates opening or improving their existing businesses. For projects where there was no start-up capital (*indicator 1.2.2*), only a few examples from the change stories show that graduates could start their own businesses. On the other hand, for those projects where start-up capital was offered, more beneficiaries reported opening their (new) business (*indicator 1.2.4*). This resonates with the literature that suggests that one of the biggest challenges to individuals launching their business is the lack of capital (Kluve et al., 2016, Schoof 2006). While there might be other avenues for attaining this capital (e.g., loans from banks and microfinance institutions), small businesses cannot easily provide the collateral a

bank requires before investing (Schoof 2006). Microfinance institutions, on the other hand, cover only a small part of the population.

EUTF support, however, helped to improve existing businesses/IGAs (indicator 1.2.5). Many beneficiaries who had their own business before and attended the skills trainings, especially the soft skills training, reported to have improved their market base, their finances and the size of the business. Financial skills helped them learn how to save money, budget and keep books which is essential for business development and sustainability. In South Sudan, for instance, trainings helped beneficiaries of the JCTD project to focus only on a few crops that were marketable in their localities. ITC in South Sudan also offered start-up capital and linked many of the farmers to clients through trade fairs.

However, not all groups benefited in the same way. In the HoA, refugees in Uganda and Kenya faced barriers that limit opening or improving their IGAs. In Kenya, because of the movement restrictions, refugees reported exploitation by intermediaries who inflate the prices of goods and ‘disappear’ with their money, rendering their IGA uncompetitive (*indicator 1.2.2*). Furthermore, their client base was limited to the camps. A male refugee beneficiary explains:

Sometimes you get a client outside of here [refugee camp], say in Garissa town, but you cannot go outside of the refugee camps. Police will arrest you if you leave and ask you where your travel permit is – they will take your money [bribes] and still send you back to the camp. Movement is the greatest challenge that we have (Male beneficiary, Kenya).

Findings on MSME support

HoA window

Many MSME owners in Modjo under the LISEC Green Jobs (Ethiopia) and ABLIG (Kenya) projects indicated they had not employed new people (*indicator 1.2.6*). However, those who employed new staff had hired a relative and associated the possibility of employing someone new to EUTF support (*indicator 1.2.6*).

SLC window

MSMEs in the SLC window have, to various extents, been strengthened (*indicator 1.2.5*) thanks to EUTF support. In Niger, for instance, MSMEs that received support from the DURAZINDER project (Niger) were able to take more calculated financial risks than before the support started, which allowed them to create more jobs (*indicator 1.2.6*), as illustrated by the outcome below:

DURAZINDER are taking more risks and increasing the volume of their activities and are employing more young people. Some examples are the Restaurant Annour, which now employs eight temporary and five permanent workers, and a company producing infant flour in the city of Matamèye (Niger) which now employs 17 temporary workers. (OH, Duranzinder)

In Burkina Faso, the support provided by the project TUUMA (Burkina Faso) allowed MSMEs to adopt more modernised production techniques (*indicator 1.2.5*), therefore improving their working conditions and those of their employees and, at the same time, contributing to diversifying the range of products that they offer.

From the beginning of 2021, the Micro and Small Rural Enterprises (MSRE) of the regions covered by the project TUUMA (the Boucle du Mouhoun, the North, the Hauts-Bassins, the Cascades and the Sahel) have adapted their methods of production and

processing of products (agricultural and non-agricultural) and now most often take into account technical and qualitative standards established by the authorised institutions/structures. This contributed to the improvement of the technical skills of young people and women (promoters of these MSREs) and to the diversification of the economic activities of the MSREs, thus facilitating their access to the market (OH, TUUMA)

The above findings are corroborated by the data collected among beneficiaries of MSME support in Niger, Burkina Faso, Ivory Coast, and Senegal. In Niger, the owner of an MSME that received support from the JEEN project (Niger) testified about increasing turnovers and staffing as follows (indicators 1.2.5 and 1.2.6):

Since we met [started working with] SNV, every week we deposit 20,000 FCFA [30 EUR] in the bank. Until now our turnover is around 300,000 FCFA [450 EUR] and we have gone from one employee to two. Our work is in the best conditions, our business is evolving thanks to God and the support of SNV. It's a change for our business (Female beneficiary, Niger).

Under the regional project (TPME – Comeo Capital for Ivory Coast and Teranga Capital for Senegal), MSMEs received financial loans, and financial support, which enabled many to improve their financial situation and create additional jobs (indicator 1.2.6).

Results from R1

Figure 13 compiles the impacts of the R1 studies on stable employment. In total, 11 estimations were extracted from six different projects. Nine out of the 11 estimations show a positive correlation with stable employment but the impact can be confirmed in five cases using a 95% confidence interval⁴⁰ with effects varying between -3pp and +20pp. It is important to mention that the PARERBA project (Senegal) is the only project presenting negative and significant impacts on employment. This is due to the project and its evaluation being focused on rural employment. This reduction of household employment is likely due to i) a weak economic context and ii) an increased productivity of the farming activities freeing time to occupy non-farm jobs which are not measured by the study.

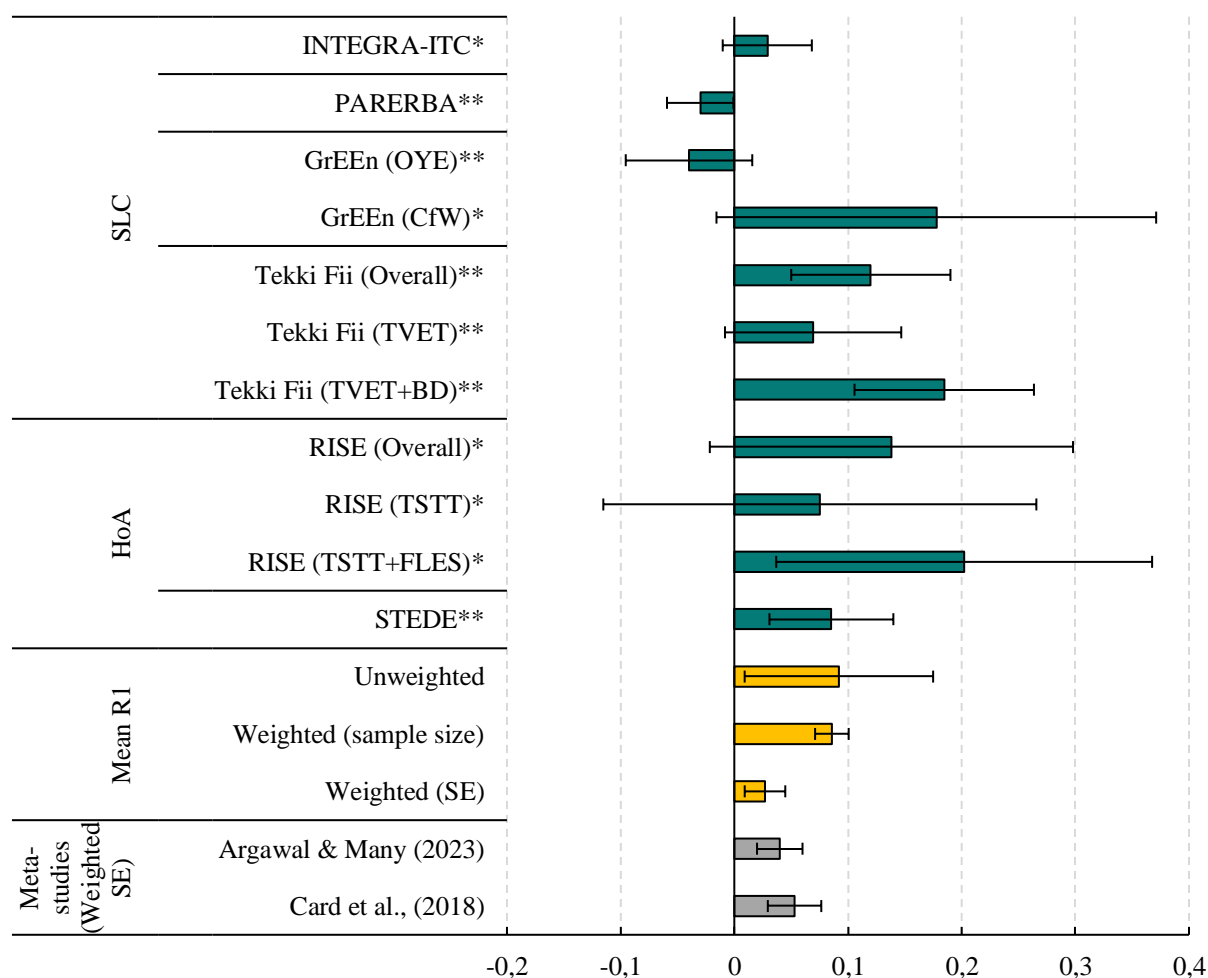
Figure 13 also displays the mean effects across the R1 studies. To calculate the average impact, we follow the conventional approach in meta-analyses of weighting the effect size by the precision of each study using the Standard Errors (SE). In this case, the mean effect 12 to 18 months after the of project is of +2.7pp (indicator 1.2.1) meaning that on average, for every 100 beneficiaries selected and/or supported, approximately three found a job they would not have found without the project. However, this average should be taken with caution since how – and whether – you consider weights can significantly change the outcome. As an illustration, when weighting the effect size based on the sample size (which is another way of considering the precision of a study), the average effect size is of +8.6pp. When considering the unweighted mean effect (considers all studies equally, regardless of their precision or sample size), the mean effect is of +9.2pp. Note also that the PARERBA project (Senegal) evaluation is an outlier as it measures only farming employment (and fails to capture non-farm employment impacts) and reports negative effects. When removing this study from the sample, the weighted SE mean effect doubles (+4.4pp).

⁴⁰ Note that when using a less conservative confidence interval of 90%, nine out of 11 estimates are significantly correlated with stable employment.

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Figure 13: Mean effect sizes (in pp) in R1 projects on stable employment



Notes: *Coefficients represent the ATT. **Coefficients represent the ITT. Confidence intervals are based on a confidence level of 95%. Significance levels might differ from those reported in the R1 reports who can rely on higher confidence levels and are based on the sharpened q-values. Estimates represent effects measured 12 to 18 months after the end of the exposure to the treatment.

Source: R1. C4ED elaboration

To contrast the impacts with other evaluated employment projects, C4ED identified two relevant meta-studies. The most recently published meta-analysis focuses on LMICs and technical trainings (Agarwal & Mani, 2024). Out of 27 estimates it reports a weighted mean effect of +4pp and a similar unweighted mean effect (+4.3pp). While it is a particularly relevant study regarding the geographical scope and its recent publication, it focuses on vocational and on-the-job trainings. The second meta study by Card et al. (2018) covers a larger variety of studies, including studies on vocational trainings, job search assistance, private subsidies, public employment and other types of ALMPs. This meta study also includes evaluations of projects in high-income countries and its sample is significantly larger (857 estimates) out of which only 31% are from the Global South. The study reports a midterm weighted mean effect of +5.4pp and an unweighted mean effect of +8.6pp. This said, it is important to mention that R1 studies focus on stable employment (defined as *having worked during at least one month in the past six months before the interview*), whereas most studies focus on more standard measures of employment (which often correspond to “*having worked for at least 1 hour in the past 7 days*”). Despite the higher standards in the definition of employment adopted, the ranges and mean

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effects in the R1 studies are similar to other meta-studies (though depends on how the average effects are measured).

Regarding findings on MSME contribution to employment, R1 studies can only contribute marginally, as only the MSME support component of the GrEEEn project in Ghana and Opportunity 3 activities in the PARERBA project in Senegal fit such type of intervention. Also, none of them provides impact estimations since it was not possible to implement a counterfactual approach. Instead, they inform on trends across time and rely heavily on qualitative findings. The results suggest mixed outcomes. In the GrEEEn project (Ghana), supported MSMEs increased their economic performance (indicator 1.2.5) and employed more workforce (indicator 1.2.6) after benefitting from project support. While benefitting entrepreneurs were also more likely to offer jobs with social security (indicator 1.2.7), they did not hire more female employees. Regarding access to finance, C4ED found that the GrEEEn beneficiaries were more likely to save money and use bank accounts (indicator 1.2.5). However, there is no evidence suggesting that they were more likely to obtain a loan after the project. Regarding the PARERBA project (Senegal), results are also nuanced since the SME supported hired more workers (indicator 1.2.6) though less than initially expected and without offering decent working conditions (indicator 1.2.7). Finally, the findings on the VSLA intervention of the STEDE project's evaluation (Ethiopia), though the project did not specifically support MSMEs, suggest that it helped beneficiaries to invest in existing family businesses. Such capital influx had likely bolstered them and helped them to maintain their existing workforce (indicator 1.2.5). However, there is no clear evidence suggesting that the project led to substantial increases in hiring by these firms.

Table 6: Summary results on employment from R1

Region	Project	Key Findings
HoA	Second component of the RISE project (Uganda)	<p>The project had a positive impact employment 18 months after the end of the training thanks to the combination of the TSTT and FLES training (+22pp). Effects only materialised after 18 months and as many selected candidates did not attend the training sessions, it is likely that the impacts have been diluted by non-compliers.</p> <p>Beneficiaries generally became casual workers and where more likely to have a formal job.</p> <p>Positive impacts on decent employment on male and host trainees, who reach better working conditions.</p> <p>No impact on working conditions (hourly productivity and quality of employment).</p> <p>On average, selected females were not more likely to secure a job due to gender-specific household obligations and limited mobility.</p> <p>Positive impacts on selected males' exposure to job-related injuries and illnesses as they tend to find employment in the manufacturing sector.</p>
	Ethiopia STEDE	<p>The VSLA intervention had a positive impact on stable employment by 9pp as beneficiaries invested in (and found jobs in) existing family businesses. Impacts are significant across gender and refugee status.</p> <p>No impact on formal employment.</p> <p>No impacts of VSLAs on interest in starting own business, business started after 2021 or business investment.</p>
SLC	Ghana GrEEen	<p>The project had a positive impact on employment as CfW beneficiaries' likelihood of having a job increased by 18pp, usually as self-employed.</p> <p>Improvement of employment conditions in MSMEs (full-time jobs, social security).</p> <p>No clear impacts on CfW beneficiaries' decent employment.</p> <p>No change in the share of OYE beneficiaries in employment likely due to the short timeframe of the evaluation and the lack of financial support to start a business and limited job opportunities.</p> <p>No change in the share of female or high-skilled employees, employees with social security or contracts.</p>
	The Gambia Tekki Fii	<p>The project had a positive impact on employment six and 18 months after the end of the training (with increasing effects over time) thanks to the combination the TVET and the business development training (+18pp). Beneficiaries generally became formal entrepreneurs thanks to the financial support provided by the business development component.</p> <p>No impact on working conditions (hourly productivity and quality of employment).</p> <p>The project did not help females to increase their income despite improving their likelihood of having a job.</p> <p>Positive impacts on male beneficiaries' exposure to job-related injuries and illnesses as they tend to find employment in the manufacturing sector.</p>
	Senegal PARERBA	<p>Uncertain impacts of O1 on employment: members of the household are less likely to work in the household farming business. No impact on the employment of additional workers</p> <p>However, O1 positively impacted households' productivity and allowed occupying complementary casual jobs.</p>

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For O2, youths represent 28% of direct beneficiaries and nearly 50% of employees in supported MSMEs. O2 was useful for females to open their businesses and increase their income. However, jobs created are deemed vulnerable as they are low-paid and unstable occupations.

For O3, close to 70% of employees are females, and 58% of employees have a contract of 1 year or less.

Guinea INTEGRA-GIZ	N/A
Guinea INTEGRA-ITC	<p>Positive impact on employment on male beneficiaries on the short term and mainly by supporting the creation and development IGAs.</p> <p>No impacts on female employment. No impact on decent employment.</p> <p>Positive impacts on males' exposure to job-related injuries and illnesses as they tend to find employment in the manufacturing sector.</p>
Mauritania Promopêche	<p>Few beneficiaries found a decent job after the training.</p> <p>No evidence that the project improved working conditions: short-term jobs without contract, long working hours with wages below average.</p>
Mauritania PECOBAT	<p>Most beneficiaries do not have a stable job.</p> <p>No evidence that the project improved working conditions: short term contracts, no social benefits. Few impact jobs created (18% of those initially planned).</p>

Note: The terms “impacts” and “effect” come from conclusions of quantitative findings that confirm the existence or absence of a causal relationship. Statements in green refer to desired effects, whereas red refers to undesired effects. Statements in black refer to relevant findings for which the study cannot conclude the existence of an impact.
Source: C4ED elaboration

Key features of the impacts on employment

Findings from R1 studies and R2 allow us to draw patterns on the impacts on employment.

A first consistent finding is that it takes long to find a stable job with impacts 18 months after the training systematically larger than those measured earlier, which is in line with the literature. This is likely due to the lock-in effects that refer to beneficiaries suspending their normal job search efforts and devoting their time to project activities, leading to no improvement or even a worsening of the situation just after participating in project activities. Beneficiaries need time to find appealing job opportunities, especially in labour markets where employers struggle to signal their capacity to hire new workers and where jobseekers have difficulties to signal their availability to work. In a similar vein, opening a business can be a long process as it requires planning and capital, the latter being particularly scarce among the targeted populations.

Second, beneficiaries tend to open their own business and become self-employed (indicator 1.2.4). Qualitative findings point to the limited economic opportunities in the existing private sector which echoes with structural challenges of the labour market in developing countries (Benjamin & Mbaye, 2012; De Mel et al., 2013). Though not explicitly mentioned in the R1 studies, the literature suggests that self-employment also offers flexibility, a feature greatly appreciated by beneficiaries, as well as a certain social status (Maloney, 2004). This trend towards self-employment is key to consider the support needed.

Third, in the two cases where the combination of technical and entrepreneurial support was offered (the Tekki Fii project – The Gambia) and the second component of the RISE project – Uganda), the studies demonstrated they were particularly effective in promoting employment (indicator 1.2.4), showcasing the benefits of a dual approach, even if beneficiaries do not end up opening their own business. The findings also suggests that, while technical training was considered helpful, it often was not sufficient for people to start a business as they were also lacking capital to do so.

Fourth, the evaluation of impacts on ‘employment decency’, a concept that covers different dimensions such as job stability, income, formality, and job hazardousness, leads to a more nuanced perspective than simply considering employment rates. Indeed, the GrEEn project (Ghana) did not impact formal employment, as the CfW component provided low-skilled jobs. This echoes the qualitative findings regarding Mauritania (PECOBAT and Promopêche), where most of the available jobs offered precarious working conditions. The study on the Tekki Fii project (The Gambia), despite reporting reductions in the employment gap (referring to employment rate differences), men reached better job conditions and income growth than women, who often ended up in lower-paying, informal apprentice roles or as own-account workers. Hence, when considering employment quality, the project exacerbated the gender differences. In the case of the study of the second component of the RISE project (Uganda), only male beneficiaries from the host community saw improved working conditions. This said, the last two studies also demonstrate that by promoting male employment in manufacturing trades, the projects also expose them to more job-related hazards (Section 0 discusses heterogeneous effects in detail).

Main challenges to secure employment

The evaluations of the R1 and R2 projects identify recurrent barriers (indicator 1.2.2), to employment faced by beneficiaries:

- The private sector has limited capacity to hire newly trained individuals. Though in some studies such as the evaluation of the second component of the RISE (Uganda), the Parcours INTEGRA (Guinea), PECOBAT (Mauritania) and Promopêche (Mauritania)

projects, beneficiaries find wage-employment, most evaluations report difficulties to find a job in an existing firm. This is not surprising as firms in Sub-Saharan Africa are usually informal MSMEs with limited means (Benjamin & Mbaye, 2012). Consequently, jobs found at existing firms are often low-paid and do not offer decent working conditions. Hence, many beneficiaries attempt to start their own business.

- Considering beneficiaries' tendency for self-employment, access to capital is key. Although the PMS suggests that 63% of the projects have helped overcoming financial barriers, the different R1 studies and qualitative interviews in R2 have reiterated the importance of start-up financial or material capital so that beneficiaries can make use of the new skills acquired. The most affected groups are the most vulnerable profiles such as women and refugees who have more limited access to capital than men and host community members.
- There is a misalignment between the skills currently being taught in educational or training programmes and the skills that are actually required by employers in the job market. Most conventional TVET projects use a labour market assessment to align needs and promoted skills. However, the study of the Parours INTEGRA project (Guinea) shows that a personalised approach for the beneficiaries, though it can ensure the motivation of the beneficiaries, can be counterproductive as the training may focus on skills that are not in great demand.
- The segregation of the most vulnerable profiles creates barriers to their inclusion and equitable participation in opportunities within society or workforce. Beyond limited access to capital, C4ED identified the following challenges faced by women and refugees:
 - o Women were confronted with social norms leading them to spend more time performing domestic tasks than men and consequently, their availabilities for job search was limited. Some studies reported women being more geographically restricted than men, i.e., for instance, being able to only seek economic opportunities within the same community. Furthermore, some trades are traditionally strongly gendered with, for example, aesthetic trades with hairdressing and tailoring are largely dominated by women, whereas males dominate carpentry and repair of machines. Though gendered trades concern both men and women, the results suggest that female-dominated trades offer fewer opportunities and are less lucrative than male-dominated trades.
 - o Regarding refugees, studies in HoA highlight language barriers and communication challenges that discourage employers from hiring them. The trainings provided might not have been sufficient to bridge the gap between refugees and host community members who had, on average, a higher level of formal education. This is a recurrent phenomenon for TVETs implemented in LIMCs that fail to consider foundational learning as a building block, including for technical or occupational purposes (World Bank et al., 2023). Refugees can also be more limited geographically due to their status (although this varies across countries given the different legislations regarding refugees). Furthermore, the access to professional ties can be limited where there is limited social cohesion with the host communities. Some studies also acknowledge that refugees may experience trauma or mental health challenges that can impact their ability to engage in job searches or employment. These psychological barriers require specialised support services to address the unique needs of refugees.

To what extent do the skills acquired from trainings match the demands from the job market in the regions where the intervention took place? (EQ1.3)

Labour market assessments

A key step to ensure the relevance of the skills promoted usually lies on conducting or using an existing labour market assessment (indicator 1.3.1 and 1.3.2). This ensures that the training is relevant to the current demands of the labour market and helps tailor the project to equip trainees with skills that employers are actively seeking. Hence, conducting an assessment ensures that resources are invested in areas with the highest potential for impact, avoiding training for skills that are already oversaturated in the market. A thorough assessment can also reveal gaps in the local workforce's skills and knowledge. Training can be designed to specifically address these gaps, thereby enhancing employability and meeting industry needs. Further, such assessments usually involve consultations with key stakeholders, including employers, industry leaders, and local government, helping to build partnerships and gain support for the training project.

Findings from R2

At the R2 level, expert interviews and OH indicate that some of the projects carried out market assessments (indicator 1.3.1) which led to the skills taught matching market demand (indicator 1.3.4). In Ethiopia, for instance, the LISEC project carried out a needs assessment, a training needs assessment, and a market assessment (indicator 1.3.1) before designing the training or developing the training manual to support implementation. Experts in Uganda also reported conducting market assessments before determining the trades to include in the training (indicator 1.3.1). Similarly, interviewed EUDs across the portfolio confirmed that market assessments informed most project designs. The market assessments also considered gender and refugee status to integrate the needs of women and refugees.. In some cases, e.g., in Ghana, IPs of the GrEEEn project reported that the market assessment led to a readjustment in the design of project components, where some urban-oriented designs were tailored to respond to the market needs of the rural areas. C4ED triangulated this information with beneficiary interviews and found that the technical skills training was aligned with the social and economic contexts and needs. For instance, graduates under the LISEC project in Modjo, Ethiopia, appreciated the training in footwear, leather products and leather processing because there is a good infrastructure and market for these trades in Modjo (indicator 1.3.5).

Interviews with beneficiaries and different stakeholders revealed that skills-training graduates who are currently employed work in the trades they were trained in and are satisfied with their newly acquired skills (indicators 1.3.4 and 1.3.5). Similarly, based on the interviews with MSME owners and employees in Ivory Coast and Senegal, C4ED found that TPMP offered tailored courses for employees in companies which improved their performance in terms of efficiency of work (indicators 1.3.4 and 1.3.5).

Nevertheless, not all projects conducted a market assessment before or during implementation, leading to skills mismatch (indicator 1.3.4). The ABLIG project (Kenya), which aimed to equip refugees and host communities with skills matching the market to improve their self-reliance, lacked adequate market assessments for refugees. Graduates (especially refugees) mentioned they wished to have studied something else but had little choice.

For me, my passion was to become an international journalist. What we are doing now is just video editing and this is not enough. I want to expand my knowledge (Female refugee, Kenya)

I studied tailoring although my passion was in electricals. Because I now have the tailoring skills, I can use them (Female refugee, Kenya)

Refugees seemed to be more interested in trainings that were relevant to the markets in the camps. Photography and video editing were not popular, as many people in the camps had smart phones to take photos and make videos.

Women indicated that there were many tailors and would only be able to sew clothes during the period of Eid celebrations, as there is a big Muslim community in the camps. Refugees mentioned not being consulted before the implementation of the intervention. Trainers and community leaders in the camps in Kenya echoed this and urged that similar future projects investigate the communities' training needs before developing the training offers. Furthermore, the inadequate market assessment affected participants' level of involvement, especially in forming support groups.

However, market assessments were mostly carried out across the EUTF portfolio, which could explain why most graduates felt that the training was optimal and relevant, as discussed in EQ 1.5.

Findings from R1

At the R1 level, a labour market assessment was not always relevant as for the VLISA intervention of the STEDE project (Ethiopia). For multi-trade training projects, such as the second component of the RISE project (Uganda) and the Tekki Fii project (The Gambia), such exercise (indicator 1.3.1) was key for the selection of the trades and findings suggest that it was an important feature that led to the positive impacts on employment. What is more, the two CIEs demonstrate that beneficiaries were significantly more likely to find employment in the same trade they applied for (indicator 1.3.5), compared to the control group indicating that the training contributed to promoting employment in high-potential trades and developed trade-specific skills (indicator 1.3.5).⁴¹ However, it must be noted that the evaluations did not disentangle how the assessments were used and whether the project teams could have used them more efficiently to maximise the impacts. The GrEEen project (Ghana) did not conduct such an assessment, which was deemed a factor that limited the impacts on employment since the skills taught did not answer the needs of the labour market, especially in rural areas. Finally, the PVP activities implemented by GIZ within the INTEGRA project (Guinea) also used the labour market assessment to present professions to pupils. Though it was considered a realistic approach as it informed pupils on existing professions in the local market, the study revealed important mismatches with children's aspirations showcasing that the interest of the beneficiaries can also be relevant to consider.

Partnerships

Another way to increase the relevance of a project's activities is to develop partnerships with the private and public sectors (indicator 1.3.3). They can be a substitute for labour market assessments as they have specialised knowledge and can offer insights into efficient operations and market needs. Public entities often have established relationships with local communities, which can be critical for gaining trust, understanding community needs, and ensuring culturally appropriate interventions. Collaborating with private and public entities can help scale projects more effectively by leveraging existing networks and distribution channels, improving outreach, capacity and complementarity between support services. Partnerships can also enhance project sustainability by aligning development goals with long-term economic opportunities, encouraging the private sector to continue involvement after initial project phases.

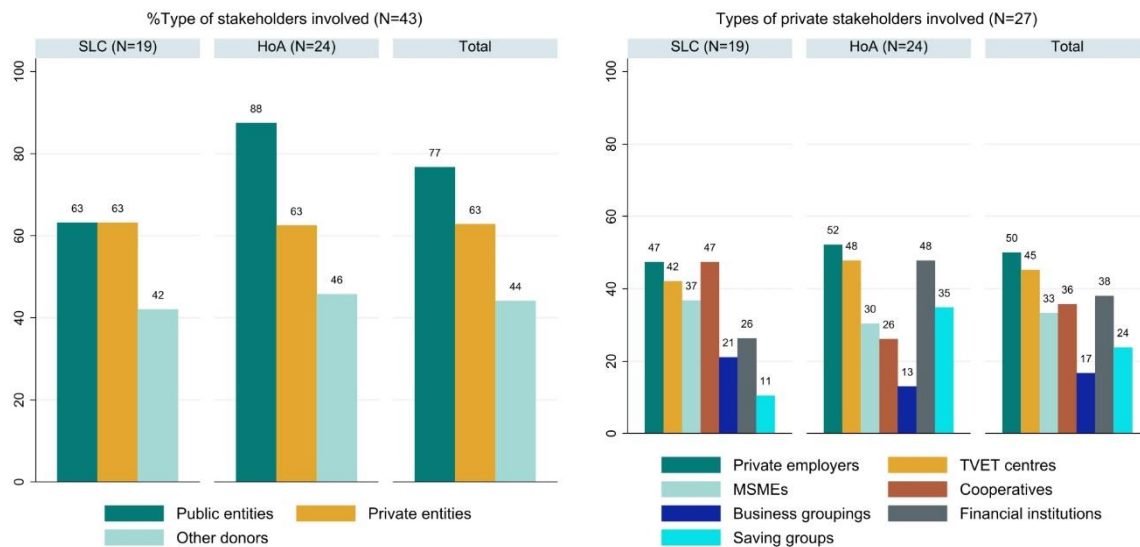
⁴¹ From the beneficiaries' perspective, these findings suggest the component contributed to finding work in the sector of their interest.

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The PMS informs that 52% of projects involved another stakeholder in the funding and/or in the implementation of the activities (indicator 1.3.3). Figure 14 shows that, among the latter, 77% involved public entities and 63% involved private stakeholders; the higher rate of public partnerships being triggered by the projects in HoA. The figure also shows an interesting diversity of private stakeholders with, however, a tendency to engage with employers and TVET centres. On average, a multi-stakeholder project involved three private stakeholders. The share of projects using public and multiple private partnerships suggests that they probably benefitted from their expertise and support to design relevant interventions.

Figure 14: Partnerships with stakeholders



Source: PMS. C4ED elaboration

Surprisingly, only 16% of the projects' documentation indicate that the skills promoted match the labour market's needs and 21% explicitly mention that they did not (63% do not mention it explicitly – indicator 1.3.4). The desk review identified recurrent strategies such as the use of hands-on approach to equip training with working experience, the partnerships with projects with proven successful outcomes and the use of labour market assessments to inform curricula. However, it also revealed challenges to bridge beneficiaries' and the labour market's needs. The desk review showcases the difficulties to identify soft skills to be promoted using conventional tools and the capacity to meet the specific needs across targeted populations as it requires further research and implementation refinements that become complex to handle and costly.

Both R1 and R2 findings point towards the relevance of the entrepreneurial, financial, soft- and technical skills taught under the EUTF programme for the local market (indicator 1.3.4 and 1.3.5). Market assessments commissioned by IPs and partnerships with local stakeholders seem to have been the key mechanisms used to select and teach relevant skills (indicator 1.3.3 and 1.3.4). Nevertheless, exceptions are found in the Parcours INTEGRA (Guinea) and ABLIG (Kenya) projects, where there was a mismatch between skills taught and demanded. This raises questions regarding the adequacy of personalised support as a training means, which was the strategy used under the Parcours INTEGRA project (Guinea). On the other hand, adequate market assessments might have guided implementers to identify the relevant skills for the refugees under ABLIG (Kenya).

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In what circumstances are EUTF interventions supporting labour demand or labour supply the best option to providing employment opportunities to their final beneficiaries? (EQ1.4)

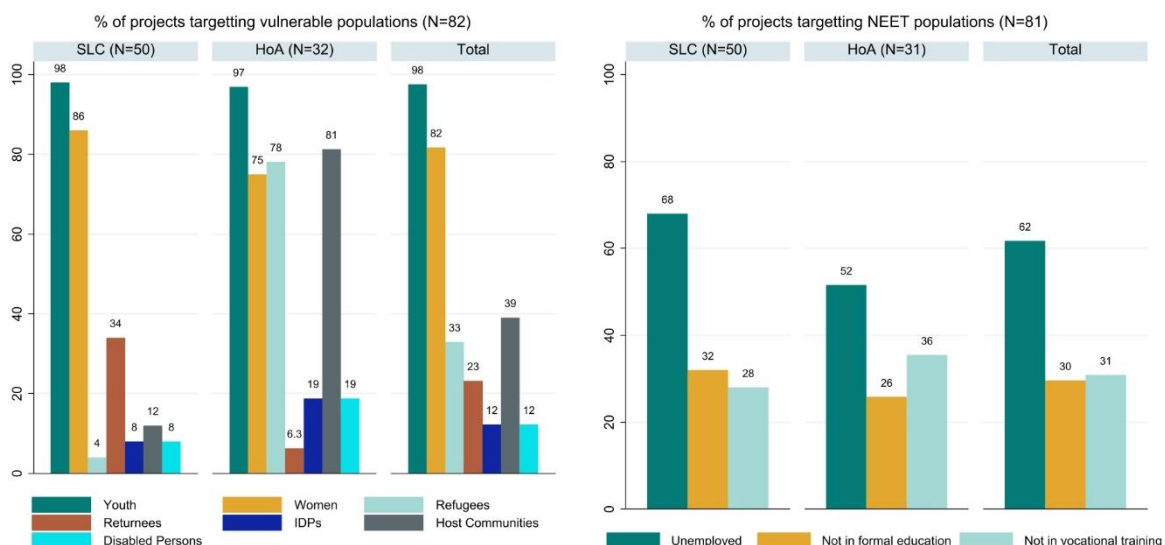
Targeting

The EUTF aimed at promoting employment opportunities of vulnerable populations categorised through sociodemographic status (youth, women, returning migrants, refugees and host community members, IDPs and disabled persons) or directly through their employment or education status (NEET). This targeting strategy is relevant given the demographic significance of these populations, the need to support them to drive inclusive economic growth.

Results from R2

Figure 15 illustrates the results from the PMS (indicator 1.4.3). It shows that projects almost systematically targeted youth and to large extent women (82%). The main difference in the sociodemographic profiles between the projects in SLC and HoA is that the former focused more on returnees, whereas the latter focused on populations affected by refugee movements (refugees and host communities). Considering the employment or education status, the projects mostly targeted unemployed persons (62%) and to a lower extent individuals not in formal education (30%) or in vocational training (31%) with no clear differences between the two windows. This brief description suggests that the targeting was tailored by the sociodemographic status of the populations rather than their employment or education status.

Figure 15: Targeted populations



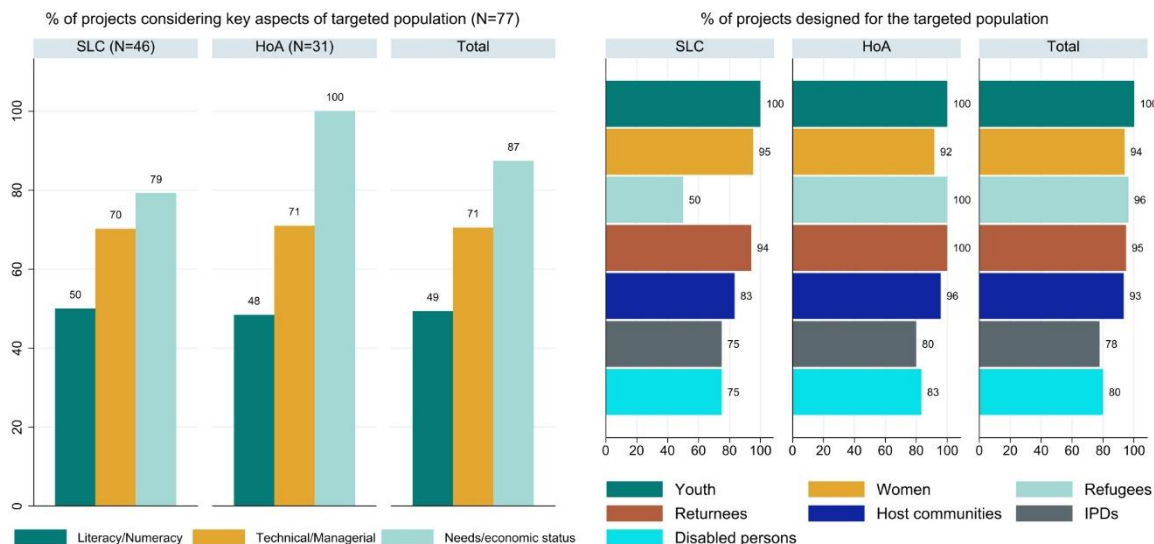
Source: PMS. C4ED elaboration

The PMS also examines whether the EUTF-funded projects considered the needs of its beneficiaries at the design stage (indicator 1.4.4). Most projects sampled in the PMS (87%) considered the needs and economic status of their targeted population (left-hand chart in Figure 16). All projects in HoA did so. An important majority also considered the technical and managerial skills to design the intervention (71%) with no differences between the SLC and HoA windows. However, the PMS suggests that fewer projects (49%) took the foundational skills of literacy and numeracy into consideration (right-hand chart in Figure 16). When asking about the adaptation of the project to the specific populations targeted, the answers collected in the PMS depict a rather positive picture. All projects targeting youth adapted the design to the populations. Similarly, of those targeting women, returnees and host communities, more than 93% adapted

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the project to these groups. Those targeting IDPs and disabled persons appear to have had more difficulties adapting the design, probably because they face particular barriers to employment that are difficult to tackle.

Figure 16: Consideration of key aspects of targeted population and project design



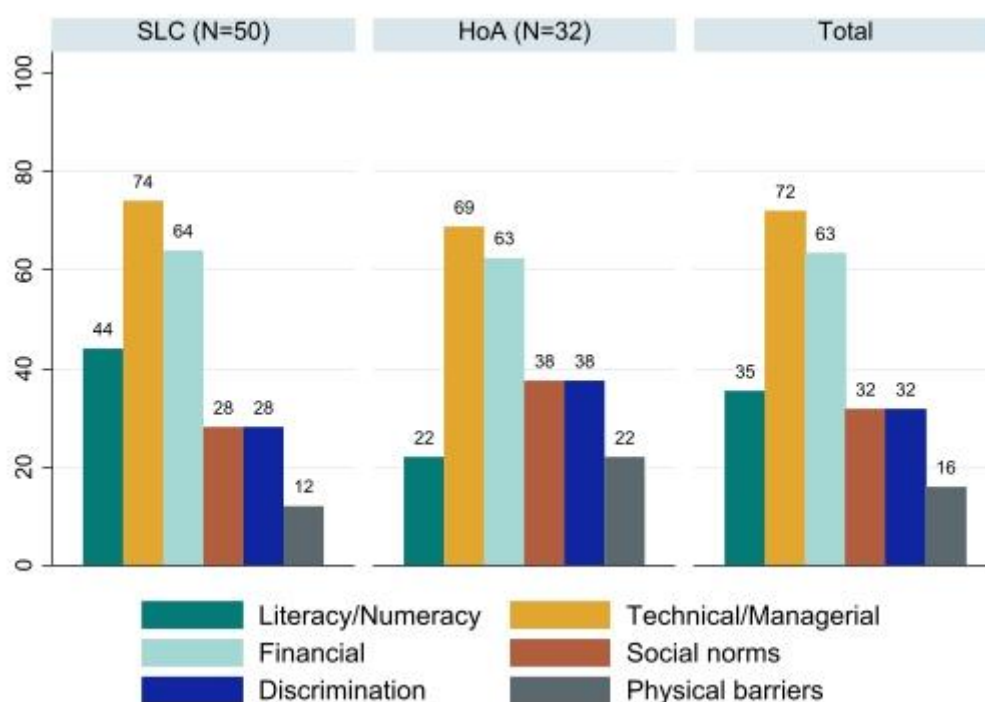
Source: PMS. C4ED elaboration

Figure 17 below is in line with the overall positive depiction provided by the figure above since it illustrates that the principal barriers that projects aimed to overcome were the lack of technical/managerial skills and access to finance (indicator 1.4.5). However, the figure also suggests that the projects only considered some of the main barriers to employment and did not address those faced by marginalised populations such as women and, refugees and returnees, especially in SLC where only 28% sought to overcome social norms and discriminations respectively. Relatively to SLC, HoA contracts gave limited attention to literacy and numeracy barriers. Finally, overcoming physical barriers were rarely a goal, probably because disabled persons were not the primary targeted population.

The R1 studies on projects such as the Tekki Fii project (The Gambia), the second component of the RISE project (Uganda) and the VSLA component in the STEDE project (Ethiopia), illustrate that when the financial barriers are tackled directly by the project, the project tends to have positive impacts on employment, demonstrating the importance of supporting beneficiaries to obtain better access to financial support.

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Figure 17: % of projects seeking to overcome barriers (N=82)



Source: PMS. C4ED elaboration

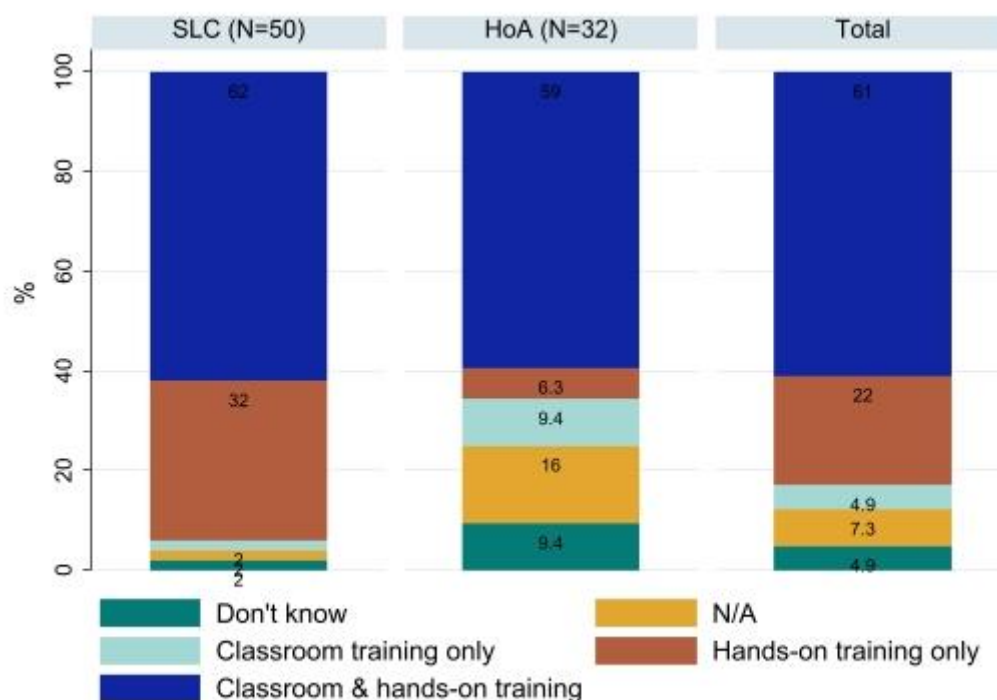
Types of training

Results from R2

The PMS also shows that 83% of the EUTF-funded projects used either only hands-on training or a combination with classroom training which is in line with the need to put into practice the skills (Figure 18 – indicator 1.4.6). This is also reflected in the small sample of R1 projects that showcase the importance given to developing concrete professional experience such as the CfW approach proposed in the GrEEEn project (Ghana), the industrial placements offered in the Tekki Fii project (The Gambia), the hands-on training provided in the second component of the RISE project (Uganda) and the approach “*chantier-école*” adopted by PECOBAT (Mauritania) and Promopêche (Mauritania).

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Figure 18: Types of trainings provided (N=82)



Source: PMS. C4ED elaboration

In the desk review, C4ED identified 37 (50%) projects mentioning how and whether the projects address contextual needs (indicator 1.4.7). They report a mixed picture. While there are examples of projects demonstrating strong alignment with local circumstances and beneficiary requirements, some instances reveal potential gaps and areas for improvement. To ensure the alignment with the contextual needs, a recurrently applied strategy relied on actively engaging with key stakeholders (EUDs, ministries, organisations dealing with refugees, local authorities, development partners, and beneficiaries) and, in some cases formalising the partnerships with MoUs the Regional Development and Protection Programme in Ethiopia – Jijiga Area) or consortiums like the Youth Employment Creates Opportunities At Home in Mali. However, despite numerous efforts to address contextual needs, some instances raise concerns about potential gaps. For instance, the GrEEEn project (Ghana) reveals that stakeholders perceived a lack of internal coherence between project components. This suggests that while individual aspects might have addressed contextual factors, the overall project design may have fallen short of a fully integrated and context-sensitive approach. Some sources provide limited information to assess the extent of contextual consideration fully. For example, while the LISEC project in Ethiopia emphasises building upon previous projects, the degree to which these prior interventions were themselves contextually grounded remains unclear. Similarly, the Make it in The Gambia – YEP 2.0 project aligned with national policies but it remains unknown how the project tailored its activities to the specific needs and challenges faced in different regions or communities. Overall, the desk review suggests a general trend toward addressing contextual needs within projects, but the level of consideration and the effectiveness of its integration appear to vary.

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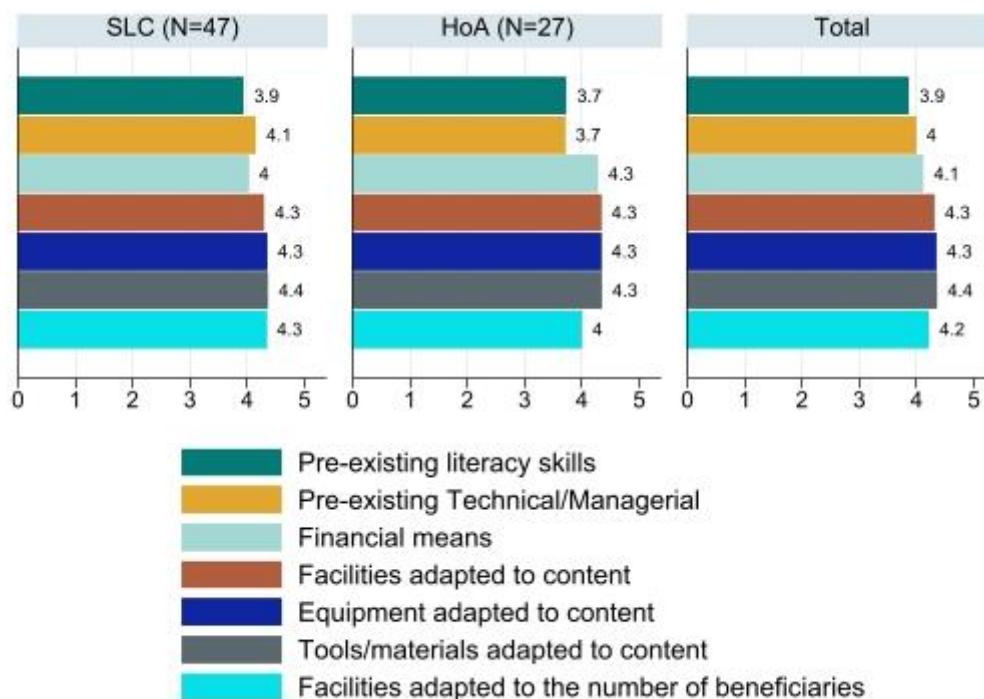
To what extent are training facilities 'fit-for-purpose' in delivering skills training to final beneficiaries? (EQ1.5)

Overall fit-for-purpose

Results from R2

The PMS depicts a positive picture of the fit-for-purpose of the projects through the lens of different dimensions as illustrated in Figure 19 (indicator 1.5.1). There is a limited variation across geographic windows and dimensions. The facilities, equipment and tools/materials have all been rated at least “somewhat adapted”, demonstrating a very limited variation across projects. The aspects of adapting the content to the pre-existing knowledge, finance means, and the number of beneficiaries, though very positively rated, were weaknesses identified regarding a few projects.

Figure 19: Average "fit for purpose" scores



Note: Scores are based on a Likert scale with scores from 1 (not at all adapted) to 5 (Adapted). For the projects for which the dimension was not applicable, the answer is considered as missing.

Source: PMS. C4ED elaboration

Results from R1

The few R1 studies that report on the quality of training conditions report very positive perceptions from beneficiaries (indicator 1.5.2). Both in the second component of the RISE project (Uganda) and the Tekki Fii project (The Gambia), beneficiaries positively rated the quality of the teaching, the training centre, the project's utility in developing skills, and the complementarity between the trainings provided (technical + business development or financial literacy training). For the dimensions listed, most beneficiaries considered them as “good” or “excellent”, with limited variation. These results are in line with the projects' positive impacts on employment.⁴² In addition to the training itself, the second component of the RISE project

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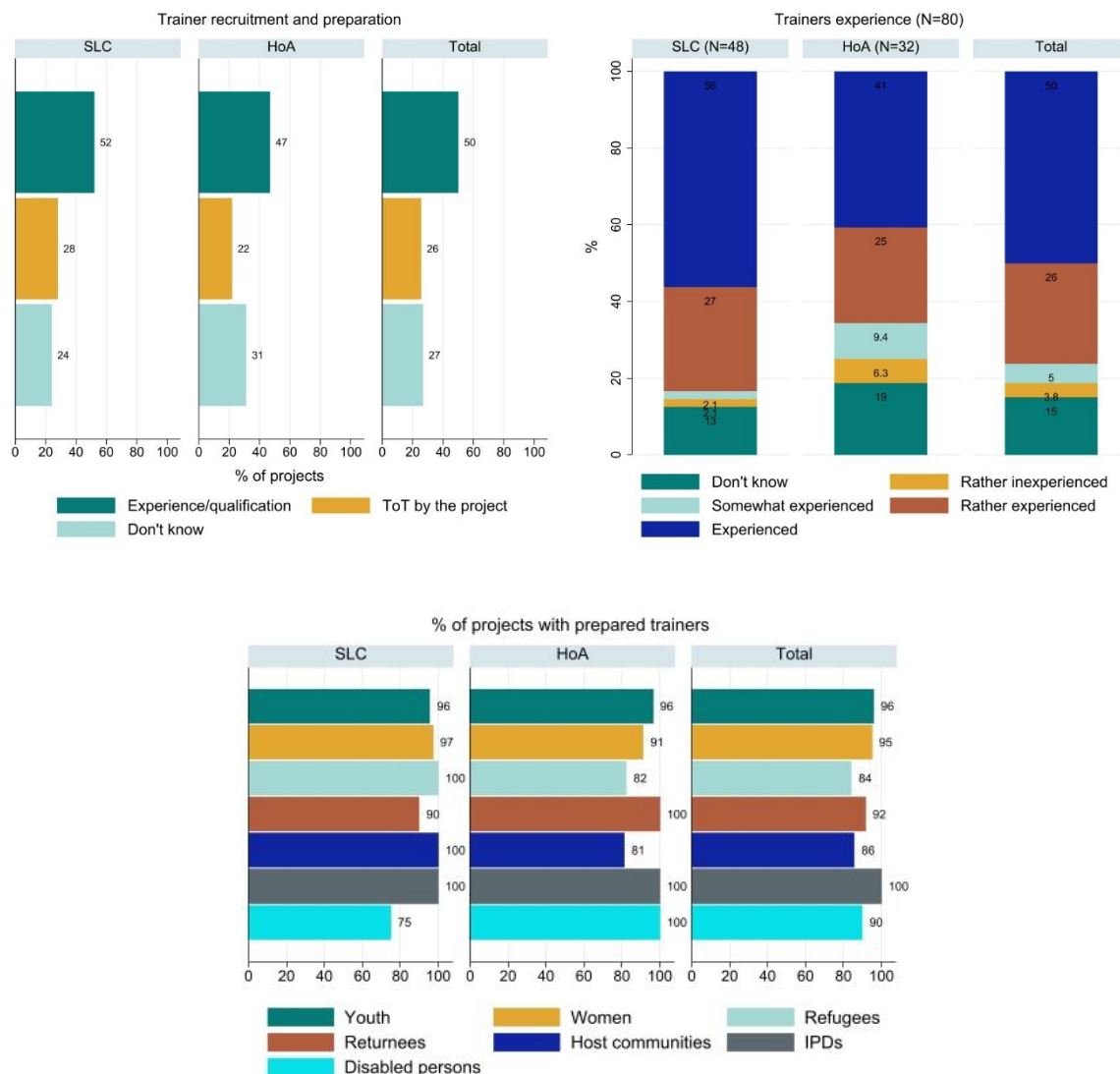
(Uganda) is a good example of how the specific services can facilitate attendance of the training by providing childcare that enabled female trainees to attend the training and by hiring translators for refugees who did not understand the local language.

Trainers

Results from R2

The top left chart of Figure 20 illustrates how trainers in the EUTF-funded projects were prepared to undertake their assigned activities. The most common strategy used by the projects relied on hiring qualified and experienced trainers and a quarter of the projects trained the trainers to ensure that they are prepared. 15% of the projects hired trainers based on their experience and undertook a Training of Teacher (ToT) showing a high commitment to mobilising qualified staff. The second component of the RISE project (R1 study), for example, illustrates this commitment with trainers recruited based on 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 also took part in a short refresher training offered by the project component.

Figure 20: Trainer recruitment and preparation



Source: PMS. C4ED elaboration

On the other hand, for 27% of the projects it is unclear how the trainers were selected and prepared, which could raise issues in the quality of the support provided (Figure 20). The top right chart of Figure 20 also shows that in 15% of the cases, project documentation and PMs could not assess the experience of the trainers working on the projects.

This said, it shows that, despite the partial visibility of this process, 76% of the PMs confirm that trainers are at least “somewhat experienced” and claim that they are prepared to train the targeted populations (bottom chart of Figure 20 – indicator 1.5.4).

In R2 interviews with graduates and trainers in all six countries, graduates praised the knowledge and teaching abilities of the trainers. According to their perception, trainers were able to explain topics clearly and with patience. Trainers also matched or adapted to the needs of the trainees. For example, in Ethiopia, the trainers spoke the local language; in Uganda and Kenya, translators were used to bridge the language barriers. Both hosts and refugees agreed that language was not a barrier. Trainers were confident in their skills. All the trainers interviewed had at least two years of experience in the trades they taught before joining their respective EUTF-supported skills training. All graduates C4ED interviewed agreed that trainers were highly qualified and skilled.

Results from R1

From the beneficiaries’ perspective, R1 studies generally echo with the PM’s perspective on the trainers’ preparation such as in The Tekki Fii project (The Gambia) and the second component of the RISE project (indicator 1.5.3). The VLSA intervention of the STEDE project (Ethiopia), in which the project intended to promote basic financial skills, financial resource management, and business practices, had negative effects on the financial literacy score partially due to the trainings only being delivered to part of the beneficiaries. This shows that despite having well-trained trainers, the delivery of the training can also affect the promotion of skills.

Equipment

Results from R2

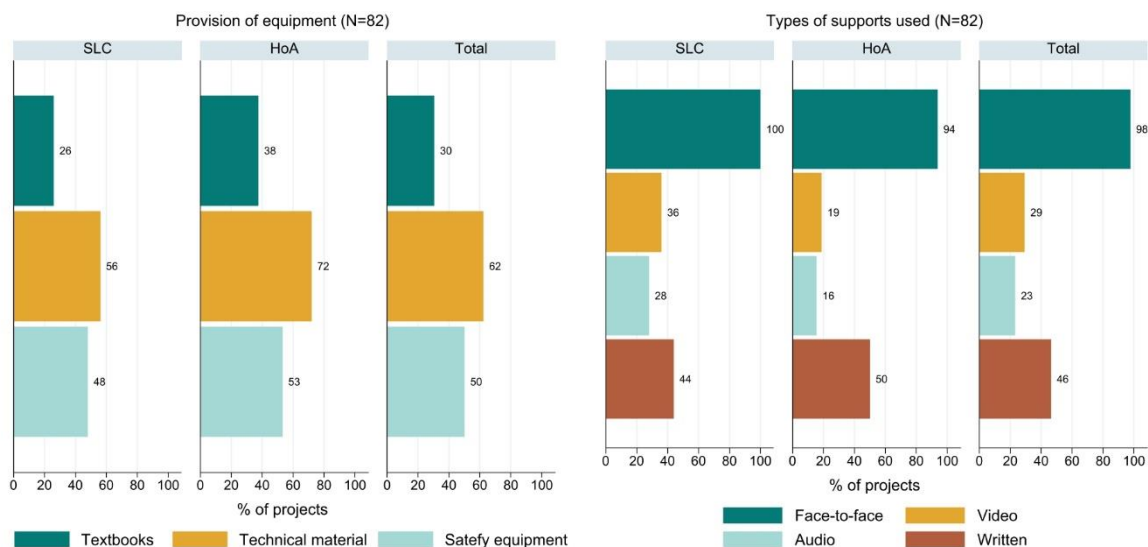
Beyond the perceptions of the trainers, C4ED also explored the quality of the delivery of support services by inquiring about the equipment provided and the communication supports used (Figure 21 – indicator 1.5.5). On the left hand, Figure 21 illustrates that the most common equipment provided was technical material (62%) though it was more frequently provided in HoA than in SLC (72% versus 56%, respectively). This finding is not surprising since many projects implied trainings on specific trades that required tools for the beneficiaries to practice or perform the assignments. On the other hand, it also means that 38% of the projects did not provide technical material when it would have been relevant suggesting that in such cases, the quality of the hands-on approach massively adopted by the projects was probably affected negatively. In a similar vein, only half of the projects provided safety equipment (when this would have been relevant) illustrating that training might have exposed the beneficiaries to hazards. Finally, only 30% of the projects distributed textbooks. The relatively lower share is not surprising given the emphasis on the hands-on approach but also the relatively high rates of literacy among the targeted populations.

On the right hand of Figure 21, the results of the PMS show that, unsurprisingly, almost all projects relied on face-to-face interactions. More interestingly, projects used other supports to interact with their beneficiaries, including written (46%), video (29%) and audio (23%) supports. Overall, 21% of the projects used the three different technology-based supports. The adoption of these tools demonstrates a diversification of communication strategies and a certain

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potential to overcome challenges such as the COVID-19 pandemic during which a face-to-face support services would not be possible.

Figure 21: Equipment provided and supports used



Source: PMS. C4ED elaboration

Results from R1

At the R1 level, the studies generally report that equipment was provided but that there was room to improve the delivery timing, quantity and quality of the equipment. In the evaluation of the PVP activities in Guinean schools, the study highlights the lack of school material though this is a national issue. The evaluation of the second component of the RISE project (Uganda) also reports issues with delays in the delivery of the equipment and the lack of the latter for each beneficiary (such as computers for the ITC trade).

Overall, training facilities were fit-for-purpose. Trainers were mostly well qualified and knowledgeable about the training contents. Most of the respondents considered that the content of the training was very good. Trainers in Kenya, however, thought that the content could be updated. This could explain some of the dissatisfaction experienced by trainees in Kenya, who considered the skills learned.

C4ED found that, while the training venues were mostly appropriate according to the trainees (located in a central location which most trainees could access), the locations were not always accessible to everyone. Efforts were made for the training to include equipment for practical sessions, and some beneficiaries also received personal equipment, which improved their learning experience. While training equipment was not always available, probably due to cost and logistical challenges, most trainings tried to overcome this shortcoming by using well-qualified trainers and selecting training options relevant to the beneficiaries.

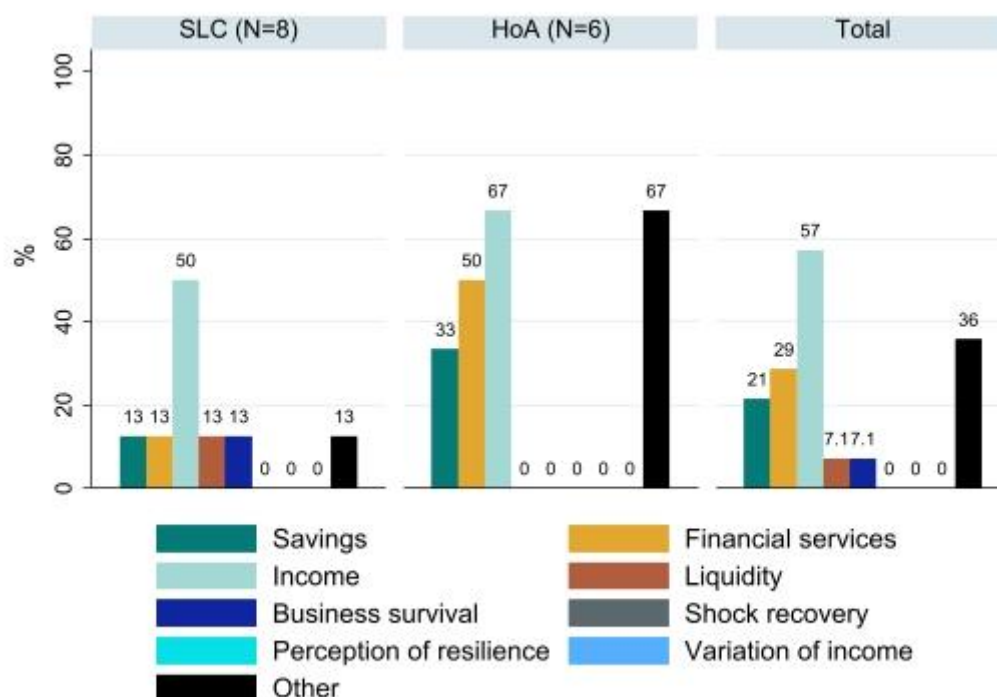
EQ2. To what extent did EUTF interventions change resilience and livelihoods for beneficiaries?

From the desk review, one-third (32%) of the projects aimed at improving income, 12% at promoting saving and investments, and 24% at improving resilience (Figure 2). In comparison to employment and skills, these outcomes appear to have been secondary for the EUTF-funded projects. Unsurprisingly, only 19%, of which eight took place in SLC and six in HoA, indicate

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that the training had an effect on livelihood and resilience. While 25% of reports indicated no effect on these measures, the majority (56%) did not explicitly address livelihood and resilience outcomes. Figure 22 illustrates the share of projects reporting on specific livelihood and resilience indicators. Income was the most frequently used indicator across all regions, appearing in 57% of projects, with financial services and savings following as the second and third most common indicators. The data also reveals regional differences in the use of the indicators: HoA projects show higher concentration (income, savings, and financial services), while SLC projects used a more diverse set of outcomes including business survival and liquidity. The absence of shock recovery and variation of income indicators across both regions is noteworthy, suggesting these aspects of resilience might be underrepresented in current frameworks.

Figure 22: % of projects using livelihood/resilience indicators (N=14)



Source: Desk review. C4ED elaboration

What effects do trainings have on economic livelihoods?(EQ 2.1)

Results from R2

Regarding the effects of training on livelihood, R2 assessed changes in the levels of income (indicator 2.1.1) of beneficiaries, and changes in asset and ownership (indicator 2.1.2).

Respondents across the SLC and HoA reported improvement in their livelihood as a result of improved income. This is a result of opening up new IGAs and groups (cooperatives, VSLAs, associations) or improving the already existing ones. Beneficiaries learned to keep financial records, widen their markets, and improve their customer care and hence could plan better regarding their expenditure, and could sell more and improve their incomes. See for instance the quote below which illustrates how the training helped beneficiaries plan better how to use their income.

We learnt intensively how we can engage in business, how we can allocate our money for family use or for business and, which money we should save, whether to use the

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saving or the result of saving. We came back home with the lesson (FGD, female beneficiary, VSLA Modjo, Ethiopia).

Nevertheless, beneficiaries of training who did not receive start-up capital reported less improvement in income. Many of them had not yet started a business and were not yet employed by the time of the interviews.

Regarding changes in assets and ownership, R2 examined whether beneficiaries gained property such as animals, poultry, houses, land, and machinery as a result of support from the project. Again, those who could start their business through groups or individually reported having gained some assets. They started livelihood projects like poultry, goat, sheep, or livestock farming which also saw growth in their income as illustrated by the quote below:

Now three of the sheep gave birth. Two of the sheep are ready to be sold. Now have a good life, you know my husband has health problems so I am responsible for providing for the household. Now I can afford food and all they need for my children's school. My children also are getting a good education so the training benefited me a lot (FGD, female beneficiary, Modjo Ethiopia)

Results from R1

To measure the impacts of the R1 studies on livelihood, C4ED mainly considered income from the jobs occupied (indicator 2.1.1). R1 studies show that the positive impacts on employment (see Figure 13) tend also to cause an increase in income among those who benefitted from the projects (TSTT + FLES) training in the second component of the RISE project (Uganda), VSLA intervention in the STEDE project (Ethiopia), Tekki Fii project (The Gambia), PARERBA project (Senegal) - Table 7). In the cases in which the project did not influence employment outcomes, there are logically no consequences on income from employment (PECOBAT - Mauritania, TSTT in the second component of the RISE project - Uganda).

The main takeaway from the R1 and R2 studies is that promoting employment is essential, but the link with an improved income is not systematic due to several reasons:

- The second component of the RISE project (Uganda) and the Tekki Fii project (The Gambia) implemented by GIZ demonstrate that vulnerable populations such as females and refugees only secure low-paid jobs which does not lead to an overall increase in their income.
- Time-sensitive impacts:
 - On the one hand, the CfW approach in the GrEEEn project and the financial support provided under the PECOBAT project (Mauritania) allowed beneficiaries to secure an income throughout the duration of the project but there is no clear impact on the long-term impacts. The few CIEs conducted on public works also confirm that impacts fade once beneficiaries leave the project (Card et al., 2018) suggesting the importance of including job search coaching and/or the need to complement with support to access financial services.
 - On the other hand, The Tekki Fii project (The Gambia) implemented by GIZ and the OYE component in the GrEEEn project (Ghana) suggest the survival of the newly created IGA is uncertain and that investments take time before they allow generating a profit.

What effects do trainings have on resilience?(EQ 2.2)

Findings from R2

Savings and financial services

R2 had positive results on savings but mixed results on financial services. The EUTF projects that increased awareness of the importance of savings used financial awareness training and field visits. Interviews with PMs and beneficiaries indicate that finance and soft skills training provided lessons on the advantages of saving especially through the bank and savings groups. Beneficiaries in groups reported that they were systematically saving, while individual IGA owners reported saving occasionally (indicator 2.1.3).

EUTF projects that included access to finance in their activities endeavour to link financial institutions like banks and micro-credit institutions with their beneficiaries. Only a few beneficiaries borrowed from these financial institutions. Most of the beneficiaries lacked collateral or could not afford high interest rates on loans from the lending institutions. On the other hand, some of them had flexible alternatives like family members who could lend them money (indicator 2.1.4). For group members, access to finance was mainly through savings groups that pooled funds and took turns to borrow with a low interest rate.

Food security

Beneficiaries reported improved food security (indicator 2.1.5) because of increased income and diversified livelihoods. Some EUTF projects, however, focused on agricultural improvement by providing training on agricultural techniques and technology. In Kenya, for instance, by March 2023, both existing and new farmers adapted permaculture approaches (water harvesting, mixed-cropping bio-intensive food systems with both annual and perennial crops, mulching, spongy gardens, Integrated Pest Management – IPM) which are resilient to shocks. Adaption of permaculture techniques is key to attaining self-reliance and building resilience among farming groups.

Refugee farmers, the majority coming from the minority Somali Bantu community, benefited from support from DRC through training, designing permagardens and agroecological sites, provision of input, and CfW. In the implementation of the project, DRC trained and demonstrated permaculture practices to farmers. These included water harvesting technologies, mixed cropping-biointensive, food systems with both annual and perennial crops, mulching, spongy gardens, IPM, crop nutrition using organic manure, and integrating crops with animal systems. GoK extension officers supported in training of poultry farmers and food fairs.

Moreover, through the farm enterprise tracking tool records, beneficiary farmers of ABLIG project in Kenya, have, since 2022, reported an increase in income from sales of produce (vegetable crops – cow peas, amaranth, bananas, sweet potatoes leaves, cassava leaves, lemon grass, cherry tomatoes etc.) in agroecological sites (Dadada complex – Sahal, Ifo gateway, Gadera camp – Bilibili farm and orial farm). In 2021–2022, DRC started using the Farm Enterprise tool where this information could be observed. DRC staff observed that the areas had high nutritional deficiencies, but farmers now eat parts of the vegetables and have better health. These trends were observed in Sudan with ITC projects and in Niger and Burkina Faso with the JEEN and TUUMA projects respectively.

Results from R1

R1 studies measure resilience through different indicators, including income volatility, access to financial services, food security and (perceived) ability to recover from shocks.

Income variation

Unsurprisingly, studies that reported an impact on income also tended to report an increase in income volatility. This is due to income changes taking place in specific months of the year and therefore leading to income variation across the year, signalling an important feature of how positive or negative impacts on income materialise. Specifically, the Promopêche project seems to have helped beneficiaries to find small jobs, leading to income shocks across the year. Similarly, the loss of the job provided to CfW beneficiaries in the GrEEn project also implied an income shock. In the Tekki Fii project (The Gambia) implemented by GIZ, entrepreneurs seemed to have faced seasonal variations.

Savings and financial services

The two projects promoting access and use of financial services show signs of having improved saving practices (indicator 2.1.1). The GrEEn project had positive impacts on CfW and OYE beneficiaries' likelihood of having a bank account, monthly savings and use of mobile money. The VSLA intervention of the STEDE project also had a positive impact on the likelihood of saving. However, neither of the projects was able to promote access to loans during the time of the evaluation. The different studies identified several factors:

- On the demand side:
 - o Lack of (perceived) need for loans although it appears contradictory to the usual need for financial support
 - o The preference for informal loans through relatives or friends
 - o General aversion to applying for loans due to discomfort and fear of not being able to pay back
 - o High interest rates
- On the supply side:
 - o Limited access to bank accounts (despite the positive effects described above)
 - o Lack of interest in providing small-scale loans
 - o Financial services are not aligned with cultural values (e.g. Sharia-compliant services).

Food security

Beyond financial resilience, some studies provide insights into food security (indicator 2.1.5). In the case of the VLSA intervention of the STEDE project (Ethiopia), beneficiaries were less exposed to food insecurity than non-beneficiaries. The PARERBA project (Senegal) also reports positive impacts, with beneficiaries cultivating more often throughout the year, leading to better food consumption levels compared to non-beneficiaries. However, results also suggest that PARERBA (Senegal) beneficiaries remained vulnerable because their income remains heavily dependent on the production of a few crops.

Table 7: Summary results on livelihood and resilience from R1

Region	Project	Key findings
HoA	Second component of the RISE project	18 months after the training, the project positively impacted income of the selected candidates (+21%). The overall impacts are mainly triggered by males and host community members who found (better) jobs.
		Positive but insignificant impacts on measures of economic and perceived resilience.
	VSLA intervention of the STEDE project	The intervention had positive impacts on profits and perceived well-being. Positive impacts on food security and months with food shortages. Positive impacts on the likelihood of saving money. Overall impacts are generally triggered by females.
SLC		No impact on self-perceived resilience.
		No impact on access to loans as the intervention had not yet established the link between VSLAs and formal financial institutions.
		The project had positive impacts on CfW and OYE beneficiaries' likelihood of having a bank account, saving monthly and using mobile money.
		Positive impacts on CfW beneficiaries' income diversification and their ability to recover from shocks.
	GrEEEn project	No impacts on the CfW beneficiaries' perception of resilience, no impact on access to loans.
		Negative impacts on employment and income and positive impacts on income volatility likely due to CfW beneficiaries benefiting of short-term employment provided by the project and OYE beneficiaries still consolidating their IGA.
SLC		Six and 18 months after the training, the project had a positive impact on male beneficiaries' income as it helped them finding new and better jobs.
	Tekki Fii project implemented by GIZ	No impact on female beneficiaries' income likely due to return on investments needing more time to materialise when starting a new IGA and females finding low-paid jobs. No impact on the different measures of resilience
		O1 beneficiary households cultivate more often throughout the year, in particular, more likely to cultivate during counter season (key objective of PARERBA).
	PARERBA project	Small positive impact on net sales from crops. Positive impact of O1 on household food consumption Qualitative findings corroborate that part of the extra crop production is dedicated to improving household food consumption, hence the limited impact of increased production on household income from agriculture
		No impact of O1 on total household income, non-food or food expenditure, and crop diversification.
	PVP activities of the INTEGRA project	N/A

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Parcours INTEGRA	The Parcours INTEGRA has no impact on neither income nor resilience due to the lack of impacts on employment.
Promopêche	Beneficiaries can expect higher levels of income thanks to the training. However, few beneficiaries found a job and for those who did, jobs occupied are usually unstable. High levels of beneficiaries' motivation and proactiveness to find new sources of income.
PECOBAT	During the project, beneficiaries earned 3,000 MRU (minimum salary in Mauritania) High levels of beneficiaries' motivation and proactiveness to find new sources of income. Given the limited effects on employment, effects on income are likely insignificant. No clear changes in the ability to recover from shocks.

Note: The terms “impacts” and “effect” come from conclusions of quantitative findings that confirm the existence or absence of a causal relationship. Statements in green refer to desired effects, whereas red refers to undesired effects. Statements in black refer to relevant conclusions for which the study cannot conclude the existence of an impact.
Source: R1. C4ED elaboration

EQ3. Did the project implement efficient practices?

To assess the efficiency of the R1 projects, C4ED initially planned to use cost data, outputs and the estimated impacts to inform on the average costs incurred to support one individual and the cost to increase the employment rate by 10%, following the J-PAL guidelines (Dhaliwal et al., 2013). However, the projects' 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 the implementation reports as well as qualitative and quantitative primary data to assess elements of economic efficiency, operational efficiency, timeliness and connections with other DAC criteria. It is important to mention that the analyses performed at R1 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 assesses 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.

Overall, it appears that considerable efforts were made to maximise the impacts of the projects, especially by ensuring that the support is relevant and adequate (indicator 3.1.1). It appears that, when relevant, conducting a labour market assessment is a standard practice. The development of a curriculum is usually done in a multiple-step process to maximise the impact. In some cases, like the Tekki Fii project (The Gambia) implemented by GIZ, projects collaborated with different partners to align demand and supply of labour conducting in-depth labour market assessments, developing tailored curricula for each trade, and obtaining validation from national experts. However, the report highlights that despite this investment, the project did not have a significant impact on employment in modern trades. This suggests that the market assessment might not have accurately identified the challenges in these sectors. Additionally, and similarly to the second component of the RISE project (Uganda) and the GrEEen project (Ghana), the studies point out that they did not adequately address the specific barriers faced by the most vulnerable populations (women, refugees, rural population) in accessing better jobs, leading to an inefficient allocation of resources.

The R1 studies offer an interesting contrast of selection processes that highlight pros and cons (indicator 3.1.2). On the one hand, the second component of the RISE project (Uganda) and the Parcours INTEGRA project (Guinea) used a rather "light" selection process with a short application form and in some cases, self-administered. This approach is surely cost-friendly as few resources are allocated to the identification of potential beneficiaries. However, it exposed the project to several risks:

- Difficulties in identifying motivated and available candidates. This led to a high number of no-shows and dropouts, ultimately diluting the project's impact and wasting training resources in contacting replacement candidates.
- Inaccurate data due to the self-administered nature of the application form. This caused challenges in contacting selected candidates and raised concerns about data reliability.
- Inability to effectively communicate the training content and goals to potential candidates. This lack of clarity likely contributed to the higher dropout rates.

On the other hand, the Tekki Fii project (The Gambia) implemented by GIZ relied on a heavier selection process to mitigate the risk of dropouts. This process comprised two stages: an initial

pre-selection based on an "Applicant Questionnaire" and a subsequent selection round involving interviews scored according to specific criteria. While this approach is more thorough than the former, it is unclear whether it is more cost-effective.

The selection process can also impact the efficient use of resources available for the project implementation. A clear example is the high levels of dropout rates in the second component of the RISE project (Uganda) in which almost half of the selected candidates did not complete the training. Though the project managed to reach replacement candidates, significant resources were allocated to contact the latter and classes did not all work at full capacity, thereby increasing the costs per beneficiary.

Operational efficiency and timeliness

C4ED also assessed how well resources were used during implementation mainly through the project's adaption to the COVID-19 pandemic and the monitoring activities. Most projects were affected by the COVID-19 pandemic but presented different reactions due to their capacity or the nature of the support provided to the beneficiaries (indicator 3.1.3). Some projects such as the Tekki Fii project (The Gambia) implemented by GIZ offered training in distance learning methodologies and implemented a hybrid training format. These measures enabled the project to proceed within the planned timeframe. However, given the short duration of the SoPE, the study raises questions about the efficiency of the investment in these adaptations, unless they are adopted in a sustainable way. Most projects could not adopt remote service delivery given the hands-on approach. The GrEEn project experienced delays and coordination issues due to the COVID-19 pandemic and relied on intensified activities with an overstretched staff. In other cases, such as in the Parours INTEGRA project (Guinea) and the second component of the RISE project (Uganda), the main reaction to the COVID-19 pandemic was to request a no-cost extension. While this strategy is more staff-friendly than adopting a remote training approach, it remains unclear if it is the most financially efficient given that it implies extending the fixed costs longer.

An important feature in which the R1 projects show room for improvement is their monitoring strategies (indicator 3.1.4). No project had developed a centralised and digitalised monitoring system which likely led to coordination issues, duplication of efforts to gather information, limited access to key data on implementation, higher implementation costs and reduced responsiveness to challenges. The Tekki Fii project (The Gambia) implemented by GIZ had potential inefficiencies as it used multiple surveys with similar objectives and numerous Excel files that could not be used for monitoring (or evaluation) purposes. They implied significant cleaning and adjustment needed to be exploitable. The second component of the RISE project (Uganda) did not plan a monitoring system. To anticipate evaluation challenges due to the lack of monitoring data, C4ED developed a simple monitoring tool. The GIZ team hence demonstrated proactivity to improve project processes. A similar initiative was taken in the evaluation of the Parours INTEGRA project (Guinea). The project staff of the component evaluated adopted the tool developed by C4ED, showing once again, project reactivity. However, given that activities had started before the launch of the new tool, the large number of stakeholders in the project and the difficulties in merging the different datasets, the project did not adopt the suggested digitalised monitoring approach.

EQ4. What other intended and unintended outcomes (e.g., mobility, migration, migration intentions, employment policies and reforms) did EUTF interventions contribute to?

Which intended and unintended, positive and negative outcomes did EUTF interventions contribute to, for whom and how? (EQ4.1)

The results obtained from the PMS show that 52 projects had positive unintended outcomes (Figure 23 – indicator 4.1.1). Unsurprisingly, the positive unintended outcomes affected the most commonly targeted populations (youths and females). Interestingly, the projects in HoA had more frequently positive unintended outcomes than those in SLC (66% versus 44%) probably driven by the unexpected ways of supporting host and refugee communities. Exploratory questions on the nature of the unintended outcomes suggest that it is often related to improving social cohesion between the two communities. Other positive unintended outcomes include (indicator 4.1.2):

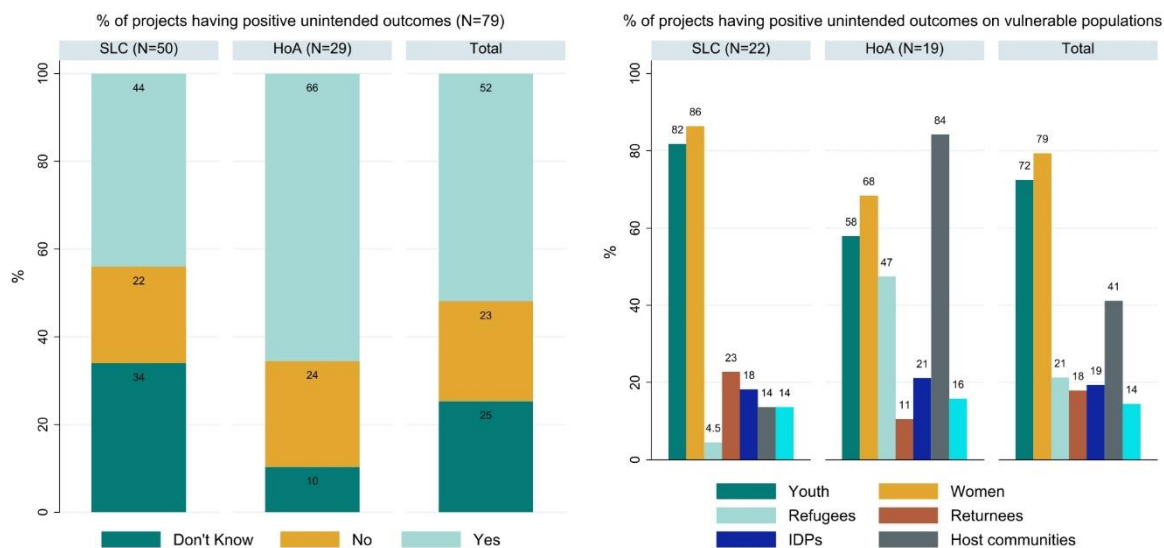
- Improved youth and women empowerment as they become less dependent and improve their soft skills (self-efficacy, leadership)
- Group formations served beyond improving incomes and livelihoods to improving psychosocial well-being and social interactions, especially for women. Women groups in Garissa Kenya, Modjo Ethiopia, and Tahoua Niger discussed how they were comfortable discussing concerns and problems from their private lives with some of their group members. This hailed from the confidence and experience that the group would support them not only financially but also psychologically. This finding was observed from members from the host communities who had either formed the groups before the EUTF (JEEN – Niger) intervention or self-organised with support from EUTF (ABLIG – Kenya and Green-Jobs – Ethiopia). For instance, beneficiaries (mainly women) in the VSLA in Modjo shared that the groups provided them avenues to discuss their problems. Before, they kept to themselves as they did not have a community where they could share their personal problems.
- EUTF projects served as models for the wider communities and had positive spillovers beyond the beneficiaries. EUTF groups became models that nonbeneficiary communities looked up to and emulated the activities of those who benefited from the project.
- While EUTF projects aimed to bring financial services closer to its beneficiaries, sometimes the outcomes surpassed expectations. For instance, since 2021, some financial service providers (microfinance) that were not present in the regions of Tahoua and Zinder expanded their services to those regions at the initiative of the JEEN project (Niger) and their services are now extended to the entire community. This is an unexpected and positive result, as the project initially requested the presence of those service providers for its activities only.
- The trainings had heterogeneous effects on the integration of host and refugee communities. Evidence from Uganda indicates that refugees felt accepted during and after the training. This was because they were actively mixed with the host community trainees and urged to complete technical projects and extracurricular activities together. Relationships partly lasted beyond the training. In Kenya, similar integrations were not observed. Host community graduates (Kenyan Somalis) and refugee graduates (Somali refugees) agreed that barely any integration happened between the two groups. Somali refugees accused the hosts of segregating them, claiming they would employ fellow hosts rather than refugees, even though refugees accepted lower wages and were trained. On the other hand, hosts admitted not employing refugees because they did not have

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appropriate documents or simply refused to work for them. Group projects where refugees and hosts would mix are not frequent in Kenya. In this sense, the training did not lead to social integration.

Figure 23: Positive unintended outcomes



Source: PMS. C4ED elaboration

In total, 22% of the projects had negative unintended outcomes, with projects in HoA having more frequently unexpected outcomes than projects in SLC (33% versus 14% – Figure 24 – indicator 4.1.1). The results show that while some projects improved social cohesion between refugees and host communities as commented above, if ill-designed, projects can also increase tensions.

Open answers in the PMS suggest that this is usually due to a sense of unfairness because funds may not be perceived as equal and rather based on a competitive basis. The nature of other negative unintended outcomes includes several aspects:

- Saturation of the labour market with skilled workers that the private sector cannot absorb. Expert interviews indicated that skills training in popular trades like tailoring, catering, and hotel management was counterproductive as the job market could not adequately absorb all the graduates. This is evident in interviews with employers, especially in the HoA who either did not hire graduates or could afford to hire only limited numbers of trained skilled workers. Graduates also pointed out that while the skills training benefited them, they either had no market access in some trades or faced high competition which affected their turnover.
- Interviews with EUDs in the HoA revealed negative effects of MSME support. EUTF-funded interventions often aim to support the creation of new MSMEs, undermining existing ones that also need support. Some existing MSMEs suffered from unfair competition as the newly created MSMEs benefit from financial and technical support. Returnees expressed frustration due to over-expectations on the support that the project provided. IPs like IOM focused on reintegration in countries of origin both at individual and community level and conducting awareness raising. Awareness raising included communicating the opportunities returnees have after returning to their countries and communities of origin. However, some returnees had expected more financial support

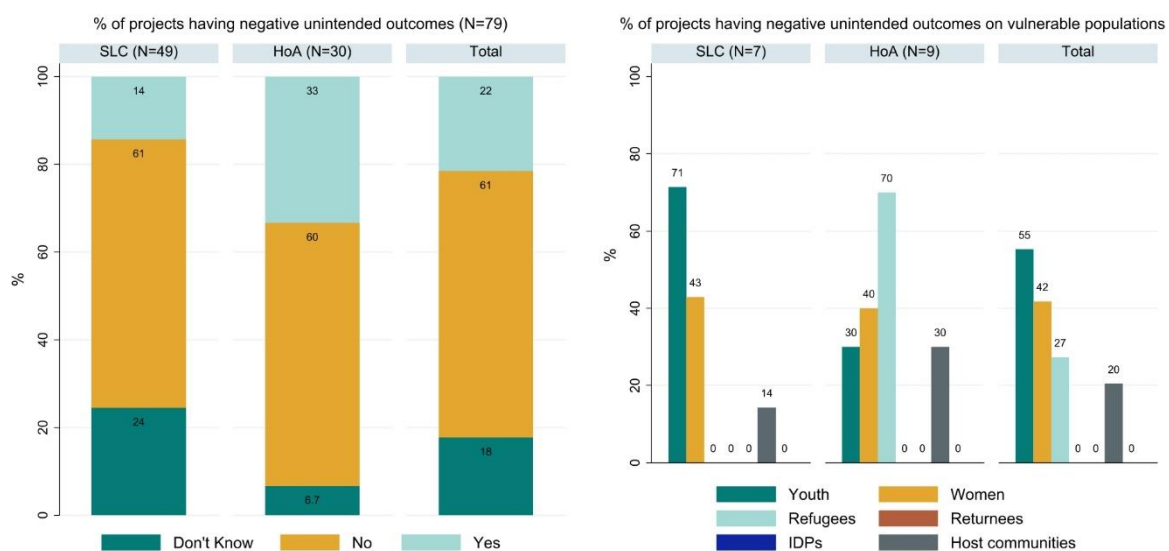
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and were disappointed at the amount projects offered, consequently opting out of the activities of the project.

- Women empowerment led to frustration among men and gender-based violence. While women were empowered economically and socially, findings also show that some men felt threatened by this empowerment and this led to disputes in their households. EUTF projects made efforts to mitigate the negative consequences on women by communicating the benefits of the projects to the men (second component of the RISE project – Uganda, and LISEC Green-Jobs – Ethiopia).
- By promoting employment, the projects also exposed men to occupational hazards as demonstrated in the second component of the RISE project (Uganda), the Tekki project (The Gambia) implemented by GIZ and the Parcours INTEGRA project (Guinea). This is a specific unintended outcome visible among men only, likely due to the fact that they found employment in the manufacturing sector which implies manipulating more dangerous tools and working in hazardous environments. Consequently, the EUTF-funded projects increased men's likelihood of suffering from job-related sicknesses or injuries.

Further unintended outcomes related to migration are detailed in the next section.

Figure 24: Negative unintended outcomes



Source: C4ED elaboration

How did EUTF interventions change the intentions to move in search of employment (regionally/nationally/ internationally) for beneficiaries? (EQ 4.2)

Before discussing the impacts of the projects on migration, it is important to contextualise the projects' objectives and the extent to which the targeted population intended to migrate.

According to the desk review, 28% of the contracts aimed at tackling migration-related issues (38% in SLC and only 14% in HoA – see Figure 2) and only 7% report on any indicator related to this outcome, showing that migration was not the key goal of the EUTF-funded projects. While previous findings indicate a clear emphasis on promoting employment, this finding shows a contrasting interest towards irregular migration and raises questions on the relevance of the selected projects with regards to EUTF's overarching goal. On the one hand, according to secondary sources, this is partly due to the priority areas defined by the EUTF Board, which were too broadly defined making most type of actions eligible to receive funding (European

Court of Auditors, 2024). On the other hand, some IPs have seized the opportunity to fund their regular programming without adjusting their activities to EUTF's goals. From this perspective, EUTF appears to have been an alternative source of funding or a "top up" to support "business as usual" (Castillejo, 2017).

The targeted populations expressed varying levels of intentions to migrate. Throughout R2 projects, intentions to migrate were high among refugees of Kenya but overall, only a few beneficiaries declared intentions to migrate beyond their localities or regions, a common challenge for interventions targeting potential migrants (Beam et al., 2016; Gaikwad et al., 2019; McKenzie, 2024).

Among the R1 projects, the highest rates were found among the VSLA targeted population of the STEDE project (Ethiopia) (81%, especially due to refugees' intentions to migrate) contrasting with those found among the targeted population by the INTEGRA project (Guinea) implemented by ITC (34%). Further, the rates were significantly lower when investigating their preparation to migrate and when asking whether they wanted to migrate outside of Africa. This highlights how challenging it can be for projects to identify and reach potential irregular migrants and that most individuals who wanted to improve their economic situation preferred to do this in their home countries.

Findings from R2

Migration intentions for most beneficiaries were limited to in-country and regional migration (indicator 4.2.2). The reasons can be summed up in the drivers of migration and factors prompting people to stay.

Drivers of migration at the portfolio level included conflicts, instability and conditions of refugees. EUTF projects were implemented, in countries with political insecurity. Some of the gains were therefore undercut by political turmoil. In Niger, local leaders reported that they expected people to move despite any benefits of the project because their security and that of their families was their primary concern.

Similarly, in countries where refugee conditions were not favourable, beneficiaries reported they would move to a second hosting country and beyond. For instance, over the past years, the refugee movement in Dadaab Kenya has been restricted and their chances for employment are limited to the camp areas. Somali refugees in Dadaab indicated their intentions to migrate outside Kenya to increase their chances of finding meaningful employment. While some considered moving to Uganda, many mentioned intentions to emigrate to Southern Africa, Europe and the United States of America.

Factors prompting people to stay included the economic benefits created by the EUTF projects. Collected outcomes suggest that EUTF-funded interventions had an effect on the intentions to migrate or on the actual internal migration behaviours of some beneficiaries. In Burkina Faso, the TUUMA project noted that young people who received subsidies decided to concentrate on IGAs at the local level instead of moving to cities or neighbouring countries in search of jobs, as the following quote highlights:

From 2020, young residents of the Sourou Valley and beneficiaries of subsidies in the municipalities of Kiembara and Lankoé have decided to invest as a priority in the development of local activities (i.e. artisanal weaving and agriculture) instead of opting for internal migration (to the major cities of the country to do domestic work for young women, and gold panning sites for young men) and international in neighbouring countries (e.g. Gold panning sites in Guinea Conakry, cocoa and coffee plantations in Ivory Coast). To do this, ADA [Austrian Development Agency] through the TUUMA Project

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has facilitated young people's access to quality and relevant training and business development services focused on the needs of local markets.

Furthermore, circular migration was reduced in the Zinder region in Niger as a result of the creation of off-season gardening conditions by the DURAZINDER project as captured by the quote below:

Between 2020 and 2022, due to the creation of jobs in the agricultural sector in all seasons through the creation of market gardening areas in Zinder by the DURAZINDER project implemented by Enabel, most men have abandoned circular migration and are settling down throughout the year. In the past, men went to other parts of Niger or to neighbouring countries in search of employment in times of drought and returned as soon as the rains returned. With the possibility of practising agriculture throughout the year, these men no longer find the need to leave.

In the HoA, C4ED could observe that skills training and MSME support for host communities have encouraged beneficiaries to stay in their communities or regions, find jobs, or start a business. This was the case for the SUPREME project in Uganda and Green Jobs in Ethiopia, although only few respondents expressed having had intentions to move far from their communities prior to the training. Those intending to move mostly considered neighbouring communities or cities as potential destinations. Those who declared intentions to migrate transnationally expressed education goals or economic reasons as motivational factors. Nevertheless, many refugees also indicated movement within the country.

Members of the host community benefitting from the ABLIG project in Kenya living around the refugee settlements expressed intentions to move away from Dadaab to Garissa town or other bigger cities in Kenya. They reported that the hot climate, poor markets, and insufficient services in Dadaab were the drivers incentivising them to migrate to larger urban areas. Those who indicated that they would stay in Dadaab also reported that they would not want their children to grow up and live in this area, and some had already sent their children to neighbouring towns for education.

The training encouraged some refugees to migrate, albeit to their home countries. South Sudan refugees benefitting from the RISE project (Uganda) intended to return to their home country to get better jobs, thanks to the training received. As much as they reported improved employability within Uganda, they intended to use the obtained certificate in South Sudan where they anticipated to face reduced competition. In Kenya, only a few refugees reported intentions to return to Somalia and they considered the security situation in their country of origin as a key factor regarding their decision.

Findings from R1

Only the R1 projects seeking to reduce irregular migration provide impact estimations on this outcome (Table 8 – indicator 4.2.1). The main take-away in this regard is that, overall, projects did not cause a reduction in migration intentions on their own, despite improving employment outcomes, suggesting that the link between employment and intentions to migrate is not straightforward.⁴³ The triangulation of quantitative and qualitative findings highlights the complexity of the link and the potential unintended impacts:

- Promoting skills can increase the desire to migrate as beneficiaries feel better equipped to find employment and succeed in other regions of the country or other countries as

⁴³ This is partly due to the complex nature of analysing intentions to migrate, especially *irregular* migration as already mentioned. There is need to mobilise innovative research methods to effectively capture data on irregular migration patterns.

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suggested by the R1 studies in Mauritania (PECOBAT and Promopêche projects) and of the Parcours INTEGRA project in Guinea.

- If the labour market cannot absorb the newly trained beneficiaries, disappointment can increase the trainees' motivation to migrate as demonstrated in the evaluation of the Parcours INTEGRA project in Guinea.

From a slightly different perspective, interventions in HoA which aimed to socially integrate their beneficiaries (especially refugees after they migrated to another country), also show mixed results.

- Social integration can materialise by an individual finding a job and having a specific role in the community as demonstrated in the evaluation of the second component of the RISE project in Uganda.
- The R1 studies in HoA (second component of the RISE project (Uganda) and VSLA intervention in the STEDE project (Ethiopia)) show that interventions leading to interactions between host communities and refugees tend to increase the participation of refugees in communal activities their trust in peers from the host communities. If the interventions do not promote inter-community interactions, the project activities can strengthen preexisting ties but also reinforce social tensions between communities.

Table 8: Summary results on migration from R1

Region	Project	Key findings
HoA	Second component of the RISE project	Positive impacts of the project on refugees' social connectedness and integration.
	VSLA intervention of the STEDE project	Negative impact on the likelihood to move outside of Africa. Increased likelihood to move within or outside the Somali region (Ethiopia), but no impact on the overall intention to migrate, preparedness to migrate, or moving abroad (within Africa). Qualitative results indicate that refugees were sceptical about the STEDE project's attempt to fully integrate them with the host community for the fear of losing their chance to emigrate to a third country.
	GrEEEn project	Decrease in the share of OYE beneficiaries who already prepared for migration. No change in general intention to migrate, current desire to move (within Ghana or another country) or likelihood to leave within six months/two years among OYE beneficiaries. No change in any migration-related indicators for CfW beneficiaries. Limited impacts of the project on migration due to the importance of other factors (family, love for the country, perceived availability of economic opportunities, increased awareness and self-efficiency, legal factors, personal experience, socio-cultural pressure/norms).
SLC	Tekki Fii project implemented by GIZ	N/A
	PARERBA project	PARERBA successfully reinvigorated the attractiveness of the agricultural sector, especially the production of vegetables and groundnuts. Beneficiaries perceived the PARERBA as offering promising opportunities for the future, especially for youths who could be tempted by migration. The perceptions of PARERBA by beneficiaries are very positive and the intervention seems to encourage life projects.
	PVP activities of the INTEGRA project	N/A
	Parcours INTEGRA	The Parcours INTEGRA did not have an impact on intentions to migrate.
	Promopêche	N/A
	PECOBAT	N/A

Note: The terms “impacts” and “effect” come from conclusions of quantitative findings that confirm the existence or absence of a causal relationship. Statements in green refer to desired effects, whereas red refers to undesired effects. Statements in black refer to relevant findings but for which the study cannot conclude the existence of an impact.

Source: R1. C4ED elaboration

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These findings should, however, be considered in light of targeting challenges. Different tools mobilised highlighted that:

- It is difficult to identify individuals with present or past intentions to migrate, outside of Africa as it refers to an event that has not taken place and an intention can be uncertain for the respondent. For returning migrants, signalling their presence and need for support can be challenging given the stigma, social pressure and potential traumatic experiences they went through. Regarding refugees, the identification issue is less present since they are often clustered in camps and therefore relatively easy to target.
- It can be particularly difficult to disclose information on one's intention to migrate through irregular means, especially publicly. Though it would be useful for project implementers to identify relevant candidates, such a declaration can have legal and social consequences. This showcases the need for communication channels for potential future migrants to signal their distress and their needs.
- Targeting implies reaching out to populations with specific characteristics and specific needs. In this regard, the evaluation of the R1 projects and results from R2 projects in SLC which had an official interest in targeting returnees identified several challenges:
 - Returnees often face economic hardship and feel pressured to generate income quickly after returning home. The different projects implemented in the Gambia, Guinea and Ghana illustrate that returnees tend to be less interested in lengthy trainings that do not offer immediate financial benefits.
 - The presence of multiple projects targeting returnees, some offering quicker payouts or specialised support, can lead to overlapping support services and reduce enrolment in specific projects. In The Gambia for example, targeted returnees by the Tekki Fii project reportedly favoured IOM projects that offered faster financial assistance and psychosocial support.
 - Traumatic experiences during migration can lead to mental health issues that may impact returnees' ability to engage in training without additional support. While acknowledged as a potential challenge, the projects did not offer specific psychosocial support services, potentially affecting enrolment and retention.
 - Lack of identification documents can hinder returnees' access to training programmes and formal employment opportunities. For instance, in The Gambia, some returnees dropped out of the Tekki Fii project because they could not register their businesses without proper documentation.
 - Returnees may have lower levels of formal education, impacting their eligibility for certain training programmes or their ability to keep up with training content. Language barriers, particularly related to the use of English, were also identified as a challenge for some returnees in The Gambia.
 - The GrEEEn project in Ghana primarily targeted rural and remote areas where the prevalence of returnees was low. This design choice, coupled with the difficulty in identifying returnees, limited the project's impact on this group. Moreover, the IE (quantitative) also excluded returnees from the evaluation design (specifically for the CfW component) due to non-random inclusion into the project. So, the lack of a detectable effect on returnees of the GrEEEn project can be partly attributed to the research design.

Which outcomes are likely to be long-lasting, why or why not? (EQ4.3)

C4ED assessed sustainability by examining whether IPs had developed an exit strategy, as its presence can signal the intention to ensure long-term project benefits (Davis & Sankar, 2006).

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A well-designed exit strategy reflects a deliberate effort to sustain outcomes and mitigate the risk of harmful unintended consequences upon project completion. Conversely, the absence of a robust exit strategy can hinder the sustainability of outcomes. Interviews with EUDs and PMs revealed that most projects included exit strategies, such as transferring some activities to local governments (indicator 4.3.1).

Participants in the expert interviews further perceived that the benefits gained from the projects would endure (indicator 4.3.5). The reasons given can be summarised as:

- Linking beneficiaries with financial institutions will have lasting impacts as this involves trust building and trust does not end with project completion (indicator 4.3.4);
- Beneficiaries who are running their own businesses develop ownership and therefore, activities won't stop with project completion (unless their business requires further investments that they cannot afford).

C4ED also evaluated sustainability by analysing the partnerships established before and during project implementation. Public-private partnerships were identified as a mechanism to enhance ownership and sustainability by aligning development goals with long-term economic opportunities (indicator 4.3.2). These partnerships encourage private-sector involvement beyond the project's initial phases. According to the PMS, 52% of projects collaborated with external stakeholders for funding or activity implementation. Government partnerships often contributed to aligning projects with longer-term national development plans, while private institutions provided technical expertise and employment opportunities. Several initiatives specifically involved public and private actors to reshape the vocational training and MSME support landscape.

However, two main threats to sustainability were identified (indicator 4.3.3):

- The absence of start-up capital limits beneficiaries' ability to apply newly acquired skills. This was evident in Kenya, where some graduates from the ABLIG project which ended in March 2023, remained unemployed or had yet to start a business by September 2023. The reason was a lack of start-up capital. A similar trend was observed in Niger among JEEN beneficiaries who had not received start-up capital.
- Deeply entrenched patriarchal norms and societal expectations regarding women's roles pose a significant threat to project outcomes. Cultural expectations often confine women to household and caregiving responsibilities, limiting their involvement in trades introduced by EUTF-supported projects. However, many projects have implemented gender-transformative activities to address these barriers. Some respondents — both men and women — reported shifts in societal attitudes, with growing acceptance of women participating in male-dominated trades and being recognised not only as caregivers but also as breadwinners.

These findings highlight the importance of addressing structural barriers and financial gaps to ensure the sustainability of project outcomes. Projects that integrate comprehensive exit strategies, foster meaningful partnerships, and challenge harmful gender norms are better positioned to achieve long-lasting impacts.

To what extent do EUTF interventions and projects contribute to policy change, particularly relating to labour market systems, employment policies and reforms? (EQ4.4)

C4ED found mixed results on the contribution of EUTF projects on policy change and reforms. At the national level, members of the EUDs were active in coordination platforms that played

a role in shaping a country's policies on thematic areas addressed in EUTF projects (indicator 4.4.1). In this sense, they contributed indirectly to policy reforms. For instance, the delegation in Uganda was not sure if it was influencing policy but tried as much as possible to stay abreast of the national policies and engage in debates and policy dialogue at different levels in Kampala. At the highest level are steering group meetings chaired by state ministers for Refugees and Local Governments. This is where sector response plans are discussed, and the delegation is keen on aligning these responses to EU strategies. Similarly, EUTF-supported projects have indirectly influenced Kenya's and Djibouti's migration policies. In Kenya, the government withdrew from closing refugee camps to take up a more “settlement approach” (UNHCR, n.d.). Staff in the EUD in Kenya have discussed the settlement approach with the government and have cited the Kalobeyi settlement, an EUTF-supported infrastructure development, as a model (indicator 4.4.4). In Djibouti, a member of the EUD interviewed indicated that EUTF funding has supported the drafting, negotiating, and adopting a protocol on the free movement of persons and a protocol of free movement on transhumance in the region (indicator 4.4.4 and 4.4.2).

To a lesser extent, EUTF played a direct role in changing policies or initiating new ones. For instance, ITC in South Sudan worked actively with funding from EUTF to initiate policies related to quality standards (indicators 4.4.4, 4.4.3 and 4.4.2). In October 2021, the South Sudan National Quality Policy was validated in Juba, South Sudan. ITC South Sudan, with EUTF support, facilitated the process by procuring the services of a consultant to develop the policy and provided financial support for review and validation (ITC, 2022). It also coordinated various ministries, government parastatals, and the private sector in the process, including the Ministry of Trade (MoT), the South Sudan National Bureau of Standards, the Drug and Food Control Authority, the National Communication Authority, the Ministry of Livestock and Fishery, the Chamber of Commerce and women groups, Civil Society groups represented by Consumer Protection Association among many others. This is the first national quality policy in the country. The document outlines the quality standards and sets guidelines for achieving the agreed-upon product quality. Its effects have since then been observed. For example, the MoT of South Sudan is using this document to develop export and import regulations for the country, and the Parliament of South Sudan is currently relying on it to work on two bills: the Sanitary and Phytosanitary (SPS) and Technical Barriers to Trade (TBT) bills. Similarly, ITC worked closely with the International Labour Organisation in The Gambia and with EUTF support (ILO) to revise the country's outdated labour law and enact the 2023 Labour Act (ILO, 2023). ILO provided technical support to align the legal framework with the Global Labor Act. EUTF provided resources and input in the documents and ensured that the Ministry of Trade and Industrial Regional Integration prioritised the policy, leading to its presentation in parliament and the presidential signing of the Act.

At the sub-national level, EUTF had more success in influencing policy reforms especially those related to labour (indicator 4.4.3). This was done by targeting key officials, and budgets (indicator 4.4.4). For instance, the DURAZINDER project (Niger), encouraged the municipalities of Kante, Yaouri, and Garfati to allocate part of their budget to support market gardening sites that were created by the project.

Similarly, the JEEN project (Niger) successfully advocated for municipal budgeting reform to include initiatives aimed at creating employment opportunities for young people. They advocated further and developed guidelines for municipalities to include youth employment and migration dimensions in the community development plans. This has now been annexed to the national directive for the municipal development plan as illustrated by the quote below.

The JEEN project has developed a guide to the inclusion of the youth employment and migration dimension in the community development plan. This guide has been annexed

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to the national directive for the elaboration of municipal development plans. This annexation of the guide to the national directive on the elaboration of municipal development plans makes it a sovereign mission of decentralized territorial communities to take into account of the youth employment and migration dimension.

EUTF projects have primarily influenced policy reforms through indirect contributions at the national level, with more direct impacts in isolated cases such as South Sudan and The Gambia. At the sub-national level, the projects have effectively driven reforms, particularly by targeting budgets and incorporating development priorities into local governance frameworks. These efforts underscore the importance of targeted engagement, robust partnerships, and alignment with local and national priorities to achieve sustainable policy impacts.

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?

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? (EQ5.1)

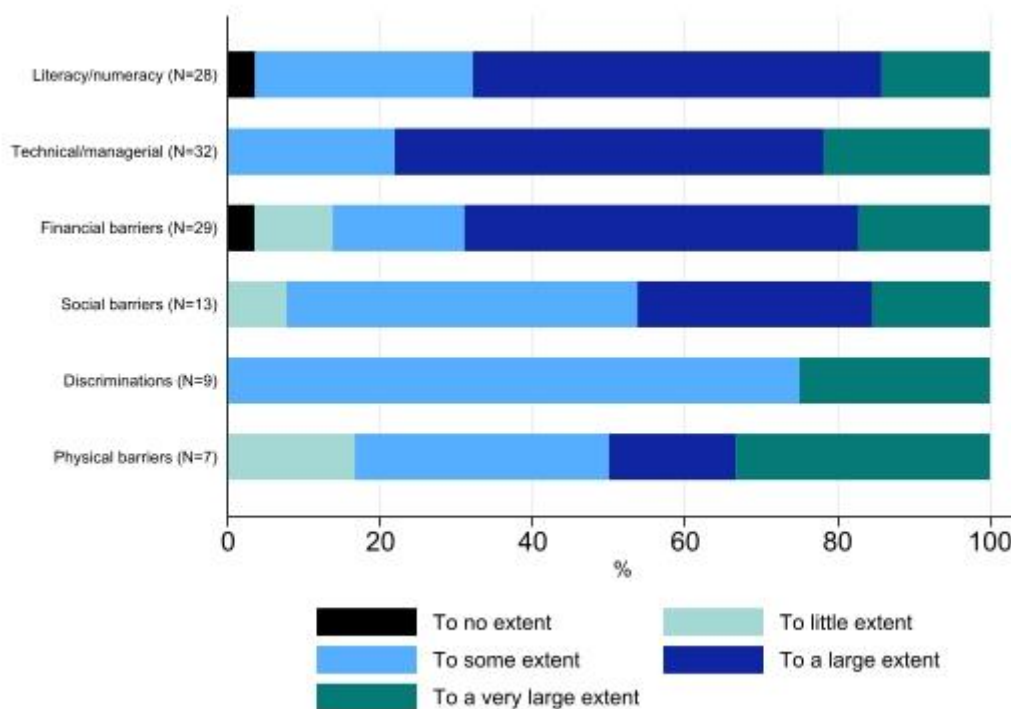
Impacts across gender

Results from R2

As already mentioned, 82% of the projects targeted females (67 projects). Across these projects, the most common barriers addressed were skill and financial gaps. Figure 25 illustrates the PMS' responses on how effectively the project addressed barriers for females specifically. Overall, PMs perceive that the projects contributed to, at least some extent, overcoming barriers faced by females (indicator 5.1.1). For projects aiming at enhancing technical and managerial skills, the majority reported large or very large improvements, with financial barriers showing the next highest level of improvement.

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Figure 25: Contribution of the projects to overcome for female-specific barriers



Note: Questions were asked to PMs of projects targeting females and aiming to overcome the different barriers.
Source: PMS. C4ED elaboration

At the R2 level, both men and women reported improved perceptions of their employability because of their improved skills. Regardless of the type of training, both men and women perceived their chances of starting a business or finding wage employment improved compared to before they joined the training (indicator 5.1.1).

Regarding employment, qualitative interviews suggest that both men and women slightly improved with both groups starting their and improving business transactions (indicator 5.1.1). However, benefits on employment for women in groups (associations, VSLA and cooperatives) were higher than for women and men who were not part of groups. Groups were successful in proving the livelihoods of beneficiaries with clear indications of improvement in income. However, women faced social-cultural barriers related to pressure to prioritise domestic and household chores, limiting their chances to look for and take up jobs.

Results from R1

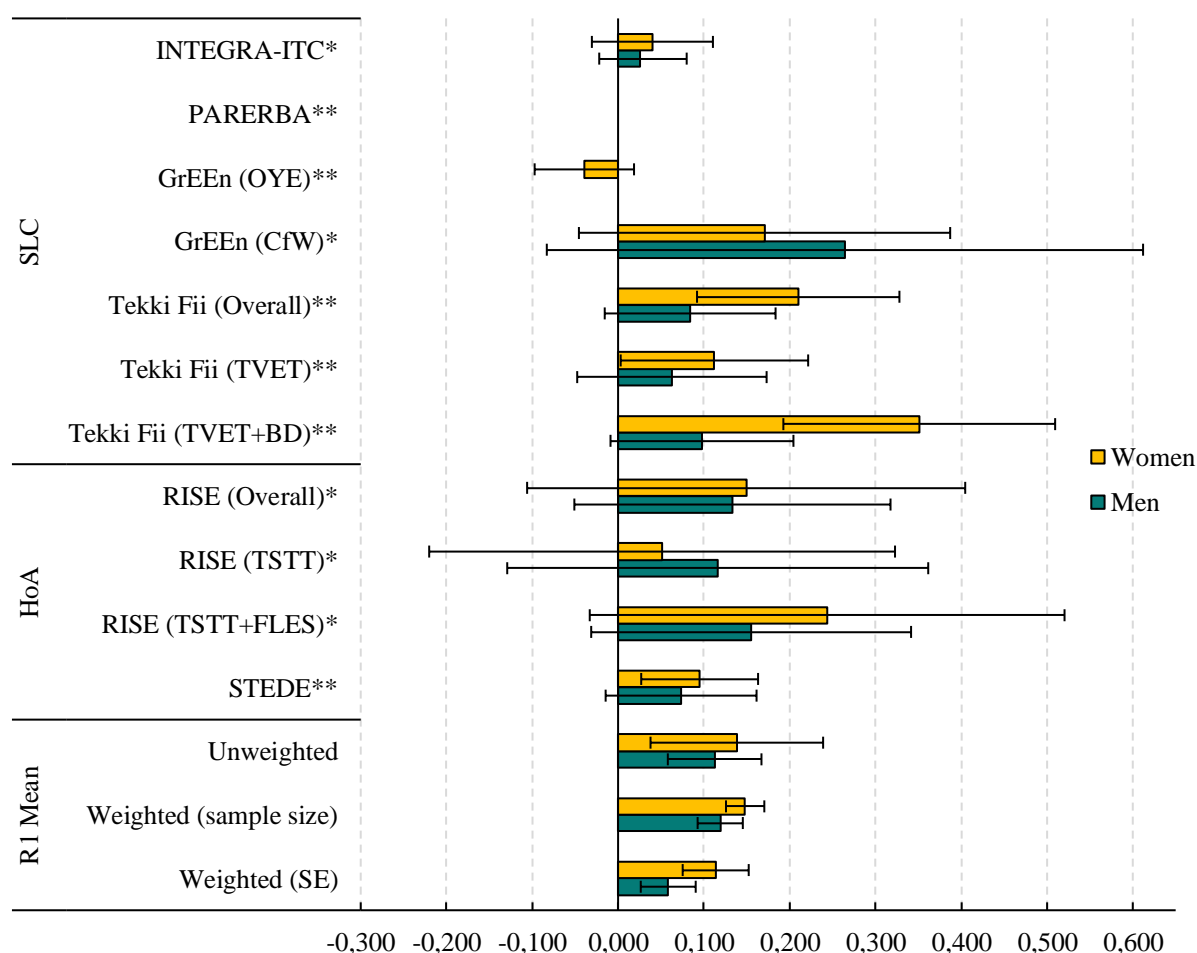
Overall, R1 projects tend to have promoted females' perception of employability with, in some cases, larger impacts enabling a convergence with males' confidence that they can secure a job such as in the Tekki Fii project (The Gambia) implemented by GIZ. However, the Parcours INTEGRA (Guinea), Promopêche (Mauritania) and PECOBAT (Mauritania) projects show that when women are competing with men to secure a job and when opportunities in female-dominated trades are limited, women's perceptions of employability can be negatively affected. Then, as already mentioned, the evaluation of the second component of the RISE project (Uganda) indicated that females faced social barriers to job searching, as their communities expected them to prioritise household chores over job-searching activities.

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The main impacts on stable employment by gender from R1 are displayed in Figure 26 (indicator 5.1.1). This indicator used across the different R1 studies shows that, when studies estimated impacts for both genders, the projects positively affected both genders. However, the impacts varied in their magnitude and significance. The results show a tendency of projects to have a larger impact on women which echoes with the trends identified in different meta-studies on ALMPs (Card et al., 2018; Cho & Honorati, 2014; Kluve et al., 2016) and therefore to contribute to a reduction in the employment gap. The R1 mean effects on women are 1.23 and 2.4 times higher than on males depending on the mean used. The range of impacts on women is relatively large across studies compared to the impacts on men: For women, the effect sizes range from -4pp to +35pp and for men from +1.5pp to +26pp. This suggests that the positive impact on women is less predictable than for men. Regarding the significance, the SE errors are similar across genders, but the magnitude of the impacts is lower for men, leading to often having statistically insignificant impacts on the latter at the 95% confidence level. When using a less conservative confidence interval of 90%, most estimations become significant, suggesting that the impacts on men tend to be consistently positive.

Figure 26: Mean effect sizes (in pp) on stable employment in R1 studies by gender



Notes: *Coefficients represent the ATT. **Coefficients represent ITT Effects. Confidence intervals are based on a confidence level of 95%. Significance levels might differ from those reported in the R1 reports who can rely on higher confidence levels and are based on the sharpened q-values. Estimates represent effects measured 12 to 18 months after the end of the exposure to the treatment. The R1 mean effects do not include the estimates from the GrEEn (OYE) component (Ghana) as only estimates for females are available.

Source: R1. C4ED elaboration

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This overall positive finding deserves to be contextualised. First, the greater impacts are usually attributed to women being more excluded from the labour market before the start of the project and hence, having more potential for improvement compared to men.⁴⁴ Second, the stable employment variable used across the studies does not fully capture the quality of the job secured which hides important dynamics. For instance, the Tekki Fii project (The Gambia) illustrates how male beneficiaries experienced better job conditions and income growth than female beneficiaries, who often ended up in lower-paying, informal apprentice roles or as own-account workers, exacerbating the gender pay gap. Similarly, in the study of the second component of the RISE project (Uganda), only male beneficiaries from the host community saw an improvement in their working conditions. The PECOBAT (Mauritania), Promopêche (Mauritania) and Parcours INTEGRA (Guinea) studies also suggest that females struggle to find decent jobs.

The different sources identify several key barriers that women faced when seeking employment, even after participating in projects designed to improve their employment outcomes.

- Socio-cultural barriers and gender norms play an important role. R1 studies consistently highlight socio-cultural barriers and gender norms as significant obstacles to female employment. For instance, despite the second component of the RISE project's efforts (Uganda) to encourage women to participate in traditionally male-dominated trades, social pressure and stigma persisted, leading to lower female enrolment in these areas. Women participating in the GrEEen project (Ghana) often needed permission from male partners to start or accelerate businesses, and men had to be convinced and included for women to succeed. Similarly, in Senegal, women participating in the PARERBA project faced a “triple vulnerability” of balancing professional, social, and familial obligations.
- Domestic responsibilities and time constraints are reflected in women's disproportionate burden of domestic responsibilities, including childcare and housework, limiting their time and flexibility for job searching and engaging in full-time employment. This challenge was evident in Uganda, where female RISE project participants often had to prioritise childcare and household chores, impacting their ability to attend training sessions and seek employment. In Guinea, women in the Parcours INTEGRA frequently arrived late or dropped out of trainings due to household work and childcare obligations. In Senegal, women's primary responsibility for family well-being often led them to prioritise using their income for immediate needs, rather than investing in their businesses or future employment opportunities.
- R1 studies also point to employer biases and discrimination as factors hindering women's employment prospects. In Uganda, despite having improved skills through the RISE project, women were often perceived by employers as less capable or reliable than men, particularly due to potential pregnancy and childcare-related absences. In Mauritania, employers expressed reluctance to hire women in the male-dominated construction sector, perpetuating gender stereotypes and limiting opportunities for female PECOBAT trainees. In Guinea, traditional norms and practices continued to limit girls' educational and employment opportunities, despite the introduction of new trades through the GIZ project.
- Women often faced disadvantages in accessing financial resources, business networks, and mentorship opportunities, further hindering their ability to start businesses or advance in their careers. This reflects limited access to resources and networks. In Ethiopia, female VSLA beneficiaries of the STEDE project reported limited access to formal financial services, hindering their ability to grow their businesses. In Ghana, women

⁴⁴ In the R1 studies women systematically present lower employment rates.

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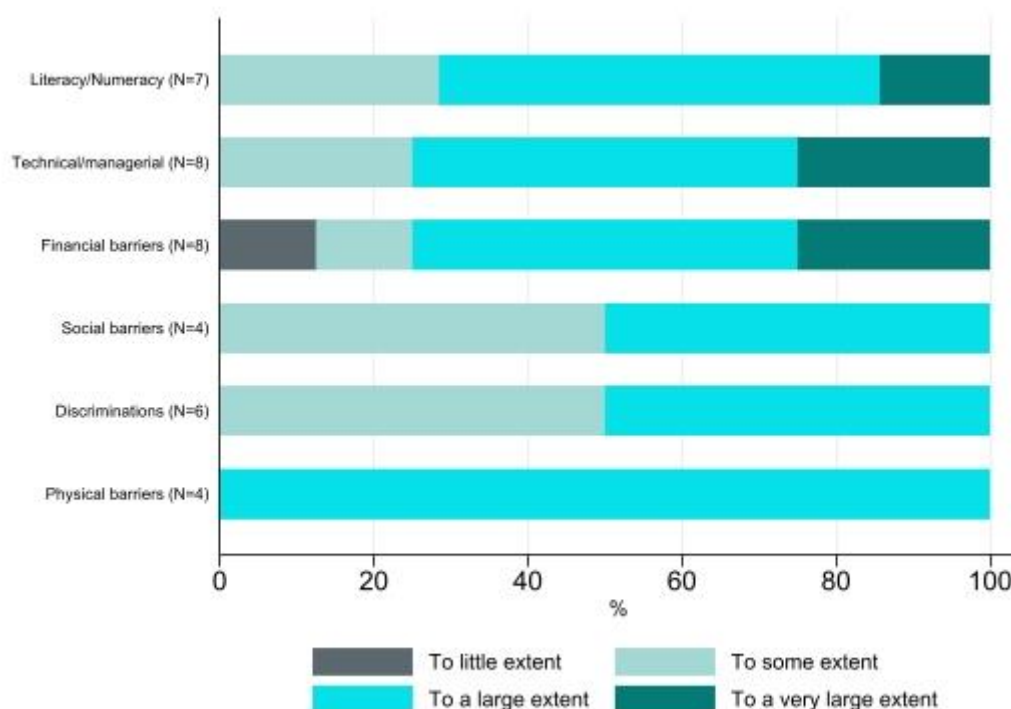
participating in the GrEEen project struggled to access land ownership, limiting their options for agricultural entrepreneurship.

Impacts on refugees

Results from R2

As already mentioned, 33% of the projects targeted refugees (27 projects). Hence, the sample of PMs' feedback on the projects' contribution to overcoming refugee-specific barriers is rather limited. For example, only eight PMs could inform to what extent the project contributed to overcome financial barriers of refugees (Figure 27). This said, when they did, the PMs perceived the outcomes as positive.

Figure 27: Contribution of the projects to overcome refugee-specific barriers



Note: Questions were asked to PMs of projects targeting refugees and aiming to overcome the different barriers.
Source: PMS. C4ED elaboration

Results from R1

Studies that investigated the specific impacts on refugees are concentrated in the HoA; hence, only two R1 projects provide insights on this topic. The study of the second component of the RISE project (Uganda) suggests that selected refugees improved their perception of employability, self-efficacy and financial skills compared to non-selected refugees. The project also promoted stable employment among refugees but there is no clear impact on decent employment as they do not report better working conditions and larger levels of income. Nevertheless, thanks to the positive impacts on employment and the project design (long-term training, curricular and extra-curricular activities), refugee beneficiaries were more socially integrated 18 months after the training. The results from the VSLA intervention of the STEDE project (Ethiopia) also show positive impacts on employment but impacts on other dimensions are not clear-cut.

Barriers to employment for refugees

Refugees often face restrictions on their movement, confining them to designated camps or settlements. This limits their access to job opportunities outside these areas and restricts their economic participation. The study of the VSLA intervention of the STEDE project (Ethiopia) noted that movement restrictions imposed on some refugee camps hampered refugees' ability to engage in businesses requiring travel. This challenge was also highlighted in the evaluation of the second component of the RISE project, where female refugees expressed frustration over their limited mobility, confining them to job opportunities within or near the settlements, which were often scarce. Additionally, refugees often have significant household responsibilities and may lack the time and flexibility to seek and maintain employment.

Refugees might lack the necessary legal documentation, such as work permits or residence permits, to secure formal employment. In Ethiopia, despite the 2019 Refugees Proclamation granting refugees the right to work and reside outside camps, bureaucratic hurdles and a lack of awareness among employers often hinder refugees' access to the formal labour market. Obtaining the required documentation can be a lengthy and complex process, discouraging both refugees and potential employers.

Cultural differences, reflected in communication difficulties arising from language barriers and cultural differences, can impede refugees' integration into the workforce. The study of the second component of the RISE project (Uganda) suggests that language barriers might have discouraged employers from hiring refugees.

Limited access to resources and networks also affected refugees, who often arrive with limited resources and may lack access to financial services, business networks, and support systems essential for finding employment or starting businesses. The VSLA intervention of the STEDE project (Ethiopia) aimed to improve refugees' access to financial services, but refugees still faced challenges in meeting collateral requirements for loans. The lack of access to start-up capital was also a significant barrier for refugees in Uganda, particularly for female refugees who wished to start businesses within the settlements.

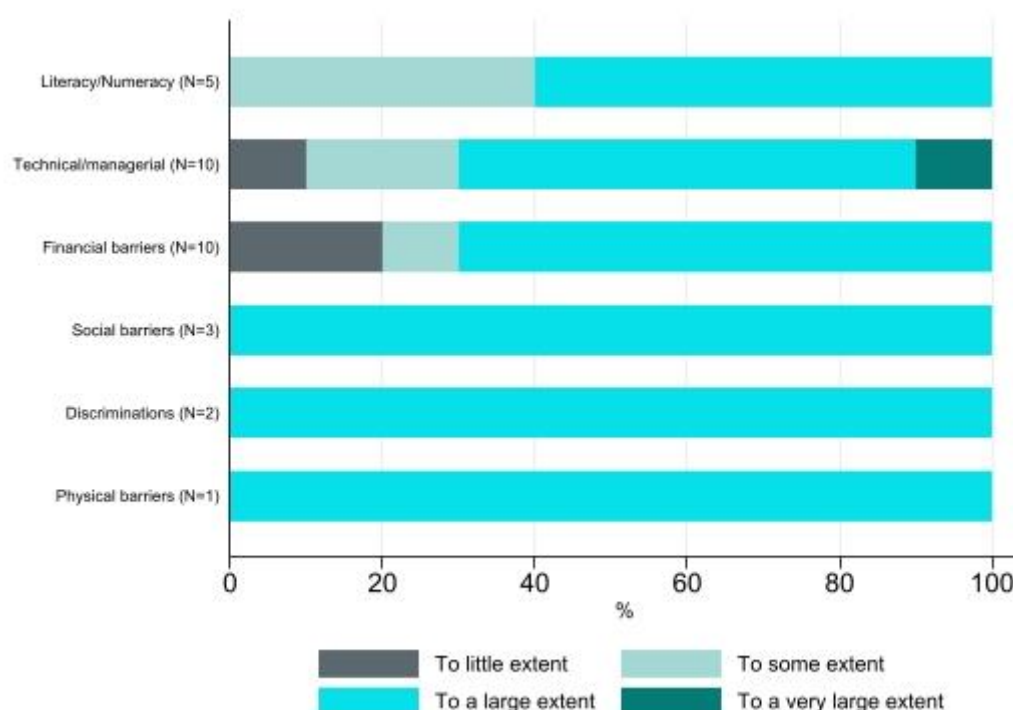
Employers may hold negative perceptions or biases towards refugees, leading to discrimination in hiring practices. In Uganda, despite the RISE project providing skills training, refugees did not see the same employment gains as host community members, suggesting that discrimination might play a role.

Impacts on returning migrants

Only 23% of the projects targeted returnees. The evidence on the projects' contribution to reducing returnee-specific barriers is therefore based on few observations, especially given that not all projects aimed at overcoming the barriers listed in Figure 28. This said, a noticeable finding is that relevant projects seem to have struggled to help returnees overcome their financial barriers.

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Figure 28: Contribution of the projects to overcome returnee specific barriers



Note: Questions were asked to PMs of projects targeting returnees and aiming to overcome the different barriers.
Source: PMS. C4ED elaboration

While returning migrants faced several challenges, EUTF projects adapted their strategies to increase the likelihood of reaching and supporting returning migrants. For instance, projects lowered their criteria to admit returnees into skills training courses:

The scoring grid of candidates for the training programmes offered by the JEEN project, assigns an advantage to women and returning migrants on the points. This makes it possible to promote the participation of women and returning migrants to the project's programmes.

In some cases, projects reduced the training duration for returnees since longer trainings led to their dropout.

Projects working to support job creation for returning migrants worked with them in two ways. They provided them with startup capital after trainings to help them set up their business. Some of them were successful enough to employ others:

Returning migrants trained on skills such as rural mechanics, are starting their own businesses such as a 26-year-old returned migrant who was training in mechanics and entrepreneurship by the DURAZINDER project in 2021 and created his own repair workshop for motorcycles and now employs two more returnees.

Secondly, with the context that returning migrants often face stigma from community members, IPs established community projects that sought to integrate returnees. These contributed to growth in their income.

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Results from R1

Studies that investigated the specific impacts on returnees are concentrated in the SLC region Table 9. However, as the projects systematically encountered challenges in enrolling returnees, the studies cannot report reliable estimations of the impacts on this population. Instead, the studies provide insights into the challenges encountered and the potential recommendations to target returnees effectively.

Table 9: Summary results on returnee-specific impacts from R1

Region	Project	Key findings
HoA	Second component of the RISE project	N/A
	VSLA intervention of the STEDE project	N/A
SLC	GrEEEn project	No clear returnee-specific impacts. Some staff linked the project challenges to enrol and retain returnees to the stigma of return and lack of interest in the project. The project design included some measures to target returnees specifically but was overall limited in its responsiveness towards returnee-specific needs and barriers.
	Tekki Fii project implemented by GIZ	No specific impacts due to insufficient returnees in the sample.
	PARERBA project	N/A
	PVP activities of the IN-TEGRA project	N/A
	Parcours INTEGRA	No specific impacts due to insufficient returnees in the sample.
	Promopêche	N/A
	PECOBAT	N/A

Note: The terms “impacts” and “effect” come from conclusions of quantitative findings that confirm the existence or absence of a causal relationship. Statements in green refer to desired effects, whereas red refers to undesired effects. Statements in black refer to relevant findings for which the study cannot conclude the existence of an impact.

Source: C4ED elaboration

According to R1 studies, the main barriers to enrolment are the following:

- Returnees experience significant economic hardship and feel pressured to generate income quickly due to depleted savings, asset sales, and debt incurred during migration. Also, the projects’ lengthy duration and limited financial support for training costs (e.g. stipends, transport, accommodation) did not address this urgent need for income.
- Returnees face stigma and discrimination due to perceptions of failure to succeed abroad, leading to pressure from families and communities to prove their economic viability quickly.
- Returnees may experience mental health issues due to traumatic events during migration, hindering their ability to engage in (long term) trainings that do not provide psychosocial support services.
- Qualitative interviews reveal that returnees often do not have identification documents. While some implementers reportedly disregarded the requirement for identification documents, others did not. Returnees tend to be older which can lead them to exceed the age limit. Note also, that age often is associated with more household responsibilities that limit their availability. Lastly, returnees tend to have lower education levels which can make it harder to meet the project's requirements (minimum level of education, English proficiency, level in mathematics, etc.).

To what extent did EUTF interventions mostly follow a gender sensitive approach? (EQ5.2)

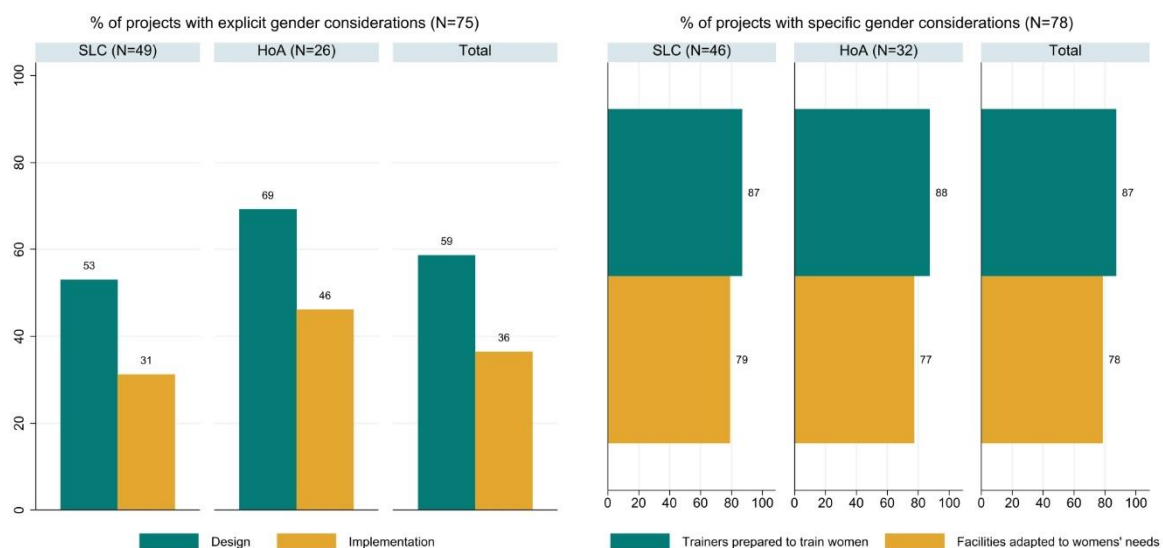
Results from R2

To assess the gender sensitivity of the projects, C4ED enquired about the existence of a gender action plan and how gender is included in design, implementation, and monitoring. C4ED further inquired about the barriers that prevented reaching targets of female participation.

C4ED, therefore, examined whether the projects paid attention to gender sensitivity in their design and whether there is evidence that this design was largely followed (indicator 5.1.1). This included reviewing whether the conditions of training paid attention to the interests of females. There are indications that the trainings were designed and, to some extent, implemented in a gender-sensitive way. Nevertheless, social and cultural barriers remained and hindered the desired outcomes of reaching the target number of females trained, limiting the projects' impact on females in terms of finding decent jobs.

As already mentioned, the PMS suggests that the projects were particularly attentive in adapting the design of the project to the targeted populations (see Figure 20). Key Informant Interviews (KIIs) with EUDs and PMs also revealed that the people who designed and were central in implementing the project reflected on the challenges females face. Based on the desk review results, projects also demonstrated a more nuanced gender sensitivity (indicator 1.5.1 – Figure 29). Overall, 59% of projects explicitly showed gender sensitivity in their design, with the HoA region showing a higher proportion (69%) compared to SLC (53%). This share becomes significantly lower when looking at the implementation: Only 36% of projects explicitly considered gender, though the HoA region maintained a higher rate (46%) compared to SLC (31% - indicator 5.2.2). This suggests that projects tend, to some extent, to include gender-sensitive approaches but few of them implement them. Another possibility is that the projects do not systematically document or monitor gender-related activities.

Figure 29: Gender considerations in design and implementation phase



Source: Desk Review (left hand chart) and PMS (right hand chart). C4ED elaboration

The gender sensitivity of the projects usually focused on strategizing how to enrol women (i) and on providing a relevant support to the latter (ii). KIIs with EUDs and PMs reveal that barriers were mainly social-cultural and related to gender roles that would prevent females from participating in the project or limit the project's employment and employability outcomes. They formulated gender transformative strategies that would mitigate these risks (indicator 5.2.2).

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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.

To promote women enrolment, some EUTF-supported projects, e.g., in Ethiopia (LISEC), Kenya (ABLIG), Ghana (GrEEn), and Niger (JEEN), engaged men by sensitising them about the training, the importance of women's training and reassuring them that the training posed no risk to their households, as some had feared. This action was taken to reduce the risk of men preventing women and girls from participating in the training. In Niger, this even resulted in some men becoming more supportive of their wives when they participated in skills trainings. Secondly, some EUTF-supported interventions set out to sensitise and encourage women who wanted to pursue male-dominated trades, which, in some cases, were more marketable and would increase the impact of the training on females. Many projects across the portfolio applied positive discrimination towards women to encourage their participation in the training programmes.

The PMS shows a high tendency for gender-sensitive approaches. Based on the results displayed on the right hand of Figure 29, 83% of the PMs indicated that trainers in their projects were prepared to train women. Also, 76% of the PMs indicated that training facilities were designed and tailored to address women-specific needs. Many IPs reviewed and selected proposals from private partners/training institutions that were aligned with a gender-sensitive project implementation. Private partners/training institutions, in turn, monitored project implementation and ensured that activities were gender sensitive. They facilitated the provision of child-friendly environments at the VTIs, including providing toys, food, and childcare support for the young children (infants and toddlers) of female trainees. They further provided for basic needs of females participating in the training, by supplying sanitary towels, washing soap and gender-segregated toilet facilities. Trainers were briefed, and some were offered a refresher course on gender sensitivity, including coverage of the mental health and psychosocial support (MHPSS) training to skill trainers in dealing with distressed participants. The project, therefore, maintained proactive measures to transform norms and values leading to gender inequality.

Results from R1

R1 studies investigated the gender sensitivity of the projects, mainly through qualitative tools, given the nature of this topic. Table 10 shows that all projects were sensitive to the gender dimension, though some relied on more superficial criteria (except for the PARERBA - Senegal study which does not report any gender-sensitive strategy). The gender sensitivity of the Tekki Fii project (The Gambia) implemented by GIZ, the PVP activities implemented by GIZ and Parcours INTEGRA (Guinea) rely only on setting up targets (number of female beneficiaries) and, in some cases, strategies to reach such targets (such as positive discrimination). Then, the PECOBAT (Mauritania) and Promopêche (Mauritania) projects went beyond setting Key Performance Indicators (KPIs) and sought to adapt activities and support based on gender. Finally, another cluster of projects, including the second component of the RISE project (Uganda), the VSLA intervention of the STEDE project (Ethiopia) and the GrEEn project (Ghana), show more holistic gender-sensitive approaches by actively engaging resources to adapt staff (and their qualifications) and provide additional services according to gender-specific needs.

Table 10: Summary results on the gender-sensitive approach from R1

Region	Project	Key findings
HoA	Second component of the RISE project	Clear objective to train 70% females and encouragement of the latter to participate in training and engage in male-dominated trades. Provision of child-friendly environment (toys, food, babysitting support), sanitary towels, washing soap, adaptation of timing to allow females perform the

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	household obligations. Trainers received course on gender sensitivity, sexual and gender-based violence. In each trade, gender-specific quotas.
VSLA intervention of the STEDE project	The project design was informed by a gender analysis. Has a gender expert to advise on gender-related issues. Considers gender balance (when possible) while hiring field agents Encouraged the appointment of females as leaders of the VSLAs (when literacy is not an issue).
SLC	GrEEen project
	Set up of disaggregated targets by gender. Provision of gender sensitisation training and partnering with women-led organisations. Efforts provided to overcome female barriers to employment.
	Tekki Fii project implemented by GIZ
	Clear objective to train 30% females and achievement of this target. Positive discrimination of females.
	PARERBA project
	The PARERBA did not have an explicit gender approach. Hence, its support was not specifically tailored to women beneficiaries.
SLC	PVP activities of the INTEGRA project
	Clear monitoring targets with gender balance. Absence of a gender strategy in the design and implementation of the project. Limited consideration for female cultural and social barriers to access educational opportunities. Occupations presented in the PVP modules are mainly male-dominated trades.
	Parcours INTEGRA
	Unclear target of females to support Equal treatment of females and males. No clear strategy to enrol females. No clear strategy to adapt support and help females overcome sociocultural challenges to find employment.
	Promopêche
SLC	Positive discrimination for women in the selection process, reduction of duties for some women during practical sessions, certain components such as treatment, conservation, and transformation of fishery products most adapted for women. Absence of women in the training staff.
	PECOBAT
	Positive discrimination for women in the selection process, reduction of duties for some women during practical sessions. Difficulty to adapt training content for females. Absence of females among training staff.

Source: R1 C4ED elaboration

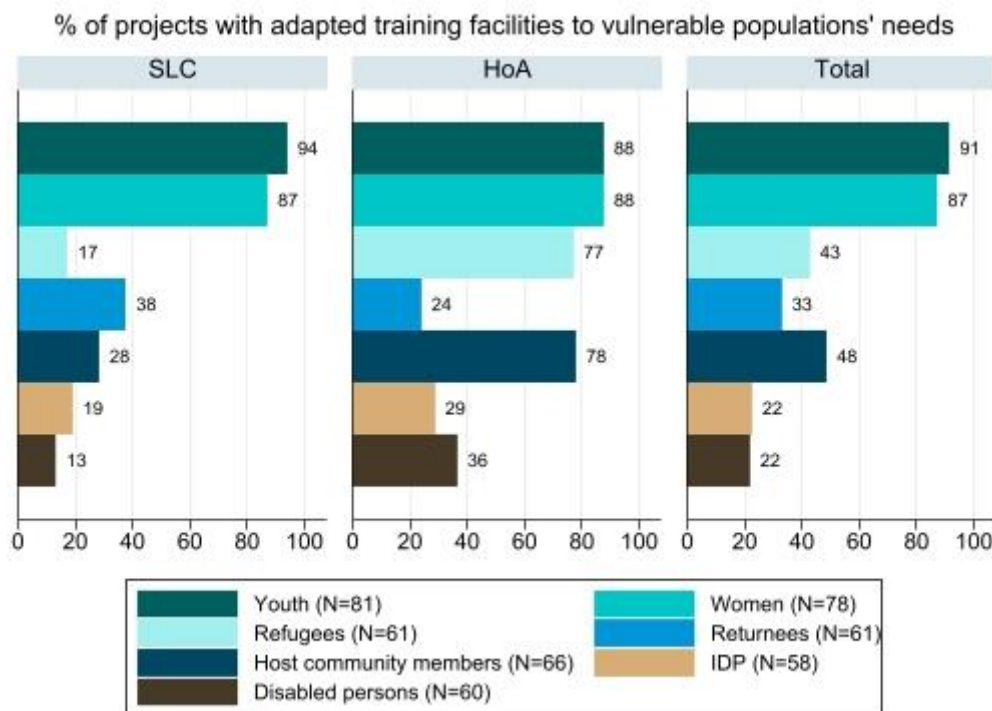
To what extent did the services of EUTF interventions meet the specific needs of youths, women, refugees, IDPs, returning migrants and host communities in terms of job creation, employability, and skills attainment? (EQ5.3)

C4ED explored the beneficiaries' perception of the project's adaptation to their needs. Where the needs of the beneficiaries were not met, C4ED delved into the internal and external barriers encountered by the project to meet their training goals.

The PMS reveals that projects used facilities adapted to youth and women in 91% and 87% of cases, respectively (Figure 30, indicator 5.3.1). For other vulnerable populations, the use of adapted facilities is less common. This is either because the project did not specifically target these populations or because the specific needs are more difficult to meet. For example, adapting facilities to disabled persons can be more challenging as this implies investments in the infrastructure whereas youth require a more limited set of adaptations.

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Figure 30: Share of projects with adapted facilities to vulnerable populations' needs



Source: PMS. C4ED elaboration

Refugees, youth and females interviewed perceived that the project had responded to and adapted to their training needs (indicator 5.3.2). All beneficiary groups said that the training was relevant, as it provided them with the necessary skills to help them find jobs or start a business. Females expressed the chance to be independent or support their families financially because 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 provide financial stability and improve their lives, which were affected by conflicts, lack of resources, and social and cultural barriers. Lastly, given that many trainees were young (youth between 18 and 35 years), 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 businesses. In this sense, the training was perceived as a need for all the participants to help them achieve economic independence goals.

The trainers' qualities and the training's contents have been perceived as positive. Provisions for childcare and other basic needs for female trainees were praised, indicating that the training responded to the needs of females during the training. The main challenge that trainers and trainees identified in some of the countries was the lack of adequate materials. This affected some trainees and led to drop-outs. In all, however, the project responded to and met the needs of the trainees.

The main barriers the projects faced were social-cultural structures and norms related to gender (discussed in the sub-sections on gender - indicator 5.3.3). These barriers affected the participation of females in the projects and led to some participants dropping out. The discussions above have shown that the project tried to transform some of the social-cultural barriers by addressing some of the underlying obstacles to females' participation. In this sense, the project failed to meet the needs of females who wished to access or complete the training but could not

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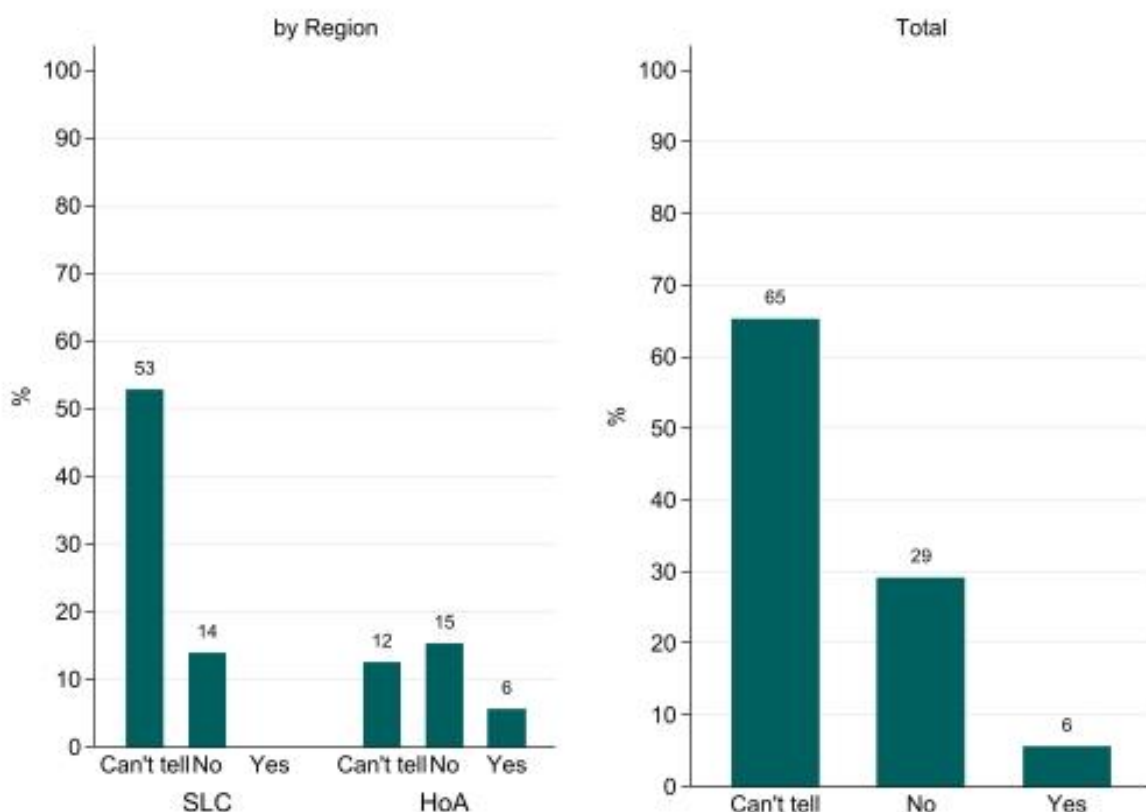
do so because of these barriers. However, as already discussed, the project made attempts to mitigate these barriers, yet some of the challenges were beyond its scope.

EQ 6: What were the likely contributions of EUTF interventions when compared to Member States' independent and separate bilateral interventions and to what extent were EUTF interventions coherent with other local interventions?

Did IP's who implemented similar bilateral programmes find an advantage of working with the EUTF instrument? If yes, in which aspects?(EQ6.1)

Based on the desk review, there is limited evidence of the EUTF's added value and benefit compared to the support from Member States (indicator 6.1.1). Figure 30 shows that in only 6% of the projects (4 instances) there was a clear indication of EUTF's added value, all of which were in the HoA (Figure 31). In 29% of projects there was no explicit indication and in most projects (65%) it could not be determined. The findings may point to challenges in documenting the EUTF's contributions relative to Member States' interventions, with variation observed between the two regions.

Figure 31: EUTF's added value and benefit from the EUTF compared to the support from Member States



Source: Desk review. C4ED elaboration

According to the PMS, while 33% of respondents had previous experience implementing similar projects with EU member country funding without EUTF support, the majority (51%) had not carried out such projects (16% unable to specify).

Among respondents with prior experience, 42% indicated that the EUTF provided stronger support or facilitated project implementation more effectively than support from specific EU member countries (indicator 6.1.1), with this view being especially prevalent in the HoA (57%). However, approximately a quarter (27%) saw no added value in EUTF support compared to member state support, while a third considered the comparison irrelevant to their context. The regional analysis highlights differences, with respondents from the HoA viewing the EUTF's facilitation role more favourably than those in the SLC region.

Figure 32 presents domains in which PMs prefer either EUTF or EU country member bilateral support (among PMs in a position to compare based on their experience, indicator 6.1.2). Overall, the figure shows that neither EUTF nor EU Member State support is preferred unanimously for any domain. The most evident domain for which EUTF funding is preferred is the volume of funds. Specifically, 69% of the respondents prefer EUTF support due to larger funds allocated, probably because it allows project implementers to set up more holistic approaches than in conventional bilateral funding settings. Two other domains for which EUTF is generally preferred over EU country member support are for the adoption of best practices and the harmonisation with other projects. This can be explained by, among other things, the coordination between IPs that the EUTF funding applies to. An illustrative example is the INTEGRA programme in Guinea which involved Enabel, ITC and GIZ. Each agency was responsible for implementing specific activities but required coordination for targeting the beneficiaries and monitoring the activities.

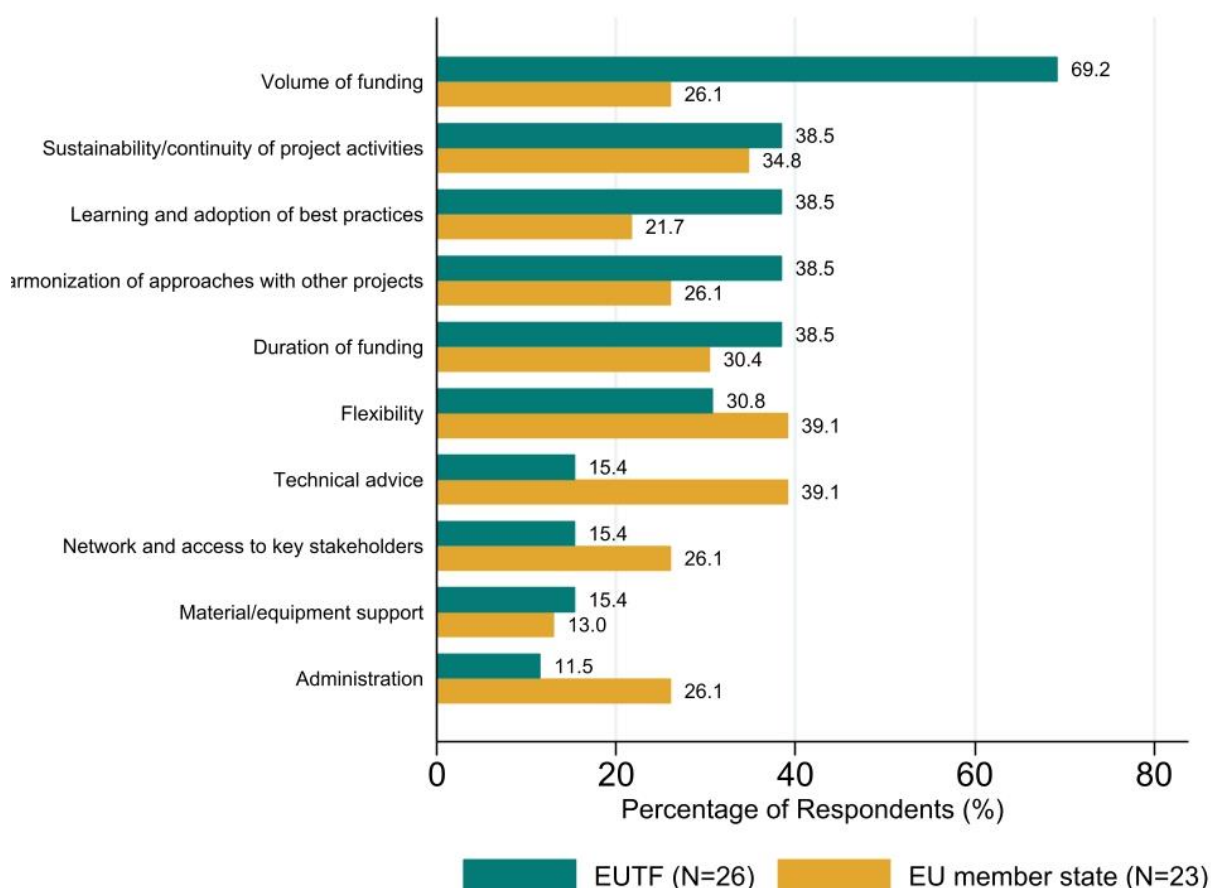
The domains in which PMs prefer EU Member States are less obvious. Almost 40% of respondents favour bilateral support for the flexibility and technical advice it usually provides, while EUTF support is rated lower, with only about 15% preferring its technical advice and 31% its flexibility. This suggests that bilateral partnerships are generally seen as more adaptable and technically robust. Unsurprisingly, few PMs (11.5%) prefer the EUTF support for administrative reasons. In this regard, a quarter of the PMs prefer the administrative burden imposed by EU Member State than the one imposed by EUTF. Note however, that expert interviews highlighted the flexibility of the EUTF instrument in terms of timing of implementation of activities, changes in activities and non-linearity in implementation. For instance, during the COVID-19 pandemic, EUTF funding allowed IOM in the SLC region to create a fund to pay for training expenses that had not been foreseen when the project was designed. With the outbreak and escalation of the Tigray-Government of Ethiopia conflict, the fund allowed the project to change its activities from development to a humanitarian-development nexus. In conflict-prone areas like Eastern Sudan, implementation has not been linear with IPs seizing windows of peace and stability to continue with the activities which had been halted in times of instability. This finding is corroborated in the 2024 report of the Court of Auditors⁴⁵ on the EUTF that reports that EUTF is more flexible and adaptable in emergency situations.

Overall, these complementary rankings indicate that each funding mechanism serves distinct project needs - EUTF for larger funding requirements and bilateral support for technical expertise and adaptability.

⁴⁵ https://www.eca.europa.eu/ECAPublications/SR-2024-17/SR-2024-17_EN.pdf

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Figure 32: Preferred support: EUTF vs bilateral EU member country



Note: Respondents could select multiple options.

Source: PMS. C4ED elaboration

Did the volume of finance play a role in the outcomes from EUTF intervention in comparison to other bilateral programmes and if yes, for which outcomes?(EQ6.2)

Based on expert interviews, the high volume of finance facilitated innovation in project implementation and timely response to uncertainties (indicator 6.2.1). At the start of the fund, the Gambia was a country of origin of irregular migrants but soon became a transit country. IOM could scale up its activities very fast because of the availability of large funds. Moreover, The Gambia had ill-equipped infrastructure to support returnees at the start of EUTF projects in the country in 2017. IOM and their partners in The Gambia were overwhelmed by the high numbers of people seeking their support. However, because of large financing, partners in the Gambia were able to rapidly set up and upgrade their infrastructure (referral platforms, means of transport, training facilities, welcoming centres, staffing) to accommodate the high numbers of returning migrants.

EUTF funding enabled a holistic approach to support returning migrants, especially at a regional level (indicator 6.2.1). Before receiving EUTF support, the IOM implemented mainly economic projects to support returning migrants. EUTF-funded reintegration projects were multifaceted and included economic but also social, psychological, and community aspects.

The large funding enabled long project duration (three to four years) which was helpful to achieve impact and sustainability, especially in regard to skills development and job creation

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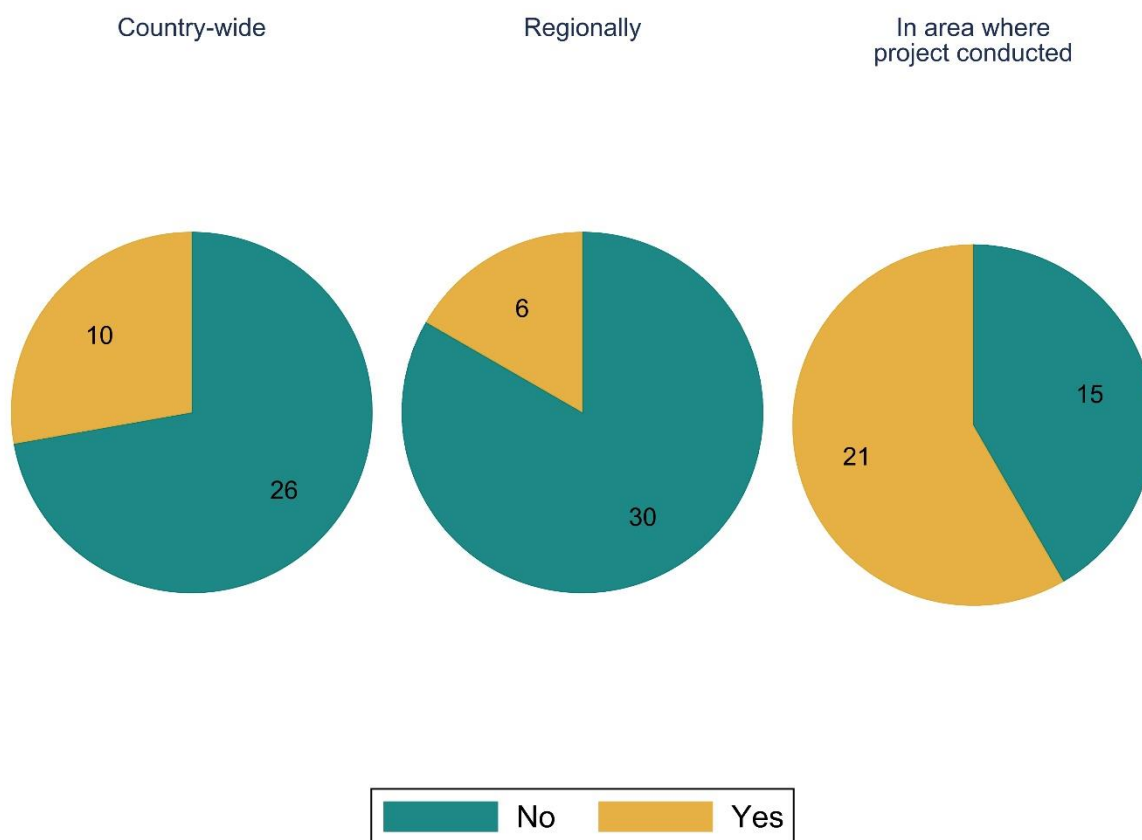
(indicator 6.2.1). C4ED midline and endline impact evaluations show that activities like market linkages, formalization of projects, technical support, and financial linkages require continued support as these outcomes are slow to realise. Nevertheless, IPs often indicated that the period (3-4 years) is not long enough to achieve all the desired outcomes.

To what extent are the EUTF interventions complementary and coordinated with other interventions in the concerned countries? (EQ6.3)

Based on the PMS, a majority (44%) were reported being coordinated in a consortium with other initiatives in the same country/region/sub-region (indicator 6.3.1). Nearly a third of respondents (32%) indicated no consortium coordination existed for their projects. The remaining 24% of respondents were unaware whether their projects were coordinated through a consortium, suggesting potential gaps in communication or awareness of coordination mechanisms.

Project coordination patterns varied across geographic levels. For the 36 projects where any coordination is reported, (Figure 33) illustrate the specified level. Most of the coordination occurred at the local level (58%), while country-level coordination is present in 28% of projects. Regional coordination was notably lower at 17%. This distribution likely reflects the practical considerations of project implementation. The focus on local coordination may stem from the needs of operations, which benefit from close collaboration with nearby stakeholders. Projects working within specific areas often establish partnerships with others addressing similar challenges and operating in the same context.

Figure 33: Coordination of project activities with other institutions (N=36)



Source: PMS. C4ED elaboration

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5.4 EVALUATION MATRIX

Table 11 below shows the evaluation matrix for the portfolio evaluation.

Table 11: Evaluation matrix

Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
EQ 1. To what extent did EUTF interventions contribute to employment, job creation, and skills?						
1.1 What effects do trainings have on employability?	Impact	Chances of beneficiaries to be employed	Number of beneficiaries who find employment or start a business at least 6 months after last skills training has ended	Promotion of skills and perception on employability	1.1.1 Promotion of graduates' skills	R1, PMS
		Capacities of beneficiaries to get (decent) employment	Number, types and duration of jobs attained by trainees undergoing EUTF supported skills training		1.1.2 Beneficiaries' perception of finding wage employment and, or opening their own business	R1, SoC
			Perceived employability		1.1.3 IP's perception of beneficiaries' employability	R1, PMS, Expert interviews
					1.1.4 Employers' willingness to employ graduates of skills training	R1, OH, Expert interviews

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
1.2 What impact does EUTF support the support to MSMEs have on employability of beneficiaries and access to (decent) employment?	Impact	Capacity of trainees to start their businesses	Number of new businesses established by beneficiaries (trainees and MSMEs) within 6 months after last MSME support has ended	Chances of graduates to find (decent) employment	1.1.5 Graduates' job search proactivity	R1
					1.2.1 (IP's perception of the) impacts on employment	PMS
		MSMEs to provide people in their communities with decent employment	Number, types and duration of jobs provided by MSMEs that benefited from EUTF support		1.2.2 Challenges to employment	R1, SoC
			Interviewed MSME owners confirm that they could establish new businesses because of EUTF support		1.2.3 Employers employ graduates of skills training	R1, OH, Expert interviews
			Interviewed MSME employees confirm that they have decent job	Capacity of Entrepreneurs MSMEs to develop their businesses	1.2.4 Graduates reporting that they could find jobs or start their IGA	OH, SoC,
					1.2.5 MSME strengthening and capacity building of staff	R1, MLS

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
				Capacities of MSMEs to create new jobs	<div>1.2.6 Entrepreneurs could establish new jobs because of EUTF support</div> <div>1.2.7 MSME employees state that they have decent jobs</div> <div>1.2.8 IPs states that capacities of MSMEs to create new jobs has improved because of EUTF support</div>	<div>R1, SoC,</div> <div>R1 SoC,</div> <div>OH</div>
1.3 To what extent do the skills acquired from trainings match the demands from the job market in the regions where the intervention took place?	Relevance	Demand of skills from job market	Beneficiary confirms that he/she has a job in a branch related to learned trade	Degree to which trained skills are on demand on the local job market	1.3.1 Presence and types of labour market assessments prior to the roll out of trainings	Expert interviews (EUD & PM)
			Beneficiaries perceive that their chances of finding a job or starting a business after undergoing a skills training increased		1.3.2 Use of labour market assessment for design of intervention	Expert interviews (EUD & PM), PMS
					1.3.3 Presence of partnerships with the private sector	PMS, Expert interviews
					1.3.4 Experts perceive that new skills match demand on local job market	Expert interviews (EUDs & PM)
					1.3.5 Beneficiaries have a job in a branch related to learned trade	R1, SoC
1.4 In what circumstances are EUTF interventions supporting labour demand or labour supply the best option to providing employment opportunities to their final beneficiaries?	Effectiveness & Relevance	Capacity of beneficiary businesses to increase vacancies	The circumstances under which they could or could not increase the number of vacancies in their businesses	Capacity of MSMEs to increase vacancies	1.4.1 Circumstances (e.g., technical assistance and guidance, financial support, governance, internal training schemes) under which MSMEs could increase the number of vacancies in their businesses	SoC, Expert interviews (EUD & PM)

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
		Capacities of beneficiaries to find work	Beneficiaries confirming the circumstances under which they could or could not find work	Capacities of beneficiaries (including those in NEET) to find work	1.4.2 Circumstances (e.g., cash for work, paid work placements) under which beneficiaries (including those in NEET) could find work	SoC, OH, Expert interviews (EUD & PM)
	Relevance			Degree to which intervention addresses most in-need populations' needs	1.4.1 Intervention targets specifically populations in NEET	PMS
					1.4.2 Intervention adapts project to the targeted populations	PMS
					1.4.3 Intervention addresses structural barriers for employment	PMS, R1, SoC, OH, Expert interviews
					1.4.4 Training includes classroom training and on-the-job training	PMS, R1
					1.4.5 Intervention responds to contextual needs	PMS, R1, SoC, OH, Expert interviews
1.5. To what extent are training facilities 'fit-for-purpose' in delivering skills training to final beneficiaries?	Effectiveness & Relevance	Types and functionality of training infrastructure and equipment	Trainer's availability	Quality, types and functionality of training infrastructure and equipment	1.5.1 Reported satisfaction with training facilities and equipment by trainers and beneficiaries	R1, SoC, Expert interview (PM)
			Trainer's dedication		1.5.2 Trainee's perceived knowledge of trainer	R1, SoC
			Trainee's perceived knowledge of trainer		1.5.3 PM's perception on adaptation of facilities to: a) content of training b) local climate c) number of trainees d) location of trainees	R1, PMS

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
			Access and quality to material in the VTI		1.5.4 Relevant qualification and experience of trainers	R1, SoC, PMS
			Reported satisfaction with training facilities and equipment by trainers and beneficiaries		1.5.5 Free provision of: a) textbooks b) technical tools c) safety equipment	PMS
					1.5.6 Project manager states that activities were adapted to the covid-19 pandemic	R1, PMS
					1.5.7 Use of: a) social distancing rules b) Obligation to wear masks and sanitizers c) Provision of masks and sanitizers d) Remote learning	R1, PMS
EQ2. To what extent did EUTF interventions change resilience and livelihoods for beneficiaries?						
2.1 What effects do trainings and MSME support have on economic livelihoods?	Impact	beneficiaries of trainings perceive themselves (worthy/not worthy or able/not able) in relation to challenges they face	Financial stability and general perceived resourcefulness of beneficiaries	Capacity of trainees to improve their living conditions and adapt to changes based on their (improved) income?	2.1.1 Change in income	R1; OH, SoC, Expert interviews (EUD & PM)
			Perceived sense and level of belonging of beneficiaries to their community		2.1.2 Change in asset and ownership	R1; SoC
			Perceived levels of mutual interactions with host/refugee communities	Capacity of refugee and host trainees to interact during training	2.1.3 Perceived level of mutual interaction between hosts and refugees during training	

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
			Presence of community grassroot support activities that promote social connectedness			
2.2 What effects does MSMEs support have on livelihoods and resilience? 2.1 What effects do trainings and MSME support have on resilience?	Impact	Capacity of MSME owners to make a profit	Financial stability of MSME owners General perceived resourcefulness of MSMEs to beneficiaries	Capacity of MSME owners to grow their business make a profit Improvement of beneficiaries' resilience to shocks	2.2.1 Diversified livelihoods strategies of MSMEs and MSME employees 2.1.3 Change in saving behaviours 2.1.4 Access to financial services 2.1.5 Change in food security	R1, PMS OH, SoC, Expert interviews (EUD & PM) R1; SoC
		Capacities of MSMEs to provide employment	Number of people employed by MSMEs	Capacities of MSMEs employees to diversify their livelihoods		
EQ3. Which were the most cost-effective EUTF support options to enhance employability?To what extent were EUTF projects Efficient?						
3.1. Did EUTF projects implement efficient practices?	Efficiency			Economic efficiency	3.1.1 Curricula design 3.1.2 Selection process	R1
				Operational Efficiency and Timeliness	3.1.3 Reaction to CIVD-19 pandemic 3.1.4 Monitoring strategies	R1
3.1. What were the cost per beneficiaries of the EUTF interventions?	Efficiency	Actual costs per beneficiary	Costs of implementation / number of trainees			R1 + Cost data

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
3.2. What are the impacts of the EUTF interventions (on employment) in terms of their costs?	Efficiency	Cost per impact	Costs of implementation / additional jobs obtained by beneficiaries			R1 + Cost data
3.3. What types of interventions were most cost-effective?	Efficiency	Cost of intervention per beneficiary	Costs of implementation / additional income obtained by beneficiaries			R1 + Cost data
EQ4. What other intended and unintended outcomes (e.g., mobility, migration, migration intentions, employment policies and reforms) did EUTF interventions contribute to?						
4.1. Which intended and unintended, positive and negative outcomes did EUTF interventions contribute to, for whom and how?	Impact	Categories of other intended and unintended outcomes and to which respective groups of people they apply	Project implementers confirm other intended and unintended outcomes and to which respective groups of people they apply	Categories of unintended (positive or negative) outcomes from TVET/MSME support and to which respective groups of people they apply	4.1.1 Presence of unintended outcomes a) Increased/decreased social cohesion b) Increased/decreased social integration c) Increased/decreased educational enrolment d) Increased/decreased life skills e) Increased/decreased self-efficacy f) Increased/reduced willingness/preparation to migrate outside the country g) Increased/reduced psychological distress	R1; OH, SOC, PMS, Expert interviews (PM, EUD)
			Beneficiaries confirm other intended and unintended outcomes and to which respective groups of people they		4.1.2 PI identifies other positive and negative outcomes and to which respective groups of people they apply	OH, PMS

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
			apply			
4.2 How did EUTF interventions change the intentions to move in search of employment (regionally/nationally/internationally) for beneficiaries?	Impact	Categories of other positive and negative outcomes and to which respective groups of people they apply	Project implementers confirm other positive and negative outcomes and to which respective groups of people they apply	Degree to which EUTF interventions affected migration	4.2.1 Reduced or increased intentions to migrate	R1; OH, SOC, Expert interviews (EUD & PM)
			Beneficiaries confirm other positive and negative outcomes and to which groups of people they apply		4.2.2 Nature of migration (regional, national, or international boundaries)	SoC
4.3 Which outcomes are likely to be long-lasting, why or why not?	Impact & Sustainability	Capacity of outcomes to have effects lasting mid- to long-term after project has ended	Project implementers and beneficiaries perceive outcomes to last mid- to long-term	Extent to which outcomes are likely to be long-lasting	4.3.1 IPs set up transition strategies at beginning of project implementation	Expert interviews, PMS
		Capacity of projects	For projects that ended,		4.3.2 Private and public sector engagement	Expert interviews, PMS

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
		that ended, to still have effects of outcomes in 2023	effects of outcomes still evident in 2023		4.3.3 Existence of barriers to the projects' continuation	Expert interviews, PMS
					4.3.4 Existence of financial and technical plan for continuation	Expert interviews
					4.3.5 Perception of PM on the likelihood of outcomes being long-lasting	Expert interviews
4.4 To what extent do EUTF interventions and projects contribute to policy change, particularly relating to labour market systems, employment policies and reforms?	Impact	Categories of contributions to policy change	Project implementers confirm contributions to policy change	Capacity of EUTF interventions to contribute to policy change	4.4.1 Policy makers are involved in project activities	OH, Expert interviews (EUD & PM), PMS
					4.4.2 PMs and EUDs report observable policy change	
					4.4.3 Types of policies influenced	
					4.4.4 PMs and EUDs reports how the project contributed to the policy change	
					4.4.5 Project is integrated in local/regional/national programmes	
					4.4.5 Government plan to scale-up or maintain project activities and benefits	
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?						
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?	Impact	Degree of different vulnerable groups experiencing similar or varied outcomes from similar EUTF activities	Different vulnerable groups confirm experiencing similar or varied outcomes from similar EUTF activities	Capacity of EUTF projects to be adapted to specific population and address specific needs	5.1.1 Identified differentiated outcomes on youth, women, refugees, returning migrants, host communities	R1; SoC, (Expert interviews (EUD & PM))
5.2. To what extent did EUTF interventions mostly follow a gender sensitive approach?	Relevance	Implementing partners produce a gender	Gender framework/policy for implementation and	Capacity of EUTF intervention to respond to	5.2.1 Use of a gender action plan	R1, OH, SOC, PMS, Ex-

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
		framework/policy for implementation and show how this has been applied and to what outcome	demonstration of its application (e.g., how men and women were included in EUTF activities)	specific needs of men and women		pert interviews (PM)
		Capacity of EUTF interventions to responded to different roles, needs and identities of men and women	Perceived level inclusion of men and women in project activities		5.2.2 Implementation of gender-sensitive strategies	
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?	Effectiveness Relevance	Capacity of EUTF interventions to meet the needs of different vulnerable groups	Perceptions from beneficiaries of needs met and if and how EUTF interventions contributed to meeting these needs	Degree to which interventions addressed barriers/met needs to skills attainment, employability, and job creation specific to (vulnerable) groups	5.3.1 Implementation of strategies for vulnerable populations	PMS
					5.3.2 Perception of beneficiaries on project adaptation to their needs	OH, SoC, PMS, Expert interviews (PM)
					5.3.3 Alignment of needs and project strategies	
EQ 6: What were the likely contributions of EUTF interventions when compared to Member States’ independent and separate bilateral interventions and to what extent were EUTF interventions coherent with other local interventions?						
6.1 Did IP’s who implemented similar bilateral programmes find an advantage of	EU added value, Efficiency & Coherence	Capacity of EUTF instruments to provide various	Stated advantages	Categories of advantages and disadvantages through EUTF	6.1.1 PMs report advantage of working with EUTF instrument 6.1.2 Domains of preferred support by EUTF instrument	PMS, Expert interviews (PM & EUD)

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Overall Portfolio Evaluation Question	DAC criteria	Judgement criteria at inception	Indicators at inception	Final Judgement Criteria	Final Indicators	Source of Information
working with the EUTF instrument? If yes, in which aspects?		advantages compared to other similar bilateral programmes		compared to other similar bilateral programmes		
6.2 Did the volume of finance play a role in the outcomes from EUTF intervention in comparison to other bilateral programmes and if yes, for which outcomes?	EU added value & Coherence	Capacity of EUTF instruments to work more effectively in terms of cost per impact than other similar bilateral programmes	Cost per impact	Categories of advantages from higher volume of funding through EUTF compared to other similar bilateral programmes	6.2.1 Advantages of volume of finance	PMS, Expert interviews (EUD & PM)
6.3 To what extent are the EUTF interventions complementary and coordinated with other interventions in the concerned countries?	EU added value & Coherence	coordination and cooperation between implementing partner interventions and other interventions in the concerned countries	Stated degree of coordination and cooperation and cooperation mechanisms	Degree of coordination and cooperation between IP interventions and other interventions in the concerned countries	6.3.1 Project is coordinated with local/regional/national programmes	OH, PMS, Expert interviews (EUD and PM)

Note: indicators crossed demonstrated that they did not provide additional relevant information. Hence results on the latter are not displayed in this report. Judgment criteria and Indicators at inception and the final judgement criteria and indicators are shown in the respective columns. Changes/adjustments were because the formulations at inception made the judgement criteria and indicators unstable.

Source: C4ED elaboration

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5.5 CASE STUDIES AND SAMPLING CRITERIA

Table 12 shows projects sampled for the portfolio evaluation (R2) including the sampling criteria met by the projects.

Table 12: Projects selected for R2 and sampling criteria

Criterion	Project/ contract									
	Green Jobs in Leather Sector in Modjo (T05-EUTF-HOA-ET-42-03)	Leather Initiative for Sustainable Employment Creation T05-EUTF-HOA-ET-42-02	Agribusiness in Eastern Sudan RDPP T05-EUTF-HOA-SD-11-06 ⁴⁶	ACACIA (Arabie Gum Value Chain in Sudan) Support T05-EUTF-HOA-SD-96-01 ⁴⁷	Jobs Creation and Trade Development Project T05-EUTF-HOA-SS-93-01	Area-based livelihood initiative Garissa (ABLIG): enhancing self-reliance for refugees and host communities in Garissa County T05-EUTF-HOA-KE-69-01	Création d'emplois et d'opportunités économiques à travers une gestion durable de l'environnement dans les zones de transit et départ au Niger T05-EUTF-SAH-NE-11	Durabilité de l'Environnement et Stabilisation Economique sur la Route de Transit (D.E.S.E.R.T.) T05-EUTF-SAH-NE-11-03	TUUMA - Appui à la compétence professionnelle, l'entrepreneuriat et l'emploi des jeunes et des femmes dans les régions rurales du Burkina Faso T05-EUTF-SAH-BF-06-01	Soutenir les entrepreneurs et les très petites et moyennes entreprises (TPME) en Afrique de l'Ouest T05-EUTF-SAH-REG-11
Geography	HoA						SLC			
Country	Ethiopia	Ethiopia	Sudan	Sudan	South Sudan	Kenya	Niger	Niger	Burkina Faso	Senegal and Ivory Coast

⁴⁶ Replaced with T05-EUTF-HOA-UG-68-01 – Strengthening, Protection and Economic Empowerment (SUPREME) in Uganda – Livelihood implemented by World Vision, SNV, ZOA, and Rice West Nile.

⁴⁷ T05-EUTF-HOA-UG-07-01 – Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU) – ENABEL.

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Diversity of implementation themes	Employment	Employment	Entrepreneurial support	Improved employment	Creation of jobs, better employment, resilience, MSME support, entrepreneurial support	Resilience MSME support	Employment creation	MSME support	Entrepreneurial development, job creation, Economic resilience	MSME support, creation of sustainable jobs
Types of IPs	NGO	NGO	Dutch government development agency	French government development agency	ITC- multilateral development agency	NGO	Belgian government development agency, Italian government agency, NGO	Italian government development agency	Austrian government development agency	Private investors
Implementation Stage.	Beginning	Middle – Ending	Ending	Beginning	Middle	Middle	Middle – Ending	Middle – Ending	Middle – Ending	Middle – Ending
Level of implementation	Country	Country	Country	Country	Country	Country	Country	Country	Country	Regional
Number of implementers	1	1	1	1	1	2	3	1	1	1
Major target countries⁴⁸	Ethiopia has a high number of projects (12)		Sudan has a high number of projects (27)		South Sudan has a high number of projects (13)	-	High budget for the project (30,000,000) and Niger has a high number of projects (15)		Burkina Faso has a high number of projects (11)	-
Hard to reach areas (political stability)					X		X	X	X	

Source: C4ED elaboration

⁴⁸ We consider ten or more projects per country as a high number of projects and a budget of at least EUR 30,000,000 for a project as a high budget.

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5.6 OH TRAINING SESSIONS

All the sessions of the OH training shown in Table 13 below were delivered by C4ED staff.

Table 13: Completed OH training

Name of Project	Country	Number of participants	Name of organization/IP	Dates of training			2023	Total training hours	Format
				Day 1	Day 2	Day 3			
ABLIG	Kenya	12	NRC/DRC/Intra-cen	10.02.22	11.02.22	27.03.23	-	9	Online
Green Jobs	Ethiopia	9	PIN/IRC/Solidarida	8.02.22	9.02.22	23.03.23	-	9	Online
LISEC	Ethiopia	6	UNIDO	3.03.22	4.03.22	16.05.22	24.10.23	10	Online
ACACIA	Sudan	5	AFD/FNC	20.06.22	-	-	-	3	Online
Agri-Business in East Sudan	Sudan	0	RVO	-	-	-		0	-
Job Creation and Trade Devt	South Sudan	5	ITC	31.01.22	1.02.22	20.03.23	-	9	Online
SUPREME	Uganda	19	World Vision, SNV, ZOA, and Rice West Nile	17.07.23	19.07.23	-	-	4	Online and day 2 in person
SPRS-NU	Uganda	7	Enable	17.07.23	20.07.23	-	-	4	Online and day 2 in person
JEEN	Niger	7	SNV, Oxfam, DGD/CT, Partner	21.02.22	22.02.22	17.03.22	-	6	Day 1&2 – online Day

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			for Innovation, UNCDF						3 – In per- son
DURAZINDER	Niger	4	Enabel	14.02.22	15.02.22	19.03.22	-	6	Day 1&2 – online Day 3 – In per- son
D.E.S.E.R.T	Niger	5	AICS, Terre Soli- dali, COOPI, CISP, COSPE	21.02.22	22.02.22	21.03.22	-	6	Day 1&2 – online Day 3 – In-per- son
TUUMA	Burkina Faso	6	ADA	14.03.22	15.03.22	-	-	6	Online
TPME	Senegal	4	I&P (Terranga Capital)	23.06.22	24.06.22	-	-	6	Online
TPMP	Ivory Coast	3	I&P (Comeo Capi- tal)	16.02.22	17.02.22	-	-	6	Online
Total		66	24	-	-	-	-	84	

Source: C4ED elaboration

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5.7 DESK REVIEW OVERVIEW

Table 14 below summarises the topical areas covered by the desk review, as relate to the evaluation objective.

Table 14: Desk review template. Topical areas covered

Focus	Description	Responds to EQ
Objectives	A succinct summary of objectives, as outlined in the decision and respective contract documentation. These will be categorised in terms of EUTF SOs, with focus on SO 1.	-
Expected results	Here a brief of the expected results will be recorded, for each objective. Again, these will be categorised according to the EUTF SO with which they are associated.	-
Main activities (planned)	<p>This section will summarise categories of activities that are planned for the said contract. They will again be organised according to EUTF SO, with emphasis and focus placed on activities related to SO 1.</p> <p>These are distinct activities that are planned as opposed to activities that are reflected on having been realised or implemented (a separate section will be dedicated to a reflection on activities which have been implemented).</p> <p>The content of these activities can be limited to activities which <u>enable</u> the achievement of the results, rather than administrative activities (such as reporting or monitoring and evaluation activities).</p>	-

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Main activities (implemented)	<p>This section will summarise categories of activities that were implemented for the said contract. They will again be organised according to EUTF SOs, with emphasis and focus placed on activities related to SO 1.</p> <p>These are distinct activities which were implemented as opposed to activities that are planned, which are summarised separately.</p> <p>The content of these activities can be limited to activities which <u>enable</u> the achievement of the results, rather than administrative activities (such as reporting or monitoring and evaluation activities).</p>	-
Location	Here, the regions or sub-regions that are covered in the contract are recorded.	-
Implementing Partners	All involved IPs in the contracts are listed here.	-
Context	This section provides an overview of the background and context of the project. Typical topics covered may describe the socio-economic atmosphere that contributed to the problems being targeted by the programmes under review.	-
Target Population	<p>This section identifies the contract target populations, including details when explicitly mentioned (e.g., ethnicities – particularly, of refugees targeted –, or types of vulnerable groups such as women and children).</p> <p>E.g.: refugees, host communities, youth, women, children, people with disabilities</p>	5
Coherence of Programming (Design, Planned)	This will be a summary of how the project sought to align with other programmes, policies, and actors in the region or country. This includes summarising coherence at the design stage of the decision or contract , i.e., consideration of other programmes or policies in the rationale for the project. It also includes planned cooperation with other programmes and actors.	1.3, 1.4, 5.3 and 6

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Coherence of Program-ming (during implemen-tation)	This section will summarise efforts made during implementation toward cooperation with other programmes and actors mentioned in the report. This does <i>not</i> include contracting or purchased services. This will discuss synergies, changes/deviations from the planned activities in response to other programmes/actor's actions or policy.	1.3, 1.4, 4.3, 4.4, 5.3 and 6
Gender sensitivity of pro-gram (Design, planned)	This section should include steps the programme intends to facilitate gender sensitive programming. Note this is referring to planned steps, not realised.	1.3, 1.4, 1.5, and 5.2
Gender sensitivity of pro-gram (implemented)	This section should include which steps the programme took to facilitate gender sensitive programming. Note this is referring to realised or implemented steps, not only planned.	5
Barriers and challenges (actual)	This section summarises barriers and challenges faced during programme implementation. It includes reported barriers to implementation.	All
Quality of training	This section covers indicators related to training quality, it includes any implemented ef-forts/activities related to quality control or assurance.	1.5
Skills trained match de-mand	This section covers indications that the trained skills match labour market demands. This includes implemented activities such as market assessments.	1.3
Effects of training on em-ployability	Here reported indicators and evidence are summarised regarding how training has effects on employability.	1.3,
Effects of training on livelihoods and resilience	Here reported indicators and evidence are summarised regarding how training has effects on livelihoods (e.g., changes in income) or resilience.	1,1
Effects of support of MSME on employability and access to jobs	This section summarises project documentation that speaks to MSME support for effects on employment, stability of employment and job creation.	1.2
Effects of support of MSMEs on livelihoods and resilience	This section summarises project documentation that speaks to MSME support has effects on livelihoods (e.g., changes in income) or resilience.	2.2

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Effects on migration	This section summarises any indicators and evidence that training or MSME support has an impact on migration (intentions).	4.2
Other intended and unintended outcomes	This section reports on indicators and evidence for other intended and unintended outcomes, particularly those which relate to EUTF's SOs and training or support of MSMEs.	4.1
Sustainability, i.e., benefits are likely to continue after implementation	This section summarises reported rationales for why the project is sustainable, i.e., why its benefits might last after implementation. This is about what the implementers or designers state will contribute to sustainability. For projects which have been implemented, this includes any reported evidence of sustainability in the post-implementation phase.	4.3
Policy change	This section summarises policy changes that were intended (sought) and those which are reported.	4.4
EU-added value, benefit from EUTF compared to Member States	This section summarises added value from the EUTF as compared to other Member States.	6

Source: C4ED elaboration

Table 15 below provides an overview of the types of documents reviewed under the desk review.

Table 15: Types of documents reviewed

Document	Why include	Limitations
Action Fiche (for decisions)	<p>The Action Fiche gives a foundational description of the intent of the overall decision and rationale. It provides the context (bigger picture) to which the contracts fit in.</p> <p>It is expected to provide information on:</p> <ul style="list-style-type: none"> • objectives or expected results • target population • location • context 	Action fiche documents are not expected to include reflective information on how implementation took place, drivers and barriers observed during implementation, or any intended or unintended outcomes observed.

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	<p>Information on IPs and planned activities are more consistently provided through contract documents.</p> <p>And potentially provides information on:</p> <ul style="list-style-type: none"> • coherence and gender sensitivity at the design stage (EQs 1.3, 1.4, 1.5, and 5.2) • sustainability, policy change, EU-added value (EQs 4.3, 4.4 and 6) 	
<p>Description of action document (usually Annex I of contract)</p> <p>Or similar if not available (e.g., log-frame, contract, inception report)</p>	<p>Annex I of the contract is likely to house most information regarding:</p> <ul style="list-style-type: none"> • specific objectives or expected results • main activities (planned) • specific target population • IPs • specific location • context <p>And potentially provides information on:</p> <ul style="list-style-type: none"> • coherence and gender sensitivity at the design stage (EQs 1.3, 1.4, 1.5, and 5.2) • decisions or rationales related to quality of training and that skills to be trained match market demands (EQs 1.3 and 1.5) • sustainability, policy change, EU-added value ((EQs 4.3, 4.4 and 6) 	<p>Description of action documents are not expected to include reflective information on how implementation took place, drivers and barriers observed during implementation, or any intended or unintended outcomes observed.</p>

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<p>Annual progress reports</p> <p>(Most recent; alternatively, most recent quarterly report)</p>	<p>Based on a small sample of documents, we found that quarterly reports are usually more comprehensive than monthly reports; and annual reports to be more comprehensive than quarterly reports.</p> <p>The progress reports may be likely to provide information on:</p> <ul style="list-style-type: none"> • main activities (implemented) • coherence (during implementation) (EQs 1.3, 1.4, 4.3, 4.4, 5.3 and 6) • gender sensitivity (implemented) (EQ 5) • barriers and challenges faced (all EQs) <p>And may provide information on:</p> <ul style="list-style-type: none"> • quality of training (EQ 1.5) • skill match to labour market demand (EQ 1.3) • effects with stated evidence of the activities on various outcomes (EQs 1.1, 1.2, 1.4, 1.5, 2.1, 2, 4, 5.1, and 5.3) • sustainability, policy change, EU-added value (EQs 4.3, 4.4 and 6) 	<p>Only looking at annual reports we expect a risk of missing some of the challenges faced during implementation.</p> <p>Further, we only expect little information on outcomes, as these reports tend to focus on outputs of the activities.</p> <p>Progress reports are unlikely available for all projects.</p>
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Evaluations	<p>Evaluations are the most likely source of information related to effects of the activities on outcomes of interest.</p> <p>Evaluations may be likely to provide information on:</p> <ul style="list-style-type: none"> • main activities (implemented) • coherence (during implementation) (EQs 1.3, 1.4, 4.3, 4.4, 5.3 and 6) • gender sensitivity (implemented) (EQ 5) • barriers and challenges (all EQs) • quality of training (EQ 1.5) • skill match to labour market demand (EQ 1.3) • effects with stated evidence of activities on various outcomes (EQs 1.1, 1.2, 1.4, 1.5, 2.1, 2, 4, 5.1, and 5.3) • sustainability, policy change, EU-added value (EQs 4.3, 4.4 and 6) 	Evaluations are likely only available for some projects.
AkvoApp and EUTF wiki overview information	This may provide some information in cases where progress reports and evaluations do not exist.	This may be limited in information, to only updated statistics regarding indicators measured. These sources lacks detailed qualitative data.

Source: C4ED elaboration

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5.8 LIST OF PERSONS AND ORGANISATION CONSULTED

Table 16 below shows the participants in the OH exercise C4ED carried out. These are the participants who attended at least two trainings and shared outcomes in the workshops.

Table 16: Participants in at least two OH trainings and one OH workshop

Country	Project	No.	Sex	Organization	Position
Kenya	ABLIG	1	Male	NRC	Skills training
		2	Male	NRC	M&E
		3	Male	NRC	Livelihoods
		4	Female	NRC	ICLA
		5	Male	NRC	Programmes
		6	Female	DRC	MEAL
		7	Male	DRC	MEAL
		8	Male	DRC	Livelihoods
		9	Female	DRC	Project Manager
Ethiopia	LISEC	10	Male	UNIDO	Communication and Visibility Expert
		11	Female	UNIDO	National Gender Expert
		12	Male	UNIDO	National Tannery Expert
		13	Male	UNIDO	National Project Coordinator
		14	Male	UNIDO	National Investment Promotion Expert

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		15	Male	UNIDO	Leather Team
		16	Male	UNIDO	National Hides and Skins Expert
		17	Male	UNIDO	Leather Team
		18	Male	UNIDO	National Tannery Pollution Control Expert
		19	Male	UNIDO	M&E National Expert
		20	Male	UNIDO	National LISEC Project Coordinator
		21	Male	UNIDO	Chief Technical Advisor
Ethiopia	LISEC Green Jobs	22	Male	PIN	MEAL
		23	Female	PIN	Head of Programmes
		24	Male	PIN	Consortium Coordinator
		25	Male	IRC	MEAL
		26	Male	Solidaridad	Project Manager
		27	Male	Solidaridad	MEAL Officer
		28	Male	IRC	Project Manager (LISEC)
		29	Male	PIN	Project Manager (LISEC)
South Sudan	JCTD	30	Male	ITC	Local Project Coordinator
		31	Female	ITC	Food Safety and Quality Expert
		32	Male	ITC	Technical and Project Monitoring Expert
		33	Male	ITC	Quality and SPS Expert
		34	Male	ITC	Project Manager
Uganda	SUPREME	35	Male	ZOA	Project Controller

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		36	Male	ZOA	Project Manager
		37	Female	ZOA	MEAL
		38	Male	SNV	Project Officer
		39	Male	SNV	MEL
		40	Male	SNV	Project Manager
		41	Male	World Vision	Project Officer
		42	Male	World Vision	MEAL
		43	Male	World Vision	Technical Livelihood Officer
		44	Male	World Vision	Reporting and Accountability Officer
		45	Male	World Vision	Component manager
		46	Male	World Vision	Programme Manager
		47	Female	World Vision	Project Officer
		48	Female	Rice West Nile	Project Officer
		49	Male	Rice West Nile	MEAL
		50	Male	Rice West Nile	Component Manager
Uganda	SPRS-NU	51	Female	Enable	Field Officer
		52	Male	Enable	Intervention Officer
		53	Male	Enable	Intervention Officer
		54	Male	Enable	Intervention Manager
		55	Female	Enable	M&E Officer
Burkina Faso	TUUMA	56	Male	ADA	Team Leader

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		57	Male	ADA	Task Manager
		58	Male	ADA	Office Head
		59	Female	ADA	Programme Manager
Senegal	I&P	60	Female	Teranga Capital	Responsable d'Investissement / Investment Manager
		61	Male	Teranga Capital	Managing Director
		62	Female	I&P	Coordinateur of I&P Entrepreneurs & Développement / Coordinator of I&P Entrepreneurs & Development
		63	Male	I&P	Executive Director for I&P Acceleration and I&P Development
		64	Male	I&P	Investment Director acceleration
		64	Male	I&P	ESG & Impact Senior Manager
		66	Female	I&P	Accélération Au Sahel and Impact Studies Officer
		67	Male	Teranga Capital	Investment officer
Ivory Coast	I&P	68	Female	Comoe Capital	Responsable financement d'amorçage / Seed Funding Officer
		69	Male	Comoe Capital	Managing Director
		70	Female	Comoe Capital	Seed Funding Officer
Niger	JEEN	71	Male	SNV	Suivi évaluation / M&E
		72	Male	SNV	Finance Inclusive / Inclusive finance
		73	Male	SNV	Responsable Formation des jeunes / Youth training officer)
		74	Male	SNV	Point Focal DG/DCT / Focal Point DG/DCT
		75	Male	SNV	Point Focal Pfl / Focal Point Pfl
		76	Female	SNV	Project Manager
		77	Male	Oxfam	Team Leader

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		78	Male	UNCDF	Expert en Finance Digitale et Gestion Projet / Expert in Digital Finance and Project management
Niger	Durazinder	79	Male	Enabel	Formation professionnelle et insertion / Vocation training and insertion
		80	Male	Enabel	ATN Suivi évaluation / ATN M&E
		81	Male	Enabel	Conseiller technique agricole / Agricultural technical advisor
		82	Male	Enabel	Conseiller technique agricole / Agricultural technical advisor
		83	Male	Enabel	Intervention Manager
Niger	D.E.S.E.R.T	84	Male	Terre Solidali	Project Coordinator
		85	Female	COOPI	MEAL
		86	Male	CISP	Project Coordinator
		87	Female	COSPE	Project Monitoring Supervisor
		88	Male	AICS	Programme Coordinator

Source: C4ED elaboration

Table 17 shows experts who participated in the Key Expert Interviews

Table 17: Participants interviewed as key experts

Method	Window	Country	Organization	Position	Gender	Place
1	SLC	Burkina Faso	EU	Delegation	Male	Online
2		Burkina Faso, Mali	EU	Delegation	Male	Online
3		Guinea	EU	Delegation	Male	Online
4		Cameroon	EU	Delegation	Male	Online
5		Gambia	EU	Delegation	Male	Online

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6		Mali	EU	Delegation	Male	Online
7		Mali	EU	Delegation	Male	Online
8		Mali	EU	Delegation	Male	Online
9		Mauritania	EU	Delegation	Male	Online
10		Mauritania	EU	Delegation	Female	Online
11		Mauritania	EU	Delegation	Female	Online
12		Niger	EU	Delegation	Male	Online
13		Niger	EU	Delegation	Male	Online
14		Niger	EU	Delegation	Female	Online
15		Senegal	EU	Delegation	Female	Online
16		Senegal	EU	Delegation	Female	Online
17		Niger	GIZ	Project Manager	Male	Online
18		Ghana	GIZ	Project Manager	Female	Online
19		Cameroon	GIZ	Project Manager	Male	Online
20		Senegal	AICS	Project Manager	Male	Online
21		Guinea	Expertise France	Project Manager	Male	Online
22		Senegal	CIVIPOL	Project Manager	Female	Online
23		Niger	LUXDEV	Project Manager	Male	Online
24		Ivory Coast	IOM	Project Manager	Female	Online
25		Ivory Coast	USAID	Project Manager	Male	Online
26		Regional	IOM	Project Manager	Female	Online

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27		The Gambia	IOM	Project Manager	Male	Online
28		Ghana	MDF	Project Manager	Male	Online
29		Ghana	UNCDF	Project Manager	Male	Online
30		Ghana	UNCDF	Project Manager	Female	Online
31		The Gambia	ITC	Project Manager	Male	Online
32	HoA	Ethiopia	EU	Delegation	Male	Online
33		Ethiopia	EU	Delegation	Female	Online
34		Djibouti	EU	Delegation	Female	Online
35		Kenya	EU	Delegation	Female	Online
36		Sudan	EU	Delegation	Male	Online
37		Sudan	EU	Delegation	Female	Online
38		Uganda	EU	Delegation	Female	Online
39		Ethiopia	UNIDO	Project Manager	Male	Online
40		Ethiopia	UNIDO	Project Manager	Male	Online
41		Ethiopia	PIN	Project Manager	Male	Online
42		Uganda	GIZ	Project Manager	Male	Online
43		Kenya	IFC	Project Manager	Female	Online
44		Sudan	ITC	Project Manager	Male	Online
45		Uganda	ACF	Project Manager	Male	Online
46		Uganda	Enabel	Project Manager	Male	Online
47		Uganda	World Vision	Project Manager	Male	Online
48		Uganda	SVN	Project Manager	Male	Online

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49		Sudan	GIZ	Project Manager	Male	Online
50		Sudan	SNV	Project Manager	Male	Online

Source: C4ED elaboration

Table 18 below shows the categories of interviews planned at inception and compares them to those reached at data collection. Where there are changes, C4ED provides explanations for the changes.

Table 18: Sample and number of interviews for in-country data collection

Country	Types of respondents	Type of interview	Number of inter-views	Numbers miss-ing	Reasons for missing	Plans for completion
Niger	MSME Beneficiaries	IDI	12	0		
	Professional training beneficiaries	FGD	4	0		
	Trainers	IDI	4	0		
	Employers	IDI	2	0		
	Women	FGD	2	0		
	Returning migrants	IDI	4	0		
	Central Government official	KII	1	0		
	Local government official	KII	1	0		
	Other donors	KII	1	0		
	MSME Beneficiaries	IDI	8	0		

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Burkina Faso	Professional training beneficiaries	IDI	13	0		
	Trainers	IDI	4	0		
	Women groups	IDI	8	0		
	Central Government official	KII	0	1	No government official available for the interview	The central government official was replaced by a local government official
	Local government official	KII	2	0		
Ivory Coast	MSME Beneficiaries	IDI	5	0		
	MSMS Employees	IDI	23	0		
	Central Government official	KII	1	0		
	Local Government official	IDI	0	1	The intervention did not take into account local government entities	
Senegal	MSME Beneficiaries	IDI	20	0		
	MSME Employers	IDI	11	0		
	Central Government Authority	KII	0	1		
	Local Government Authority	IDI	0	1		
Kenya	Beneficiaries of training	FGD	2	0		
	Trainers	FGD	2	0		

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	MSME owners	FGD	2	0		
	MSME employees	FGD	2	0		
	Refugee women only	FGD	1	0		
	Host women only	FGD	2	0		
	Local Authority	IDI	1	0		
	Local authority, Refugee Camp Leader	IDI	1	0		
	Central Government Authority/Donor	KII	1	0		
Ethiopia	Beneficiaries of training	FGDs	5	0		
	Women only saving group	FGD	2	0		
	Women MSME	FGD	1	0		
	Employers	IDI	4	0		
	MSME owner	IDI	5	0		
	Trainers	IDI	3	0		
	Local Authority	IDI	1	0		
	MSME employee	IDI	1	0		
	Central Government Authority	KII	1	0		
Total interviews			127	2		

Source: C4ED elaboration

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5.9 PMS TABLE

The PMS was completed by PMs (48 projects) and desk review (37 projects – Table 19). C4ED used the same survey questionnaire to collect the information for the projects not filled out by PMs.

Table 19: Completion of the PMS

Number	Project/contract code	Project/contract name	Country	Filled out by
1.	T05-EUTF-HOA-ET-40-02	Strengthened Socio-Economic Development and Better Employment Opportunities for Refugees and Host Communities in the Jijiga Area	ETHIOPIA	PM
2.	T05-EUTF-HOA-DJ-29-01	AFD-TRANSFORM-Professionnaliser les jeunes et les professionnels du secteur dans la filière transport-logistique-portuaire	DJIBOUTI	PM
3.	T05-EUTF-HOA-ET-02-01	Stemming Irregular Migration in Northern & Central Ethiopia_SINCE	ETHIOPIA	PM
4.	T05-EUTF-HOA-ET-15-01	Regional Development and Protection Programme in Ethiopia - Shire Area	ETHIOPIA	Desk review
5.	T05-EUTF-HOA-ET-15-02	Regional Development and Protection Programme in Ethiopia - Dollo Ado Area	ETHIOPIA	PM
6.	T05-EUTF-HOA-ET-15-03	Regional Development and Protection Programme in Ethiopia - Jijiga Area	ETHIOPIA	PM
7.	T05-EUTF-HOA-ET-15-04	Regional Development and Protection Programme in Ethiopia - Bahrle and Aysaita areas	ETHIOPIA	PM
8.	T05-EUTF-HOA-ET-15-05	Regional Development and Protection Programme in Ethiopia - Major Urban Centers	ETHIOPIA	PM
9.	T05-EUTF-HOA-ET-42-03	PIN Green Jobs in Leather Sector in Modjo	ETHIOPIA	PM
10.	T05-EUTF-HOA-ET-42-01	UNIDO EUTF HOA-ET-42-1 Leather initiative for sustainable employment creation (LISEC) in Ethiopia	ETHIOPIA	PM
11.	T05-EUTF-HOA-ET-51-01	Shire alliance: energy access for host communities and refugees in Ethiopia	ETHIOPIA	PM

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Number	Project/contract code	Project/contract name	Country	Filled out by
12.	T05-EUTF-HOA-ET-60-01	Ethiopia Job Compact Sector Reform and Performance Contract	ETHIOPIA	Desk review
13.	T05-EUTF-HOA-KE-17-01	Regional Development and Protection Programme in Kenya: Support to the Kalobeyei Development Programme	KENYA	Desk review
14.	T05-EUTF-HOA-KE-58	Kakuma Kalobeyei Challenge Fund	KENYA	PM
15.	T05-EUTF-HOA-KE-69-01	Area-based livelihood initiative Garissa (ABLIG): enhancing self-reliance for refugees and host communities in Garissa County	KENYA	PM
16.	T05-EUTF-HOA-KE-69-02	Enhancing Self-reliance for refugees and host communities in Kenya	KENYA	PM
17.	T05-EUTF-HOA-SD-11 - 05	RDPP - Capacity Building Project for State Authorities in the East	SUDAN	Desk review
18.	T05-EUTF-HOA-SD-11-02	Employment and entrepreneurship development for migrant youth, refugees, asylum seeker and host communities in Khartoum State (EEDK-RDDP SUDAN)	SUDAN	PM
19.	T05-EUTF-HOA-SD-11-03	Vocational training for refugees and host communities in Eastern Sudan	SUDAN	Desk review
20.	T05-EUTF-HOA-SD-11-04	Strengthening protection services for refugees and asylum seekers in Sudan	SUDAN	Desk review
21.	T05-EUTF-HOA-SD-11-06	RVO AGRIBUSINESS IN EASTERN SUDAN RDPP	SUDAN	Desk review
22.	T05-EUTF-HOA-SD-44-01	GIZ INTEGRATED MEASURES TO PROMOTE RURAL-URBAN VALUE ADDITION AND EMPLOYMENT IMPROVE -EAST SUDAN	SUDAN	PM
23.	T05-EUTF-HOA-SD-45-01	WFP Fostering Smallholder Capacities and Access to Markets in Food Insecure Areas of Darfur	SUDAN	PM
24.	T05-EUTF-HOA-SD-54-01	GIZ YOUTH, EMPLOYMENT, SKILLS (YES) - SUDAN	SUDAN	PM
25.	T05-EUTF-HOA-SS-93-01	Jobs Creation and Trade Development Project	SOUTH SUDAN	PM
26.	T05-EUTF-HOA-UG-07-01	Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU) - Enabel component	UGANDA	PM

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Number	Project/contract code	Project/contract name	Country	Filled out by
27.	T05-EUTF-HOA-UG-07-02	Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU) - DRC	UGANDA	Desk review
28.	T05-EUTF-HOA-UG-39-01	Response to Increased Demand on Government Services and Creation of Economic Opportunities in Uganda (RISE) - GIZ component	UGANDA	PM
29.	T05-EUTF-HOA-UG-39-03	Response to Increased Demand on Government Service and creation of economic opportunities in Uganda (RISE) - Livelihoods component - Action Against Hunger	UGANDA	PM
30.	TO5-EUTF-HOA-SD-96-02	WE-RISE! Women's Empowerment for Resilience, Inclusion, Sustainability and Environment	SUDAN	PM
31.	TO5-EUTF-HOA-SD-96-01	ACACIA (Arabic Gum Value Chain in Sudan) Support	SUDAN	Desk review
32.	TO5-EUTF-HOA-SD-96-03	Employment Promotion in Khartoum State (EPKS)	SUDAN	PM
33.	T05-EUTF-SAH-BF-02-01	Insertion et stabilisation socio-économique des jeunes et des femmes dans la province du Séno (région de Sahel)	BURKINA FASO	PM
34.	T05-EUTF-SAH-BF-05-01	Programme d'appui à l'Emploi dans les zones frontalières et périphériques	BURKINA FASO	PM
35.	T05-EUTF-SAH-BF-06-01	TUUMA - Appui à la compétence professionnelle, l'entrepreneuriat et l'emploi des jeunes et des femmes dans les régions rurales du Burkina Faso	BURKINA FASO	PM
36.	T05-EUTF-SAH-CM-02-01	Projet d'Appui à la Résilience Socio-Économique des Jeunes Vulnérables (Extrême-Nord, Nord et Adamaoua): PARSE	CAMEROUN	PM
37.	T05-EUTF-SAH-CM-03-01	Projet d'investissement en appui au développement économique local dans l'Extrême Nord, favorisant l'emploi et l'insertion des jeunes (approche HIMO)	CAMEROUN	Desk review
38.	T05-EUTF-SAH-GH-02-01	SNV - Boosting green employment and enterprise opportunities in Ghana	GHANA	Desk review
39.	T05-EUTF-SAH-GH-02-02	UNCDF - Boosting green employment and enterprise opportunities in Ghana	GHANA	Desk review
40.	T05-EUTF-SAH-GM-01-01	The Gambia Youth Empowerment Project	GAMBIA	Desk review

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Number	Project/contract code	Project/contract name	Country	Filled out by
41.	T05-EUTF-SAH-GM-03-01	Make it in The Gambia - GIZ	GAMBIA	Desk review
42.	T05-EUTF-SAH-GM-03-02	Make it in The Gambia - YEP 2.0	GAMBIA	Desk review
43.	T05-EUTF-SAH-GM-03-03	Make it in The Gambia - IMVF	GAMBIE	PM
44.	T05-EUTF-SAH-GM-03-04	Make it in The Gambia - Rural Infrastructure for Employment Creation in The Gambia (RIEC) - Enabel	GAMBIE	Desk review
45.	T05-EUTF-SAH-GN-01-01	Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée - INTEGRA (ITC)	GUINEE	PM
46.	T05-EUTF-SAH-GN-01-02	Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée - INTEGRA Enabel	GUINEE	PM
47.	T05-EUTF-SAH-GN-01-03	Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée - INTEGRA GIZ	GUINEE	PM
48.	T05-EUTF-SAH-GN-01-04	Service contract communication - INTEGRA (GOPA)	GUINEE	PM
49.	T05-EUTF-SAH-ML-02-01	Projet d'Appui à la Filière de l'Anacarde au Mali (PAFAM)	MALI	PM
50.	T05-EUTF-SAH-ML-05-01	Projet d'appui aux investissements de la diaspora malienne dans les régions d'origine	MALI	PM
51.	T05-EUTF-SAH-ML-09-01	Youth Employment Creates Opportunities At Home in Mali	MALI	PM
52.	T05-EUTF-SAH-ML-12-01	Appui au Développement Economique Local et à la prévention des conflits dans les régions de Tombouctou et Gao	MALI	PM
53.	T05-EUTF-SAH-MR-01-01	PECOBAT: Amélioration de l'employabilité des jeunes et des capacités des PME par le développement du sous-secteur du BTP en matériaux locaux et de la formation professionnalisante dans les chantiers écoles construction	MAURITANIE	PM
54.	T05-EUTF-SAH-MR-04-01	Création d'emplois décents et consolidation de l'emploi pour les jeunes et potentiels migrants dans le secteur de la pêche artisanale	MAURITANIE	Desk review
55.	T05-EUTF-SAH-MR-04-02	Création d'emplois décents et consolidation de l'emploi existant pour les jeunes et potentiels	MAURITANIE	PM

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Number	Project/contract code	Project/contract name	Country	Filled out by
		migrants dans le secteur de la pêche artisanale		
56.	T05-EUTF-SAH-MR-05-01	Promotion de l'emploi et amélioration des conditions de vie des pêcheurs artisanaux côtiers, jeunes et femmes aux alentours des espaces naturels protégés du secteur nord de Mauritanie	MAURITANIE	PM
57.	T05-EUTF-SAH-MR-07-01	Oxfam - Résilience Communautaire et Institutionnelle pour l'Insertion Economique et Sociale des Jeunes et des Femmes à Nouakchott, au Hodh El Chargui et Hodh El Gharbi	MAURITANIE	PM
58.	T05-EUTF-SAH-MR-07-02	CRF - Renforcer les populations vulnérables par l'insertion professionnelle, le développement agropastoral et para-agricole et l'amélioration à la résilience face à l'insécurité alimentaire et au changement climatique	MAURITANIE	PM
59.	T05-EUTF-SAH-MR-07-03	GRET - Projet d'appui à l'inclusion économique et sociale pour la stabilité et l'emploi des jeunes en Mauritanie – PIESSE	MAURITANIE	PM
60.	T05-EUTF-SAH-NE-03-01	Projet d'appui aux filières agricoles dans les régions de Tahoua et Agadez (Niger)	NIGER	Desk review
61.	T05-EUTF-SAH-NE-04-01	Appuyer la formation et l'insertion professionnelle des jeunes filles et garçons des régions d'Agadez et Zinder en vue de contribuer au développement socioéconomique de ces deux régions.	NIGER	PM
62.	T05-EUTF-SAH-NE-08-01	Pilotage du Plan d'Actions à Impact Economique Rapide dans la Région d'Agadez - AGAPAIR	NIGER	PM
63.	T05-EUTF-SAH-NE-08-02	Projet d'Appui à la Stabilité Socioéconomique dans la Région d'Agadez - PASSERAZ	NIGER	PM
64.	T05-EUTF-SAH-NE-08-03	Projet d'intégration économique et sociale des jeunes : Emploi pour le patrimoine d'Agadez (EPPA) - PAIERA	NIGER	PM
65.	T05-EUTF-SAH-NE-08-04	Marché d'assistance technique en soutien à la Haute Autorité pour la Consolidation de la Paix (HACP) dans son rôle de mise en œuvre et de coordination du programme PAIERA	NIGER	Desk review

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Number	Project/contract code	Project/contract name	Country	Filled out by
66.	T05-EUTF-SAH-NE-11-01	Les jeunes entreprennent et s'emploient au Niger	NIGER	PM
67.	T05-EUTF-SAH-NE-11-02	DURAZINDER - «programme de création d'emplois et d'opportunités économiques à travers une gestion durable de l'environnement dans les zones de départ et de transit au Niger », à Zinder	NIGER	PM
68.	T05-EUTF-SAH-NE-11-03	Durabilité de l'Environnement et Stabilisation Economique sur la Route de Transit (D.E.S.E.R.T.)	NIGER	Desk review
69.	T05-EUTF-SAH-NE-12-01	HACP - Pilotage du projet d'Appui à la Stabilisation et Renforcement Socio-Economique des populations affectées par la migration irrégulière dans les zones de transit au Niger (PASREP)	NIGER	Desk review
70.	T05-EUTF-SAH-NE-12-03	Garkua - Projet d'Appui à la Stabilité socioéconomique et à la Paix dans la région d'Agadez (PASP)	NIGER	Desk review
71.	T05-EUTF-SAH-REG-07-01	Création d'emplois équitables et développement durable de micro entreprises à travers la gestion responsable et éthique de chaînes de valeur spécifiques liées aux secteurs de la mode, du « lifestyle » et aménagement d'intérieur	MALI, BURKINA FASO	Desk review
72.	T05-EUTF-SAH-REG-11-01	Soutenir les entrepreneurs et les petites PME en Afrique de l'Ouest	REGIONAL	Desk review
73.	T05-EUTF-SAH-REG-15-01	Archipelago : an African-European TVET initiative	REGIONAL	Desk review
74.	T05-EUTF-SAH-SN-04-01	Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ	SENEGAL	Desk review
75.	T05-EUTF-SAH-SN-04-02	Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ	SENEGAL	Desk review
76.	T05-EUTF-SAH-SN-04-03	Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ	SENEGAL	Desk review
77.	T05-EUTF-SAH-SN-04-04	Mise en œuvre des activités et la production des supports de communication dans le cadre de projet : Développer l'emploi au Sénégal	SENEGAL	Desk review

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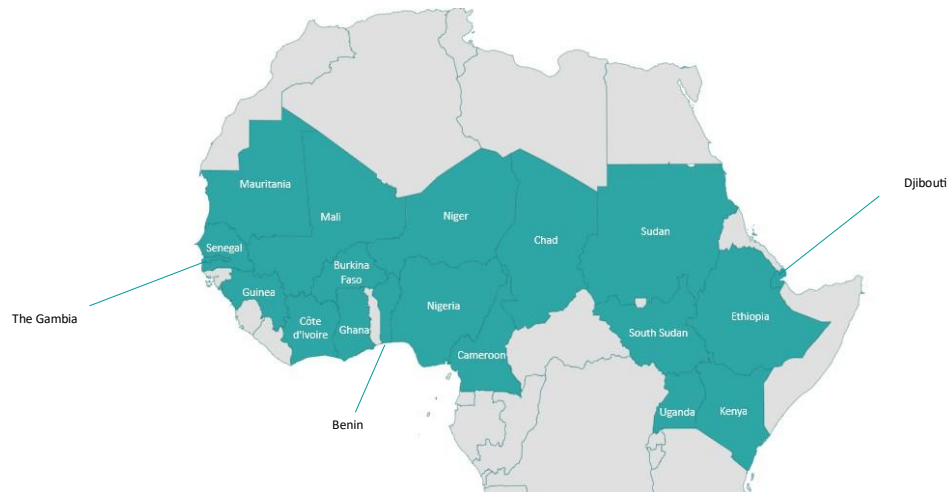
Number	Project/contract code	Project/contract name	Country	Filled out by
78.	T05-EUTF-SAH-SN-04-05	Développer l'emploi au Sénégal: renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ	SENEGAL	Desk review
79.	T05-EUTF-SAH-SN-04-06	Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ	SENEGAL	Desk review
80.	T05-EUTF-SAH-SN-04-07	Campagne de communication Tekki fii - Phase 2	SENEGAL	Desk review
81.	T05-EUTF-SAH-SN-05-01	Appui à la réduction de la migration à travers la création d'emploi ruraux par la mise en place de fermes agricoles villageoises et individuelles (fermes Natanguées) dans les régions à haute potentialité migratoire	SENEGAL	Desk review
82.	T05-EUTF-SAH-SN-05-02	Projet d'appui à la réduction de la migration à travers la création d'emploi ruraux, par la mise en place de fermes agricoles villageoises et individuelles (fermes Natanguées) dans les régions à haute potentialité migratoire	SENEGAL	Desk review
83.	T05-EUTF-SAH-SN-08-01	Projet d'Appui à la Réduction de l'Emigration rurale et à la Réintégration dans le Bassin Arachidier par le développement d'une économie rurale sur base des périmètres irrigués – PARERBA	SENEGAL	Desk review
84.	T05-EUTF-SAH-SN-09-01	Programme de contraste à la migration illégale à travers l'appui au Secteur Privé et à la création d'emplois au Sénégal (PASPED)	SENEGAL	Desk review
85.	T05-EUTF-SAH-TD-03-01	Projet de soutien à l'insertion socio-professionnelle des jeunes tchadiens en situation de vulnérabilité	TCHAD	Desk review

Source: C4ED elaboration

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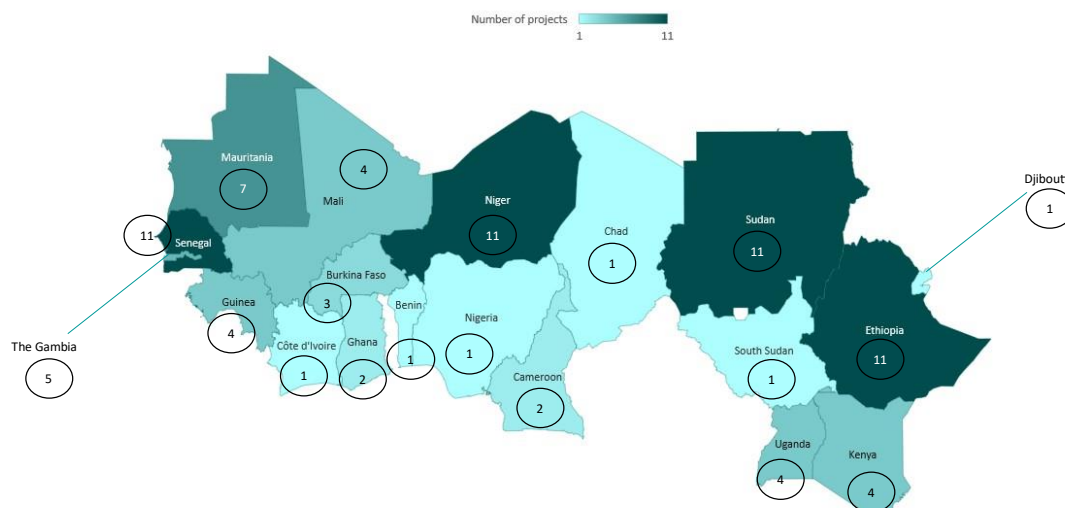
5.10 RELEVANT MAPS AND DESCRIPTION OF CASE STUDY PROJECTS

Figure 34: Countries covered by the portfolio evaluation



Source: C4ED elaboration

Figure 35: Number of projects evaluated per country



Source: C4ED elaboration

1. Burkina Faso: T05-EUTF-SAH-BF-06-01: TUUMA Appui à la compétence professionnelle, l'entrepreneuriat et l'emploi des jeunes et des femmes dans les régions rurales du Burkina Faso – Fonds CE

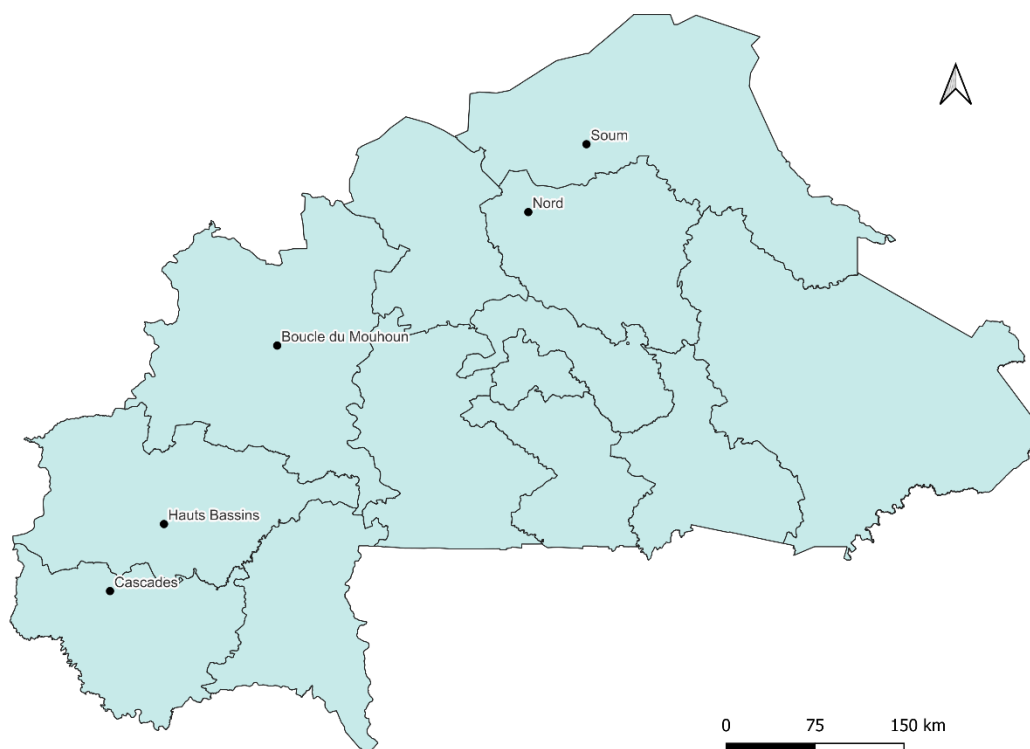
Project Duration: 01.01.2018 – 30.06.2023

Implementing Partners: ADC and others

Context: This project was implemented in five regions of Burkina Faso: Cascades, Boucle du Mouhoun, Nord, Hauts Bassins, and the Soum province (Figure 36). These regions, bordering the volatile country of Mali, face a fragile security situation and host a young and rapidly growing population that is highly susceptible to both external and internal shocks, impacting local economic activity. Promoting economic opportunities, and where necessary, equity-based initiatives, security, and development, is therefore central to advancing resilience, peace, and stability in the region.

The project aimed to empower women and youth in rural Burkina Faso by equipping them with professional and entrepreneurial skills to enhance their employment prospects. Ultimately, the project aimed to create economic opportunities and stable employment, contributing to the EUTF's broader goal of addressing the root causes of destabilization, forced displacement, and irregular migration in the Sahel region and the Lake Chad area.

Figure 36: TUUMA project implementation areas (Burkina Faso)



Source: C4ED elaboration

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Target group / Beneficiaries: The direct target beneficiaries included women and young people aged 15–35 with an interest in economic activities and entrepreneurship, the private sector, cooperatives, associations, groups of young producers and women, local and regional authorities, and vocational training centres.

The indirect beneficiaries included people in the five intervention areas and the state's administrative structures.

Expected results:

- Improved economic opportunities and income of women and youth in rural areas through IGAs, employment, and the promotion of entrepreneurship (7.500 stable and permanent jobs created, 5.500 IGAs implemented)
- Strengthened resilience of local, state, and civil society actors, and enhanced abilities to support economic opportunities of women and youth

Project activities:

- Introduction of a Development and Employment Fund to finance the promotion of employment and entrepreneurship in production, processing, distribution, and marketing.
- Provision of subsidies for entrepreneurial activities and projects, and support for income-generating investment projects and rural enterprises.
- Support for women and young people who seek to develop and enhance their economic activities and opportunities.
- Creation of infrastructure to support entrepreneurship and improve market access for rural small and micro-enterprises.
- Creation of training opportunities for women and youth in rural micro-businesses.
- Capacity building for civil society organizations and local authorities.

2. Kenya: T05-EUTF-HOA-KE-69-01: Area-based livelihood initiative Garissa (ABLIG): enhancing self-reliance for refugees and host communities in Garissa County

Project duration: 2020 – April 2023

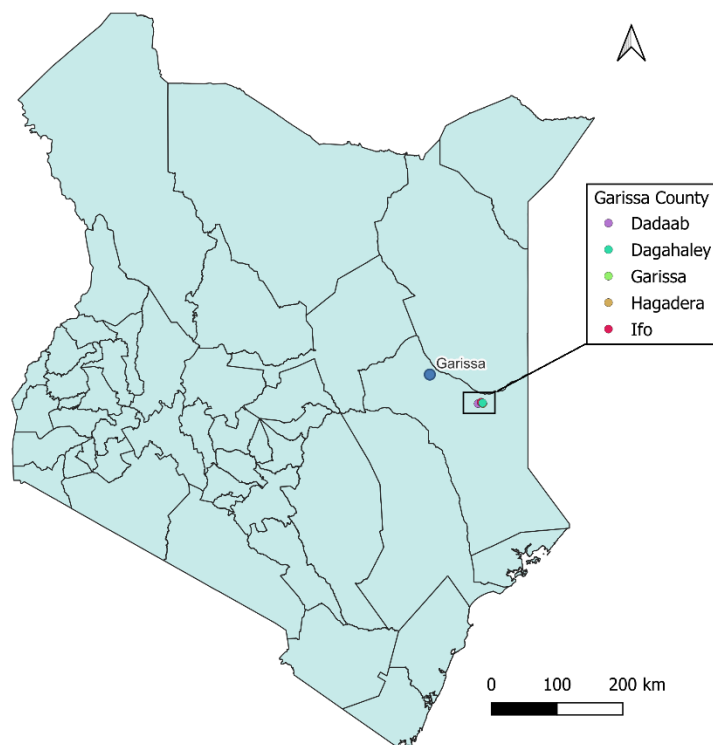
Implementing partners: DRC, NRC, and ITC

Context: Garissa, situated in Kenya's Arid and Semi-Arid Lands (ASAL), and the neighbouring Dadaab host communities, have experienced environmental strain due to the depletion of natural resources. Deforestation and reduced grazing areas have led to declining livestock populations and erratic rainfall. While many residents of both Dadaab and surrounding areas are traditionally pastoralists, refugees struggle to revive pastoral activities because of displacement, the loss of livestock in their country of origin (mostly Somalia), and restrictions on their movement within Kenya. Additionally, frequent droughts and floods further erode coping strategies of local communities. Competition over limited resources often leads to conflict, compounded by other factors such as clan rivalries for political power, land disputes, and attacks by Al-Shabaab militants from Somalia.

The EUTF ABLIG aims to enhance self-reliance for refugees and host communities of Garissa County (Figure 37).

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Figure 37: ABLIG project implementation areas (Kenya)



Source: C4ED elaboration

Target group / Beneficiaries: The project focused on supporting women, refugees, host communities, and youth in the Garissa region of Kenya, particularly around the Dadaab refugee camps.

Expected results:

- Improved employability and self-employment potential of refugees and local communities
- Improved economic opportunities through the support of entrepreneurship and business development
- Strengthened business environment that enables both refugees and host communities to access economic opportunities.

Project activities:

- Providing skills development opportunities for individuals and groups, including coaching and mentoring for graduates through partnerships with the private sector.
- Providing comprehensive referral support for vulnerable individuals.
- Collaborating with the private sector to create market-driven training curricula.
- Facilitating placements for training graduates through traineeships, apprenticeships, and other opportunities within public and private institutions and market actors.
- Awarding scholarships to 85 outstanding high school graduates for technical training courses at the Diploma and Advanced Diploma levels.
- Establishing one-stop shops for business services and micro- and small enterprise incubation.

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- Conducting market mapping and providing financial literacy training to 700 MSMEs, along with small grants to 300 MSMEs.
- Expanding access to gender-sensitive and culturally appropriate financial services and products.
- Supporting new and established MSMEs through study tours and forums.
- Improving access to market-relevant climate information.
- Setting up six agroecology demonstration farms.
- Establishing 30 permagarden demonstration sites at individual, household, and shelter level, as well as implementing permaculture poultry production in 150 households.
- Encouraging a shift towards agro-ecological farming practices.
- Conducting gender-sensitive market analyses.
- Analysing conflict dynamics and political economy.
- Generating evidence to inform policy and programme decisions aimed at supporting self-reliance for displacement-affected communities.
- Providing capacity building, peer learning, and technical support for policymakers and practitioners to sustain locally driven, feasible processes.
- Strengthening the capacity of local authorities to develop and implement policies, adaptive legal, and regulatory frameworks.
- Developing policy briefs at both national and county levels to address barriers to self-reliance through market systems support.
- Offering information, counseling, and legal assistance.
- Training community leaders and change-makers in conflict management and sensitivity, while facilitating inter-community and inter-generational dialogues.

3. South Sudan: T05-EUTF-HOA-SS-93-01: Jobs Creation and Trade Development Project

Project Duration: Sep 2020 – Sep 2024

Implementing Partner: ITC

Context: South Sudan, one of the world's poorest countries, grapples with a challenging socio-economic context. Decades of conflict, culminating in a civil war from 2013 to 2018, have devastated the country's economy and infrastructure, leaving it heavily reliant on volatile oil revenues. Recent declines in international oil prices have significantly reduced public revenues and affected GDP growth. The government has accrued substantial wage arrears and relied on central bank borrowing, driving inflation and currency depreciation. The COVID-19 pandemic and further oil price drops have added to the country's economic and humanitarian challenges, as budget execution and access to foreign currency heavily rely on oil revenues. Beyond the oil sector, the conflict has disrupted livelihoods and impacted market functionality, among other things, by limiting physical access to markets. The worsening economic crisis has led to hyperinflation, currency devaluation, and high food prices, with starvation reportedly being used as a weapon in conflict zones, affecting women and children most severely.

This EUTF project aimed to enhance livelihoods for targeted populations, particularly youth and women, by creating jobs, improving employment opportunities, and boosting income. The key goal was to develop sector competitiveness and support MSMEs along chosen value chains. By strengthening employability and entrepreneurial skills among South Sudan's youth and women, the programme sought to foster sustainable, small-scale economic development. This

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approach was expected to help reduce conflict, displacement, and irregular migration, contributing to peacebuilding and addressing the root causes of youth unemployment and poverty. The project was implemented in Central and Western Equatorial (Figure 38)

Figure 38: JCTD project implementation areas (South Sudan)



Source: C4ED elaboration

Target group / Beneficiaries: The target group included women and youth living in the project area and MSMEs involved in the production, processing, and marketing of fruits and vegetables.

Expected results:

- Completion of an MSME competitiveness assessment, along with sector-specific strategies and action plans, for targeted product areas.
- Enhanced production capacities and standards compliance for MSMEs in key product sectors.
- Increased market connections for MSMEs in targeted product sectors.
- Strengthened skills, employability, and entrepreneurship opportunities for South Sudan's workforce, focusing on youth and women.

Project activities:

Output 1.1: MSME competitiveness assessment, along with sector-specific strategies and action plans for targeted product areas.

- Conduct competitiveness assessments for MSMEs in target product sectors, particularly fruit and vegetable sectors, using the SME Competitiveness Benchmarking tool

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to evaluate international competitiveness and identify key national-level constraints impacting MSME success in export markets.

- Develop sector-specific strategies and action plans for targeted product areas.

Output 1.2: Enhanced production capacities and standards compliance for MSMEs in key product sectors.

- Enhance production and processing methods for MSMEs.
- Improve post-harvest handling practices for target value chains.
- Strengthen MSMEs' business management capabilities.
- Support the formation and strengthening of producer cooperatives.
- Raise awareness on quality, food safety, and related business opportunities.
- Create and train networks of certified food safety advisors.
- Build MSME capacities for compliance with food safety requirements.

Output 1.3: Increased market connections for MSMEs in targeted product sectors.

- Identify and develop market opportunities for project-targeted products.
- Facilitate business matchmaking for target MSMEs.
- Train MSMEs in market identification, negotiation, and marketing skills.
- Establish connections to market information systems.

Output 2: Strengthened skills, employability, and entrepreneurship opportunities for South Sudan's workforce, focusing on youth and women

- Develop and provide training in business management and entrepreneurship.
- Offer mentorship and incubation facilities for entrepreneurship.
- Implement financial access schemes for youth entrepreneurs and youth-owned businesses.

4. Uganda: T05-EUTF-HOA-UG-07-01: Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU)

Duration: July 2016 – Nov 2024

Implementing Partners: Belgian Technical Cooperation (BTC), DRC, ADA, and Enabel

Context: The socio-economic context of this intervention is closely linked to Uganda's long history of hosting refugees, especially those fleeing conflicts in neighbouring Sudan. With the enactment of the Refugees Act in 2016, Uganda established itself as a haven for refugees and now has the third-largest refugee population in Africa. Despite Uganda's progressive refugee policies and international support, refugees face challenges such as unemployment, limited access to education, and competition over resources, hindering self-reliance. Most of the refugees are pastoralists with limited skills and high illiteracy rates are high. However, there is a demand for certain skills in the settlements where they live. Labour market assessments conducted by NRC in Northern Uganda identified key employment sectors, including wholesale and retail trade, hairdressing, and agriculture. Other sectors with potential employment opportunities include textiles, mechanical and electrical services, phone repair, hospitality, transportation, construction, bakery, and confectionery.

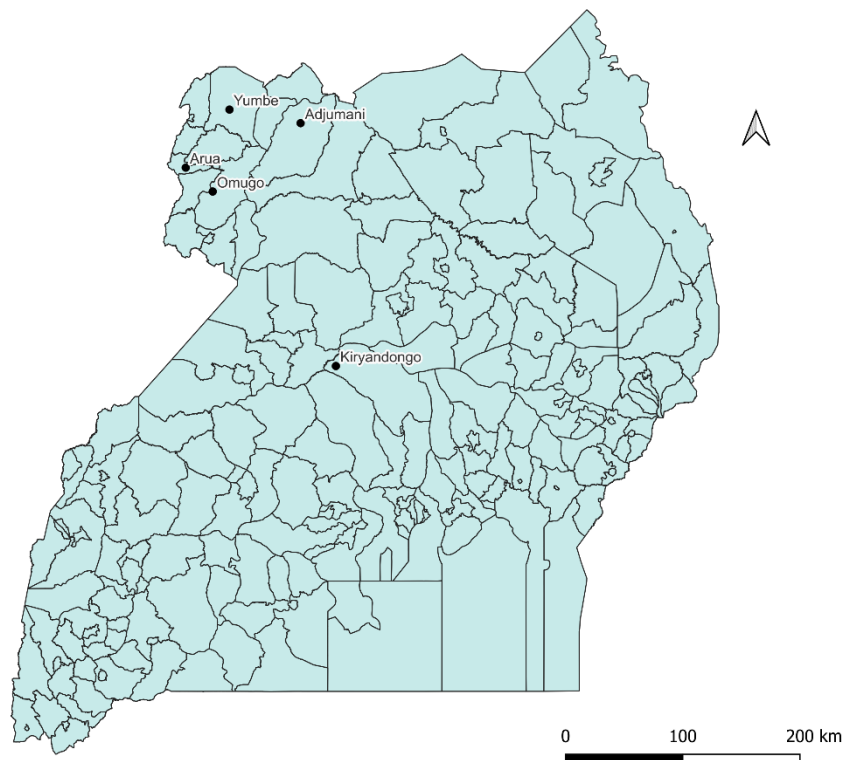
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This project aimed to provide high-quality skills training to young people from both refugee and host communities, helping them secure employment or start their businesses and meet the demands of the local labour market.

The SPRS-NU project was implemented in four refugee settlements in the Adjumani, Arua, Yumbe, Omugo and Kiryandongo districts (Figure 39).

Figure 39: SPRS-NU project implementation areas (Uganda)



Source: C4ED elaboration

Target Group / Beneficiaries: The project targeted refugees and host communities, especially women, girls, and youth in the Northern Ugandan districts.

Expected results:

- Increased access to quality skills development opportunities (training, entrepreneurial skills, and start-up kits) for refugees and host communities (with a specific focus on youth, women, and girls) in Northern Uganda.
- Skills development in Northern Uganda is coordinated and aligned with the Skilling Uganda strategy.

Project activities:

Guiding Principle 1:

- 1.1: Create necessary linkages with relevant departments and institutions to ensure accreditation and quality of training programmes.
- 1.2: Increase access for refugees to standardized Ugandan or international certification systems (e.g., worker's pass, DIT assessments).

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- 1.3: Strengthen linkages between trainees and the private sector, maximizing opportunities for work-based learning (internships, apprenticeships).
- 1.4: Utilize the Skills Development Fund as part of the Skilling Uganda reform strategy for Business, Technical, Vocational Education and Training (BTJET), tested by BTC and Ministry of Education, Science, Technology and Sports (MoESTS) in 4 districts in Western Uganda, with a separate basket for skills development of refugees and host communities in Arua, Adjumani, and Kiryandongo districts.
- 1.5: Include lessons learned from this component in the Monitoring and Evaluation (M&E) system of the BTC-MoESTS managed SSU-intervention, following the same reform approaches (demand-driven, quality, relevance) with shared international staff.

Guiding Principle 2:

- 2.1: Further develop 'on-site' and 'off-site' training.
- 2.2: Advocate for more absorption of target group beneficiaries by existing and accredited training providers, with an added quality assessment layer as part of the funding modality.
- 2.3: The Skills Development Fund will support proposals from existing structures and stakeholders, such as BTJET training providers, International NGOs, Business Membership Organizations (e.g., Uganda Small Scale Industries Association (USSIA), Uganda Manufacturers Association (UMA), with a proven track record in skills training and entrepreneurship development within the three Northern regions.

Guiding Principle 3:

- 3.1: Enhance qualitative, tailor-made, innovative, and gender sensitive skills development relevant to the green economy, refugee settlements market development, and refugee settlements service delivery.
- 3.2: BTC will invest in two labour market and livelihood assessments (at the beginning and midterm of the intervention) to identify new niches, opportunities, and needs in the intervention area.

Guiding Principle 4:

- 4.1: Improve coordination between all partners involved in the action.

5. Uganda: T05-EUTF-HOA-UG-68-01: Strengthening, Protection, and Economic Empowerment (SUPREME) in Uganda – Livelihood Component

Duration: July 2020 – July 2024

Implementing Partners: World Vision, SNV, ZOA, Rice West Nile

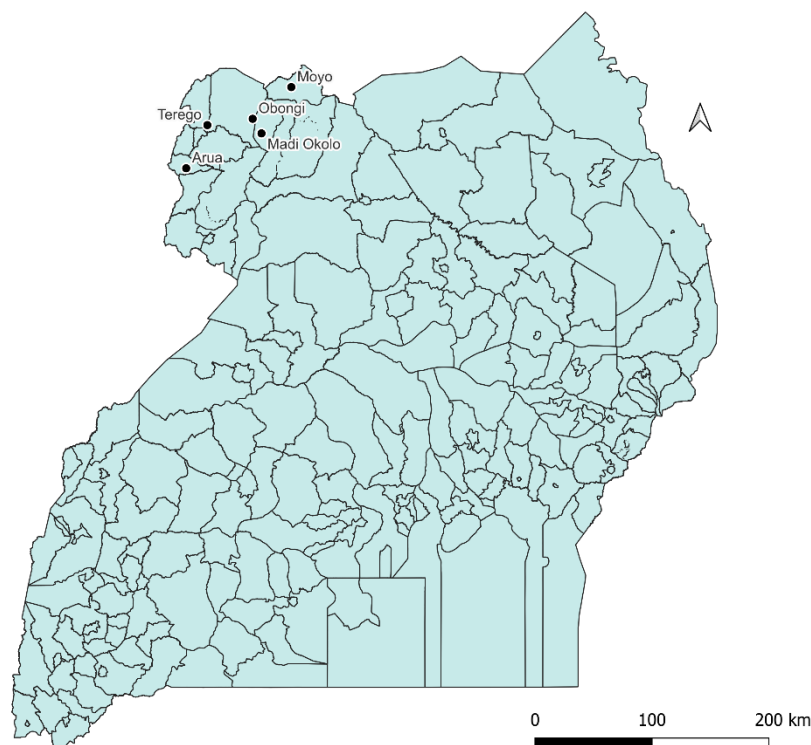
Context: Uganda hosts approximately 1.4 million refugees, mainly from South Sudan and the Democratic Republic of Congo, making it one of the largest refugee-hosting countries globally. Both refugees and host communities face significant challenges in meeting basic household

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needs and lack safety nets against economic shocks. Primary issues include a lack of livelihood opportunities, unpredictable agricultural conditions, limited access to land and markets, low levels of vocational and entrepreneurial skills, and scarce access to credit facilities.

Figure 40: SUPREME project implementation areas (Uganda)



Source: C4ED elaboration

Target Group / Beneficiaries: The direct beneficiaries included members of refugee and host communities in four districts – Moyo, Obongi, Terego, and Madi Okollo (Figure 40). Associated household members, and young women and men aged 18–30 from Savings and Development Clusters (SDCs) member households.

Project results:

- **Financial Inclusion and Social Cohesion Increased:** Establishment and strengthening of SDCs to enhance access to financial services and build social bonds among community members.
- **Sustainable Agricultural Value Chains and Enterprises Developed:** Investment in diverse agricultural value chains to improve productivity and create jobs.
- **Youth Skilled and Employed:** Training provided for 2,000 young men and women (aged 18–30) from SDC households, linking them to private sector employment opportunities, with targets for training completion, internships, and formal employment absorption.

Project activities:

- Establishing SDCs through formation of community groups to implement joint activities like savings, lending, and farming to enhance financial inclusion and social cohesion.
- Implementing the Enabling Rural Innovation (ERI) Process: Empowering SDCs to realize their economic potential, create achievement plans, and engage in market linkages.
- Investing in Agricultural Value Chains: Focusing on crops like cassava, soybean, maize, sunflower, sesame, sorghum, vegetables, and poultry to diversify production and increase productivity.
- Youth Skills Development: Utilizing SNV's Opportunities for Youth Employment (OYE) model to provide enterprise development and employable skills training.
- Facilitating market linkages: Connecting SDCs with private sector actors through business development services and co-investment opportunities.
- Promoting decent work and income: Emphasizing job creation that adheres to the ILO standards for productive and dignified work conditions.

6. Ethiopia: T05-EUTF-HOA-ET-42-03: Green Jobs in Leather Sector in Modjo

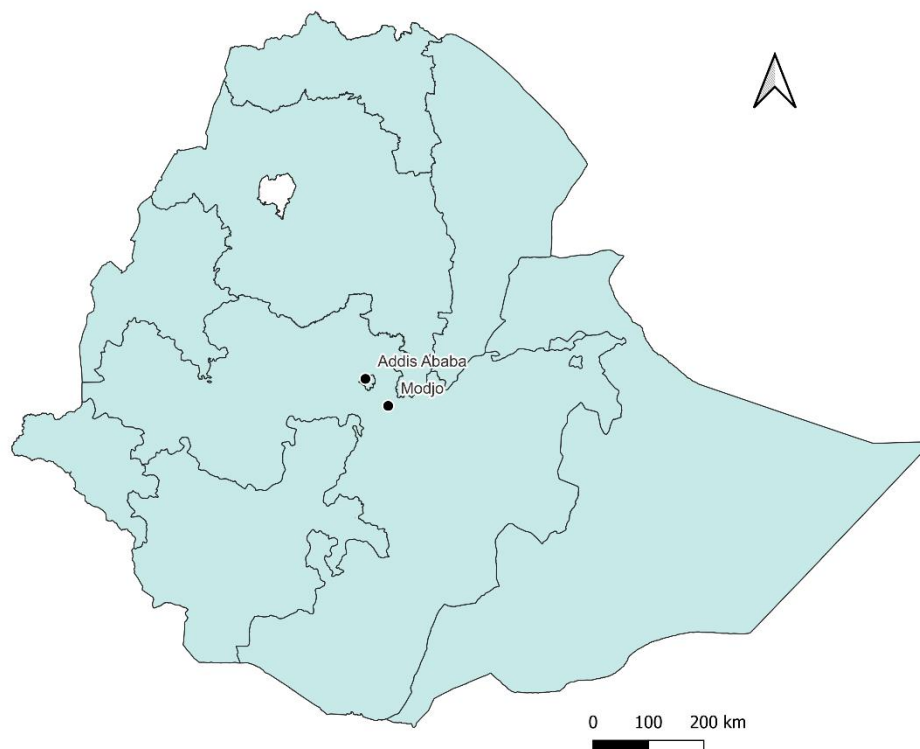
Duration: Jan 2021 – May 2024

Implementing Partners: PIN, UNIDO, IRC, Solidaridad

Context: Ethiopia is a key destination, transit, and origin country of migrants and refugees. Approximately 880,000 of 95 million people living in Ethiopia have a refugee background, with main countries of origin being Somalia, South Sudan, and Eritrea, Ethiopia. After having faced significant destabilization and violence in recent years, Ethiopia needs to prioritize sectors with high productivity and potential for job creation in order to regain its growth trajectory. The country's 2030 Ten-Year Perspective Development Plan (2021–2030) estimates a youth unemployment rate of 25.3% and women's unemployment rate of 30.9%. With approximately two million young Ethiopians entering the labour market annually, unemployment is likely to further increase. The leather sector, with its abundant raw materials, a large, trainable workforce, and low utility prices, presents a significant opportunity for economic growth and job creation. The project was implemented in Modjo area (Figure 41).

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Figure 41: LISEC project implementation areas (Ethiopia)



Source: C4ED elaboration

Project results:

- Specific Objective 1: Enhanced economic competitiveness by strengthening the leather value chain.
- Specific Objective 2: Environmental protection through financial investments aimed at establishing an eco-friendly leather industrial park in Modjo.
- Specific Objective 3: Strengthened social cohesion by supporting economic and social development initiatives for women and youth in the Modjo area and improving industrial and labour relations in the Modjo Leather City (MLC).

Target Group / Beneficiaries:

- Women and youth in the Modjo area of Ethiopia, particularly those involved in the leather industry.
- Unemployed youth, incl. the most vulnerable;
- MSMEs in the leather sector;
- Service providers (TVET, PES, job centres) and their staff,
- Tanneries in Modjo; Leather Industry Development Institute (LIDI) and outside Modjo;
- Leather companies in Modjo;

Project activities:

Specific Objective 1

- 1.1: Improve the quality and quantity of hides and skins.
- 1.2: Strengthen the capacity of tanneries to integrate into the global leather value chain through competitive gains and environmental compliance.
- 1.3: Promote investments in and around MLC from both domestic and international companies, including EU investors.

Specific Objective 2

- 2.1: Support the construction of an eco-friendly industrial park in Modjo.
- 2.2: Enhance environmental resources, city infrastructure, and landscape in MLC and its surrounding area.

Specific Objective 3

- 3.1: Improve employment, entrepreneurship, and educational opportunities for women and youth in the Modjo area.
- 3.2: Improve industrial and labour relations, promote decent working conditions, and ensure socially responsible and gender sensitive manufacturing in the MLC.

7. Ethiopia: T05-EUTF-HOA-ET-42-02: Leather Initiative for Sustainable Employment Creation

Duration: Jul 2018 – Jul 2024

Implementing Partner: UNIDO

Context: Ethiopia has vast potential in the leather industry due to its large livestock population, which provides ample raw materials. However, the sector currently lacks adequate value addition and global market integration. The Leather Initiative for Sustainable Employment Creation (LISEC) aims to improve the quality of hides and skins, strengthen local manufacturing, and promote value addition, aligning with Ethiopia's Growth and Transformation Plan II (GTP II).

The project aimed to support women and youth initiatives in Modjo, including the establishment of an eco-friendly leather park. LISEC provided vulnerable groups with vocational and technical training, promotes entrepreneurship, and improves labour conditions, integrating employment, environmental sustainability, and social empowerment to advance Ethiopia's development goals.

Target Group / Beneficiaries: The programme benefited young men and women in Modjo and nearby areas, workers in tanneries, small leather manufacturers, MSMEs, and stakeholders across the leather value chain, with particular focus on women and youth outside the industrial park.

Project results:

- Enhanced quality and quantity of hides and skins.
- Increased capacity of tanneries for global market integration.
- Increased investments around MLC.
- Implementation of a monitoring and communication system.

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- Expanded employment, entrepreneurship, and education opportunities for youth and women.
- Improved working conditions, industrial relations, and socially responsible, gender-sensitive manufacturing practices.

Project activities:

Output 1: Improving Quality and Quantity of Hides and Skins

- Develop an action plan, including mapping, data collection, and beneficiary identification.
- Support regulatory framework development for hides and skins.
- Improve infrastructure, establish a quality control system, and train local staff.
- Develop a quality-based pricing structure for hides and skins.
- Provide demonstration equipment and training materials.
- Train Farmer Training Centers (FTCs) on hides and skins collection, handling, and preservation.
- Enhance extension services with a focus on training materials and awareness programmes.

Output 2: Strengthening Tanneries for Global Value Chain Integration

- Create a detailed action plan, including data collection and beneficiary identification.
- Conduct a study on productivity, competitiveness, and diversification in the leather sector.
- Assist local tanneries in Modjo with environmental compliance.
- Facilitate the relocation of tanneries from Addis Ababa to MLC to reduce environmental impact.
- Promote technology transfer and establish partnerships, supporting events like the All-African Leather Fair.
- Strengthen connections among stakeholders and international buyers through study tours and agreements.

Output 3: Promoting Investment in and Around MLC

- Formulate an action plan, with beneficiary mapping and identification.
- Establish networks for shoes and leather producers.
- Link local institutions (e.g., service providers, LIDI, TVETs).
- Organize networking workshops.
- Facilitate collaboration and direct linkages between tanneries, shoe sole producers, and MSME networks.
- Support supply chain connections and link operators with leasing companies or financial mechanisms.
- Organize technology visits and support joint machinery purchases to enhance MSME production.

Additional Activities:

- Strengthen demand-driven TVET, create youth employment and enterprises, and support access to finance and cooperatives.
- Provide training for workers, trade unions, and employers on labour relations, social compliance, working conditions, and social dialogue.

8. Niger: T05-EUTF-SAH-NE-11: Création d'emplois et d'opportunités économiques à travers une gestion durable de l'environnement dans les zones de transit et départ au Niger

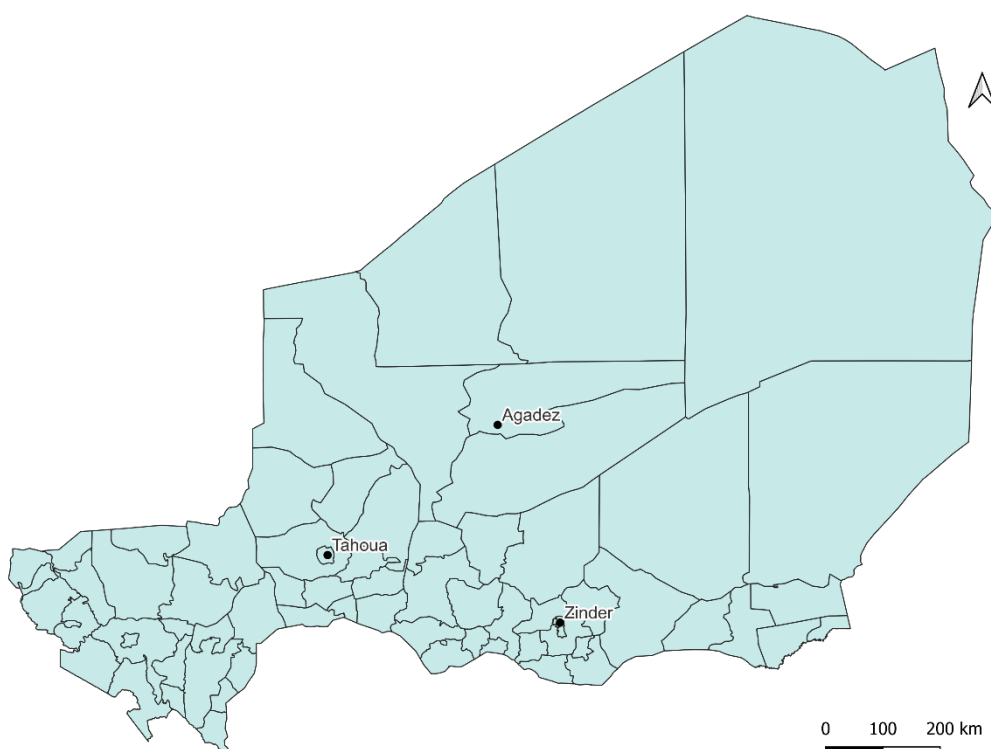
Duration: Dec 2018 – Dec 2022

Implementing Partners: SNV, MAECI, DGCS, Enabel

Context: The project "Les jeunes entreprennent et s'emploient au Niger" supported Niger's Sustainable Development and Inclusive Growth Strategy, which aims for a united, modern, democratic, and prosperous nation by 2035. This initiative focuses on social and economic actions to foster stability and create opportunities for unemployed youth, particularly in areas impacted by migration and instability.

The project focused on improving the prospects of young people in Niger by enhancing their technical and management capabilities. This includes implementing a strategy to strengthen their foundational, technical, and entrepreneurial skills.

Figure 42: Création d'emplois et d'opportunités économiques à travers une gestion durable de l'environnement dans les zones de transit et départ au Niger project implementation areas



Source: C4ED elaboration

Target Group / Beneficiaries: The project was realized in two regions – Tahoua and Zinder – (Figure 42) and directly targets young people aged 18–40 (40% women), including return migrants. The indirect target group consists of residents of 24 communities.

Project results:

- Promotion of employment generation.
- Support for sustainable, climate-resilient local economic development.
- Creation of an ecosystem that fosters business development.

Project activities:

- Providing vocational training.
- Launching employment creation initiatives.
- Supporting informal and semi-formal financial intermediaries.
- Strengthening local institutions to improve public service delivery, including efforts in information dissemination, awareness-raising, social inclusion, and accountability.

9. Niger: T05-EUTF-SAH-NE-11-03: Durabilité de l’Environnement et Stabilisation Economique sur la Route de Transit (D.E.S.E.R.T.)

Duration: Sept 2019 – April 2022

Implementing Partners: Agenzia Italiana Per La Cooperazione allo Sviluppo (AICS), SNV, Enabel, UNCDF

Context: Niger serves as a major transit hub for migrants traveling from various parts of Africa toward Libya and Europe. Additionally, the country is characterized by one of the world’s highest rates of demographic growth and extreme poverty. The Tahoua, Zinder and Agadez regions – key migration corridors – face significant challenges, including irregular migration, environmental degradation, and security issues.

The D.E.S.E.R.T programme aimed to address the root causes of these challenges by creating jobs and economic opportunities, and promoting sustainable environmental practices, with a particular emphasis on climate change adaptation.

Target Group / Beneficiaries: The project was implemented in Tahoua and Zinder and targeted young people aged 18–40 (40% women), including migrants, and reached residents in 24 communities.

Project results:

- Employment creation for at least 4800 people in family farms and MSMEs with 50% of jobs allocated to women; additional creation of 7000 jobs in labour intensive sectors.
- Housing and Urban Development, including constructing bio-climatic social houses for 500 families.
- Entrepreneurship and Business Support for 4000 individuals (70% youth) through business incubators and farm schools. In addition, training for 150 MSMEs, with 30 businesses selected for further development funding via an incubation process.
- Financial inclusion by facilitating credit access and collaboration with banks, fintech companies, and mobile money providers to develop youth-oriented financial services.

Project activities:

- **Agricultural Initiatives:**
 - Support for agro-sylvo-pastoral production and agroecological practices.
 - Implementation of hydro-agricultural developments and improvements along value chains.
- **Construction and Urban Planning:**
 - Construction of bioclimatic social housing.
 - Efficient urban space management.
- **Business Support and Development:**
 - Assistance for MSMEs in both formal and informal sectors.
 - Establishment of a business incubator to nurture entrepreneurial ideas.
- **Financial Inclusion Initiatives:**
 - Development of customized financial services for beneficiaries.
 - Provision of financial education and technical training programmes.
 - Collaboration with financial service providers to create innovative financial products for youth.

10. Senegal and Ivory Coast: T05-EUTF-SAH-REG-11: Soutenir les entrepreneurs et les très petites et moyennes entreprises (TPME) en Afrique de l'Ouest

Duration: Dec 2019 – 2023

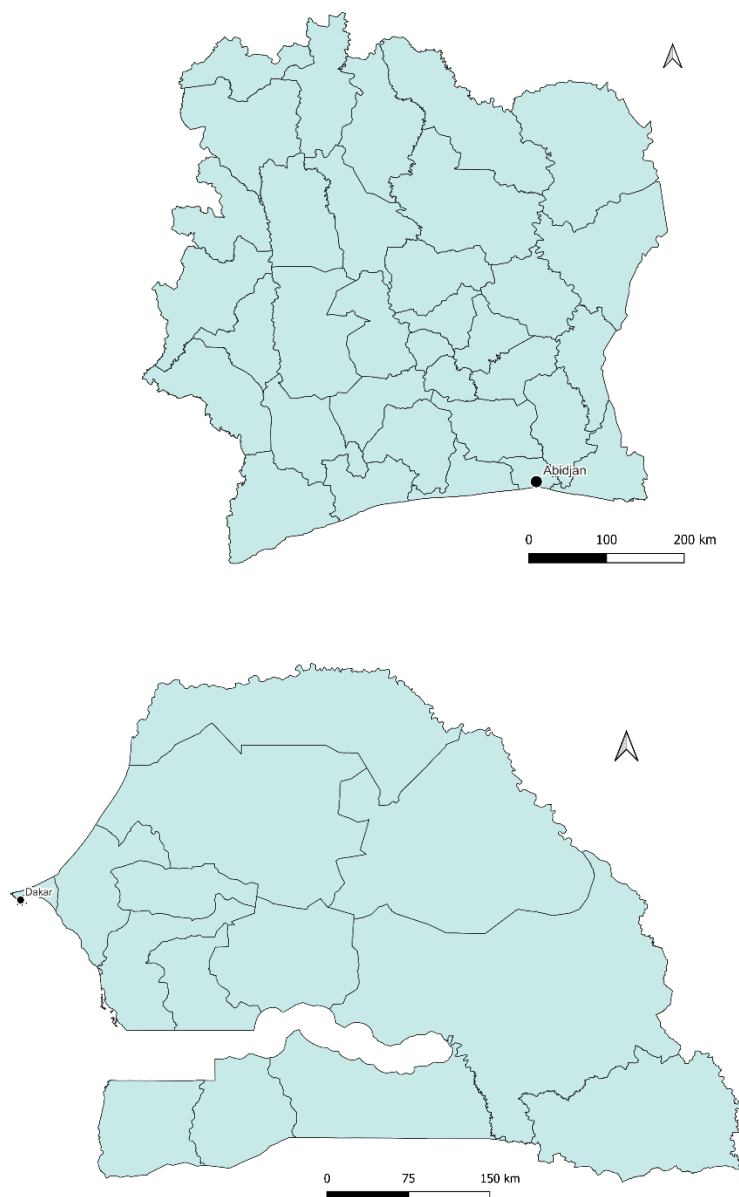
Implementing Partner: I&P

Context: West Africa faces significant economic and demographic challenges. By 2020, an estimated 125 million Africans were projected to enter the labour market, highlighting an urgent need for sustainable job creation. Additionally, 84% of jobs were in the informal sector, which couldn't adequately absorb this influx of new job seekers. Small and Medium-sized Enterprises (SMEs) are key to creating stable and quality jobs; however, they face considerable obstacles, including limited access to financing and a lack of fundamental business management skills. Moreover, public authorities often lack effective strategies to attract investment in the SME sector.

This EUTF project aimed to address these gaps by strengthening financing and support systems for SMEs, promoting economic development, and creating viable local employment opportunities.

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Figure 43: Soutenir les entrepreneurs et les très petites et moyennes entreprises (TPME) en Afrique de l’Ouest
project area in Ivory Coast and Senegal



Source: C4ED elaboration

Target Group/Beneficiaries: The primary beneficiaries of this initiative were local investment funds and Very Small and Medium-sized Enterprises (VSMEs). Special attention was given to supporting women and young entrepreneurs. The project targeted beneficiaries in Burkina Faso, Ivory Coast, Mali, Niger, Mauritania, Senegal, Cameroon, Ghana, and Benin. C4ED however carried out data collection in the Ivory Coast and Senegal. The evaluation focuses on two countries – Senegal and Ivory Coast (Figure 43)

Project results:

- VSMEs gain access to suitable financing options.
- VSMEs receive support to build their capacities, including skills development for entrepreneurs, with a particular emphasis on women and youth.

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- New local investment funds are established and become viable entities.
- Creation of stable and sustainable jobs, contributing to economic stability.

Project activities:

- Seed Financing Mechanism:
 - Establish a fund to provide seed capital to young entrepreneurs.
 - Support pilot projects, prototyping, technical consultancy, and prepare MSMEs for additional investment.
 - Provide repayable grants or equivalent financing tools to support early-stage business development.
- Capacity Building:
 - Offer technical support to companies funded by local investment funds.
 - Provide training and coaching to local fund management teams.
 - Deliver individual or group training on strategy, management, marketing, and production.
- Acceleration Program:
 - Create an online platform with training modules on management, business development, and financing.
 - Provide personalized, in-person coaching for entrepreneurs who complete online training.
 - Connect high-performing enterprises to seed financing and further support from Components 1 and 2.
- Creation and Support of Local Funds:
 - Establish new local investment funds in target countries.
 - Ensure sustainability and viability of both new and existing funds.

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T05_EUTF_SAH_SN_04_02_Rapport ROM_13.03.2018
T05_EUTF_SAH_SN_04_02_Annexe I_Description de l'action

73. T05-EUTF-SAH-SN-04-03
T05_EUTF_SAH_SN_04_03_Rapport Final_25.03.2019
T05_EUTF_SAH_SN_04_03_Annex VII-b_Termes de Référence Spécifique

74. T05-EUTF-SAH-SN-04-04
T05_EUTF_SAH_SN_04_04_Signed Contract_EUC_20 STM_05.01.2017

75. T05-EUTF-SAH-SN-04-05
T05_EUTF_SAH_SN_04_05_Signed Contract_EUC_PPI_MS_PPF_15.01.2018
T05_EUTF_SAH_SN_04_05_Rapport Narratif Intermédiaire_Jan-Oct 2020
T05_EUTF_SAH_SN_04_05_Demande de paiement_16.12.2020
T05_EUTF_SAH_SN_04_05_Budget prévisionnel et suivi_31.10.2020
T05_EUTF_SAH_SN_04_05_Rapport Narratif Intermédiaire_Jan-Oct 2020_Annexe I_Liste des bénéficiaires

76. T05-EUTF-SAH-SN-04-06
T05_EUTF_SAH_SN_04_06_Annexe I_Description de l'action
T05_EUTF_SAH_SN_04_06_ROM Report

77. T05-EUTF-SAH-SN-04-07

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T05_EUTF_SAH_SN_04_07_Signed Contract_EUC_AF_28.08.2020
T05_EUTF_SAH_SN_04_07_Rapport Final_Oct 2022

78. T05-EUTF-SAH-SN-05-01

T05_EUTF_SAH_SN_05_01_Signed Contract_EUC_AECID_19.12.2016
T05_EUTF_SAH_SN_05_01_Rapport Final

79. T05-EUTF-SAH-SN-05-02

T05_EUTF_SAH_SN_05_02_Annexe I_Description de l'action
T05_EUTF_SAH_SN_05_02_Rapport Narratif et Financier_18.03.2022

80. T05-EUTF-SAH-SN-08-01

T05_EUTF_SAH_SN_08_01_Rapport Final
T05_EUTF_SAH_SN_08_01_Signed Contract_EUC_CTB_18.07.2017

81. T05-EUTF-SAH-SN-09-01

T05_EUTF_SAH_SN_09_01_Signed Contract_EUC_AICD_14.12.2018
T05_EUTF_SAH_SN_09_01_ROM Report
T05_EUTF_SAH_SN_09_01_Rapport Final_Evaluation_24.07.2023
T05_EUTF_SAH_SN_09_01_Rapport Final_Rapport Financier_24.07.2023
T05_EUTF_SAH_SN_09_01_Rapport Final_Rapport Narratif_24.07.2023
T05_EUTF_SAH_SN_09_01_Rapport Final_Audit Financier_24.07.2023
T05_EUTF_SAH_SN_09_01_Rapport Final_Déclaration de gestion_24.07.2023
T05_EUTF_SAH_SN_09_01_Rapport Final_Lettre_24.07.2023

TD

82. T05-EUTF-SAH-TD-03-01

T05_EUTF_SAH_TD_03_01_Annexe I_Description de l'action

SD

83. TO5-EUTF-HOA-SD-96-02

84. TO5-EUTF-HOA-SD-96-01

TO5_EUTF_HOA_SD_96_01_Annex I_Description of the Action
TO5_EUTF_HOA_SD_96_01_Addendum No. 1 to Contribution Agree-
ment_EUC_AFD_29.12.2021.pdf
TO5_EUTF_HOA_SD_96_Action Document

85. TO5-EUTF-HOA-SD-96-03

TO5_EUTF_HOA_SD_96_03_Description of the Action

NOT LISTED

NIG801_ficheEXP2_vF last[45]

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5.13 EVALUATION ACTIVITIES AND TIMELINE

Table 20: Evaluation timeline

	2021				2022				2023				2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
R2: PORTFOLIO EVALUATION																
Portfolio research report																
Desk study																
Outcome Harvesting training and workshop																
OH refresher training and workshops																
PMS																
Key Informant Interviews (KIIs) with Project Managers (PMs) and European Delegates (EUDs)																
In-country data collection (Niger, Burkina Faso, Ivory Coast, Kenya)																

Source: C4ED elaboration

Legend	
	Performed as planned in the inception report
	Performed and postponed
	To be performed as planned
	To be performed and postponed
	Cancelled

5.14 LIST OF PROJECTS SAMPLED FOR SOC DATA COLLECTION

1. JEEN implemented by SNV, Oxfam, DGD/CT, Partner for Innovation, and UNCDF under the contract T05-EUTF-SAH-NE-11 (Niger).
2. TUMMA implemented by ADA under the contract T05-EUTF-SAH-BF-06-01 (Burkina Faso).
3. TPME implemented by I&P (Terranga Capital) under the contract T05-EUTF-SAH-REG-11 (Senegal).
4. TPMP implemented by I&P (Comeo Capital) under the contract T05-EUTF-SAH-REG-11 (Ivory Coast).
5. Green Jobs implemented by PIN, IRC and Solidaridad under the contract T05-EUTF-HOA-ET-42-03 (Ethiopia).
6. ABLIG implemented by DRC, NRC and Intracen under the contract T05-EUTF-HOA-KE-69-01 (Kenya).

5.15 TOR

Submitted as an extra annex 11.

5.16 PM QUESTIONNAIRE

Table 21 below presents the PMS questionnaire. The online version can be found under the following link:

https://mannheimc4ed.surveyccto.com/collect/project_manager_survey?caseid=

Table 21: PMS questionnaire

Questions	Answer Options
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<p>Dear Sir/Madam,</p> <p>The Centre for Evaluation and Development (C4ED) aims at collecting information on the projects supported by EUTF. This questionnaire is designed to gather feedback from the project manager's perspective, on the project itself and on the collaboration between the implementing agency and EUTF. The data will be triangulated with other sources of information and will be used to identify lessons learnt in order to improve future similar projects.</p> <p>Please swipe forward or click next to continue.</p>	
<p>Your participation is voluntary and your answers will remain confidential, so please try and answer truthfully.</p> <p>The survey should last about 16 minutes in total. You are free to refuse to take part or answer any questions that you do not wish to answer. You can also pause the survey at any time and complete at a later time.</p> <p>If you have any question regarding the study or the use of data, please feel free to contact C4ED at info@c4ed.org</p> <p>Do you agree to participate in this survey?</p>	<p>0 = No 1 = Yes</p>
<p>Begin actual questions</p>	

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Please select your Country	1 = Ethiopia 2 = Djibouti 3 = Kenya 4 = Sudan 5 = South Sudan 6 = Uganda 7 = Burkina Faso 8 = Cameroon 9 = Ghana 10 = Gambia 11 = Guinea 12 = Mali 13 = Mauritania 14 = Niger 15 = Senegal 16 = Chad 17 = REG
Please select the name of the project you worked/are working in	1 Strengthened Socio-Economic Development and Better Employment Opportunities for Refugees and Host Communities in the Jijiga Area 2 Stemming Irregular Migration in Northern & Central Ethiopia_ SINCE 3 Regional Development and Protection Programme in Ethiopia - Shire Area 4 Regional Development and Protection Programme in Ethiopia - Dollo Ado Area 5 Regional Development and Protection Programme in Ethiopia - Jijiga Area 6 Regional Development and Protection Programme in Ethiopia - Bahrale and Aysaita areas 7 Regional Development and Protection Programme in Ethiopia - Major Urban Centres 8 PIN Green Jobs in Leather Sector in Modjo 9 UNIDO EUTF HOA-ET-42-1 Leather initiative for sustainable employment creation (LISEC) in Ethiopia 10 Shire alliance: energy access for host communities and refugees in Ethiopia 11 Ethiopia Job Compact Sector Reform and Performance Contract 12 AFD-TRANSFORM-Professionnaliser les jeunes et les professionnels du secteur dans la filière transport-logistique-portuaire 13 Regional Development and Protection Programme in Kenya: Support to the Kalobeyei Development Programme 14 Kakuma Kalobeyei Challenge Fund 15 Area-based livelihood initiative Garissa (ABLI-G): enhancing self-reliance for refugees and host communities in Garissa County 16 Enhancing Self-reliance for refugees and host communities in Kenya

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	<p>17 RDPP - Capacity Building Project for State Authorities in the East</p> <p>18 Employment and entrepreneurship development for migrant youth, refugees, asylum seeker and host communities in Khartoum State (EEDK-RDDP SUDAN)</p> <p>19 Vocational training for refugees and host communities in Eastern Sudan</p> <p>20 Strengthening protection services for refugees and asylum seekers in Sudan</p> <p>21 RVO Agribusiness in Eastern Sudan RDPP</p> <p>22 GIZ Integrated Measures to Promote Rural-Urban Value Addition and Employment Improvement - East Sudan</p> <p>23 WFP Fostering Smallholder Capacities and Access to Markets in Food Insecure Areas of Darfur</p> <p>24 GIZ Youth, Employment, Skills (Yes) - Sudan</p> <p>25 ACACIA (Arabic Gum Value Chain in Sudan) Support</p> <p>26 Employment Promotion in Khartoum State (EPKS)</p> <p>27 Jobs Creation and Trade Development Project</p> <p>28 WE-RISE! Women's Empowerment for Resilience, Inclusion, Sustainability and Environment</p> <p>29 Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU) - ENABEL component</p> <p>30 Support Programme to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU) - DRC</p> <p>31 Response to Increased Demand on Government Services and Creation of Economic Opportunities in Uganda (RISE) - GIZ component</p> <p>32 Response to Increased Demand on Government Service and creation of economic opportunities in Uganda (RISE) - Livelihoods component - Action Against Hunger</p> <p>33 Insertion et stabilisation socio-économique des jeunes et des femmes dans la province du Séno (région de Sahel)</p> <p>34 Programme d'appui à l'Emploi dans les zones frontalières et périphériques</p> <p>35 TUUMA - Appui à la compétence professionnelle, l'entrepreneuriat et l'emploi des jeunes et des femmes dans les régions rurales du Burkina Faso</p> <p>36 Projet d'Appui à la Résilience Socio-Économique des Jeunes Vulnérables (Extrême-Nord, Nord et Adamaoua): PARSE</p> <p>37 Projet d'investissement en appui au développement économique local dans l'Extrême Nord, favorisant l'emploi et l'insertion des jeunes (approche HIMO)</p> <p>38 SNV - Boosting green employment and enterprise opportunities in Ghana</p>
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39	UNCDF - Boosting green employment and enterprise opportunities in Ghana
40	The Gambia Youth Empowerment Project
41	Make it in The Gambia - GIZ
42	Make it in The Gambia - YEP 2.0
43	Make it in The Gambia - IMVF
44	Make it in The Gambia - Rural Infrastructure for Employment Creation in The Gambia (RIEC) - Enabel
45	Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée - INTEGRA (ITC)
46	Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée - INTEGRA Enabel
47	Programme d'appui à l'intégration socio-économique des jeunes en République de Guinée - INTEGRA GIZ
48	Service contract communication - INTEGRA (GOPA)
49	Projet d'Appui à la Filière de l'Anacarde au Mali (PAFAM)
50	Projet d'appui aux investissements de la diaspora malienne dans les régions d'origine
51	Youth Employment Creates Opportunities At Home in Mali
52	Appui au Développement Economique Local et à la prévention des conflits dans les régions de Tombouctou et Gao
53	PECOBAT: Amélioration de l'employabilité des jeunes et des capacités des PME par le développement du sous-secteur du BTP en matériaux locaux et de la formation professionnalisante dans les chantiers écoles construction
54	Création d'emplois décents et consolidation de l'emploi pour les jeunes et potentiels migrants dans le secteur de la pêche artisanale
55	Création d'emplois décents et consolidation de l'emploi existant pour les jeunes et potentiels migrants dans le secteur de la pêche artisanale
56	Promotion de l'emploi et amélioration des conditions de vie des pêcheurs artisanaux côtiers, jeunes et femmes aux alentours des espaces naturels protégés du secteur nord de Mauritanie
57	Oxfam- Résilience Communautaire et Institutionnelle pour l'Insertion Economique et Sociale des Jeunes et des Femmes à Nouakchott, au Hodh El Chargui et Hodh El Gharbi
58	CRF- Renforcer les populations vulnérables par l'insertion professionnelle, le développement agropastoral et para-agricole et l'amélioration à la résilience face à l'insécurité alimentaire et au changement climatique
59	GRET- Projet d'appui à l'inclusion économique et sociale pour la stabilité et l'emploi des jeunes en Mauritanie – PIESSE
60	Projet d'appui aux filières agricoles dans les régions de Tahoua et Agadez (Niger)
61	Appuyer la formation et l'insertion professionnelle des jeunes filles et garçons des régions

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	<p>d'Agadez et Zinder en vue de contribuer au développement socioéconomique de ces deux régions.</p> <p>62 Pilotage du Plan d'Actions à Impact Economique Rapide dans la Région d'Agadez - AGAPAIR</p> <p>63 Projet d'Appui à la Stabilité Socioéconomique dans la Région d'Agadez - PASSERAZ</p> <p>64 Projet d'intégration économique et sociale des jeunes : Emploi pour le patrimoine d'Agadez (EPPA) - PAIERA</p> <p>65 Marché d'assistance technique en soutien à la Haute Autorité pour la Consolidation de la Paix (HACP) dans son rôle de mise en œuvre et de coordination du programme PAIERA</p> <p>66 Les jeunes entreprennent et s'emploient au Niger</p> <p>67 DURAZINDER - «programme de création d'emplois et d'opportunités économiques à travers une gestion durable de l'environnement dans les zones de départ et de transit au Niger », à Zinder</p> <p>68 Durabilité de l'Environnement et Stabilisation Economique sur la Route de Transit (D.E.S.E.R.T.)</p> <p>69 HACP - Pilotage du projet d'Appui à la Stabilisation et Renforcement Socio-Economique des populations affectées par la migration irrégulière dans les zones de transit au Niger (PASREP)</p> <p>70 Garkua - Projet d'Appui à la Stabilité socioéconomique et à la Paix dans la région d'Agadez (PASP)</p> <p>71 Création d'emplois équitables et développement durable de micro entreprises à travers la gestion responsable et éthique de chaines de valeur spécifiques liées aux secteurs de la mode, du « lifestyle » et aménagement d'intérieur</p> <p>72 Soutenir les entrepreneurs et les petites PME en Afrique de l'Ouest</p> <p>73 Archipelago : an African-European TVET initiative</p> <p>74 Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ</p> <p>75 Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ</p> <p>76 Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ</p> <p>77 Mise En Oeuvre Des Activités Et La Production De Supports De Communication Dans Le Cadre Du Projet : DÉVELOPPER L'EMPLOI AU SÉNÉGAL</p> <p>78 Développer l'emploi au Sénégal: renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ</p> <p>79 Développer l'emploi au Sénégal : renforcement de la compétitivité des entreprises et de l'employabilité dans les zones de départ</p> <p>80 Campagne de communication Tekki fii - Phase 2</p>
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	<p>81 Appui à la réduction de la migration à travers la création d'emploi ruraux par la mise en place de fermes agricoles villageoises et individuelles (fermes Natanguées) dans les régions à haute potentialité migratoire</p> <p>82 Projet d'appui à la réduction de la migration à travers la création d'emploi ruraux, par la mise en place de fermes agricoles villageoises et individuelles (fermes Natanguées) dans les régions à haute potentialité migratoire</p> <p>83 Projet d'Appui à la Réduction de l'Emigration rurale et à la Réintégration dans le Bassin Arachidier par le développement d'une économie rurale sur base des périmètres irrigués – PARERBA</p> <p>84 Programme de contraste à la migration illégale à travers l'appui au Secteur Privé et à la création d'emplois au Sénégal (PASPED)</p> <p>85 Projet de soutien à l'insertion socio-professionnelle des jeunes tchadiens en situation de vulnérabilité</p> <p>-96 Please specify other</p>
Please specify other	
Is the project ongoing?	<p>0 = No</p> <p>1 = Yes</p>
When did the project end?	<p>1 = Less than 6 months</p> <p>2 = Between 6 months and one year</p> <p>3 = Between one year and 2 years</p> <p>4 = More than 2 years</p>
For how many years did you work/have you worked for the project?	<p>1 = Less than 6 months</p> <p>2 = Between 6 months and one year</p> <p>3 = Between one year and 2 years</p> <p>4 = More than 2 years</p>
Design	
The project targets/targeted	<p>0 = None of the above</p> <p>1 = Unemployed</p> <p>2 = Individuals not receiving an education</p> <p>3 = Individuals not in vocational training</p> <p>-96 = Other [Please specify]</p>
Please specify the other groups targeted by the project	
The project targets/targeted	<p>1 = Youth</p> <p>2 = Women</p> <p>3 = Refugees</p> <p>4 = Returnees</p> <p>5 = IDPs</p> <p>6 = Host communities</p> <p>7 = Physically or mentally disabled persons</p> <p>8 = Specific religious groups</p>

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	9 = Specific ethnic groups -96 = Other [Please specify]
Please specify	
Did the intervention design specifically consider the literacy and numeracy skills of the target population?	0 = No 1 = Yes
Did the intervention design specifically consider the technical or managerial skills of the target population?	0 = No 1 = Yes
Did the intervention design consider specifically the financial needs or economic status of the target population?	0 = No 1 = Yes
The intervention was/is designed to provide....	1 = In classroom training only 2 = Hands on training only 3 = Both classroom and hands on training -97 = Not applicable
Design	
Was the project specifically designed for the following groups?	
Youth	0 = No 1 = Yes
Female	0 = No 1 = Yes
Refugees	0 = No 1 = Yes
Returnees	0 = No 1 = Yes
Nationals (persons from host communities)	0 = No 1 = Yes
Internally displaced persons	0 = No 1 = Yes
Physically or mentally disabled persons	0 = No 1 = Yes
Specific religious group	0 = No 1 = Yes
Specific ethnic groups	0 = No 1 = Yes

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Implementation	
Did the project reach the intended number of returnees?	0 = No 1 = Yes
Why did the project not reach the intended number of returnees?	
Did the project reach the intended number youth?	0 = No 1 = Yes
Why did the project not reach the intended number of youths?	
Did the project reach the intended number of females?	0 = No 1 = Yes
Why did the project not reach intended number of females?	
Did the project reach the intended number of refugees?	0 = No 1 = Yes
Why did the project not reach the intended number of refugees?	
Did the project reach the intended number of nationals (persons from host communities)?	0 = No 1 = Yes
Why did the project not reach the intended number of nationals (persons from host country)	
Did the project reach the intended number of internally displaced persons?	0 = No 1 = Yes

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Why did the project not reach the intended number of internally displaced persons?	
Did the project reach the intended number of specific religious groups?	0 = No 1 = Yes
Why did the project not reach the intended number of specific religious groups?	
Did the project reach the intended number of ethnic groups?	0 = No 1 = Yes
Why did the project not reach the intended number of ethnic groups?	
Please rate the following statements on a scale of 1 - 5, with 1 being Not at all adapted and 5 being Adapted.	
To what extent was/is the intervention adapted to the beneficiaries' preexisting technical/managerial skills?	1 = 1 - Not at all adapted 2 = 2 - Rather ill-adapted 3 = 3 - Somewhat adapted 4 = 4 - Rather adapted 5 = 5 - Adapted -97 = Not Applicable
To what extent was/is the intervention adapted to the beneficiaries' preexisting literacy/numeracy skills?	1 = 1 - Not at all adapted 2 = 2 - Rather ill-adapted 3 = 3 - Somewhat adapted 4 = 4 - Rather adapted 5 = 5 - Adapted -97 = Not Applicable
To what extent was/is the intervention adapted to the financial means of the beneficiaries?	1 = 1 - Not at all adapted 2 = 2 - Rather ill-adapted 3 = 3 - Somewhat adapted 4 = 4 - Rather adapted 5 = 5 - Adapted -97 = Not Applicable

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Overall, to what extent are/were the facilities adapted to the content of the trainings/activities implemented?	1 = 1 - Not at all adapted 2 = 2 - Rather ill-adapted 3 = 3 - Somewhat adapted 4 = 4 - Rather adapted 5 = 5 - Adapted -97 = Not Applicable
Overall, to what extent are/were the equipment adapted to the content of the trainings/activities implemented?	1 = 1 - Not at all adapted 2 = 2 - Rather ill-adapted 3 = 3 - Somewhat adapted 4 = 4 - Rather adapted 5 = 5 - Adapted -97 = Not Applicable

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Overall, to what extent are/were the training materials adapted to the content of the trainings/activities implemented?	1 = 1 - Not at all adapted 2 = 2 - Rather ill-adapted 3 = 3 - Somewhat adapted 4 = 4 - Rather adapted 5 = 5 - Adapted -97 = Not Applicable
Overall, to what extent are the facilities adapted to the number of beneficiaries?	1 = 1 - Not at all adapted 2 = 2 - Rather ill-adapted 3 = 3 - Somewhat adapted 4 = 4 - Rather adapted 5 = 5 - Adapted -97 = Not Applicable
Did the project require a tuition fee from beneficiaries?	0 = No 1 = Yes
Did/does the project offer bursaries to the trainees	0 = No 1 = Yes
Do/did training facilities respond to the needs of the the following groups?	
Youth	0 = No 1 = Yes
Female	0 = No 1 = Yes

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Refugees	0 = No 1 = Yes
Returnees	0 = No 1 = Yes
Nationals (persons from host communities)	0 = No 1 = Yes
Internally displaced persons	0 = No 1 = Yes
Physically or mentally disabled persons	0 = No 1 = Yes
Specific religious group	0 = No 1 = Yes
Specific ethnic groups	0 = No 1 = Yes
Facilities	
Did/does the project provide services to facilitate access to the training facilities?	0 = No 1 = Yes
Please specify the service(s) provided	0 = There was no need to provide any service 1 = Organize buses 2 = Provide allowance for transportation 3 = Provide accomodation -96 = Other [Please specify]
Please specify other	
To what extent are/were, trainers/teachers/mentors/apprenticeship instructors/internship instructors sufficiently experienced and qualified to undertake trainings?	1 = Inexperienced 2 = Rather inexperienced 3 = Somewhat experienced 4 = Rather experienced 5 = Experienced -97 = Not relevant
Are/were trainers/teachers/mentors/apprenticeship instructors/internship instructors prepared with the right skills to train different social groups as follows	
Youth	0 = No 1 = Yes
Female	0 = No 1 = Yes
Refugees	0 = No 1 = Yes

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Returnees	0 = No 1 = Yes
Nationals (persons from host communities)	0 = No 1 = Yes
Internally displaced persons	0 = No 1 = Yes
Physically or mentally disabled persons	0 = No 1 = Yes
Specific religious group	0 = No 1 = Yes
Specific ethnic groups	0 = No 1 = Yes
How are/were trainers recruited?	1 = Recruitment based on experience and qualifications 2 = Preparation ensured by the project -96 = Other [Please specify] -97 = Not applicable
Please specify	
Does the project provide the following to the beneficiaries?	
Textbooks	0 = No 1 = Yes 2 = Not required
Technical material	0 = No 1 = Yes 2 = Not required
Safety equipment	0 = No 1 = Yes 2 = Not required
Does the project use the following methods?	1 = Face to face interactions 2 = Video supports 3 = Audio supports 4 = Written supports -96 = Other [Please specify]
Please specify	
The project undertakes activities in....	1 = Rural areas only 2 = Urban areas only 3 = Both rural and urban areas
Do project activities differ across urban and rural areas?	0 = No 1 = Yes

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In your opinion, what barriers did the project contribute to overcoming?	1 = Literacy/numeracy 2 = Lack of technical/Managerial skills 3 = Financial barriers 4 = Social norms 5 = Discriminations 6 = Physical barriers -96 = Other [Please specify]
Please specify other	
In your opinion, to what extent did/does/will the intervention contribute to overcome for the Youth, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	
In your opinion, to what extent did/does/will the intervention contribute to overcome for Females, the specific barriers of.....	

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Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	
In your opinion, to what extent did/does/will the intervention contribute to overcome for Refugees, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent

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	5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	
In your opinion, to what extent did/does/will the intervention contribute to overcome for Returnees, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	

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In your opinion, to what extent did/does/will the intervention contribute to overcome for Nationals or member of host communities, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
In your opinion, to what extent did/does/will the intervention contribute to overcome for Internally Displaced Persons, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent

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	5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
In your opinion, to what extent did/does/will the intervention contribute to overcome for People with mental and physical disabilities, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent

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	3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
In your opinion, to what extent did/does/will the intervention contribute to overcome for Specific religious groups, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	1 = To a very large extent

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	2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
In your opinion, to what extent did/does/will the intervention contribute to overcome for Specific ethnic group, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
In your opinion, to what extent did/does/will the intervention contribute to overcome for \$_{b2_other}\$, the specific barriers of.....	
Literacy/Numeracy	1 = To a very large extent

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	2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Lack of technical/managerial skills	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Financial barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Social norms	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Discriminations	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Physical barriers	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
\$_{d1_other}\$	1 = To a very large extent 2 = To a large extent 3 = To some extent 4 = To little extent 5 = To no extent
Did you observe any positive unintended effects from the project?	0 = No 1 = Yes
Positive unintended effect	
Who was particularly affected by the positive unintended effects observed?	0 = No 1 = Yes
Please specify other	
Using key words and phrases state what you identified as positive unintended effects for this social group "Youth"	

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Using key words and phrases state what you identified as positive unintended effects for this social group "Women"	
Using key words state what you identified as positive unintended effects for this social group "Refugees"	
Using key words and phrases state what you identified as positive unintended effects for this social group "Returnees"	
Using key words state what you identified as positive unintended effects for this social group "Internally Displaced Persons"	
Using key words state what you identified as positive unintended effects for this social group "Host Communities"	
Using key words state what you identified as positive unintended effects for this social group "Physically or mentally disabled persons"	
Using key words state what you identified as positive unintended effects for this social group "Specific religious group"	
Using key words state what you identified as positive unintended effects for this social group "Specific ethnic groups"	
Using key words state what you identified as positive unintended effects for this social group "\${d3_other}"	

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Did you observe any negative unintended effects from the project?	0 = No 1 = Yes
Who was particularly affected by the negative effects observed?	
Please specify other	
Negative unintended effect	
Using key words and phrases state what you identified as positive unintended effects for this social group "Youth"	
Using key words state what you identified for this social group "Women"	
Using key words state what you identified for this social group "Refugees"	
Using key words and phrases state what you identified as positive unintended effects for this social group "Returnees"	
Using key words state what you identified for this social group "Internally Displaced Persons"	
Using key words state what you identified for this social group "Host Communities"	
Using key words state what you identified for this social group "Physically or mentally disabled persons"	
Using key words state what you identified for this social group "Specific religious group"	

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Using key words state what you identified for this social group "Specific ethnic groups"	
Using key words state what you identified for this social group "\${d6_other}"	
Post intervention	
Does the project plan an extension of the implementation of the activities?	0 = No 1 = Yes
To what extent do you expect the current project to be extended?	1 = Very unlikely 2 = Unlikely 3 = Unsure 4 = Likely 5 = Very likely
Was the project extended?	0 = No 1 = Yes
When was the exit strategy planned with other entities?	1 = Design phase 2 = Promotion /Sensitization phase 3 = Implementation phase 4 = After the project -96 = Other [Please specify]
Please specify other	
Does the Implementing Partner have a plan for the project to ensure its continuity after EUTF support ends?	0 = No 1 = Yes
By whom are the planned activities (expected to be) undertaken?	1 = Implementing Partner 2 = Public Entities 3 = Private entities -97 = Don't know
Exit strategy	
When was the said plan taken?	1 = Design phase 2 = Promotion /Sensitization phase 3 = Implementation phase

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	4 = After the project -96 = Other [Please specify]
Please specify other	
Was the plan taken with other entities?	0 = No 1 = Yes
With whom was the plan designed?	1 = Internally planned 2 = Public institutes 3 = Private entities 4 = EUTF 5 = Other donors -96 = Other [Please specify] -97 = Don't know
Please specify	
Was/is/will the plan taken (be) delayed?	0 = No 1 = Yes -97 = Don't know
Was/is/will the continuation or scale-up of the activities be financially secured?	0 = No 1 = Yes partially 2 = Yes fully
Who supported/supports/will support financially the continuation or a scale up of the activities?	1 = Implementing Partner 2 = Public entities 3 = Private entities 4 = EUTF 5 = Other Donors -97 = Don't know
Was/is/will the continuation or scale-up be secured with adequate infrastructure and qualified personnel	0 = No 1 = Yes partially 2 = Yes fully
Who supported/supports/will support technically the continuation or scale-up of the activities?	1 = Implementing Partner 2 = Public entities 3 = Private entities 4 = EUTF 5 = Other Donors -97 = Don't know

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What barriers to the continuation of the project have been identified?	1 = Literacy/numeracy 2 = Lack of technical/Managerial skills 3 = Financial barriers 4 = Social norms 5 = Discriminations 6 = Physical barriers -96 = Other [Please specify]
Please specify other	
Negative unintended effect	
Has the project addressed the barrier "Literacy or Numeracy"?	0 = No 1 = Yes -97 = Not Applicable
Has the project addressed the barrier "Lack of technical or managerial skills"?	0 = No 1 = Yes -97 = Not Applicable
Has the project addressed the barrier "Financial barriers"?	0 = No 1 = Yes -97 = Not Applicable
Has the project addressed the barrier "Social norms"?	0 = No 1 = Yes -97 = Not Applicable
Has the project addressed the barrier "Discrimination"?	0 = No 1 = Yes -97 = Not Applicable
Has the project addressed the barrier "Physical barriers"?	0 = No 1 = Yes -97 = Not Applicable
Has the project addressed the barrier "\${e12_other}"?	0 = No 1 = Yes -97 = Not Applicable
To what extent do you believe the project will continue its activities if the EUTF fundings end?	1 = Very unlikely 2 = Unlikely 3 = Unsure 4 = Likely 5 = Very likely
Collaboration	
Beyond your institution and EUTF, were/are other stakeholders involved in the project funding and/or implementation?	0 = No 1 = Yes

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Beyond your institution and EUTF, what other stakeholders were/are involved in the project?	1 = Public entities 2 = Private entities 3 = Other donors -96 = Other [Please specify]
Please specify other	
Please select the private stakeholders that were actively involved	1 = Private employers 2 = TVET centres 3 = MSMEs 4 = Cooperatives 5 = Business groupings 6 = Financial institutions 7 = Saving groupings -96 = Other [Please specify]
Please specify other	
Stakeholder	
In what project phase did your institution collaborate with this group "Private employers"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	
In what project phase did your institution collaborate with this group "TVET centres"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	
In what project phase did your institution collaborate with this group "MSMEs"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	
In what project phase did your institution collaborate with this group "Cooperatives"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	
In what project phase did your institution collaborate with this group "Business groupings"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	

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In what project phase did your institution collaborate with this group "Financial institutions"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	
In what project phase did your institution collaborate with this group "Saving groupings"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	
In what project phase did your institution collaborate with "\${f2_other}"?	1 = Design phase 2 = Promotion/Sensitization phase 3 = Implementation phase 4 = After the project [Discussions on learnings, drawbacks, potential upscaling] -96 = Other [Please specify]
Please specify other	
How did "Private employers" support the intervention?	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	
How did "TVET centres" support the intervention?	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	
How did "MSMEs" support the intervention?	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	
How did "Cooperatives" support the intervention?	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	

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How did "Business groupings" support the intervention?	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	
How did "Financial institutions" support the intervention?	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	
How did "Saving groupings" support the intervention?	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	
How did "\${f2_other}" support the intervention	1 = Consultancy/knowledge sharing/Capacity building 2 = Financial support 3 = Technical support 4 = Social /Political support 5 = Take-over/Exit strategy
Please specify other	
Is there a consortium where the project's activities are coordinated with other projects in the same country/region/sub-region?	0 = No 1 = Yes
Is there a consortium where the project's activities are coordinated with other projects in the same country/region/sub-region?	1 = Yes, country-wide 2 = Yes, regionally 3 = Yes, in the area where the project is conducted
Collaboration 2	
How often do you meet?	0 = Never 1 = Weekly 2 = Monthly 3 = Quarterly 4 = Annually 5 = Less often

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What are the dimensions of this collaboration?	1 = Activities in common 2 = Administration 3 = Network and acces to key stakeholders 4 = Sustainability/continuity of project activities 5 = Learning and adoption of best practices 6 = Harmonization of approaches with other projects
To what extent do you consider this collaboration to be efficient?	0 = Not efficient at all 1 = Rather inefficient 2 = Somewhat efficient 3 = Rather efficient 4 = Very efficient
With regards to the projects, activities are	1 = Similar 2 = Different but complementary 3 = Unrelated
Policy Change	
In your opinion, has the project influenced the induction of a new policy or the application of an existing (but dormant) policy	0 = No 1 = Yes, a local policy 2 = Yes, a regional policy 3 = Yes, a national policy
In your opinion, what type of policies (laws, reforms, agenda etc) has /is the project contributed/contributing to changing?	1 = Laws 2 = Reforms 3 = Agenda 4 = Plans 5 = Trainings
What is the main focus of this policy	1 = Migration 2 = Employment 3 = Resilience 4 = Gender equality -96 = Other [Please specify]
Please specify other	
Did you carry out similar projects funded by EU Member Countries without EUTF support?	0 = No 1 = Yes
EUTF Support	
Based on your experience, do you consider that EUTF supports or facilitates the implementation of a project more than the support from a specific EU member country?	0 = No 1 = Yes -97 = Don't know

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In what domains would EUTF support be preferred to other bilateral EU member country's support?	1 = Volume of funding 2 = Duration of funding 3 = Material/equipment support 4 = Technical advice 5 = Administration 6 = Network and access to key stakeholders 7 = Flexibility 8 = Sustainability/continuity of project activities 9 = Learning and adoption of best practices 10 = Harmonization of approaches with other projects -96 = Other [Please specify]
Please specify other	
In what domains would bilateral EU member country's support be preferred to EUTF support?	1 = Volume of funding 2 = Duration of funding 3 = Material/equipment support 4 = Technical advice 5 = Administration 6 = Network and access to key stakeholders 7 = Flexibility 8 = Sustainability/continuity of project activities 9 = Learning and adoption of best practices 10 = Harmonization of approaches with other projects -96 = Other [Please specify]
Please specify other	
End of survey	
Thank you very much for your time. Kindly swipe right and send the completed form.	

Source: C4ED elaboration

5.17 CONTRIBUTING EVALUATORS

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. Dr. Mwaka did long-term field study of livelihood change and localized adaptations 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. 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.

Dr. Mwaka has been a focal point in the EUTF Portfolio evaluation coordinating the activities in this evaluation (R2). He led the design of the project and coordinated data collection analysis and reporting. In addition, he has overseen the qualitative component of the impact evaluation of the second component of the RISE project (T05-EUTF-HOA-UG-39-01) implemented by GIZ, working closely with the quantitative team to design the evaluation and contribute to writing the reports.

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

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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. He has worked closely with Dr. Mwaka to integrate R1 and R2 findings for the portfolio evaluation. 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).

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.

In the EUTF portfolio evaluation, Mr Atsiatorme has supported designing the tools for the PMS into SurveyCTO and managing the survey database. Mr Atsiatorme has been involved in other 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.

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